

## Appendix C: Annotated Bibliography Academic and Gray Literature

Agergaard, Sine. "Development and appropriation of an integration policy for sport: how Danish sports clubs have become arenas for ethnic integration." *International Journal of Sport Policy and Politics*, 3, 3, (2011), 341-353.

**Country:** Denmark

**Target Population:** Immigrants

**Abstract:** To answer why sports clubs have been ascribed a central role in resolving integration issues in Denmark, this article refers to the anthropology of policy. First, policy is defined as what Mauss has called 'a total social fact'. In other words, policy is a social phenomenon that reflects the history and culture of the society in which it is created. Second, policy is seen as discourses that are articulated by specific institutions, and third, the anthropological perspective focuses on the ways in which policy is applied and interpreted in practice. The first part of this article therefore explores Danish immigration history and the development of an integration policy that currently focuses on adaptation of the cultural values and norms of immigrants. The second part of this article looks at current state funds that aim to promote this kind of adaptation through sports. It becomes clear that sports clubs are seen as organizations that distribute social capital, promote equality in society and facilitate informal learning. The third part of this article refers to a number of studies that highlight the ways in which club leaders, coaches and members (with ethnic Danish as well as non-Danish ethnic background) appropriate these political assumptions.

**Policy Takeaway:** Sports clubs increase social capital, and assist with integration. There is no indication from this article about whether they play a role in increasing sport participation among the relevant population.

### Main Findings:

- Immigration has been viewed as a threat to Danish culture and its social model and 9/11 spurred an anti-immigrant sentiment. There is pressure on immigrants to abandon their own social norms and adapt those of Denmark. The notion of integration through sport has emerged. The hope is that the cultural adaptation of ethnic minorities to the so-called Danish values and norms can be fostered in movements within civil society like the Danish sports organizations, which are broadly rooted in Danish society.
- The article discusses sport as (1) an arena of social capital and equality - sport clubs help immigrants help with welfare tasks; meet people to help them access education and jobs, a better solution than this falling to the State. It focuses on integration both through and IN sport and (2) The club as a framework for learning and incorporation of values: The association or club is seen as a social network that provides access not only to integration in sports but also through sports, and the sports club provides the framework for more or less direct learning and the incorporation of the so-called Danish values and norms. Coaches, however, not willing to participate in welfare tasks.

## **Aspen Institute. State of Play 2016 - Trends and Developments**

**Country:** USA

**Target Population:** N/A

**Abstract:** How are stakeholders doing, one year in? Taking measure is State of Play: 2016, our first annual snapshot of how many – and how well – children are being served through sports. The report presents the latest participation rates and identifies five key developments in the past year in each of the focus areas within the framework. Grades are offered on the performance of stakeholders, as determined through online polling of the thought leaders who attended the 2016 Project Play Summit on May 17 at the Newseum in Washington D.C. Their insights also shape the section of this report called Next, which is inspired, in part, by a powerful call to action made by first lady Michelle Obama at the Summit.

### **Policy Takeaway:**

- Provides a Report Card looking at the progress of the recommendations from the report.

**Athletics Australia. Strategic Plan 2013-2016: Leading a strong, vibrant and growing sport**

[http://www.athletics.com.au/Portals/56/Admin/Documents/Strategic%20Plan%202013-2016\\_lowRes.pdf](http://www.athletics.com.au/Portals/56/Admin/Documents/Strategic%20Plan%202013-2016_lowRes.pdf)

**Country:** Australia

**Target Population:** N/A

**Policy Takeaway:** Strategy provided and success indicators outlined but no outcomes specified in this document

**Main Findings:**

- Key Pillars that form the basis of Strategies: - Participation; -High Performance; Competition; Commercial
- Values: In delivering the strategies of this plan, we will conduct our activities in accordance with the following values: Leadership; Respect; Integrity; Inclusion; Fairness; Excellence; Accountability & transparency; Commitment
- Strategic Initiatives: Implement the National Participation Plan which includes 5 key priorities:
  - 1 Club Capability: recruit, develop, retain and recognise coaches, officials and administrators in the club environment  
Junior Pathway: increase the quality of competition for juniors, schools and clubs
  - 3.Athletics Australia and LAA Joint Venture: focus on recruitment, retention, participation and transition of 5-20 year olds
  - 4.Recreational Running: engage social and recreational runners in Athletics Australia activities and events
  - 5.Targeted Groups: provide opportunities, support and pathways for Athletes with a Disability and Indigenous Athletes
- **Actions:**
  - Develop innovative products, programs and services that will enhance interest in the sport and growth in participation
  - Build further the capability of clubs to accept new members and provide a welcoming environment.
  - Coordinate competition structure to maximise participation for all ages and performance levels
  - Increase in participation levels of all athletes of abilities through supportive centres and clubs, quality coaching and officiating, and clear transition pathways
  - Work effectively with Member Associations utilise Running Australia & iRun programs to recruit more recreational runners, and conduct events around the country
  - Provide more opportunities for Athletes with disability and Indigenous people in the sport
  - Develop the Athletics Australia Coaching Framework

## **Australian Sports Commission, Strategic Plan 2011–2012 to 2014–2015**

[http://www.ausport.gov.au/\\_\\_data/assets/pdf\\_file/0004/472738/ASC\\_Strategic\\_Plan\\_2011-12\\_to\\_2014-2015.pdf](http://www.ausport.gov.au/__data/assets/pdf_file/0004/472738/ASC_Strategic_Plan_2011-12_to_2014-2015.pdf)

**Country:** Australia

**Target Population:** N/A

**Policy Takeaway:** Target groups identified (women, Indigenous Australians, people with disability, and people from culturally and linguistically diverse backgrounds) and included in results measurement framework. Strategy focuses on building capacity to NSOs to grow their sport's participation base particularly with these groups. Specific actions and outcomes not provided.

### **Main Findings:**

In the process of its review of Australian sport, the Independent Sport Panel considered input from meetings and submissions involving more than 650 organisations and individuals. This input was consolidated into eight fundamental issues which the Panel considered needed to be addressed if Australia was to continue to be successful at the elite level; all Australians were able to participate in their sport or sports of choice; and the health and wellbeing of the population was to be improved.

These key issues were: Ensuring Australia's sport sector is open to all The Panel noted that there were groups within the community that had not participated in sport and highlighted the importance of understanding and removing existing barriers to participation through the creation of inclusive environments where participation could grow.

### **GOAL 1: INCREASED PARTICIPATION IN SPORT**

- **Results:** More Australians participate in sport; under-represented groups participate in sport in increased numbers; National Sport and Active Recreation Policy Framework link and work in this goal contributes to the participation priority area within the Framework.
- **Measures:** We will measure this by the: proportion of the Australian population participating regularly in sport; proportion of the Australian population of specific under-represented groups participating regularly in sport.
- **Key strategies:** We will achieve this goal by:
  - 1.2 building the capability of identified national sporting organisations to grow their sport's participation base, particularly with under-represented groups (women, Indigenous Australians, people with disability, and people from culturally and linguistically diverse backgrounds)
  - 1.3 working together with sport and government partners (including national sporting organisations and state and territory departments of sport and recreation) to support the implementation of national strategies to grow participation

**Batts, Callie, and David L. Andrews. "Tactical athletes': The United States Paralympic Military Program and the mobilization of the disabled soldier/athlete." *Sport in Society*, 14, 5 (June 2011), 553-568.**

**Country:** USA

**Target Population:** People with disabilities

**Abstract:** Since the commencement of the wars in Iraq and Afghanistan, over 35,000 American military personnel have returned home with serious physical and psychological wounds, including amputations, traumatic brain injuries and paralysis. In 2004, amidst an increasingly militarized culture shaped by Bush-era wartime policies, the US Paralympics, a division of the US Olympic Committee, created the Paralympic Military Program (PMP) to introduce sport to these recently disabled soldiers. The PMP emphasizes the rehabilitative benefits of sport, but also pursues the implicit goal of discovering potential elite athletes capable of representing the USA in international competitions. The emergence of this new subjectivity of the elite soldier/athlete is a significant development in the continuing relationship between sport and the American military. This discussion illustrates how – as a symbol of both military and sporting constituencies – the body of the soldier/athlete is far from benign and apolitical. Rather, it is a malleable site upon which contemporary cultural meanings and political demands are inscribed and mobilized. Thus the PMP is worthy of critical examination as a site of production of 'anatomies of national fantasy' and 'corporeal flagging' that deflect attention away from the devastating consequences of war and ultimately promote an advancing American imperialism.

**Policy Takeaway:** No specific policy directions

**Main Findings:**

- Research addresses the value of sport for injured/disabled veterans as valuable in rehabilitation. Similar to Canada's Soldier On, it provides entry sport camps for different Paralympic activities. It was interesting that they addressed "super-crip" or the ability to beat all odds. While this may be inspiring to some, it can also act as a negative deterrent for individuals who do not have the same level of ability, so do not participate at all.

**Birch-Jones, Jennifer. "Leading the Way: Working with LGBT Athletes and Coaches A practical resource for coaches." *Canadian Association for the Advancement of Women and Sport and Physical Activity*, (September 2014), 1-29.**

**Country:** Canada

**Target Population:** LGBT

**Policy Takeaway:** Specific inclusive language and actions for coaches and organizations are outlined

**Main Findings:**

- According to a recent study, many Canadian coaches haven't given a lot of thought, talked to team members about, or stressed the importance of using inclusive language. to create an inclusive environment, it is important that coaches are clear and open in what they say and do, and what they expect from others on the team. Words and actions should demonstrate respect for sexual diversity and gender identity so that anyone who identifies as LGBT feels welcome. Suggested actions include the following:
  - overt signals about being an inclusive environment need to come early and often. by being overt, existing and new players will hear your message, including the parents and family members of your team.
  - When talking about the strength that comes from being diverse, as well as the need to value and respect differences, add sexual orientation and gender diversity to the list of differences being respected.
  - explain to the team that you are trying to achieve an inclusive environment of openness and respect for everyone, regardless of ethnicity or race, gender, religion, class, size, and sexual or gender identity. describe what this means in terms of behaviour - discuss disrespectful behaviours or highlight behaviours that demonstrate the environment you are trying to achieve.
  - be intentional about using inclusive language. Work from the premise that there are LGBT individuals on your team, including potential recruits or team staff. Extend invitations to include boyfriends, girlfriends, husbands, wives, partners and significant others.
  - recruit other team leaders, especially team captains, to assist you in delivering a positive message of respect for all. Allowing the players to take ownership and be accountable for creating a positive inclusive environment will have a significant impact on ensuring long-term success.
  - display signs visibly demonstrating acceptance of those who are LGBT and indicate that you are an LGBT ally. Your organization may have these signs as part of a diversity effort or you may wish to create your own positive space in sport signs, stickers or buttons.

**Blauwet, Cheri A., and Lisa I. Iezzoni. "From The Paralympics to Public Health: Increasing Physical Activity Through Legislative and Policy Initiatives." *Paralympics Sports Medicine and Science*, 6 (August 2014), 4-10.**

**Country:** USA (with international perspectives)

**Target Population:** People with disabilities

**Abstract:** Individuals with disabilities experience a disproportionate rate of chronic disease and are more likely to lead sedentary lifestyles than the general population. Multiple complex factors likely contribute to these disparities, including structural, socioeconomic and attitudinal barriers that impede broad participation of individuals with disabilities in health and wellness promotion programs. Public health initiatives aimed at mitigating these health disparities emphasize improved access to physical activity and sports opportunities. Given its visibility, the Paralympic Movement provides an opportunity to transform how society conceptualizes the relationship of disability to physical fitness. The Paralympics also serve as a catalyst for public health education and program development. Already, public policies and governmental regulations are expanding grassroots sports opportunities for youth and adults with disabilities, thus promoting inclusive opportunities for participation in physical activity.

**Policy Takeaway:** There are a number of US policies and Acts that include entitlements to programs and facilities for people with disabilities

**Main Findings:**

- US policies that focus on getting people with disabilities active recognize that those with a disability are usually more likely to have additional health related issues. (e.g., All children are entitled to full education which includes Phys. Ed and extracurricular that is inclusive.)
- Historically, interventions aimed at increasing the participation of people with disabilities have followed 2 key strategies. The first is incorporating disability within all mainstream public health initiatives. Despite this stated commitment to inclusion of persons with disabilities in federal public health programming, it is unclear whether disability constitutes a priority within program design and recruitment. The second key strategy is the development of disability specific public health programming explicitly targeting this community.
- Little direct evidence exists linking Paralympic sport to public health outcomes, such as levels of physical activity for individuals with disabilities. One of the more compelling arguments for the potential influence of Paralympic sport relates to changing societal attitudes and cultural perceptions around disability and the capabilities, preferences, and expectations of persons with disabilities.
- U.S. laws and policies concerning equal access for individuals with disabilities to public and private places and services. Many of these laws and policies have both direct and indirect implications for sport and physical activity. The landmark Americans with Disabilities Act of 1990 promotes community access through ensuring accessibility of the built infrastructure and transportation systems, in addition to banning discrimination on the basis of disability in employment and education. To implement the law, the specific regulations for ensuring access to sporting facilities, such as swimming pools, golf facilities, and boating docks, among other settings. Under the ADA, newly constructed fitness facilities must be accessible to individuals with disabilities, such as having entry ramps and accessible bathroom facilities and locker rooms

**Blodgett, Amy T., et al. "Praxis and community-level sport programming strategies in a Canadian aboriginal reserve." *International Journal of Sport and Exercise Psychology*, 8, 3, (2010), 262-283.**

**Country:** Canada

**Target Population:** Aboriginals

**Abstract:** From national statistics, it has been indicated that Canadian Aboriginal youth are overrepresented in lower health demographics than the rest of the national population, suffering from higher rates of obesity, diabetes, and heart problems. When Schinke, Michel, and colleagues (2006) engaged in preliminary research with elite Aboriginal athletes, the participants expressed a cultural struggle related to retaining Aboriginal youth in sport programming. The athletes proposed modifying programming strategies to account for attrition. Herein, mainstream academics partnered with Aboriginal community members to address this concern. Talking circles and a decision-making consensus were employed. Emergent themes included integrating elders, promoting Aboriginal role models, and developing a broader volunteer base. This manuscript is authored to elucidate, from the words of the Wikwemikong, how culturally relevant sport programming will be reconsidered in their Reserve.

**Policy Takeaway:** Lists key considerations for designing programs in the community, during and after school and for addressing drop out and motivation. A successful culturally relevant applied program was developed using these principles and is intended for community ownership and sustainability.

**Main Findings:**

- General community: De-emphasize sedentary recreational activities; support a variety of sport programs; Foster a passionate volunteer base; Emphasize team building and coordination; Provide financial support; Recruit and promote role models; Utilize Elders for support and motivation; Educate youth about opportunities beyond the reserve; and Encourage collective support and community pride. This theme reveals a multilevel network of support surrounding Wikwemikong athletes and reflects the collective nature of the culture.
- School strategies. Promote sport confidence in high school; Implement daily physical activity programs; Run an intramural program; Provide different levels of activity for all children; Friends can encourage participation; Promote teachers as role models; Encourage youth to overcome and prevent injuries; and Teach youth to balance responsibilities and recreation. Community members identified youth adherence to programming being a problem in the transition from elementary school to high school. The above recommendations reflect a strong need for the school environment to be structured to encourage sport involvement and healthy lifestyles.
- After-school strategies. Foster a passionate coaching base; Training and succession planning needed; Promote coaching role models; Support coaches to reduce deterrents; and Provide recognition for coaches. Coaches are an integral link between sport programming and youth adherence, and accordingly, programming longevity is only sustainable with a solid base of qualified, passionate coaches.
- Community strategies: Community members and elite athletes, expressed concerns regarding high attrition rates within youth sport programming and discussed a need to reverse this trend by seeking out relevant motivational strategies that encourage persistence in sport and promote healthy, active lifestyles.



**Bolton, Nicola, and Steve Martin. "The policy and politics of free swimming." *International Journal of Sport Policy and Politics*, 5, 3, (November 2013), 445-463.**

**Country:** United Kingdom

**Target Population:** Older adults

**Abstract:** Like many sports policies and community-based interventions, the Free Swimming Initiative in Wales has multiple objectives. Targeting the 16 and under and the 60 plus populations, it is seen as both a means of promoting health improvement and social inclusion and an opportunity for sports development. Pool monitoring data, surveys of pool managers, young people and older swimmers and qualitative research in the form of interviews and focus groups with national policymakers and chief local authority leisure officers undertaken between 2004 and 2007 were used to evaluate the impacts of the pilot phase. The findings demonstrate that the provision of free swimming helped to increase mass participation among the two target groups and there is evidence that some participants progressed to other water-based activities. However, while cost is a consideration for some young people, there are other barriers to participation. As a result, achieving ambitious government targets for population-wide physical activity levels requires strategies which encompass a wide range of opportunities to exercise. Some in the sport development community argue that the substantial subsidies devoted to free swimming in Wales could have been used better in other ways and the case of free swimming highlights the tensions which exist between public health, social justice and sports development policy agendas. At a time of fiscal constraint there are difficult choices to be made between attempts to encourage mass participation in physical activities and more targeted investment in 'sport for sport's sake'.

**Policy Takeaway:** Research into barriers are needed to sustain the increased participation in swimming related to subsidized access. Similar access to other types of activities are needed for broader appeal.

**Main Findings:**

- It appears that subsidized swimming has made a difference to participation rates but there was no baseline or control group to refer to.
- Recommendation that policy makers and practitioners have to develop a better understanding of the other economic, logistical, psychological and sometimes physical barriers faced by different groups and implement measures to overcome them. E.g., Older adults prefer separate change rooms from others.
- Securing the behavioural and cultural changes needed to achieve this is almost certainly too great a challenge for the sport policy community action on its own. So, policymakers need to devise a broad range of opportunities to exercise if they are to appeal to the large numbers who will never go near a swimming pool.

Brackenridge, Celia, et al. "A Review of Sexual Orientation in Sport." *sportscotland*, 114, (December 2008), 1-153.

**Country:** United Kingdom

**Target Population:** LGBT

**Abstract:** The sports councils in the UK have recognised the social and legal imperatives for sports bodies to support participation among lesbian, gay, bisexual and transsexual (LGBT) people and to oppose homophobia and related discrimination in sport. This issue has not previously had the priority that has been accorded to other equality strands such as gender, disability or ethnicity, and only in recent years has the process started of giving sexual orientation equal importance to the other equality strands. However, the forthcoming Single Equality Bill (expected to be passed early in 2009) is likely to require all equality strands to be given equal importance.

**Policy Takeaway:** Practical and policy guidance included

**Main Findings:**

- There is basic awareness among stakeholders that there are issues relating to lesbian, gay, bisexual and transsexual (LGBT) people that have to do with participation, discrimination and homophobia in sport, there is a lack of expertise (and in some cases desire) to do what is required to address them.
- Equality issues around sexual orientation (SO) and gender identity are still seen differently from comparable issues on race, gender or disability and the underlying prejudices are different. Much of the prejudice and negativity around LGBT issues in sport can be traced back to the application of gender stereotypes and perception of masculinity and femininity.
- Younger people are seen as a key to effecting change because they often express more enlightened attitudes to diversity than older generations. Sport can be a powerful influence both on young people's own personal development and on their attitudes to others, so young people's openness to diversity is likely to continue even after their personal involvement in sport ceases.
- There are many different dimensions to sport: team vs individual, elite vs recreational, health and social benefits of participation, sport's influence on fans and spectators. Each of these brings about different challenges and opportunities for LGBT inclusion and equality.
- Homophobic discrimination and gender stereotyping are not just damaging to those who may be LGBT but risk affecting performance and participation amongst far wider groups.
- Practical and policy guidance on assuring inclusive sport for LGBT people, especially for clubs, governing bodies and elite sport organisations.
  - Development and dissemination of advice and guidance materials and systems for sports people dealing with SO issues.
  - Preparation of advice sheets on service and facility provisions for transsexual people in different sports similar to that produced by Press for Change and DCMS (2005)
  - Case studies to illustrate how processes and practices in different sports contexts can be adjusted to include LGBT sports people, coaches and other support roles.
  - Development of leadership training about SO equality and impact assessment guidance, delivered to all lead sport body CEOs and key public officials working in sport.

**Brittain, Ian. "The Paralympic Games as a force for peaceful coexistence." *Sport in Society*, 15, 6 (August 2012), 855-868.**

**Country:** Internationally

**Target Population:** People with disabilities

**Abstract:** The International Olympic Committee advocates that one of the three ultimate goals of Olympism is to build a peaceful and better world through sport. The International Paralympic Committee, on the other hand, is slightly less grandiose when stating its key aim of enabling Paralympic athletes to achieve sporting excellence and to inspire and excite the world. However, it does state that in inspiring and exciting the world, its aim is to contribute to a better world for all people with a disability. The objective of this paper is, therefore, firstly to outline some of the reasons why the world might need to be made better for people with disabilities. It will then look at some of the ways the Paralympic Games have contributed to this process since their inception as the Stoke Mandeville Games in the late 1940s. Overall, the objective of this paper is to highlight the ways in which disability sport and the Paralympic Games, in particular, have helped to break down some of the perceptual barriers that exist amongst non-disabled members of society regarding people with disabilities, thus promoting greater inclusion of people with disabilities and allowing them to live in more peaceful coexistence with their peers.

**Policy Takeaway:** Media coverage of Paralympic Games has led to broader public awareness of abilities of individuals with a disability.

**Main Findings:**

- The Paralympic Games have played a key role in helping to overcome many of the issues, inherent in the medical model of disability, that have led to discrimination against, and negative perceptions of, people with disabilities by those within non-disabled society.
- Media coverage of the Paralympic Games has enabled athletes with disabilities to show the world exactly what people with disabilities are capable of through the medium of sport and in doing so have begun to break down the barriers between people with disabilities and their non-disabled peers. This has gradually assisted in a move towards greater inclusion in many societies and paved the way for them to live their lives in peaceful coexistence.

**Brooks, Lauren A., and Francine E. Darroch, and Audrey R. Giles. "Policy (mis)alignment: Addressing Type 2 diabetes in First Nations communities in Canada." *International Indigenous Policy Journal*, 4, 2, (2013), 1-19.**

**Country:** Canada

**Target Population:** Aboriginals

**Abstract:** In this article, we employ Bacchi's (1999) What's the Problem approach to policy analysis to examine Health Canada's Aboriginal Diabetes Initiative (ADI) and the ways in which it articulates with existing federal policies that relate to three Aboriginal social determinants of health: colonialism, education, and health care. Focusing our analysis on the Aboriginal population with the highest prevalence of type 2 diabetes, First Nations, we argue that the ADI produces type 2 diabetes as a problem related to First Nations peoples' apparently poor health decision making and lifestyle choices. Such a framing of the problem ignores the ways in which current federal policies are aligned in a way that undermines attempts, like the ADI, to improve First Nations peoples' health. We argue that for rates of type 2 diabetes to decrease in First Nations communities, the federal government needs to re-align policies that affect all of the Aboriginal social determinants of health so that the startling inequities in health that exist between First Nations peoples and non-First Nations peoples, particularly those related to type 2 diabetes, can be addressed in a more effective fashion.

**Policy Takeaway:** Various existing policies and practices have conflicting goals and are not working towards the same goals.

**Main Findings:**

- There is no funding provided for sports and recreation programs in First Nations schools, whereas all other provincial schools include both sports and health in their education programs.
- There is a certain irony to the current situation: on the one hand, the federal government is advocating for the use of cultural practices and traditions -- particularly forms of physical activity-- to incite First Nations individuals to change their lifestyle practices to address type 2 diabetes; on the other hand, federal policies continue to play a large role in curtailing traditional physical practices, delegitimizing Elders' knowledge, Westernizing education, failing to support culturally-appropriate health care, and neglecting to provide access to in-school sport and recreation programs. As a result, the very practices for which the ADI apparently advocates are undermined.

**Brooks-Cleator, Lauren, and Audrey R. Giles. "Physical activity for older Aboriginal adults: A call for cultural safety." *PHEnix*, 7, 3, (2016), 1-12.**

**Country:** Canada

**Target Population:** Aboriginals

**Abstract:** The Canadian Society for Exercise Physiology (CSEP) released new physical activity (PA) guidelines for Canadians in 2011, including those for older adults, which communicate the ways in which good health can best be achieved. In this paper, we argue that if we are to have PA guidelines for older adults in Canada, they need to be culturally safe for those who experience disproportionate levels of poor health: Aboriginal older adults. Within this paper, we examine the existing guidelines to determine if they are culturally safe. We show that despite qualitative evidence of the need for culturally safe PA opportunities for Aboriginal peoples, the Canadian PA Guidelines for Older Adults (CSEP, 2012) are not culturally safe for Aboriginal peoples. To address this shortcoming, we use health communication strategies to suggest ways in which the Guide, and in turn other PA resources, could be developed to be culturally safe.

**Policy Takeaway:** Communication vehicles and guidelines need to be culturally safe and relevant. They need to be co-created with the target population to ensure they are developed from an Aboriginal perspective.

**Main Findings:**

- Physical Activity can play important roles in improving emotional, physical, and spiritual health for Aboriginal peoples, however the guidelines only consider the physical benefits and thus employ a Eurocentric focus. The suggested activities focus on individual behaviours that are meant to improve individual health, such as walking, participating in a charity run, or taking a dance class... They do not encourage or promote these activities as a way to spend time with and improve the health of family members or bring communities together to be active in cultural activities. By not taking Aboriginal perspectives on health and PA into account, not considering Aboriginal older adults' knowledge of PA, and not including input from the intended recipients into the guidelines, the guidelines fail to be culturally safe.
- Developers need to be aware of the dominant Western discourses that permeate current guidelines and need to understand how the guidelines can be informed by non-dominant understandings of PA and health. Guidelines that are guided by a culturally safe framework will not only encourage health professionals to recognize and respect Aboriginal older adults' knowledge of PA and health at a micro level, but will also encourage policymakers to understand the macro political, social, and economic structures that shape current policies.
- Develop guidelines using peripheral (meaningful images, colour and themes) evidential (culturally relevant evidence), linguistic (translate into various Aboriginal languages to improve their accessibility), constituent-involving (co-creation with the target audience) and socio cultural communication strategies to make the guidelines culturally safe.
- Need to recognize that there is a great diversity among Aboriginal peoples and there may be a need to develop different messages/content for different communities within the larger populations of First Nations, Inuit and Métis peoples.

**Bury, Jonah. Non-performing inclusion: A critique of the English Football Association's Action Plan on homophobia in football. *International Review for the Sociology of Sport*, 50, 2, (2015), 211-226.**

**Country:** United Kingdom

**Target Population:** LGBT

**Abstract:** The English Football Association's (FA's) Action Plan entitled 'Opening Doors and Joining In', published in early 2012, aims to promote the inclusion of lesbian, gay, bisexual and transgender (LGB&T) people and tackle homophobic abuse in football. The document is the latest example of the extent to which LGB&T inclusion and homophobia now feature on the FA's radar. With a focus on men's football, my purpose in this article is to focus on the prevalence, significance and implications of the many visual images in the FA Action Plan largely comprised of gay visibility in the form of gay football clubs and 'diversity' in the form of Black fe/males. I draw on the work of Ahmed ((2012) *On Being Included: Racism and Diversity in Institutional Life*. Durham, NC: Duke University Press) and argue that the FA's employment of visibility and its discourse on commitment to LGB&T inclusion and tackling homophobia constitute 'non-performative institutional speech acts' and create the perception of 'doing'. I conclude by offering practical suggestions on how to ameliorate homophobia in football, as well as providing a theoretical framework on how to study the increasing relevance of LGB&T inclusion and homophobia in the wider context of global football.

**Policy Takeaway:**

**Main Findings:**

- UK Government's call for more leadership and action on homophobia in sports as reflected in the publication of a Sports Charter in March 2011, as well as legislative changes (e.g. Equality Act 2010) have all played a role in making the FA, as the key governing body of English football, incorporate the tackling of homophobia and the inclusion of LGB&T people more fully onto its institutional agenda to build on its previous work in this area.
- One way for a climate of homophobia to be ameliorated is by implementing a policy whereby more women become involved within the FA and the wider landscape of English professional and grassroots football, whether as referees, lineswomen, coaches, managers, board members and even as players. Currently, none of the 92 professional clubs employ a woman as a head coach, and women's involvement in football is by and large limited to the women's game, even though there are a wide number of qualified women in football, whose influence, however, is confined to the women's game. My argument for more women in the men's game is not to suggest that women are any *less* likely to ignore the complexity of homophobia in football or that this is the ultimate and only answer; rather, there needs to be a recognition by the football authorities that 'all male settings are precisely the kind of environment within which homophobic and sexist "banter" becomes normalized'. The presence of different women and femininities can help destabilize and unravel this. I am not suggesting here a tokenistic presence of women in influential positions, but a serious commitment to thinking of non-male, non-white, non-heterosexual and perhaps even non-competitive and non-able bodied persons as equally eligible to shape the landscape of English professional men's football as those already inhabiting that sphere.
- To be committed to something is thus not merely about doing the mere minimum to comply, but rather to be doing something out of belief and principles.

**Buzuvis, Erin E. "Transgender Student-Athletes and Sex-Segregated Sport: Developing Policies of Inclusion for Intercollegiate and Interscholastic Athletes." *Seton Hall Journal of Sports & Entertainment Law*, 21, 1 (January 1 2011), 1-59.**

**Country:** USA

**Target Population:** LGBT

**Abstract:** Educators have long recognized the physical, psychological, social, and educational benefits that sports provide to students. Educational institutions have, accordingly, incorporated both curricular and extracurricular athletics since the nineteenth century. Initially the domain of men and boys, the women's movement and Title IX began to normalize the expectation that girls deserve equal access to the benefits of sport. Yet today, the barriers to athletic participation that exclude the increasingly visible population of transgender students are largely ignored. With a few notable exceptions, most governing bodies of scholastic and collegiate sports have yet to meaningfully consider how to incorporate transgender students into the existing athletic structure, which for the most part divides male and female athletes into separate programs. Many athletes and sport organizers assume that transgender athletes have an unfair advantage when they compete in sports consistent with their gender identity, whether due to physical traits associated with their natal sex in the case of male-born, female-identified athletes or due to the effects of hormone therapy transition in the case of female-born, male-identified athletes. At the same time, transgender students may be excluded, discouraged, or simply made to feel uncomfortable participating in athletic programs for their natal sex, which are inconsistent with their gender identity and gender expression. As a result, for students whose gender identity is inconsistent with their natal sex, the entire sex-segregated world of athletics may be formally or effectively off limits. Until sports' governing bodies develop and enforce policies of inclusion, transgender students will continue to be denied access to and the benefits of athletic participation.

**Policy Takeaway:** Competition should be allowed in a manner consistent with gender identity. Policies, appropriate facilities and education of officials would contribute to inclusiveness

**Main Findings:**

- Policies that operate to include transgender athletes not only promote the educational values of sport for individual participants, but for teams and communities as well. Policies governing participation by transgender athletes should generally allow transgender athletes to compete in a manner consistent with the gender identity. This default rule acknowledges the avowed primary purpose of education in college and scholastic sports, and enhances the educational value of athletics through participation, particularly participation by minority groups, including transgender individuals. Anti-harassment policies and professional development directed at coach-educators should be developed and implemented to help ensure that the environment of athletic teams is inclusive and welcoming. Schools must also address sex-segregated spaces, namely locker rooms, which are integral to the athletic experience, and ensure that policies and practices governing their use by transgender students do not deter or effectively bar their participation in athletics.

**Buzuvis, Erin. "Including transgender athletes in sex-segregated sport." In G. B. Cunningham (Ed.), *Sexual orientation and gender identity in sport: Essays from activists, coaches, and scholars. Center for Sport Management Research and Education*, 12-15 (2012) 23-34.**

**Country:** International/ USA

**Target Population:** LGBT

**Abstract:** The Author focuses her chapter on the varying degrees of trans inclusive policies found across the sport spectrum. Presently, private and public policy addressing participation by transgender athletes can be described on a spectrum of least to most inclusive. The Author's chapter describes and evaluates different ways in which athletic associations and sport organizers are trying to accommodate transgender athletes into single-sex athletic teams. It ends with recommendations for advocacy to promote the inclusion of transgender athletes across all sports.

**Policy Takeaway:** Coaches need a different approach when coaching Trans youth.

**Main Findings:**

- The MSs noted on several occasions that coaches needed a different approach when coaching them than when coaching youth. ...—fostering self-directedness; drawing on prior experience as a basis for learning; creating opportunities for critical reflection; and collaborative problem solving.
- MSs indicated a preference for coaches to explain, justify, and/or rationalize drills.
- Furthermore, various coach attribute sub-themes found in this study, such as being relatable, friendly, and wholly involved, appear to embody aspects of relational constructs that adult swimmers hold in high regard.



**Callary, Bettina, and Bradley W. Young.** "What women are saying about coaching needs and practices in masters sport." *Canadian Journal for Women in Coaching*, 16, 3, (2016).

**Callary, Bettina, and Scott Rathwell, and Bradley W. Young.** "Masters swimmers' experiences with coaches: What they want, what they need, what they get." *SAGE Open*, 5, 2, (2015), 1-14.

**Country:** Canada

**Target Population:** Older adult/ women

**Abstracts:** As the Coaching Association of Canada notes, "Masters sport is booming, and more and more masters athletes are seeking coaching guidance as they strive to learn new skills, improve their performance, or compete successfully." This boom is providing fresh and fertile ground for coaches to practise their profession. While exact numbers are unavailable, anecdotal evidence points to ever larger numbers of women competing in virtually all masters sports. This, inevitably, leads to the question of coaching. In particular, are traditional methods of coaching young girls and women readily transferable? The answer is "no", according to research currently underway by authors Bettina Callary and Bradley W. Young. This article is an important first step in understanding the particular and unique coaching needs of women masters athletes, needs that are indeed distinct from those of younger athletes.

Much work addresses coaches' contributions to younger athletes; however, the psycho-social coaching needs of adult Masters athletes remain unexamined. This study explored the lived experiences of 10 Masters swimmers (5 male, 5 female; age range = 45-65 years) through interviews. Interpretative phenomenological analysis delved into benefits that swimmers wanted to derive from coaches, how they wished to be coached, and what they liked about coaches. Themes related to (a) swimming and non-swimming benefits; (b) coaches' experience and professional development, personal attributes, and behaviors holding athletes accountable to training; (c) preferences for coaching instruction; (d) preferences for coaches' planning/structuring of the practice and program; and (e) preferences for how coaches prepare and interact with them at competitions. We discuss how benefits relate to models of athlete development and identify how preferences link to adult learning literature and models of coaching practice. Finally, we note incongruent findings and limitations to be addressed in future.

**Policy Takeaway:** Coaches need to use adult learning principles, including having a strong understanding of their needs and motivations, when working with Women and Older Adults to encourage ongoing participation.

**Main Findings:**

- Adult learning principles include explaining why and what to learn; allowing training related training decisions; collaborative training planning; jointly examining unhelpful habits; accommodating demands of life outside of sport; tailoring goal setting; setting up opportunities to experience success in practice; emphasizing self-referenced forms of competition
- Across the spectrum, common themes most MAs want in coaches include: Sharing information from your own professional coaching development; Purposefully displaying your serious commitment to your female MA's program; and Taking measures to better understand what each woman wants in terms of coaching feedback.

Canada. Yukon Government. *Play Your Part- Sport for all, active for life: Yukon Sport Action Plan 2015-2022*. (n.d.)

**Country:** Canada

**Target Population:** Rural

**Policy Takeaway:** The strategy outlines key activities for the Sport and Recreation Branch and partners for promoting inclusiveness and emphasized a partnership approach.

**Main Findings:**

- Sport that is inclusive, fun, fair, and ethical can provide a variety of organized and informal opportunities for Yukoners to participate and excel as athletes, officials, coaches, board members, spectators, volunteers, etc.
- Six principles describe the philosophical basis for how we develop, deliver and pursue excellence in sport. In Yukon, we believe that: Sport promotes ethical behaviour and the values of respect, fair play, and fun; Sport for Life, based on the Long Term Athlete Development Framework, promotes opportunities to participate, perform and excel over the lifespan whether in the playground, the podium, or the park; Inclusion, equitable access, and sport development in Yukon's rural and remote communities are essential elements of Yukon's sport system; Partnerships and collaboration within the sport system strengthen capacity and impact sport delivery and success; Quality sport requires capacity and training for athletes, coaches, officials, and volunteers; and Sustainability of our sport system demands accountability, monitoring and evaluation.
- Delivering on sport's benefits requires that we build an inclusive community sport system that delivers the sport Yukoners want – sport that is fun, fair, inclusive and promotes excellence. This is not the job of sport alone. Local communities have a leading role to play, together with all levels of governments who can help ensure all communities have the sport infrastructure they need. The quality and ultimate impact of community sport finally comes down to individuals through – the athletes, parents, coaches, administrators and volunteers whose ideas, attitudes and behaviour determine whether we will close the gap between the sport we have and the sport we want – or widen it. By intentionally making the right choices, together we can all help ensure the sport we have is the sport we want – sport that is fun, fair, inclusive, and promotes excellence – and make sport count for all Yukoners.

**Canadian Association for the Advancement of Women and Sport and Physical Activity. "Women in Sport: Fuelling a Lifetime of Participation: A Report on the Status of Female Sport Participation in Canada." (March 2016). 1-35.**

**Country:** Canada

**Target Population:** Women

**Policy Takeaway:** Recommends actions to inspire a more positive culture for girls and women in sport.

**Main Findings:**

- Across the Canadian sport system, we need to inspire a positive culture for girls and women in sport, which includes the actions:
  - Highlight and value more female athletes' achievements and women's sports by increasing the percentage of media content (e.g., television, radio and online) devoted to female sport, by establishing CRTC rules and guidelines for women's sport representation
  - Create incentives for sport clubs and facilities to balance their allocations of time available for both boys' and girls' sports, and incentives for longer-term sponsorships, endorsements and/or funding of female sport
  - Re-assess government funding for sport participation to support women-specific sport programming targeted to underserved and high-need populations
  - Establish a recognition platform to incentivize corporate Canada's support of women in sport with financial contributions, promotion and in-kind donations
  - Advance women's equal participation as decision makers by encouraging diversity in Board of Directors and other sport leadership roles, aiming for approximately 50/50 gender parity on boards and eliminating the "glass ceiling"
  - Support women in transitions to coaching and officiating roles through female specific training opportunities and inclusive interviewing processes
  - Encourage the "next generation" of female enthusiasts by supporting a sport environment that is diverse, welcoming and fun
- Teams, organizations and community associations need to take a role in efforts to improve female sport participation in Canadian sport, including the actions:
  - Embrace diversity by consulting with girls and women to understand local realities that may hinder participation, and to develop programming that meet their needs, interests and experiences
  - Provide training and mentorship opportunities for women to advance in leadership roles
  - Educate organizations and communities to view diversity as an asset in the selection of coaches for representative teams, professional positions and related roles
  - Expand and enhance policy and programming to support quality coaching of female athletes by both women and men with attention to creating safe and inclusive spaces and reducing bullying
  - Launch and promote free and low-cost community female-only sport opportunities such as open houses or try-it days to expose diverse females to new sports in a safe and supportive environment
  - Implement equitable rules for female and male sports (e.g., distances, duration, depth of field, prize money, etc.)
  - Focus on fun, pleasure and challenge of participation, considering the age and abilities of participants
  - Encourage the "next generation" of female enthusiasts by supporting a sport environment that is diverse, welcoming and fun

**Canadian Association for the Advancement of Women and Sport and Physical Activity. "Focus Group Report: Physical Activity and Women 55-70." (April 2007), 1-59.**

**Country:** Canada

**Target Population:** Women/ older adults

**Abstract:** Physical inactivity levels for adults 55–70 is a concern in Canada with 68% of women being inactive compared to 53% of men (Canadian Fitness and Lifestyle Research Institute, 2002). Inactivity among women 55–70 translates into many health and quality of life consequences as inactive people are more susceptible to health problems such as increased obesity, high blood pressure and heart disease. To help understand and address this issue, the Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS) received funding from the Public Health Agency of Canada for a three-year project (2005–2008) focused on increasing physical activity opportunities for women 55–70. Partners involved on the Advisory Committee to the project include: Canadian Nurses Association, Canadian Institute of Musculoskeletal Health and Arthritis, Active Living Coalition for Older Adults, Canadian Parks and Recreation Association, Victorian Order of Nurses Canada, Osteoporosis Canada and two members from the target audience, one representing less active women and the other representing active women.

**Policy Takeaway:** Women aged 55-70 have different challenges to sport participation due to health status, obligations, interests and abilities. They are not a homogeneous group.

**Main Findings:**

- Women 55–70 are a unique segment of the population as they are so diverse in their health status, obligations, interests and abilities. It is a time of transition but not everyone is at the same stage regardless of their age so it is difficult for stakeholders to easily engage this group in physical activity. One size does not fit all.
- It was clear that active women had found solutions to their physical activity barriers and made a personal decision to make physical activity a priority in their lives. Less active women, for a multitude of reasons, were not at this point and needed additional support. Life changes impacted activity. The impact of competing priorities and where physical activity was placed on that list throughout life seemed to have the greatest impact in women being active throughout life and at this stage in their lives.
- Throughout the report there are many proposed solutions to the different issues presented. Below a brief summary of the main points that came forward.
  - Feeling Comfortable
  - Social Aspects
  - Unique and Fun Programming
  - Evidence-Based Information
  - Education
  - Time, Cost, Weather and Transportation
  - Multi-cultural Issues
  - Capacity Building
  - Communication and Marketing
  - Partners

**Canadian Association for the Advancement of Women and Sport and Physical Activity. 'Seeing the Invisible, Speaking about the Unspoken' A Position Paper on Homophobia in Sport (2012)**

**Country:** Canada

**Target Population:** LGBTQ

**Policy Takeaway:** Outlines inclusive and respectful behaviour for coaches and other officials.

**Main Findings:**

- Become aware of the presumed heterosexual norm of sport. Just as society is diverse, the sport world is also diverse. Open your mind to the reality that lesbian and gay athletes are in every school, on every team, in every venue and in every locker room. Our coaches, teachers, administrators, volunteers, parents and spectators include lesbian and gay persons. To assume otherwise perpetuates the invisibility of these minorities, and sustains the homophobia that keeps lesbian and gay people in this invisible state.
  - Leaders in sport must learn to be less uncomfortable talking about the issues of homosexuality and homophobia in sport. For some, this may mean learning a new vocabulary.
  - Athletes and coaches are encouraged to treat all participants in sport fairly, regardless of their differences; speak out against homophobic, sexist or racist remarks as they occur around you; and avoid the use of anti-gay, sexist and racist terms and 'trash talking' among athletes and teams.
  - Coaches should never underestimate the positive impact they can have as authority figures. Coaches are urged to talk to athletes regularly about respect, fairness, diversity and acceptance. Learn to use inclusive language and seize teachable moments.
- If you are a leader in sport and you are lesbian or gay yourself, consider taking steps to live your sport life more openly. The following are supportive actions that our sport organizations can immediately pursue:
  - Create a 'positive space' where you practice sport. This involves publicly declaring, through visible signs, that physical premises such as your offices, team rooms, locker rooms, classroom, or the entire facility, are 'positive spaces'.
  - Use inclusive and gender-neutral language in all your communications, both written and verbal.
  - When traveling internationally with teams, be aware that other countries may have strict laws about homosexuality. Take steps to educate yourself about whether or not a country or city is safe for your gay or lesbian athletes and coaches.
  - Ensure that your medical staff are educated on how to appropriately provide medical care for your lesbian and gay team members.
  - Examine your organization's media strategy and ensure that it is inclusive of all your athletes and coaches, not just your heterosexual ones.
  - Include reference to sexual orientation and homophobia in your anti-harassment and equity policies.

Canadian Parks and Recreation Association. “Every One Plays: Access to Recreation for Low-Income Families in Ontario - Promising Practices GUIDE”, November 2007.

**Country:** Canada

**Target Population:** S.E.S.

**Abstract:** This Promising Practices Guide, funded by the Canadian Parks and Recreation Association (CPRA) *Everybody gets to play* initiative, provides examples of progressive and innovative policies and practices that can enhance access to recreation for low-income families in Ontario.

**Policy Takeaway and Main Findings:**

- Barriers to individuals/families and communities are identified related to programs, facilities, affordability, capacity and accountability.
- 26 promising practices from across Ontario, aimed at addressing the different barriers, are shared.

**Canadian Sport for Life. “Aboriginal Sport for Life & Aboriginal Long-Term Participant Development.” (August 2014).**

**Country:** Canada

**Target Population:** Aboriginals

**Abstract:** The Aboriginal Long-Term Participant Development Pathway incorporates this concept by embracing the Holistic Model. The Holistic Model was inspired by the medicine wheel and was adopted to reflect the different traditional teachings and interpretations from the many nations throughout Canada. In this Aboriginal Long-Term Participant Development Pathway resource, we use the Holistic Model to represent the four main aspects of each person in their development as participants and athletes: Physical, Cultural, Mental (intellectual & emotional), and Spiritual

**Policy Takeaway:** Coaches and program developers need to consider all aspects of the holistic model when creating and coaching aboriginal sport participants and consult community members in the development process.

**Main Findings:**

- The physical is the most obvious aspect of sport and typically receives the most attention from coaches and parents. In developing the physical capacities of young participants, coaches and parents need to consider techniques, training, growth and development of participants, prevention and care of injuries, maintenance of equipment and facilities; safety, and healthy
- Sport has been an integral part of cultural traditions throughout the history of Aboriginal peoples. Traditional games and sports had both spiritual and practical purposes. Coaches and parents can help young people to explore their cultural identity through sport. To coach Aboriginal participants, it is important to know and understand Aboriginal values and how they relate to sport through connections and conversations with elders and other community members and incorporating cultural aspects into programming.
- The mental part of raising a young participant is just as important as the physical aspects. Mental rehearsal, strategy, tactics, and learning to focus are some of the skills that young participants need to develop. In the Holistic Model, we look at two parts of the mental aspect: intellectual and emotional
- All humans are spiritual beings, and spirituality is an essential part of every person, whether they recognize it or not. Spirituality affects our purpose for living and how we choose to live; it affects why and how we participate in sport. Coaches and participants alike should be encouraged to acknowledge this aspect of themselves so they can find their sacred path.
- Each participant’s connection with the natural world and the Creator is a deeply personal relationship. Whatever the beliefs of the participant, these beliefs need to be respected.
- In the long term, all four of the major aspects of the Holistic Model – physical, cultural, mental (intellectual-emotional), and spiritual – need to be developed to promote each participant’s full health as a human being. Different aspects may be emphasized to different degrees at different times in each participant’s journey, but it is essential that all four aspects be honoured. This is how we create balance for communities and individuals while respecting the unique journey of each person.

**Centre for Ethics in Sport. "Creating Inclusive Environments for Trans Participants in Canadian Sport-Guidance for Sport Organizations." (May 2016). 1-44.**

**Country:** Canada

**Target Population:** LGBT

**Policy Takeaway:** Making sport inclusive for trans participants is made more challenging because of the continued reliance on the binary categories of "men" or "women" as the primary basis by which programs and competitions are organized, and by which the conditions for fair competition or playing field are pursued.

**Main Findings:**

- Principles for Developing Trans Inclusive Sport Policy and Practice: The following set of general principles guided the Expert Working Group:
  - Trans athletes should have equal opportunity to participate in sport and strive for excellence.
  - Policies governing the participation of trans athletes should nurture fair play, honesty and respect, and preserve the integrity of sport.
  - Policies governing the participation of trans athletes should embrace diversity and offer a positive sporting experience, free of discrimination.
  - Participation in sport should celebrate differences and focus on the benefits and the joy of sport.
  - Policies governing the participation of trans athletes should be evidence-based and recognize the necessity to protect the privacy rights of the athletes and strive to prevent physical, emotional and mental harm.
  - Policies governing the participation of trans athletes should foster access and equitable participation for all participants.
  - Practices that encourage understanding and support of trans athletes need to be enhanced to acknowledge the challenges and recognize the value of advocating for sport that is fair, safe and open to everyone.
- The Expert Working Group emphasized the importance of sport organizations framing their policies and practices from an inclusion-first perspective. Instead of focusing only on eligibility criteria, which can sometimes have a tone of *keeping people out of sport*, inclusive policies and enlightened best practices have the potential to affirm and encourage individuals to *participate* in sport rather than feeling marginalized or unwelcome.
  - Developmental and Recreational Sport: Individuals participating in developmental and recreational sport, that is LTAD stages Active Start, FUNdamentals, Learn to Train, Train to Train, Train to Compete (until international federation rules apply) and Active for Life, should be able to participate in the gender with which they identify and not be subject to requirements for disclosure of personal information beyond those required of cisgender athletes. Nor should there be any requirement for hormonal therapy or surgery.



**Chalabaev, A., Sarrazin, P., Fontayne, P., Boiché, J., Corentin, C. The influence of sex stereotypes and gender roles on participation and performance in sport and exercise: Review and future directions. *Psychology of Sport and Exercise* Volume 14, Issue 2, March 2013, Pages 136–144**

**Country:** N/A

**Target Population:** LGBTQ

**Abstract:** The role of sex stereotypes and gender roles in the sex differences observed in sport and exercise has been extensively investigated in sport psychology, past studies showing that stereotypes are internalized into the self during the socialization process. Although this research has provided clear evidence of the psychosocial roots of sex differences in athletics, focusing exclusively on an internalization explanation may not allow a complete understanding of the influence of stereotypes in this domain. This article presents two approaches that have been developed in mainstream psychology and discusses their relevance in sport psychology: (1) the situational approach, which considers that the mere presence of stereotypes in the environment is sufficient to affect individuals (e.g., stereotype threat theory); (2) the content of stereotypes approach (e.g., stereotype content model), which suggests that stereotypes about a particular group may be ambivalent, and that this ambivalence may serve to legitimize the status quo.

**Policy Takeaway:** This article reviews studies on stereotypes and gender roles in sport and exercise.

**Main Findings:**

- Parents may influence children's sport involvement through different processes, including social modeling, perceptions of their children's competence and of the value of sport participation, or the emotional support and positive sport experiences they may provide to their children.
- Ample evidence that individuals learn stereotypes and gender roles during childhood through the socializing influences of significant others, notably their parents. These social beliefs then affect their self-perceptions of competence and value attributed to sports, predicting in turn their sport participation and performance.

**Colabianchi N., and L. Johnston, and P.M. O'Malley. "Sports Participation in Secondary Schools: Resources Available and Inequalities in Participation- the BTG Research Brief." *Bridging the Gap*, (2012), 1-5.**

**Country:** USA

**Target Population:** S.E.S.

**Policy Takeaway:** Support to intramural sports and encouragement to participate regardless of skill level (including a no-cut policy) are important to including low SES students.

**Main Findings:**

- The percentage of students participating in interscholastic sports increases as school SES increases. In 8th and 10th grade, sports participation and school SES show a dose-response relationship, meaning sports participation is higher at mid-SES schools compared to low-SES schools and is even higher at high-SES schools compared to mid-SES schools. In 12th grade, the dose response relationship between school SES and sports participation is evident only in schools with many sports facilities, such as fields and gyms.
- Among those middle schools where students participate in intramural sports, students in high-SES schools are more likely to participate in intramural sports than students in low-SES schools.
- Physical inactivity among youth is an important public health issue and efforts to increase physical activity are sorely needed. Several national organizations, including the Institute of Medicine and the U.S. Department of Health and Human Services, have promoted sports participation as a means to increase physical activity levels. Both organizations emphasize the need to increase support for intramural sports to help provide opportunities for all students to participate in sports, regardless of skill level. The low levels of participation in intramural sports documented in this study suggest an opportunity to increase the availability and acceptability of such programs.
- The number of students participating in sports also can be increased by implementing a no-cut policy for interscholastic sports, whereby no students are eliminated from participation based on factors such as their skill level. The National Association for Sports and Physical Education suggests that all middle schools conduct interscholastic sports with a no-cut policy. Some schools have adopted a no-cut policy for interscholastic sports, including at the high school level.

Comeig, Irene, et al. "Gender, self-confidence, sports, and preferences for competition." *Journal of Business*, 69, 4 (April 2016), 1418-1422.

**Country:** Spain

**Target Population:** Women

**Abstract:** Gender differences in the willingness to compete may explain the small percentage of women in top-level positions in business, science, or politics. This research examines with a fuzzy-set qualitative comparative analysis (fsQCA) the conditions, including gender, that relate to competition preferences and the different paths that may lead to a decision to enter competition. The results of the economic experiment show that no single condition but combinations of characteristics explain preferences for competition. Furthermore, results show that experience in competitive sports relates to a higher self-confidence and increases the willingness to enter in competitive systems. Interestingly, one of the causal paths leading to enter competition is being a risk-averse woman with experience in competitive sports. These results provide insights to guide policy interventions to reduce the gender gap in preferences for competition and, therefore, to rise the percentage of women in top-level positions.

**Policy Takeaway:** Promotion of competitive sports among women and those attractive to women may increase their self-confidence and participation levels.

**Main Findings:**

- Results show that experience in competitive sports relates to a higher self-confidence and increases the willingness to enter in competitive systems. Interestingly, one of the causal paths leading to enter competition is being a risk-averse woman with experience in competitive sports. These results provide insights to guide policy interventions to reduce the gender gap in preferences for competition and, therefore, to rise the percentage of women in top-level positions. Gender differences in cooperation suggests that females cooperate more often and men cooperate less often when their gender peers observe them. Charness and Rustichini (2011) conclude that men prefer signaling to other men that they are tough, whereas women prefer to show other women that they are cooperative. Self-confidence plays a role in the willingness to compete. The inclusion of self-confidence in studies on gender differences in competition preferences is important for policy interventions because appropriate education and information may correct lower confidence. This result suggests that the active promotion of competitive sports among women may be a recommendable policy intervention to increase women's self-confidence and women's integration in competitive systems as businesses, science, or politics. Important for policy interventions, because women's experience in sports might increase with proper information or by promoting sports attractive enough for women

## Community Foundations of Canada with True Sport Foundation Vital Signs Sport and Belonging

**Country:** Canada

**Target Population:** All Canadians

**Abstract:** Our 2015 Vital Signs report explores the importance of belonging. From healthier and more meaningful lives; safer, more resilient and more inclusive communities; flourishing culture and identity and greater community participation; a greater sense of belonging has an extraordinary capacity to transform our lives and our communities. In partnership with the True Sport Foundation, this *Vital Signs Report on Sport and Belonging* takes a closer look at how sport – when grounded in fairness, excellence, inclusion and fun – can strengthen belonging to each other and to our communities.

**Policy Takeaway:** Focuses on all lower participatory groups (our focus) and provides the benefits to involving them in sport with an example of a program/initiative for each.

### Main Findings:

- Examples of programs: Fit Spirit (teen girls): FitSpirit is a foundation that provides opportunities for girls between the ages of 12 to 17 to adopt a healthy and active lifestyle in a fun environment. The **FitClub**, FitSpirit's flagship program, is a movement that encourages girls to enjoy the benefits of getting active with friends.
  - Programs include Pickle Ball (Seniors), Newcomers (Community Cup), Pride House TO/PanAm Games (LGBTQ), Soldier On (Canadians with a disability), Gen 7 (First Nations). And The First Shift (low income): <http://www.thefirstshift.ca/>
- Strategies include those that make sport more inclusive and more affordable and more fun. Examples:
  - Demand schools, coaches and parents to take homophobia and bullying seriously
  - Actively promote fully accessible community sport and recreation systems to maintain and increase sport participation among youth, women, newcomers, people with disabilities, seniors, and people living on low-incomes.
  - Deliver programs to meet the objectives and needs of the participants. For example, focus on fun, social interaction, family participation, accessibility. Address other aspects such as transportation, busy schedules, childcare, etc.
  - Engage participants in decision-making and tailor sport activities to their needs and goals.
  - Use plain language regarding programs, basic sport information (eg: rules), available subsidies, equipment exchange or rebate programs.
  - Recruit sport ambassadors from groups that usually participate less. Empower them to tell their stories, to volunteer and to help reaching out to new participants.
  - Consider innovative models like *MoreSports* or an emerging social enterprise like *Wilmington Tennis* for more sustainable support for ongoing participation.
  - Develop sliding scale/what you can afford payment structure
  - Listen to what people value in sport participation and tailor programs to meet those needs.
  - Implement a *community wide approach* to improve the quality of sport or physical activity based on bringing the sectors of health, recreation, education and sport together, to develop strategies for creating welcoming environments for everyone, including newcomers and refugees.

**Cortis Natasha, Sawrikar Pooja, Moore Kristy. Participation in Sport and Recreation by Culturally and Linguistically Diverse Women Prepared for the Australian Government Office for Women Department of Families, Community Services and Indigenous Affairs Social Policy Research Centre University of New South Wales May 2007**

**Country:** Australia

**Target Population:** culturally and linguistically diverse women

**Abstract:** In June 2006, the Australian Government Office for Women in the Department of Families, Community Services and Indigenous Affairs (FaCSIA) engaged the Social Policy Research Centre (SPRC) at the University of New South Wales to research how culturally and linguistically diverse (CALD) women participate in sport and recreation, and the factors that may limit their involvement. The project is designed to inform the development of policies and programs to effectively support the inclusion of CALD women in informal and organised sport and recreation activities in Australia, in both playing and non-playing roles.

**Policy Takeaway:** Provide information about available programs portrayed as culturally diverse and welcoming and promote benefits of participation. Provide culturally appropriate and accessible programming with child care and minimal cost. Promote cultural role-models.

**Main Findings:**

- Informal physical activities, like walking or participating with family and friends were particularly important to most women, as were organised physical recreation activities like aqua-aerobics or group fitness classes. Barriers: Socio-cultural barriers, Access barriers, Affective barriers, Resource barriers, Physiological barriers, Interpersonal barriers
- The women felt that providing information about activities and facilities would increase participation. Information should portray sport as culturally diverse and welcoming; reinforce the health benefits of exercise; and explain what participating in sport involves.
- The women also emphasised the need to alter facilities (especially gyms and swimming pools), recognising the need for funding to ensure they were culturally appropriate and easily accessible. To address some of the family-related barriers, women identified childcare needs.
- The women identified a need for strategies to reduce the cost of activities for women, and to reduce associated costs such as transport or childcare.
- The women also identified that role modelling and promoting sporting organisations as multicultural would help encourage women to participate, and emphasised the importance of setting up opportunities for CALD women to participate. This could include setting up ethnically based girls sporting teams; providing funding for sport promotion programs; providing tickets to CALD women's sporting groups to watch games; providing the required clothing and footwear to CALD women; establishing sporting scholarships for CALD women and girls; and running community-based cultural events.
- Finally, some of the women identified how, in the longer term, the participation of CALD women in sport and recreation requires addressing deep-seated ideas about the role of women.

**Council of Europe. *European Charter on Sport for All: Disabled Persons.* (adopted by the Committee of Ministers on 4 December 1986), 2014.**

**Country:** Europe

**Target Population:** People with disabilities

**Abstract:** Every individual shall have the right to participate in sport.

**Policy Takeaway:** Provides guidelines to consider in the development of sport programming for individuals with disabilities.

**Main Findings:**

- Sport shall be encouraged as an important factor in human development and appropriate support shall be made available out of public funds.
- Sport, being an aspect of socio-cultural development, shall be related at local, regional and national levels to other areas of policy-making and planning such as education, health, social service, town and country planning, conservation, the arts and leisure services
- Each government shall foster permanent and effective co-operation between public authorities and voluntary organisations and shall encourage the establishment of national machinery for the development and co-ordination of sport for all.
- Methods shall be sought to safeguard sport and sportsmen from exploitation for political, commercial or financial gain, and from practices that are abusive and debasing, including the unfair use of drugs.
- Since the scale of participation in sport is dependent, among other things, on the extent, the variety and the accessibility of facilities, the overall planning of facilities shall be accepted as a matter for public authorities, shall take account of local, regional and national requirements, and shall incorporate measures designed to ensure full use of both new and existing facilities.
- Measures, including legislation where appropriate, shall be introduced to ensure access to open country and water for the purpose of recreation.
- In any programme of sports development, the need for qualified personnel at all levels of administrative and technical management, leadership and coaching shall be recognised.

**Cunningham, George B. "Creating and Sustaining Workplace Cultures Supportive of LGBT Employees in College Athletics." *Journal of Sport Management*, 29 (2015), 426-442.**

**Country:** USA

**Target Population:** LGBT

**Abstract:** The purpose of this study was to understand (a) how participants conceptualized lesbian, gay, bisexual, and transgender (LGBT) inclusiveness in their athletic departments, (b) the antecedents of such workplace environments, and (c) the outcomes associated with inclusion. To do so, the author conducted a collective case study of two college athletic departments located in the U.S. Northeast. Data sources included individual interviews with coaches and administrators (n = 17), a reflexive journal, websites, university materials, and external publications. Participants described the athletic departments as characterized by community and cohesion, respect and inclusion, and success oriented. Various antecedents contributed to these workplace environments, including those at the individual level, leader behaviors, inclusive organizational policies, and macro-level influences. Finally, while some negative outcomes were identified, LGBT inclusion was predominantly associated with a host of positive outcomes for the employees, athletes, and organizations as a whole.

**Policy Takeaway:** Outlines organizational characteristics, culture and behaviour that embody inclusiveness.

**Main Findings:**

- Inclusion refers to the degree to which an employee perceives that he or she is an esteemed member of the work group through experiencing treatment that satisfies his or her needs for belongingness and uniqueness. Individuals working in inclusive workplaces feel safe, authentic, supported and trusted and importantly, they are able to contribute fully and effectively to an organization. While frequently used together, inclusion is conceptually distinct from diversity. The former represents a psychological evaluation of the workplace, whereas the latter is reflective of the difference among employees across a host of characteristics. Employees will engage in inclusive behaviours when their leaders expect as much. Co-workers play an important role in modelling and encouraging inclusiveness. Organizational characteristics, such as its structural policies and practices are also likely to influence LGBT inclusiveness. A culture of inclusion recognizes, respects, values and utilizes the talents and contribution of all the organization's people. Individual Level: Importance of engaging in difficult dialogues and primacy of intergroup contact. Leaders behaviour: Leader advocacy and leader expectations. Organizational Level: Education and programming, and inclusive practices. Employees engaged in various forms of diversity training, all of which included sections or complete training modules on sexual orientation and gender identity. LGBT inclusiveness is a complex, multi-level undertaking. It means recognizing and respecting people's unique identities while, at the same time, ensuring they are fully integrated and included in the department; it means embedding the values of inclusiveness into all elements of the athletic department's activities, from personal interactions, to leader behaviors, to policies and procedures

Dalton, Bronwen, et al. "Australian Indigenous youth's participation in sport and associated health outcomes: Empirical analysis and implication." *Sport Management Review*, 18, 1, (February 2015), 57-68.

**Country:** Australia

**Target Population:** Aboriginals

**Abstract:** Analysis of the 2012 Mission Australia Youth Survey (MAYS) finds that among Indigenous youth aged 15–19 years there is a positive relationship between self-reported participation in sport and two health outcomes: rating of overall health and risk of mental health disorder. We find that Indigenous youth who participate in sport are 3.5 times more likely to report good general health and 1.6 times more likely to have no probable serious mental illness. The significance of these findings is discussed in relation to potential future research and policy. In terms of research, the analysis illustrates the utility of brief and cost-effective measures of health outcomes that could be used in future evaluations of specific programs targeting Indigenous youth participation in sport. We also discuss the potential ramifications, for practitioners and management professionals, of the particular policy paths needed to address the current gaps in service delivery to Indigenous communities, and for the development of grassroots, evidence-based, well resourced, culturally sensitive, inclusive and community-led programs. This can, in part, be achieved by ensure youth sport development programs are shaped by Indigenous youth themselves.

**Policy Takeaway:** Emphasizes the importance of tailored, locally developed and culturally sensitive approaches to the development of successful programs.

**Main Findings:**

- to achieve cultural sensitivity and cultural integrity of service providers collaboration with local communities is critical. Building collaborative relationships based on trust and respect with local organizations and communities can ensure service design is informed by local circumstances and culturally specific knowledge.
- Effective service responses require not only resources to run programs but to ensure culturally safe and appropriate services built through strong commitment on behalf of non-Indigenous service providers to foster collaboration with local organizations and develop cross cultural skills and cultural awareness.
- Engaging parents, local organizations and other parties within the community can greatly enhance the success of this strategy
- To ensure the needs of young Indigenous people are met, program funders and providers need to embrace the explicit need to empower local communities to develop the skills to sustain programs and outcomes. Emphasis should be on facilitating direct youth engagement through the involvement of young Indigenous people in both initiating and managing programs and activities.
- The use of culturally sensitive, collaborative and inclusive practices in delivering services needs to be partnered with evidence that will help evaluate and monitor community needs, and target and provide effective sports participation programs that are built upon evidence.



**Donnelly, Peter. Sport Participation. In Sport Policy in Canada. Thibault L and Harvey J, eds. 2013. Ottawa, Canada: University of Ottawa Press**

**Country:** Canada

**Target Population:** All

**Policy Takeaway:** Suggests the origins of low participation among under-represented groups and suggests solutions such as subsidies, transportation and child care.

**Main Findings:**

- “A number of interpretations have been offered to account for the 17% decline in sport participation (as measured by the GSS) between 1992 and 2005. First, Canada’s aging population helps to account for the decline since older Canadians are less likely to be involved in sport. Second, the growing number of immigrants helps to account for the decline since there is evidence that immigrants are less likely to be involved in sport than people born in Canada. However, it seems likely that socioeconomic factors are the most important in terms of accounting for the decline in participation. Data continually show that those with higher income and/or higher education (and their children) are significantly more likely to participate in sport than those with lower income and/or education; and a review of recent surveys indicates little or no decline in participation among higher income Canadians.” (Page 202)
- “Another crucial aspect of a Canadian sport for all policy would be the targeting of older and immigrant populations and other population segments identified as having low levels of participation. Specific measures to increase participation among the targeted populations work best when they are a result of widespread consultations with these populations. Far too often, policies have failed because they do not take into account the wishes and life circumstances of those for whom the policies were developed.” (page 203)
- “It seems likely that socioeconomic barriers are the most crucial to overcome, and the most expensive when developing a sport for all policy. ... user fees may have strong effects on participation. However, there is growing evidence that the cost of providing increased opportunities to participate may be offset and, in some cases, more than pay for itself in terms of reduced costs in other areas of public spending such as physical and mental health, crime, and education.” Page 203-4
- “Well-designed financial subsidies to low-income populations can also be extremely effective in increasing participation. Poorly planned subsidies where, for example, tax returns have to be shown to Parks and Recreation or YMCA/YWCA staff in order to claim a means-tested subsidy, are considered to be demeaning and are often not claimed. ‘Smart card’ access to facilities, whereby no one knows who is receiving a subsidy, and appropriate and dignified means for applying for and granting subsidies are far more effective.” (page 204)
- “targeted subsidies to a specific population, when combined with additional funding to overcome other barriers to involvement (e.g., child care, transportation) suggest that this economic instrument is worthy of further exploration with regard to increasing participation. Unfortunately, many of these projects are based on short-term or grant funding, rather than being sustained in the base budget of the appropriate agency or department. When the funding ends, the program usually ends, sometimes leading to a reversion to the status quo.” (Page 206)

**Dorken, Sara, and Audrey R. Giles. "From ribbon to wrist shot: An autoethnography of (a)typical feminine/ist sport development." *Women in Sport and Physical Activity Journal*, 20, 1 (2011), 13-22.**

**Country:** Canada

**Target Population:** Women

**Abstract:** This paper uses autoethnography to analyze theories and issues pertaining to gender and sport in an attempt to understand the first author's experiences in both a conventionally feminine sport (rhythmic gymnastics) as well as a conventionally masculine sport (ice hockey). This analysis highlights the dissonance between her personal experiences and what theory says she should have experienced. In particular, Foucault's concept of constraints as both inhibiting and enabling is applied to analyze the higher value that is apparently placed on masculine skills and the assumption of a standard male-sport experience.

**Policy Takeaway:** Provides insight on stereotypes.

**Main Findings:**

- Scholars point to the inequalities that become highly visible in women's participation in sporting activities. The myth of female frailty, a strong societal belief from the past, plays a more subdued yet still integral role in the subordination of women. Women's subordination in sport is facilitated by the widespread control of women's expressions of physicality through ideology related to the overarching importance of women's reproductive role. Today it is framed effectively-though perhaps more subtly-in terms of the risks associated with conventionally masculine sports.

**Dziubinski, Zbigniew, and Natalia Organista. "Gender inequalities in Polish and international sports organisations." *Baltic Journal of Health and Physical Activity*, 5, 4 (2013), 290-299.**

**Country:** Poland

**Target Population:** Women

**Abstract:** The aim of this article is to check whether gender inequalities occur in Polish sports organisations and what the scale of those inequalities is in comparison to international organisations. Other aims relate to verification whether there exists a policy to align these inequalities: provisions prohibiting discrimination due to gender, rules and regulations providing women with a specified number of seats in the crucial positions of the organisation and activity of women's sports committees.

**Policy Takeaway:** Polish sports organisations do not have appropriate provisions.

**Main Findings:**

- No committee of women's sport, no rules and regulations about the ban on discrimination and the ban on language sexism indicates the lack of interest in gender equality in sport. Increasing the number of women working in organisations could increase the sensitivity to gender issues, bring a different look and show the female perspective.

**Edwards, Michael B. et al. "Promoting Youth Physical Activity in Rural Southern Communities: Practitioner Perceptions of Environmental Opportunities and Barriers." *The Journal of Rural Health*, 30, 4, (2014), 379-387.**

**Country:** USA

**Target Population:** Rural

**Abstract:** Purpose: Research on youth physical activity has focused on urban areas. Rural adolescents are more likely to be physically inactive than urban youth, contributing to higher risk of obesity and chronic diseases. Study objectives were to: (1) identify perceived opportunities and barriers to youth physical activity within a rural area and (2) identify rural community characteristics that facilitate or inhibit efforts to promote youth physical activity. Methods: Thirty in-depth interviews were conducted with expert informants in 2 rural southern US counties. Interviewees were recruited from diverse positions across multiple sectors based on their expert knowledge of community policies and programs for youth physical activity. Findings: Informants saw ball fields, natural amenities, and school sports as primary resources for youth physical activity, but they were divided on whether opportunities were abundant or scarce. Physical distance, social isolation, lack of community offerings, and transportation were identified as key barriers. Local social networks facilitated political action and volunteer recruitment to support programs. However, communities often lacked human capital to sustain initiatives. Racial divisions influenced perceptions of opportunities. Despite divisions, there were also examples of pooling resources to create and sustain physical activity opportunities. Conclusions: Developing partnerships and leveraging local resources may be essential to overcoming barriers for physical activity promotion in rural areas. Involvement of church leaders, school officials, health care workers, and cooperative extension is likely needed to establish and sustain youth rural physical activity programs. Allocating resources to existing community personnel and volunteers for continuing education may be valuable.

**Policy Takeaway:** Emphasized the importance of community based strategies and partnerships and the use of local resources in new ways to increase participation.

**Main Findings:**

- Policies that reduce accessibility to school programs (e.g., age limits, focus on elite competitive sports, and lack of late activity buses) may further inhibit rural adolescents PA participation.
- Overcoming many of the barriers to youth PA in rural communities may not be achieved through traditional interventions. However, broader community-based strategies and capacity-building processes may be critical first steps. Findings from this study suggest that developing broad community partnerships and leveraging local resources (e.g., school-based programs) may be essential strategies to overcoming barriers to promoting PA in rural areas.
- Community leaders in rural areas are encouraged to leverage human capital and networks with an eye toward implementing as well as sustaining PA programs and environments. Concomitant involvement of church leaders, school officials, health care workers, and technical assistance from cooperative extension is likely all needed to establish and sustain rural PA programs.
- Allocating resources to existing county personnel for continuing education may be valuable since rural areas often have to "grow their own experts" and cannot rely on attracting new staff.

**European Commission. *Gender Equality in Sport Proposal for Strategic Actions 2014 – 2020*. Approved by the Group of Experts 'Gender Equality in Sport' at its meeting in Brussels on 18 February 2014. 1-53.**

**Country:** Europe

**Target Population:** Women

**Policy Takeaway:**

**Main Findings:**

- Gender equality will benefit the position of women, who for a long time did not have the same human rights as men, but at the same time it will improve the diversity of today's sport sector which is needed to attract potential sport participants and clients and keep them as members or participants active in the organisation, ready to fulfil activities or functions.
- It will contribute positively to the quality of the services delivered, as women will provide different role models for girls and boys, and new, relevant educational approaches which encourage girls and women to enjoy sport and prepare for a lifelong sporting career. This approach will, in the long term, also influence boys and men. It will establish a safe and secure sport environment for girls and boys, young women and men as it will raise awareness of the topic, educate instructors and administrators on how to handle risks in this field and prevent harm to athletes.
- Gender friendly guidance and coaching may decrease the high drop-out rate of girls and women, avoid sexist gender stereotypes in sport and create a positive and social educational climate for all.
- For many women with a disability or migrant background it is much more, it is also using sport as a tool to empower their lives, to have a job, to have a family and to be accepted as a citizen in their (new) country and not being someone 'different'.
- Gender equality in sport will be economically beneficial for all stakeholders in sport and related industries, including the media because of higher participation and popularity of sport and a growing workforce.
- Taking into account the development in sport and gender equality policies, there are at least four priority areas that need attention in the national strategies for action and, in particular, where they have a focus on grassroots and amateur sport and specific programmes for young talented women and girls in sport:
  - Equal representation and gender sensitivity in decision making,
  - Equal representation and gender equality in coaching and teaching in sport,
  - The fight against gender violence in sport and the role of sport in preventing gender violence,
  - The fight against negative gender stereotypes in sport and the promotion of positive role models and the role of media in this perspective.
- These priority areas are crucial for the concrete implementation of gender equality in sport. They take into account the principle that decisions are taken in the boardrooms, but recognise that the concrete implementation of gender equality in sport often takes place on the playing fields where coaches and instructors are active and guide athletes in their sport. They acknowledge the

importance of a safe and secure sports environment characterised by more joy and satisfaction and not by pre-determined negative stereotypes strengthened by the media.

- The private and commercial sectors have shown that better decision making and superior results are achieved if gender diversity is incorporated into senior decision making positions, because they understand the consumer (i.e. both men and women) and bring in diverse styles of leadership and understanding of business. Sport governing bodies should adopt the same attitude with a larger focus on gender equality in sport, so that they can take full advantage of the leadership skills, opinions and experience of women and adequately reflect women's needs. Likewise, women in powerful decision-making positions may function as role models for other women. For girls and young women learning leadership skills in sport will contribute to significant experiences that can be transferred to other professions.
- A minimum of 40% of women and men in executive boards and committees of national sport governing bodies.
- Furthermore, registers of women in professional management in sport should be established at the local, regional, and national levels so that female candidates are made visible for further recruitment.

**European Union. Sports Inclusion Network. *Inclusion of Migrants in and through Sports A Guide to Good Practice*. 2011.**

**Country:** Europe

**Target Population:** Immigrants

**Abstract:** This Guide gathers good practice examples on the inclusion of migrants and ethnic minorities in and through sport. It is based on country studies of eight member states of the European Union, including Austria, Finland, Germany, Italy, Ireland, Portugal, Hungary and United Kingdom. Chapter 3 and 4 present examples of corporal strategies for inclusion in and through sport on the national or the regional level. These programmes are mostly coordinated by national sport governing bodies or umbrella sport associations and funded by governmental institutions such as sports ministries or ministries for youth and education.

**Policy Takeaway:** Sports clubs can be a gateway to inclusion and civic engagement for underrepresented groups.

**Main Findings:**

- Inclusion into sport focuses primarily on the introduction of migrants (or other under-represented groups) to sport and the facilitation of the capacity to act within sport. These objectives simultaneously offer a prerequisite for the activation of further inclusion potential and are thus a precondition for inclusion through sport. It calls for regular, long-term participation in sports and an improvement of athletic skills and achievements.
- It is based on the premise that involvement in areas of sport already represents an instance of inclusion. In doing so, the involvement in a sport club can create particularly favourable conditions for further inclusion processes since sport associations are characterised by the fact that training and practice sessions take place regularly and almost without exception in groups, and that sporting activities often take place within the framework of other social activities that provide additional opportunities for intercultural interaction.
- Sport clubs can therefore be regarded as places for social interaction and civic engagement, which can allow individuals to gain experience and acquire skills, which they can apply to other social contexts, such as schools, workplaces and communities, etc.
- A further goal of national programmes often is to sensitise and interest sport clubs at the grass-roots level for the requirements of inclusion and cross-culturalism. This also concerns itself with a change in understanding of inclusion in immigrant communities. Whereas an assimilative understanding of inclusion in many cases used to dominate, the basic premise being that the immigrants had to adapt to the host society, now a paradigm shift has taken place. Hence, a pluralistic interactional understanding of inclusion is the aim: here, inclusion is understood as a cross-cultural learning process in which the dismantling of prejudices and the engagement with other social and cultural patterns is seen as a valuable contribution to personal development, and so demands a minimum of tolerance, sensibility and openness from immigrants and natives alike. Accordingly, the programmes work to promote the intercultural openness of the clubs. In this way, for instance, the promotion of clubs by state agencies or national federations can be linked to cross-cultural minimum standards.

Evans, John Robert, et al. "Indigenous Participation in Australian Sport: The Perils of the 'Panacea' Proposition." *Cosmopolitan Civil Societies Journal*, 7, 1 (2015), 53-79.

**Country:** Australia

**Target Population:** Aboriginals

**Abstract:** The argument that participation in sport among disadvantaged populations can produce positive outcomes in wide range of areas has been a consistent theme in academic literature. It is argued that sport participation can promote women's empowerment, sexuality, lifestyle, peacemaking, youth development, poverty reduction and conflict resolution. Similarly, in Australia, participation in sport among Indigenous Australians has been proffered as a 'panacea' for many Indigenous problems; from promoting better health and education outcomes, to encouraging community building, good citizenship and entrepreneurship. Parallel to this has been a focus on documenting and analysing sport participation among Indigenous Australians in elite sport which often concludes that Indigenous Australians have an innate and 'natural ability' in sports. These two assumptions, first, that sport participation can help realise a wide range of positive social outcomes; and second, that Indigenous Australians are natural athletes, have driven significant public investment in numerous sport focused programs. This paper questions these assumptions and outlines some of the challenges inherent with an emphasis on sport as a solution to Indigenous disadvantage. We highlight how participation in sport has often been tied to ambitious, ill-defined and, in terms of evaluation, often elusive social outcome goals. Second, we also argue that there is limited research to indicate that participation in either elite or grassroots level sport has led to any discernible social progress in addressing inequality. We contrast historical Indigenous participation in a range of sporting codes to demonstrate the influence of factors beyond the 'natural ability' and 'born to play' propositions. Finally, we outline six 'perils' associated with viewing sport as a panacea; including how privileging sport can not only perpetuate disadvantage by reinforcing stereotypes and also contribute to a diversion of attention and resources away from other approaches that have been proven to have a greater positive social impact.

**Policy Takeaway:** Discusses how using sport as a cure for social ills is not evidence-based nor evaluated and in many ways perpetuates the status-quo.

**Main Findings:**

- Outlines six ways in which accepting sport as a panacea can have negative consequences. ...assuming Aborigines are good at sport perpetuates discourses of racialised understandings of difference, reinforcing engrained racism. Such depictions may become a self-fulfilling prophecy for Indigenous people who seek to be 'good at sport' as they cannot see other options. Placing sport on a pedestal may minimise the importance of achievement in other domains. Furthermore, funding to other program areas in pursuit of the positive, and media friendly, stories of elite Indigenous athletes and grassroots sports programs in Indigenous communities. To date there is a paucity of evidence to support the efficacy of the many sports programs that have proliferated in the last decade. Such programs need to be built on evidence; reliance on the belief that sport is good and particularly good for Indigenous Australians is not enough.
- The relative effectiveness and cost-benefits of sport programs, when compared to educational and social programs, must be considered. Thus, while sport is certainly central to Indigenous communities, it must form part of a broader cultural landscape, which includes and promotes participation and achievement in a wide range of areas.



Forde, Shawn D., et al. "Moving towards social inclusion: Manager and staff perspectives on an award winning community sport and recreation program for immigrants." *Sport Management Review*, 18 (2015), 126-138.

**Country:** Canada

**Target Population:** Immigrants

**Abstract:** This case study examined manager and staff perspectives on their local sport and recreation department's role, organizational practices, and challenges faced when developing and sustaining a wellness program for immigrants that received a program excellence award from a provincial recreation association in Canada. Data were collected through a document analysis and interviews with all 10 staff and managers involved in the development and implementation of the newcomer wellness program, an integrated intervention with a physical activity and sport component. The findings revealed that the recreation department largely adopted an assimilation role where newcomers were expected to fit into existing programs and the implications of this are discussed. Managers and staff pointed to four key organizational practices that fostered newcomer inclusion including: having multiple staff champions, using a leisure access counselling approach, developing community partnerships and outreach, and implementing culturally sensitive marketing. Challenges encountered were reducing multiple barriers to program participation, uncertainty about interculturalism, managing partnerships, and a reliance on short-term funding that threatened the sustainability of the program. We extend a theoretical framework on the organizational dimension of social inclusion, suggest ideas for future research, and discuss implications for community sport and recreation practitioners.

**Policy Takeaway:** Provides details for components of successful inclusivity, which involves wiliness to alter existing structure to meet changing community needs, management and staff behaviours set the tone for inclusivity and create a welcoming environment, providing opportunities for new-comers to contribute their voices, knowledge and skills, providing access to new experiences as well as including traditional experiences for newcomers and long-term Canadians from that culture, removing barriers such as needs for equipment, clothing, transportation and providing subsidies, privacy, childcare, coaching, training and leadership opportunities. Much of the focus is related to inclusion of immigrants vs sport participation but the information shared achieves both.

**Main Findings:**

Lessons from the literature cited include:

- behaviours of management and staff, and the policies and practices of the organization, set the tone for the success (or lack thereof) of the subsequent interactions between marginalized individuals and the agency itself
- Addressing barriers not only means enabling access to programs or facilities, but also actively attending to diverse needs related to, for example, community members' gender, employment, migration experiences, religion and health status.
- Engagement includes participants having opportunities to directly contribute their skills and knowledge to the work of an organization, having a voice by becoming involved in decision-making, and being able to choose to participate (or not) in activities like sport.
- Staff can strive to implement organizational practices that ensure community members feel welcomed, are treated with respect, and receive the support required to facilitate their ongoing participation.

- Create an organizational environment that promotes safety and trust where participants feel accepted and recognized for their participation and other contributions.
- While some newcomers may want to learn about new sports to help adapt to their new environments, many also want opportunities to retain and share the cultural practices brought from their homelands. A two-way process whereby newcomers learn new activities while teaching native-born residents their cultural traditions is known as interculturalism, defined as opportunities for locally-born and immigrant community members to learn from one another.
- Other recommended organizational practices have included providing affordable and accessible spaces, ensuring transportation, and if possible, acquiring athletic clothing for people to wear, adopting anti-oppression and anti-racism frameworks, developing supportive internal organizational structures, and seeking high-level management support. Building collaborative relationships with community partners and cultural organizations have also been shown to assist sport and recreation organizers develop cross-cultural connections through the pooling and leveraging of human, financial and other types of resources. Outreach is another organizational practice that can be adopted by encouraging recent immigrants to participate in skill building and introductory sport opportunities.
- Other research has pointed to individual leaders and ‘champions’ who act as catalysts for organizational change by instilling an ethic of care for those who are least likely to participate in sport and recreation. Sport organizers often lack knowledge about how to involve diverse community members. Thus, it is important to build relationships and engage with ethnic community organizations by inviting their input to develop more relevant sport programs.
- While relationships can be developed within and across cultural groups, developing relationships between immigrants and community sport and recreation organizations through policy is also fundamental to social inclusion (e.g. explain fee subsidy policies in an understandable manner to build trust).
- Promote activities through media targeting different ethnic groups, translating materials into various community languages, and visiting community organizations such as settlement agencies, as strategies to better communicate with culturally and linguistically diverse groups.
- Combine education with sport and recreation activities, introducing sports and recreation activities that immigrants and refugees found familiar and popular, and using these educational and familiar activities as vehicles to build confidence to learn about new sports.
- Volunteers lack time, training and resources
- One-off projects with short-term or one-time funding can be viewed as token efforts as opposed to sustainable organizational commitments that promote meaningful intercultural exchanges.
- Organizational prioritized revenue generation and efficiency can conflict with the social welfare values such as ensuring that community programs were available to socially excluded populations.
- use non-English language and non-mainstream marketing channels; community partners and outreach - break down the barriers of a lack of information and unfamiliarity with how community physical activity and sport was delivered. Translated marketing materials alone will not be sufficient in engaging immigrants in sport and forming partnerships without the knowledge or resources needed for managing them can be counterproductive.

**Forsyth, Janice and Paraschak, Victoria. The Double Helix: Aboriginal People and Sport Policy in Canada. In Sport Policy in Canada. Thibault L and Harvey J, eds. 2013. Ottawa, Canada: University of Ottawa**

**Country:** Canada

**Target Population:** Aboriginal

**Policy Takeaway:** Cross sector partnerships are key to addressing a holistic approach.

**Main Findings:**

- Notes that if the Aboriginal Sport policy was a federal government policy rather than a departmental policy then involvement of other departments such as Health Canada and Justice would have allowed a be broader focus to address the issues that fit within their mandate but extend beyond the reach of Sport Canada and Canadian Heritage. The policy does not institutionalize relationships across different federal units and therefore the linkages that would address broader social development are not in place. The policy clearly states that its role is limited to sport development.

**Frisby, Wendy and Ponic, Pamela. Sport and Social Inclusion. In Sport Policy in Canada. Thibault L and Harvey J, eds. 2013. Ottawa, Canada: University of Ottawa Press.**

**Country:** Canada

**Target Population:** All

**Policy Takeaway:** Inclusion is more than just allowing access to mainstream programs and activities. Key components of social inclusion models include developing partnerships amongst community organizations, making an organizational commitment to change, engaging community members in sport program planning and policy development, and ongoing evaluation.

**Main Findings:**

- “social inclusion cannot be accomplished only by those with power in the sport system in a top-down fashion. ...it is a process that requires careful negotiation and a fundamental shift in the hierarchical power relations that typically characterize sport policy development.” (page 382)
- “Religious persecution, colonization, homophobia, racism, poverty, ageism and gender inequality are just some of the other areas that can begin to be addressed through effective sport and recreation inclusion policy.” (page 389)
- “The policy focus in Canadian sport has been on ‘access’ or ‘opening the doors’ rather than on social inclusion and sport system change. ... The problem with this approach is that sport policies and practices that have excluded people in the first place are left unexamined and unchallenged... this can leave responsibility for social inclusion to those who have been historically excluded and require them to figure out how to include themselves into a system that does not necessarily meet their needs.” (page 392)
- “Who should be including whom in sport? The traditional approach to sport management assumes that sport professionals know how to include ‘others’ based on little or no consultation with those who may be very different from themselves.” Page 393
- “... the likelihood for meaningful change is enhanced when sport organizers and policy makers use moral or ethical guidelines as a basis for promoting social inclusion. These include thinking in terms of equal rights (e.g., to sport participation and leadership), equal value (e.g., of different abilities and cultural practices) and equal treatment (e.g., a lack of discrimination).” (page 394)
- Key components of social inclusion models include developing partnerships amongst community organizations, making an organizational commitment to change, engaging community members in sport program planning and policy development, and ongoing evaluation.

**Frisby, Wendy. "Promising Physical Activity Inclusion Practices for Chinese Immigrant Women in Vancouver." *Quest*, 63, 1 (2011), 135-147.**

**Country:** Canada

**Target Population:** Women, new immigrants to Canada

**Abstract:** Even though the number of immigrants coming to Canada continues to rise (Statistics Canada, 2010) and there is some evidence to suggest that participation in community sport and recreation can ease the stress associated with settlement (Stodolska & Alexandris 2004), our previous research has shown there is little or no information sharing about promising inclusion practices between local, provincial, and federal sport and recreation policy makers in Canada (Thibault, Frisby, & Taylor, 2009). To begin to fill this void, interviews were conducted with 50 Chinese immigrant women, who represent the largest immigrant group in British Columbia, 11 staff from the City of Vancouver, and 5 staff from an immigration service agency called S.U.C.C.E.S.S. A Multiculturalism, Sport, and Physical Activity Workshop was subsequently held so study participants could come together to discuss promising physical activity inclusion practices for newcomers. The practices discussed here include: citizen engagement to promote mutual learning and policy/program development; working from a broader social ecological framework; improving the city's leisure access policy; and enhancing community partnerships to facilitate cross-cultural connections

**Policy Takeaway:** Citizen engagement, use of a social ecological framework, improving leisure access policy and enhancing community partnerships facilitate cross cultural connections

**Main Findings:**

- Local government needs to adjust to dramatic population shifts. Most inclusion project target children and youth & overlook aging population. Female immigrants, less active than male, fear racism & safety concerns. Realities of immigrants - don't speak English or French, unfamiliar with western policies and approaches to PA programs, obstacles tied to gender, ethnicity, social class ++. Visible minorities label privileges white English/French settlers and in many cities is not the majority. All sports are immigrant (other than indigenous sport) so cautious that immigrants have to play Canadian sports. Programs that effectively deal with lack of info, lack of social support and enhanced safety and convenience were deemed most effective. Training immigrants at coaches and officials assume leadership positions. Culturally diverse staff, leadership training for under-rep groups, anti-racism workshops, encouraging residents to be researchers about issues facing their community. Learning occurs when community members, service providers (& researchers) are brought together. Citizen engagement, social ecological framework, improving leisure access policy, enhance community partnerships to facilitate cross cultural connections.

**George, Tammy. "Making Healthy Connections with Racialized Communities: Girls and Young Women's Experiences with Sport, Physical Activity and Healthy Living." *Canadian Association for the Advancement of Women and Sport and Physical Activity*, (2012), 1-58.**

**Country:** Canada

**Target Population:** Women / New Canadians

**Abstract:** On the Move is a national initiative designed to increase the participation of inactive girls and young women (ages 9-18) in sport and physical activity, led by the Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS). On the Move is designed to enhance sport and physical activity program delivery for girls and young women by increasing awareness of their needs, interests and experiences; and sharing promising practices, success factors, challenges and solutions to enhance existing or develop new programs. Since 1994, On the Move has worked at the organizational level to increase awareness about the barriers girls and young women confront to participation, and how to create positive programs and inclusive environments for this target group. The proven On the Move Concept advocates for fun, female-only, holistic health promotion programs where girls and young women can develop their skills, create new friendships, and build a foundation for life-long healthy active living. The 2008 True Sport Report, "What Sport Can Do", identifies a number of benefits of sport and physical activity for girls and young women, including protective effects against osteoporosis, anxiety, depression, suicide and adolescent pregnancy; the development of pro-education values; a greater sense of control over their own bodies; and more generalized feelings of empowerment, identity and self-direction that can help girls and young women overcome restrictive gender norms and participate more fully in society. The report further argues that increasing the number of girls participating in sport and physical activity appears to open routes through which they can acquire new community affiliations and participate more equally in community life.

**Policy Takeaway:** Describes issues and potential solutions to issues confronted by racialized girls and young women as they pertain to sport, physical activity and healthy living

**Main Findings:**

- Educate yourself and others about cultural and racialized difference
- Create targeted programs based on consultation with participants regarding design and delivery and include a variety of opportunities
- Diversify Leadership, through recruitment and hiring practices and providing training
- Address systemic barriers with policy, partnerships and recognizing and celebrating difference, building programs and services based on the needs, interests and experiences of the target groups.

Gill, Diane L., et al. "Perceived Climate in Physical Activity Settings." *Journal of Sexuality* 57, 7 (July 27 2010), 895-913.

**Country:** USA

**Target Population:** Gays/ lesbians, racial/ethnic minorities, older/ non-traditional students, and people with physical disabilities

**Abstract:** This study focused on the perceived climate for LGBT youth and other minority groups in physical activity settings. A large sample of undergraduates and a selected sample including student teachers/interns and a campus Pride group completed a school climate survey and rated the climate in three physical activity settings (physical education, organized sport, exercise). Overall, school climate survey results paralleled the results with national samples revealing high levels of homophobic remarks and low levels of intervention. Physical activity climate ratings were mid-range, but multivariate analysis of variation test (MANOVA) revealed clear differences with all settings rated more inclusive for racial/ethnic minorities and most exclusive for gays/lesbians and people with disabilities. The results are in line with national surveys and research suggesting sexual orientation and physical characteristics are often the basis for harassment and exclusion in sport and physical activity. The current results also indicate that future physical activity professionals recognize exclusion, suggesting they could benefit from programs that move beyond awareness to skills and strategies for creating more inclusive programs.

**Policy Takeaway:** Programs need to include sensitivity training and multicultural competencies. Explicit policies on anti-harassment are important for reducing harassment.

**Main Findings:**

- Socially constructed climate in sports and physical activity heightens heterosexism and homophobia and this restricts the behaviours of participants and potential participants. They also note that gender, sexuality and sport are complexly interconnected and have different meanings and implications for women and men. Sport for men is closely linked with masculinity and heterosexuality, but sport for women disrupts gender constructions. McCaughy et al. (2005) specially call for awareness, support broader school initiatives, vigilance, socially sensitive images in teaching, and developing a critical, consciousness about sexualities, school and physical culture. Our educational and training programs must help professional and future professionals develop multicultural competencies. Professionals can also be social justice advocates in their settings. Explicit policies help, when anti-harassment policies are in place and when policies explicitly included sexual orientation, less harassment was reported.

**Goff, Mandy. "Adapted Sport Programs for Veterans with Disabilities." *Journal of Physical Education, Recreation & Dance*, 83, 3, (2012), 27-28.**

**Country:** USA

**Target Population:** People with disabilities

**Abstract:** In addition to the sport programs offered in many communities, the United States Paralympic Military Sports Program has teamed up with disability sport clubs, Warrior Transition Units/Battalions (a U.S. Army or Marine command structure for extended rehabilitation care), Navy Safe Harbor, and Air Force Wounded Warrior Program to offer Paralympic Sport Camps and Adapted Sport Experiences for service members looking for opportunities beyond recreational sport. This also serves as a pipeline to give qualified athletes more exposure to the possibility of Paralympic-level sport and competition. The United States Olympic Committee, together with the Department of Defense and other major sponsors, has hosted the Warrior Games for the past two years.

**Policy Takeaway/Main Finding:** Providing sport and active living opportunities to wounded veterans helps with both rehabilitation and social inclusion



**Golob, Matasi, and Audrey R. Giles. "Canadian multicultural citizenship: Constraints on immigrants' leisure pursuits." *World Leisure Journal*, 53, 4, (2011), 312-321.**

**Country:** Canada

**Target Population:** Immigrants

**Abstract:** The proliferation of empirical research on immigrants' leisure constraints as restrictive and negative, which is implicitly based on discourses that present particular leisure forms and practices as positive and desirable, has provided scholars with a limited understanding of constraints. In contrast, Foucault's understanding of constraints as necessary for any social practice suggests that power acts as a constraint on action in a way that is never wholly inhibiting. Indeed, from a Foucauldian perspective, constraints make many leisure actions and experiences possible. Thus constraints must be seen as both inhibiting *and enabling* individuals' actions. This paper offers a critical Foucauldian review of constraints research to demonstrate how multicultural citizenship discourses in Canada both inhibit and enable immigrants' leisure pursuits.

**Policy Takeaway:** Immigrants should be provided opportunities to peruse non-mainstream sports

**Main Findings:**

- Fundamentally, this paper was developed to challenge the assumption made in leisure constraints research that constraints only function to prevent, limit or exclude immigrants' leisure participation and preference. By taking a Foucauldian approach to constraints, we have demonstrated that power acts as constraints to immigrants' leisure pursuits, but in a way that is never wholly inhibiting. Drawing on contemporary examples, we have shown that a multiculturalism discourse that prescribes the preservation of ethnic distinctiveness suggests that it is not necessary for immigrants to participate in the host society's social practices, thus enabling the organisation of ethnic enclaves where immigrants can pursue non-Euro-Canadian leisure activities. Similarly, we showed that discourses of multiculturalism that prescribe self-sufficiency of ethno-cultural traditions restrain public leisure providers from delivering diverse sport and recreation opportunities, while simultaneously enabling the preservation of the dominant groups' leisure pursuits. Together, these examples demonstrate how, from a Foucauldian perspective, constraints produce social practices (Fraser, 1989). As such, we believe our work offers a fruitful starting-point for the application of Foucault's work to immigrants' leisure pursuits.

**Government of Canada. Sport Policies and Strategies. *Actively Engaged: A Policy on Sport for Women and Girls*. (January 2009).**

**Country:** Canada

**Abstract:** Canadian Heritage is committed to a sport system that provides quality sport experiences, where women and girls are actively engaged and equitably supported in a full range of roles. The objective of the policy is to foster sport environments – from playground to podium – where women and girls, particularly as *athlete participants, coaches, technical leaders and officials*, and as *governance leaders* are provided with: quality sport experiences; and equitable support by sport organizations.

**Target Population:** Women

**Policy Takeaway:** Provide an example of a policy and strategy document.

**Main Findings:**

- The implementation of the policy will therefore result in a continuously improving sport system where:
  - Women and girls are actively engaged within Canadian sport as *athlete participants*, from playground to podium;
  - Women are actively engaged within Canadian sport as *coaches, technical leaders and officials* and are also supported to progress within international organizations as *technical leaders and officials*;
  - Women are actively engaged as *governance leaders* (both as key volunteers and senior administrative staff) of Canadian sport organizations and are also supported to progress within international sport organizations.
- Policy Interventions
  1. *Program Improvement* – alignment and refinement of programs and activities to enable sport organizations and other sport system stakeholders to deliver innovative quality sport experiences for women and girls;
  2. *Strategic Leadership* – proactive promotion of complementary measures within other Canadian and international jurisdictions to strengthen quality sport experiences for women and girls through participation in multilateral and bilateral instruments and fora;
  3. *Awareness* – promoting the benefits for individuals and organizations of meaningful involvement of women and girls; and
  4. *Knowledge Development* – expansion, use and sharing of knowledge, practices and innovations concerning the sport experiences of women and girls through research and development.

**Government of Canada. Sport Policies, Acts and Regulations. *Policy on Sport for Persons with a Disability* (June 2006).**

**Country:** Canada

**Target Population:** People with disabilities

**Abstract:** The *Policy on Sport for Persons with a Disability* provides a framework for engaging partners and stakeholders in initiating changes that aim to reduce and ultimately eliminate sport-specific barriers that prevent persons with a disability from participating in sport. At the same time, the Policy addresses some of the environmental, structural, systemic, social and personal barriers that keep many persons with a disability from being full participants in Canadian society.

**Policy Takeaway:** Provides direction addressing barriers

**Main Findings:**

- The Policy on Sport for Persons with a Disability envisions the full and active participation of persons with a disability in Canadian sport at all levels and in all forms, to the extent of their abilities and interests.
- The focus of public debate on disability issues has increasingly moved away from medical definitions of "disability" to social models of understanding systemic barriers that prevent the full and active participation of persons with a disability in society. This, in turn, has resulted in greater public awareness of disability issues and the need for policy intervention. Today the majority of Canadians believe that persons with a disability can and should have the opportunity to participate in social, economic and cultural life to their fullest potential.
- The objectives of The Policy on Sport for Persons with a Disability and the action plan for their implementation are based on the four goals of the Canadian Sport Policy:
  - Enhanced Participation
  - Enhanced Excellence
  - Enhanced Capacity
  - Enhanced Interaction

Green, Mick, and Shane Collins. "Sport Development in Australia and Finland 225 Policy, Politics and Path Dependency: Sport Development in Australia and Finland." *Sports Management Review*, 11, 3, (November 2008), 225-251.

**Country:** Australia and Finland

**Target Population:** Women and Indigenous peoples

**Abstract:** Sport development as a public policy priority has historically been on the periphery of governments' political agendas. This is not the case in the early twenty-first century however. Over the past decade, in nations as diverse as Canada, China, Germany, Norway, Poland, Singapore and the United Kingdom, public policies for sport development-related activity have increased in salience. This article reviews and analyses national sport development policy (across the mass-elite sport spectrum) in Australia and Finland; two countries with quite distinct political, cultural and sporting backgrounds. The analysis explores whether a path dependency approach can help towards a better understanding of sport development activity in each country. Our conclusions suggest that Australia (elite sport) and Finland (Sport for All) have remained on quite specific sport development pathways with little deviation, despite a few programs created in Australia to increase the levels of sport participation for targeted groups such as school children, women and indigenous Australians.

**Policy Takeaway:** Comparison of two countries at the opposite ends of the Elite vs Sport for All continuum, the authors argue that public expectations and political will become entrenched and there may be little readiness for change.

**Main Findings:**

- The establishment of funding criteria that prioritised facilities and programs for the masses, and the mandating of responsibility for the provision of facilities to the state and municipalities, clearly reinforced the types of sport development activities to be supported.
- **Australia:** With little evidence of a strong voice for the mass participant in Australia, and with such strong public and media support for elite success, it is hard to conceive of conditions in which the federal government would turn from the path chosen some 25 years ago. In this case, the political "costs" of switching from the path of elite athlete development are deemed to be too high and it appears that, in Australia, the quest for sustained excellence at the international level has been difficult to forgo once established the generation of increased numbers of Olympic medals and the concomitant positive (political) symbolism that attaches itself to a successful Olympic nation means that, for Australia at least, retrenchment from this position has become politically unthinkable .
- **Finland:** The continued commitment to ensuring all Finns had access to sporting facilities was considered key to facilitating increased levels of participation and further promoted values commonly associated with social democratic tenets of universalism and egalitarianism. Further costs associated with the establishment of Domain Organisations, the growing expertise and learning costs (which enhance efficiency) are now embedded within the sport development system. The costs of retrenching from such considerable set-up expenses provide an incentive to try and recover costs, and with a combination of past investment and continued net pay-offs, renders the existing path more appealing than potentially more efficient alternatives.

**Griffin, Meaghan and Tang, Susanna. Sport 4 Ontario Advocacy Toolkit: Diversity in Sport. November 6, 2013, Toronto, Ontario, Canada**

[www.sport4ontario.ca](http://www.sport4ontario.ca)

**Country:** Canada

**Target Population:** Immigrants

**Abstract:** Purpose of the Toolkit: Ontario's cultural demographics are changing and sport has been slow to respond. While the 2012 Canadian Sport Policy and Active 20/20 have called for this to be addressed, few resources in Canada have outlined how this can be achieved. This toolkit has been designed to help Ontario sport and recreation providers plan, implement, promote and advocate for policies and procedures to increase the engagement of culturally diverse groups in sport.

**Policy Takeaway:** An example of a toolkit to help sport and recreation planners to engage culturally diverse groups in sport.

**Main Findings:**

- Reasons to engage culturally diverse groups:
  1. Growth & Sustainability
  2. Untapped Talent & Fresh Ideas
  3. Build Better Communities
- Includes guidelines to diversifying sport and a diversity checklist and tip sheet on creating welcoming and inclusive environment
- A quick guide for advocating for change / lobbying government
- A succinct guide, well laid out with information.

**Gütt, Matthias.** "Disability sport in Europe." *Council of Europe, Good practice handbook, 3* (March 2013). 1-69.

**Country:** Europe

**Target Population:** People with disabilities

**Abstract:** The political background regarding the equal treatment of all European citizens, including providing people with disabilities an unconstrained access to sports, has been on the agenda since the early 1990s, and without doubt since then the different disability sport sectors and countries in Europe have developed and gained considerable experience. Nonetheless, the European Disability Forum states that today still "one out of two disabled persons have never participated in leisure or sport activities." Studies prove that lack of information often creates barriers to participation and both people with and without disabilities often lack access to information on disability conditions and especially to positive role models from the sector. Bearing in mind that the aim of the Council of Europe is to achieve greater unity between its members and that the Council of Europe's EPAS aims to promote sport, to emphasise its positive values and to encourage dialogue between public authorities, sports federations and NGOs, this handbook's objective is to provide a practicable overview of certain disability sport conditions and existing good practices.

**Policy Takeaway:** Resource with tools and adaptations for successful inclusion.

**Main Findings:**

- While there is the European Sport Charter, there is little public policy for sport for those with a disability. It is recognized that sport and physical activity are paramount to achieving social inclusion and participation. This guide outlines tools and adaptations for successful inclusion.

Hall, Ruth L., and Carole A. Oglesby. "Stepping Through the Looking Glass: the Future for Women in Sport." *Sex Roles*, 74, 7, (April 2016), 271-274.

**Country:** USA

**Target Population:** Women

**Abstract:** Although the opportunities for women in sport in the USA have grown exponentially since Title IX became a law, there are areas of significant loss and persistent stalls in women's advancement in sport as the papers in this issue further discuss. Our title, *Stepping Through the Looking Glass*, suggests that we need to go beyond conventional discussions of female athletes and uncover new directions for women in sport and physical activity in countries around the world. Only then can we discover the future for women's sport. The papers in this special issue presented a variety of topics including nine papers that address gender issues in sport, microaggressions that take place in sport for women, the media's role in reporting the status of sport for women and sexual identity in sport.

**Policy Takeaway:** There is very little coverage of women's sports in the media

**Main Findings:**

- Although the number of activities for girls is growing and participation in sport and physical activity is positive, girls are still affected by societal gender roles and assumptions.
- Even with these accomplishments, female role models are not abundant and the visibility of female athletes in the media is shamefully scarce. For example, over the past 20 years more girls and women are involved in sport, but media attention has dwindled. Females are 40 % of the participants in sport but only have 4 % of the coverage in the media. Title IX in the United States has been the catalyst for sport equity in USA. However, the media in USA continues to report that there is not much interest or an audience for female sports but do not explore the lack of coverage of women's sports.
- One exception to the general rule is the increased interest and visibility of female athletes every 4 years at the Olympics. The call for nationalism and support for both women and men sent to represent each country is loud and strong, but when the Olympics ends, the interest in women's sports fades (except for the Ladies Professional Golf Association (LPGA), tennis, track and field contests, and the World Cup for soccer).
- Progress has been made but women still have a way to go to obtain equality. Self-objectification, microaggressions, the absence and type of media coverage, and sexual orientation remain issues for women. Sexual orientation must be addressed given that lesbian players and coaches are present in sport. Not all female athletes are lesbians, but there is a crucial mass of lesbians involved in sports. Clearly, more work needs to be done to welcome lesbians as well as other women into sport.

**Hanna, Rosallin. "Promoting, Developing, and Sustaining Sports, Recreation, and Physical Activity in British Columbia for Aboriginal Youth." *First Nations Health Society*, (February 22 2009), 1-36.**

**Country:** Canada

**Target Population:** Aboriginals

**Abstract:** The opportunities to participate in sports, recreation and physical activity have a significant positive impact on the physical health, and mental and emotional wellness of Aboriginal youth in British Columbia. Physical activity is a valuable form of primary disease prevention of diabetes, cardiovascular disease, cancer, and other diseases that are caused in part by a sedentary lifestyle. In March 2008, BC Aboriginal youth developed a declaration that served as a call to action, highlighting the importance of sports and recreation within their communities. In addition, over 350 of these youth responded to the first ever Aboriginal youth physical activity survey that provided important new research data. In support of the declaration, the Aboriginal Sports, Recreation, and Physical Activity Partners Council was further defined. This Council has developed a five pillars approach aimed at implementing core strategies for supporting BC Aboriginal sports, recreation, and physical activity initiatives. It is recommended that specific sport and recreation policies be enacted to ensure equal access to sport and recreation programs for Aboriginal youth of all levels, ages, abilities and genders.

**Policy Takeaway:** Representation at National Games will increase through qualifying Aboriginal athletes through the Aboriginal games pathway. There is a need for the promotion and inclusion of culturally relevant sports in Coaching programs and Games events. Involvement of Elders and a holistic approach to sport strengthens and sustains participation. Accessibility to equipment, facilities, subsidized registration fees, transportation, coaching programs, paid coaches and nutritious food will reduce barriers.

**Main Findings:**

- The increase of Aboriginal participation in National games cannot be accomplished unless there is an increase in qualifying athletes through provincial games, such as BC Summer or Winter games. There needs to be a change in Canada Games policy that allows for Aboriginal athletes to qualify through NAIG or other Aboriginal games. As well, the athletes who are participating in mainstream sports outside of the sports identified by ASRA need to be identified.
- There is a need to support the development of Aboriginal apprentice coaches and build coaching capacity within Aboriginal communities, and broadened to all sports that are of interest to potential Aboriginal coaches, and inclusive of traditional games.
- It is important for communities and youth to have Elders involved in games and activities. Elders can act as leaders and assist in the revitalization of traditional games, sports, and activities. This will assist in bridging the gap between the generations, facilitating the sharing of knowledge and enhancing cultural experiences. Moreover, sport provides opportunities for community members to develop social ties and bonds through participation sporting activities.
- Implementing programs, developing leaders, and increasing resources for facilities, equipment, travel and staff is the first step to improving accessibility. Supporting Aboriginal youth in sports, recreational fitness and physical activities must take a more holistic path. Youth must have their emotional, spiritual, mental and physical needs met if there are to create lasting, sustainable changes.



Hanson, Sandra L. "Young Women, Sports and Science." *Theory Into Practice*, 46, 2 (2007), 155-161.

**Country:** USA

**Target Population:** Women

**Abstract:** This article examines young women's access to two traditionally male domains, sport and science, from two perspectives. The structural approach suggests that sport and science are stratified by gender and have historically been chilly climates for women. The Critical approach argues that structure and agency are important in understanding sources of inequality, including gender. Data from the nationally representative High School and Beyond (HSB) and National Educational Longitudinal Study (NELS) were used to explore the relationship between involvement in sports and success in science for high school aged women. Findings suggest that sports participation provides a unique resource for young women especially with regard to science attitudes and access (course-taking). Young girls who are given an early opportunity to participate in sports may be more prepared for the male culture in science classrooms. Implications of the findings for parents, educators, coaches, and policy makers are also discussed.

**Policy Takeaway:** A sport focus that is more collective, inclusive and supportive for women will increase participation.

**Main Findings:**

- Examines young women's access to two traditionally male domains, sport and science, from two perspectives. Historically these domains have been chilly climates for women. Work shows positive consequences of sports participation for young women's educational expectations and achievement in high school and college. Scholars, Teachers, parents, and policy-makers need to consider the wide variety of benefits that all young people receive from their engagement in sports. These benefits include better physical health, enhanced mental health and well-being, and academic success. For example, young women who participate in sport are less likely to smoke, have fewer eating disorders, and are less likely to become pregnant as a teen than other young women. Some argue that the male sports model is alienating for some women, and increasingly, women athletes are shaping the domain of sports into a more collective, inclusive, supportive structure.

Hayhurst, Lyndsay, Margaret McNeill, and Wendy Frisby. "A post-colonial feminist approach to gender, development and Edusport." In B. Houlihan & M. Green. *Handbook of sport development*, (2011), 349-361.

**Country:** International

**Target Population:** Women

**Policy Takeaway:** Provides guidance for sport for development in a way that considers the culture of the participants.

**Main Findings:**

- Our key argument has been that globalization, colonial oppression and gender are inextricably linked, and that analyses of sport for development initiatives should carefully consider their impact as they intersect with other axes of oppression in local and global relationships.
- EduSport. ... has made its stance to live by and carry the 'Ubuntu' (human centred) philosophy that reflects its work. To address development problems, it is important to be close to the reality of where the problem is. This is because you can only address them through understanding the culture. Outsiders must only help and not become owners of the problem and solution. Real solution take time and EduSport being situated with the people has time.

**Henhawk, Daniel Alexander. Aboriginal Participation in Sport: Critical Issues of Race, Culture and Power. A thesis presented to the University of Waterloo. Waterloo, Ontario, Canada, 2009**

**Country:** Canada

**Target Population:** Aboriginal

**Abstract:** This study is a qualitative examination of my lived experiences and the lived experiences of my immediate family in sport. Using critical race theory (CRT) as my guiding theoretical framework, this research project answers Denzin's (2003) call to advance "a radical performative social science" that "confront[s] and transcend[s] the problems surrounding the colour line in the 21st century" (p.5). As such, the purpose of this project was to explore issues of race, culture and power within our lived sport experiences and to present these experiences in such way so as to unpack the tensions associated with being an Aboriginal person living in today's Canadian society

**Policy Takeaway:** Aboriginal cultures in Canada are diverse and calls for the recognition that Aboriginal recreation and leisure needs and participation patterns should reflect this diversity.

**Main Findings:**

- A performance piece was developed as a result of the research. The piece demonstrates multiple voices which introduce various viewpoints and conflicts about sport and Aboriginal Culture.

Hively, Kimberly et al. "You throw like a girl!" The effect of stereotype on women's athletic performance and gender stereotypes. *Psychology of Sport and Exercise*. Volume 15, Issue 1, January 2014, Pages 48–55

**Country:** USA

**Target Population:** Women and girls

**Abstract:** Objectives: "Stereotype threat" occurs when people perform worse at a task due to the pressure of a negative stereotype of their group's performance. We examined whether female athletes may underperform at an athletic task if prompted to think about gender stereotypes of athleticism. We also explored whether gender stereotypes regarding general athletic ability would be affected by a standard stereotype threat induction. Design: We used a 2 (participant gender) × 2 (stereotype threat manipulation) factorial design with task performance and gender stereotypes of athleticism as dependent measures. Method: Female and male tennis and basketball college student athletes performed two athletic tasks relevant to their sport: a difficult concentration task and an easier speed task. Participants were told beforehand that (1) there was a gender difference on the tasks (to induce stereotype threat) or (2) there was no gender difference (to remove any pre-existing stereotype threat). Results: On the difficult task, women performed worse than men only when stereotype threat was induced. Performance on the easier speed task was unaffected by the stereotype information. Interestingly, women's beliefs regarding women's and men's *general* athleticism were also affected by the manipulation. Conclusions: We concluded that one minor comment regarding a very specific athletic task may sometimes impair task performance and alter gender stereotypes of athleticism among women. Some implications for preventing negative stereotype threat effects are discussed.

**Policy Takeaway:** Presents the implications of negative stereotyping and supports the need for language and attitudes that are without stereotyping.

**Main Findings:**

- We examined male and female athletes' sports performance under stereotype threat.
- When told gender affects task performance, women performed worse than men.
- When told there was no gender difference, women and men performed equally well.
- These patterns emerged for a hard concentration task, but not an easy speed task.
- When told there was no gender difference, women had more egalitarian stereotypes.

**HM Government. Sporting Future: A new strategy for an active nation. 2015**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/486622/Sporting\\_Future\\_ACCESSIBLE.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/486622/Sporting_Future_ACCESSIBLE.pdf)

**Country:** UK

**Target Population:** All

**Policy Takeaway:** Highlights of the UK strategy and its goals of inclusiveness, consultation with participants and multisectoral collaboration

**Main Findings:**

- Important to maintain a genuinely cross-government approach.
- Emphasized partnerships across sectors and at all levels.
- Focus on particular sections of society that face common barriers to taking part and who take part in sport and physical activity at below average levels at the moment (for example, those from lower socio-economic groups, women and disabled people). Achieving our vision will take more than a single scheme targeted at under-represented groups however.
- Sport must become more demand-led, recognising the different motivations, attitudes and lifestyles of its potential customer base. The system must be more flexible and actively reach out to those who do not get involved in sport, whether because of practical, social or emotional barriers. Behavioural insights and an understanding of how to help people to make better decisions themselves will be at the heart of the new approach to delivering sport and physical activity.
- Certain groups, including women and girls, older people, disabled people and those from lower socio-economic groups, are significantly less likely to play sport and be physically active than the population in general. A range of different factors are responsible for the under-representation of different groups and it is important that the sector understands the breadth of causes in designing solutions. For example, recent research on the relationship between poverty and access to sport for young people highlighted not just practical barriers like cost and availability of the right informal activities but also emotional barriers around perceptions of safety and ownership of local space as well as wider social circumstances.
- It is also the case that under-representation may be a problem within more widely defined groups. For example, there may be significant under-representation or specific barriers to taking part in sport and physical activity for some Lesbian, Gay, Bisexual or Transgender (LGB&T) people and some Black and Minority Ethnic (BME) groups which are not immediately apparent when looking at the overall participation levels for those groups as a whole.
- There will need to be a particular focus on getting disabled people active. It is also important to note that over half of disabled people are over 60 years old. Consideration of how we address under-representation in older people will therefore be integral to addressing under-representation of disabled participants.
- LGB&T equality is a crucial part of ensuring everyone that engages in sport can do so in a safe and positive way.

**Hovden, Jorid. "The Gender Order as a Policy Issue in Sport: A Study of Norwegian Sports Organizations." *Nordic Journal of Women's Studies*, 14, 1 (April 2006), 41-53.**

**Country:** Norway

**Target Population:** Women (gender equality)

**Abstract:** The gender distribution in the upper echelons of Norwegian sport organizations shows significant gender differences. Women possess only 7% of the top positions. This article will address how male and female politicians are framing this gender order as a policy issue and the recommended solutions embedded in this framing. The theoretical framework draws on Bacchi's: "What's the problem?" approach as well as components of Bourdieu's micro-theory of power. The empirical part is based on in-depth interviews with influential sport leaders in Norwegian sport organizations. The analyses show that the gender order is defined and diagnosed in paradoxical ways. Two competing representations are identified. A dominant representation, mostly framed by middle-aged and older males, interprets the gender order as an issue outside the political responsibility of sport organizations; as either an individual "woman problem" or a "time-lag problem". The competing representation talks about the gender order as mainly a consequence of male dominance inside sports, and hereby an important and relevant policy issue. The representations draw a picture of a gender political situation, in which the gender order, according to dominant perceptions and assessments, is mostly handled as a political "non-issue" and male dominance as a power structure remains silenced. Most women, however, oppose and resist this hegemonic order and are occasionally able to bring gender issues on the political agenda. In this way they are able to cause critical breaks and visualize untenable political effects of male dominance. The crucial question is, however, if women's opposition and critique are sufficient to challenge the "most forbidden"; negotiations of men's power, where men in a similar way as women are visualized and constructed as a political category.

**Policy Takeaway:** As more women, and younger men, enter the domains of sport administration, policy making shifts its focus away from those created by a male dominated administration.

**Main Findings:**

- Sport realities in Norway and western sport organizations show a gendered hierarchy, where the number of women are decreasing as the power of the position is increasing. The framing process is perceived as the most critical phase in the policy making, because this is when disagreement and controversies are revealed and underlying attitudes and relation of domination becomes visible. The men in positions of power possess the power to confer or withdraw legitimacy for other participants in the game. Most men do not consider the gender order in their federation an urgent and important policy problem. See it as women's problem or time lag problem. Dissolving the existing gender order in sport is by most women emphasized as an important policy problem. The representation of the younger men seem to suggest that they in most ways share the women's interpretation of the male dominance as a power structure.

**Huang, Xin, and Wendy Frisby, and Lucie Thibault. "Chapter 5: Gender, Immigration, and Physical Activity: The Experiences of Chinese Immigrant Women." In J. Joseph, S. Darnell, and Y. Nakamura. *Race and Sport in Canada: Intersecting Inequalities*. (2012), 139-164**

**Country:** Canada

**Target Population:** New Canadians.

**Abstract:** Drawing from in-depth, multilingual interviews and a workshop with sport policy makers and 50 new Chinese immigrant women from Mainland China, Hong Kong, and Taiwan, this chapter discusses issues of gender and multiculturalism in physical activity based on Chinese immigrant women's experiences of migration and settlement. It situates the current increasing population of Chinese immigrants in the broader context of the history of Chinese immigration to Canada, and current policies and debates on multiculturalism, with specific reference to the lack of such policies in the sport arena. It highlights the important role that participation in physical activities plays in Chinese immigrant women's lives, not only in terms of physical and mental well-being, but also in terms of adjusting to live in Canada, coping with life change, and reducing social isolation. A gender analysis of the barriers Chinese immigrant women face reveals that there are age- and mother-specific issues that are compounded by race, social class, and culture.

**Policy Takeaway:** Barriers need to be examined beyond those of financial or daycare needs to the broader context of the social, political and cultural systems of the immigrant population. These can be understood through in-depth consultation with group members.

**Main Findings:**

- to remove the barriers for participation, service providers need to consider solutions beyond physical activity by engaging more with immigrants to better understand their histories, situations, and interests. Still, while we could suggest that community centres provide free or affordable child care for young mothers or have child-parent programs, community centres should not be the only ones to bear the cost and be blamed for policy failures such as the lack of affordable child care in Canada.
- While immediate solutions such as child-parent programs are necessary, to truly improve immigrant women's participation in physical activities, we need to address issues of racism and sexism in employment, social welfare policies, and social conventions of gendered divisions of labour at home. We also need to think about the connections between recreational policy and other social policies, and how the change of one entails the change of another. Conversely, the gendered immigration process, racist and sexist labour market, and neo-liberal social policy in Canada reinforced gender inequality, and pushed immigrant women back to more traditional gender roles of being financially dependent, stay-at-home mothers. In addition to the downward movement of their social capital, many Chinese immigrant women also experienced a gendered downward movement at home, with changing power relations and resource distribution within the family. The changes of their gendered positions in society and at home often increased the barriers to their participation in physical activities in Canada.
- Rather than pushing immigrants to integrate into the European-Canadian system and way of life (which is currently the case in spite of the multi-culturalism rhetoric), building an intercultural Canada relies on understanding and challenging the ways in which the Canadian state incorporates different political and cultural values and practices into its policy.

Hums, Mary A., and Anita M. Moorman, and Eli A. Wolff. "The Inclusion of the Paralympics in the Olympic and Amateur Sports Act." *Journal of sport and social issues*, 27, 3 (August 1 2003), 261-275.

**Country:** USA

**Target Population:** People with disabilities

**Abstract:** The governance of disability sport is a complex and evolving area. In particular, the passage of the Stevens Amendment of 1998 altered the responsibilities of the United States Olympic Committee (USOC) in terms of its relationship to disability sport, specifically Paralympic sport. Now the USOC, along with the various national governing bodies (NGBs) and disabled sports organizations (DSOs), is grappling with the implementation of the Stevens Amendment. The policy implications of this legal mandate to be more inclusive of athletes with disabilities are unclear, as Congress did not specify how the act should be implemented. This article provides background information on disability sport governance and presents the legal and policy implications of the Stevens Amendment for the various sport governing bodies.

**Policy Takeaway:** Models for the oversight of amateur sport, including sport for people with disabilities are described.

**Main Findings:**

- Disability sport refers to sport designed for, or specifically practiced by athletes with disabilities. Because these sports are amateur, their governance falls under the auspices of the USOC. Empowered by the Amateur Sports Act of 1978, the USOC is the organization overseeing amateur sport, including sport for people with disabilities. Most notably, however, the Stevens Amendment expressly recognized the USOC as the official governing body for the Paralympics and updated existing provisions regarding disabled athletes (U.S. Senate Committee on Commerce, Science, and Transportation, 1998). The USOC is also recognized as the United States Paralympic Committee by the International Paralympic Committee (IPC). The Act now clearly incorporates the Paralympics within the mandate of the USOC and reflects equal status for athletes with disabilities. For application of the Stevens Amendments to the USOC itself, three different models were proposed. One structure, the Consolidation Approach, would create a parallel universe for disability sport called the National Paralympic Division. This division would be further subdivided into a Paralympic Administration Team and the Paralympic Sports Organization, with two smaller divisions for Disabled Athlete Marketing Development and Disabled Athlete International Affairs. This proposal called for a diminished role for the DSOs. A second proposed structure (which was given no formal name) recommended that the USOC integrate each of its staff divisions to service disability sport. This would mean there would not be a separate entity providing services for disability sport. This model would also call for a diminished role for the DSOs. The third proposal, the DSO Consensus Vertical Integration Model, presented by the DSOs, reinforced proposal Number 2 yet called for all current disability sport organization members of the USOC to have input with respect to the planning and implementation of the integration process.



Hunt, Julian, and Alison L. Marshall, and David Jenkins. "Exploring the Meaning of, the Barriers to and Potential Strategies for Promoting Physical Activity among Urban Indigenous Australians." *Health Promotion Journal of Australia: Official Journal of Australia Association of Health Promotion Professionals*, 19, 2 (August 2008), 102-108.

**Country:** Australia

**Target Population:** Aboriginal

**Abstract:** Issue addressed: There is evidence that many of the chronic lifestyle-related problems faced by Australia's Indigenous population are related to physical inactivity. However, little is known as to how to introduce physical activity programs that will be meaningful, relevant and acceptable to Australia's Indigenous people. Methods: Seventeen focus groups involving 96 Indigenous adult participants, explored the meaning of, the barriers to, and potential strategies for promoting physical activity among urban Indigenous Australians. Indigenous researchers moderated the groups and data were transcribed verbatim and analysed independently. Results: The relationship between physical activity and health was well understood by participants. Commonly reported activities undertaken by participants included walking, domestic chores and specific sports. Barriers to activity included being judged by others when in public spaces, cost and accessibility. Family engagement and group-based activities were strong motivators for participation. Conclusions: Attempts to increase physical activity among urban Indigenous Australians must engage the community from the outset, and focus on increased opportunities for family-orientated activities, and/or group walking programs; cost and safety must also be addressed.

**Policy Takeaway:** Culturally relevant physical activity strategies should focus on providing opportunities the whole family. Barriers include a lack of sport opportunities and cost.

**Main Findings:**

- Attempts to increase physical activity among Indigenous Australians should involve strategies that provide opportunities for the whole family. As well, mentoring and role modelling are important, to facilitate sustained intergenerational involvement.
- Walking was identified as a preferred activity in all groups; it has the potential to be a group-based activity (another preference) and is clearly one avenue that should be explored as a way to increase in daily activity levels among urban Indigenous Australians.
- A number of the participants still had an interest in playing sport but mentioned that there were few opportunities in their area; despite the occasional sporting tournament or carnival. Many also felt that that there was a need for ongoing programs or opportunities for community participation in regular sporting activities.
- Cost was another frequently cited barrier to participation, and this was especially the case for families. If the family could afford to enrol a child in organised sport, there were often little funds left to support parental participation. .
- The data cannot be generalised to Indigenous people living in rural or remote communities or to urban Indigenous youth. Furthermore, the data should not be considered as truly representative of all urban Indigenous populations as the participants in this study were generally well-educated (most had completed high school, and/or attended university) and were recruited from a metropolitan city.

**Indigenous Wellness Group. "IndigenACTION PHASE ONE: Roundtable Report." (2012). 1-20.**

**Country:** Canada

**Target Population:** Aboriginals

**Abstract:** IndigenACTION was launched July 18, 2010, in Winnipeg, Manitoba (MB), by National Chief Shawn A-in-chut Atleo and AFN National Youth Council co-chairs Ashley Julian and Joshua Gottfriedson. IndigenACTION is a national effort to build on the spirit and energy of the 2010 Olympic Games. The intent of IndigenACTION is to foster the partnerships required to ensure Indigenous peoples in Canada have an opportunity to grow themselves and their communities through community fitness, wellness, sports and recreation.

**Policy Takeaway:** Provides findings and recommendations for increasing sport participation among Aboriginal youth.

**Main Findings:**

- Local programs and behaviours make a positive impact. At the local level involvement of schools, including traditional knowledge, ensuring research partnerships reflect the value of the community, ensuring youth have a voice, access to facilities, support for participation, cross cultural contact and exchange, role modeling, peer mentoring and integrated team approaches were identified as contributing to success.
- At the regional or provincial levels strong relationships, funding, promoting of the benefits of physical activity, ensuring an indigenous component in programming, strong coordination and collaboration, and provincial level indigenous sports competitions were identified as success factors.
- Several national level initiatives such as competitions, coaching manual, the Active Circle, Right to Plan and Just Move It were mentioned as supports to Aboriginal youth sport participation.
- Areas to be strengthened for further success include funding and relationships, the need for a stronger national sports physical activity and recreation voice, capacity and infrastructure, communication and networks, community awareness and marketing, researched and planned Programming, combating systematic racism and discrimination and initiatives to improve motivation, participation and retention.

Jaffer, Mobina, and Patrick Brazeau. "Level the playing field: A natural progression from playground to podium for Canadians with disabilities." *Canadian Parliament Senate Standing Committee on Human Rights*, 41<sup>st</sup> Parliament, 1<sup>st</sup> Session (June 2012), 1-78.

**Country:** Canada

**Target Population:** People with disabilities

**Abstract:** There are 4.4 million Canadians with disabilities, and certain studies indicate that as low as 3 per cent of these individuals may be participating in regular organized physical activity. That too few persons with disabilities are able to participate is due in part to barriers such as:

A lack of accessible facilities and available programs for persons with disabilities; A lack of information regarding the sport opportunities that do exist, and the health research that can assist and encourage persons with disabilities to become active; Increased costs for specialized equipment and for transportation; and A lack of coaches and other people who can help train athletes with disabilities.

**Policy Takeaway:** Committee recommendations for government action.

**Main Findings:**

- Recommendations: The Committee recommends that the Government of Canada:
  - ensure that all Canadians have equal opportunities to participate in sport and recreational activities, regardless of disability, gender, culture or ethnic origin;
  - ensure that there is open, transparent, and substantive engagement with civil society, representatives from organisations advocating for persons with disabilities, and the Canadian public with respect to Canada's human rights obligations
  - review its ministerial structure in relation to health, active living and sport in order to ensure effective policy and program development and the promotion of all health-related aspects of physical activity and sport.
  - work with the provincial and territorial governments and all relevant stakeholders to ensure the creation of more opportunities for Canadians with disabilities to participate in physical activities and sport programs.
  - funds building infrastructure projects, it prioritize the development of universally accessible sports and recreation facilities in all regions of Canada.
  - ensure that people with disabilities are not prevented from participating in sports and recreational activities and enjoying the social and health benefits of an active lifestyle due to economic barriers such as high transportation and equipment costs.
  - continue to develop and promote appropriate training and development models for persons with disabilities that can readily be implemented by athletes, coaches and volunteers
  - promote sport and healthy, active living for persons with disabilities and celebrate and publicize the achievements of athletes with disabilities in a manner that is equal to the way Canada's Olympic athletes are celebrated and promoted.
  - Consider a number of recommendations reflected in the values set out above in the renewal of the Canadian Sport Policy

Jeanes, Ruth, and Justen O'Connor, and Laura Alfrey. "Sport Resettlement of Young People From Refugee Backgrounds in Australia." *Journal of Sport & Social Issues*, 39, 6, (December 2015), 480-500.

See this resource for some policy and program examples: Refugee Council of Australia

Short version: <https://www.refugeecouncil.org.au/r/rpt/2010-Sport-sum.pdf>

Long version: <https://www.refugeecouncil.org.au/r/rpt/2010-Sport.pdf>

**Country:** Australia

**Target Population:** Immigrants/ Refugees

**Abstract:** Within recent years, policy makers and practitioners have increasingly drawn on sport as a vehicle to assist with the resettlement of young people from refugee backgrounds. This article presents the views of sport development and resettlement service staff responsible for supporting the participation of young refugees within sport. Our data suggest that while there are a myriad of well-established barriers beyond the sporting context that restrict the participation of young people from refugee backgrounds, there are considerable issues within mainstream sports settings and structures that will continue to reduce the value of sport in the resettlement process. Sports providers continue to attempt to integrate young people from refugee backgrounds into existing mainstream sport structures that may not meet their needs or provide inclusive environments. We outline how sporting practices reflect broader integration/resettlement policy rhetoric and suggest problematizing the structure and culture of sport is essential if it is to be of value in resettlement work.

**Policy Takeaway:** Program designers should focus on the needs and desires of refugees as they settle into their new lives and surroundings and not design programs to which the new-comers are supposed to adapt to.

**Main Findings:**

- If sports governance bodies are serious about using sport as a resettlement tool and more broadly encouraging integration through diverse participation in sport, it is essential to problematize current approaches; sports governance bodies need to consider how they can shift away from top-down approaches that speak more to the notion of integration as assimilation and instead develop opportunities based on the needs and requirements of young people from refugee backgrounds.
- Voluntary sports coaches were seen to be unable to adapt their practice to suit the cultural norms and values that young people from refugee backgrounds might bring to the sports club.
- A number of the young people had been interested in joining sports clubs but when attempting to access mainstream opportunities felt they were isolated and alienated within the club environment.
- many young people from refugee backgrounds would like to participate in unstructured sports but available opportunities were elite, expensive, and too formal in terms of training schedules. Organizations were reported as unwilling to support casual, informal sporting opportunities beyond initial introductions or "tasters" to the sport. Although there were "turn up and play" opportunities within newly arrived communities, staff suggested these should only be available for a fixed time-period and needed to serve as a pathway into existing competitive sporting structures. ...,
- Decreased funds to keep programs going and limited to no support for new clubs or facilities.

Johnstone, Lori, and Sydney Millar. "Actively Engaging Women and Girls: Addressing the Psycho-Social Factors." *The Canadian Association for the Advancement of Women and Sport and Physical Activity*, (2012), 1-53.

**Country:** Canada

**Target Population:** Women

**Abstract:** The purpose of this resource is to increase awareness about the experiences of women and girls, and provide recommendations to address the psycho-social factors that influence female athlete development, leadership and life-long participation in sport and physical activity.

**Policy Takeaway:** A holistic approach to understanding factors that influence female athlete development, leadership and life-long participation in sport is needed. A model involving intrapersonal, interpersonal, environmental and policy factors is proposed.

**Main Findings:**

- A social-ecological model recognizes the impact of intrapersonal, interpersonal, environmental, and policy factors on women's and girls' involvement. A key concept to keep in mind is that women and girls influence and are influenced by those around them. A social-ecological model encourages a shift from a "focus on single issues, risk factors and linear causality, towards an holistic concern to develop supportive contexts in the places that people live their lives".
- Intrapersonal Factors such as confidence (standing out, fitting in, feeling emotionally secure or vulnerable), competence (the skills), and autonomy (sense of choice), knowledge, attitudes, beliefs, values, behaviour, experiences, cultural influences, health status, life stage, motivators.
- Interpersonal (social) Factors include the quality and nature of interactions with family, friends and other adults, family interest, social role, interest and support from peers, role models, and work environment. The "challenge of competition" is a significant factor in that some women and girls tend to place a lot of importance on relationships and perceive that competition jeopardizes relationships.
- Environmental Factors exist within and between organizations, social institutions and groups, such as where and when one is active (proximity, scheduling, logistics of participation), and whether the social climate is welcoming and conducive to engagement and addresses needs for personal safety and security. The provision of "safe" spaces is particularly important for women and girls, so that they are emotionally secure and comfortable and protected from physical harm.
- Policy-related Factors impact whether programs are attractive to women and girls (e.g., in activity, promotional language and images), if barriers are addressed (e.g., access to facilities, scheduling difficulties), and how to ensure equitable allocation of resources (whether referring to budgets, equipment, human resources, or media attention, etc).
- Those responsible for educating and coaching women and girls, across all stages of the CS4L/LTAD model, must be informed, educated and trained to identify and address the psycho-social factors in constructive ways. It is essential to improve educator and coach understanding of the psychosocial factors that contribute to the behaviour and participation of their female participants.

**Kamberidou, Irene. "Athlete Activism and peace education: Bridging the social inequality gap through sports." *Nebula*, 8, 1 (December 2011), 168-180.**

<https://www.refugeecouncil.org.au/r/rpt/2010-Sport.pdf>

**Country:** International

**Target Population:** Women/ girls

**Abstract:** This paper examines the collaborative-intergenerational efforts, conflict resolution curricula, projects and training activities of non-profit organizations and NGOs--that reflect the values of Olympism--striving to eliminate racism and xenophobia as well as promote gender equity in sports. In this transitional stage of the postmodernist period, practices of social exclusion or underrepresentation due to gender, race, class, religion, sexual orientation, and so forth are socially problematic and theoretically inconsistent. The promotion of new role models and mentors in sports is vital in view of the systematic misinterpretation, or rather, misuse of Olympic values, such as obsessive competitiveness and the increase of violence and racism linked to sport events. Moreover, focusing on commercialization and consumerism are not incentives that reactivate Olympic values. A critical issue addressed, among others, is the democratization of the IOC structures. This paper argues that Peace Education--Olympism adapted into today's globalized world--be incorporated into future reforms, educational policies and teaching practices in order to raise awareness concerning the core values of peace: pro-social attitudes, reducing ethnic prejudices, respect for diversity, promoting reconciliation, gender equality, non-violent conflict resolution and democratic decision-making.

**Policy Takeaway:** Caution needs to be taken to support multicultural and avoid assimilative practice to ensure sport opportunities are appropriate for new immigrants

**Main Findings:**

- Literature would suggest sport might support the resettlement process in some circumstances but this is not universal or guaranteed. Accessing sport first can be exceptionally problematic, but for refugee communities who negotiate this, mainstream sport does not necessarily guarantee positive and inclusive experiences. Sports providers, although acknowledging that they struggle to engage diverse groups, rarely question the role of existing structures in this process.
- Following initial review, data discussing both practical and individual-level barriers (lack of time, money, priority of sport) and wider socio-cultural issues connected to the broader trauma of refugee resettlement had been well documented in other studies. We therefore decided to undertake a more detailed Foucauldian discourse analysis of the data that discussed difficulties within sport at a structural and institutional level. Specifically, we were looking to explore how sport and resettlement staff supported at a structural and institutional level the sporting involvement of young people from refugee backgrounds and how this materialized in practice.

**Kanters, Michael A., et al. "School Sport Participation Under Two School Sport Policies: Comparisons by Race/Ethnicity, Gender, and Socioeconomic Status." *Annals of Behavioral Medicine*, 45, 1, (February 2013), 113-121.**

**Country:** USA

**Target Population:** S.E.S.

**Abstract:** Background School-based extracurricular sport remains an effective strategy to increase physical activity. However, school sport is often limited to a small number of elite athletes. Few schools provide more inclusive sport programs that offer a wider array of activities regardless of ability. Purpose The aim of this study was to examine school sport participation in middle schools (ages 11–14) with contrasting school sport delivery strategies (intramural vs. interscholastic). Methods Data were obtained through an online survey administered to students at four public middle schools (grades 6–8) in a southeastern US city (n=2,582). Results More students participated in school sports at intramural schools. Boys were more likely to participate in after-school sports at intramural schools. Low-income and Black children, two groups at greater risk of physical inactivity and other negative outcomes, had greater participation in intramural programs. Conclusions After-school intramural sports in middle school is a promising strategy for increasing sport participation.

**Policy Takeaway:** Intramural sports provide opportunities than Interscholastic sports for more children and a greater diversity of children who want to play.

**Main Findings:**

- Prior research has suggested that an interscholastic sport model, which dominates most middle and high schools in the USA, limits opportunities for sport participation especially among Black and low-income children. Present results contribute to the existing literature in three main ways. First, findings indicated that an alternate model of intramural sports (IM) not only attracts more students to play sports but may be of particular interest among students from low income and racially diverse households. Although approximately one third of students from all participating schools indicated they had participated in a school sport over the previous academic year, there were significant differences in the proportion of students who participated in sports depending on where they attended school. Where 27.3 % of students in IS schools participated on one or more of their school's sport teams, 35.9 % of all students in IM schools said they had participated in school sport over the past year.
- These findings show quite clearly that when given the opportunity to participate, more children will play sports in school. This finding is also somewhat expected as most IS sports have limited teams and spaces for students whereas IM sports accept all students who want to play. Furthermore, when combined with previous research, that boys exhibit higher physical activity levels in intramurals than interscholastic sports, these findings also suggest intramurals may be more effective than traditional interscholastic sports at increasing daily physical activity levels among middle school children.
- Students from low income and/or Black households attending IM schools were more likely to participate in school sport than low-income and/or Black students at IS schools.

Kaskan, Emily R., and Ivy K. Ho. "Microaggressions and Female Athletes." *Sex Roles*, 74, 7, (April 2016), 275-287.

**Country:** USA

**Target Population:** Women

**Abstract:** Using a combination of scholarly literature and media reports, this paper classifies instances of subtle bias, or microaggressions, toward female athletes in the United States. We identify three common microaggression themes against these athletes based on Sue's (2010) taxonomy: assumption of inferiority, objectification, and restrictive gender roles. We apply each of these themes to explore the ways in which female athletes in the U.S. experience pervasive and subtle gender-based biases. Women are assumed to be inferior athletes and therefore receive media coverage that is dismissive of their abilities, if they receive coverage at all. The media also focus primarily on the appearance of female athletes regardless of their athletic successes, and are quick to recoil at women who do not fit into the traditional feminine mold. We examine how these microaggressions are associated with deleterious biological, cognitive, and behavioral consequences among athletes. We also explore the effect of these microaggressions on the self-image and physical fitness of female non-athletes. Finally, potential avenues for future research are discussed.

**Policy Takeaway:** Media coverage of women's sports are dismissive of ability and engender stereotypes.

### **Main Findings**

- Biases against women in sports is harmful not just to athletes, but to all women, because they can influence women's decisions on what types of physical fitness activities to participate in.
- Microaggressions in media coverage for women's sports help to create a dismissive, hostile, and sexualized environment for female athletes at both the professional and recreational levels, which can negatively affect these athletes' performance, self-esteem, body image, and their physical and mental health. This is an environment in which the most salient characteristic of an athlete is not her dedication, her strength, or her batting average; it is her gender. Women are reminded of this fact when their athletic ability is assumed to be inferior either through a lack of coverage or through blatant comments, when they are chastised for looking or acting unfeminine, and when they are objectified in spite of their athletic accomplishments.
- Sport typing implies that women who participate in feminine sports are judged by how well they maintain a stereotypical female image of beauty and grace, while women who participate in masculine sports face continued scrutiny about acting too much like a stereotypical man or a stereotypical lesbian.



**Kelly, Laura and Sydney Millar. "Newcomer Girls and Young Women On the Move: Making Sport and Physical Activity Inclusive for Newcomers to Canada." *The Canadian Association for the Advancement of Women and Sport and Physical Activity*, (2014). 1-63.**

**Country:** Canada

**Target Population:** Women

**Abstract:** With funding from Citizenship and Immigration Canada, the Canadian Association for the Advancement of Women and Sport and Physical Activity (CAAWS) delivered the national Newcomer On the Move project from 2011-2014. This project was designed to increase capacity at the community and provincial levels to address disparities in the availability and utilization of healthy living programs for newcomer girls and young women (ages 9-18, living in Canada five years or less). CAAWS created a comprehensive project model to support success and sustainability in each community. The Newcomer On Move project model included evidence-based program delivery tools, community building activities, and ongoing mentoring and support from CAAWS.

**Policy Takeaway:** Top 10 Success Factors (fun, variety of activities, input into program design, women/girls only, positive environment, teach the basics, move more, positive role model, transportation, food) were use in the design of successful programs designed for newcomer girls.

**Main Findings:**

- CAAWS' proven On the Move Top 10 Success Factors: fun, variety of activities, input into program design, women/girls only, positive environment, teach the basics, move more, positive role model, transportation, food.
- The community programs increased the participation rates and activity levels of newcomer girls and young women across the country. Participants were exposed to a variety of fun and accessible activities and learned the importance of active living.
- Programs also supported the settlement and integration process – participants increased their familiarity with the community and available services, enhanced their English language skills, and created friendships and a greater sense of belonging. The relationships created among participants, and between participants and Program Leaders, will have a lasting impact on the girls and young women. The participants were a source of support and encouragement to each other, and within the group they felt safe to have fun and truly be themselves.
- At the organization level, host organizations increased their capacity to engage newcomer populations and deliver targeted female-only sport and physical activity programs. Success required the host organizations to adopt a participant-driven, community-based approach – a completely new way of programming for some. Awareness about the needs, interests, and experiences of newcomer girls and young women, and their families, was greatly enhanced among traditional sport and physical activity service providers, impacting their policy and practice. Commitment to the value of sport, physical activity, and healthy living programming as tools to support settlement and integration also increased among partners providing settlement services. Finally, enhanced partnerships throughout the communities have improved communication and coordination to address the needs of newcomer families, supporting the sustainability of programs and further expanding the impact of the Newcomer On the Move project.

**Kidd, Bruce. "A new social movement: Sport for development and peace." *Sport in Society*, 11, 4, (July 2008), 370-380.**

**Country:** International

**Target Population:** S.E.S

**Abstract:** In recent years, national and international sports organizations, governments and non-governmental organizations (NGOs), universities and schools have conducted programmes in low- and middle-income countries (LMICs) and the disadvantaged communities of the First World to assist sports development (e.g. Olympic Solidarity), humanitarian relief (e.g. Right to Play), post-war reconciliation (e.g. Playing for Peace), and broad social development (e.g. Kicking AIDS Out ). These initiatives, linked under the banner of 'Sport for Development and Peace' (SDP), have been prompted by athlete activism and an idealist response to the fall of apartheid, and enabled by the openings created by the end of the Cold War, the neo-liberal emphasis upon entrepreneurship and the mass mobilizations to 'Make Poverty History'. A major focus of policy development has been the United Nations, the SDP International Working Group, and the Commonwealth Advisory Body on Sport. This essay sketches out the landscape of this new movement, critiques the problems and considers the prospects.

**Policy Takeaway:** Sport that focuses on national objectives of health and education needs to work with these sectors. Sport participation programs need to be developed in culturally sensitive ways.

**Main Findings:**

- Sport for development seeks out those not already involved, and it is unconcerned about whether participants ever become involved in organized training and competition.
- The Commonwealth Advisory Body on Sport (CABOS) has argued that if governments are to be successful in realizing existing national objectives in health (reducing non-communicable diseases such as cardiovascular illnesses, diabetes and osteoporosis, for example) and education (strengthening school retention) they should mainstream programmes of sport and physical activity.
- SDP advocates at the UN and other international forums stress that opportunities for sport and physical activity are human rights. In a world of increasing inequality, where the well-to-do ensure their own enjoyment of sport and physical activity in private clubs and private schools, while the public institutions that seek to provide similar opportunities to everyone else are in decline.
- A related issue is 'top down' control. Whereas the best community development is 'needs- and asset-based', i.e. premised on the expressed needs and available resources of the local population, articulated during a careful, consultative joint planning process, much of SDP is donor-defined, planned and conducted with missionary zeal. Sadly, such an approach lacks inter-cultural sensitivity and needs-based programming. There is a fear that SDP simply imposes the values of the first-world middle class on the disadvantaged.
- SDP needs to ensure need-based interventions, by qualified personnel, in keeping with country and region-wide strategies of development. While there will always be a role for NGOs, governments must take the lead, given their undertakings to provide opportunities for sport and physical activity as human rights,... governments should use their spending powers to ensure that only qualified personnel are employed, in programmes that demonstrate the needs-based participation of recipients in planning and implementation, in keeping with national/regional strategic development plans, and that equity and anti-harassment policies are in force.

**Kingsley, Bethan C. Spencer-Cavaliere, Nancy. The Exclusionary Practices of Youth Sport. Social Inclusion. 2015, Volume 3, Issue 3, Pages 24-38**

**Country:** Canada

**Target Population:** Low SES

**Abstract:** Youth who live with lower incomes are known to experience social exclusion in a range of social settings, including sport. Despite efforts to reduce financial constraints to participation, increasing opportunities in these ways has not led to increased involvement. There is a need to move beyond a discussion about barriers and explore the quality of young people's engagement within sport. The present study consequently sought to understand the sport involvement of young people living with lower incomes. Interpretive description informed the analysis of transcripts generated from interviews with ten youth (aged 13-18 years) and six parents. Three themes captured the ways income had a prominent influence on the sports involvement of young people. Sports settings generally required that young people acquire abilities from an early age and develop these concertedly over time. The material circumstances in which youth were brought up impacted the extent to which they could or wanted to participate in these ways. The final theme outlines the experiences of young people in sport when they possessed less cultural capital than others in the field. The findings of the study collectively highlight a number of interconnected exclusionary processes in sport and demonstrate the need to reimagine sport in ways that challenge the hegemonic discourses continuing to exclude a large number of young people.

**Policy Takeaway:** Barriers to those living in low-income circumstances are much more systemic than just fees and transportation difficulties. Early and consistent participation helps to develop abilities required to address skill level, belonging, and cultural capital needed for inclusion. Practice-based initiatives intended to make sport less exclusionary should aim to strive beyond the provision of fee assistance and start to challenge the various ways sports privilege a few young people over a great many others

**Main Findings:**

- Sport itself remains a site of social exclusion. Exclusion within and from sport has been specifically conceptualized as a process that negatively impacts a person's rights, recognition, resources and/or their opportunity to participate.
- Studies about low participation rates, have been predominantly attributed to financial "barriers" such as the cost of sports, lack of transportation, and the time commitment necessary to participate. There are hidden requirements for sport engagement that disproportionately impact young people living with lower incomes. These hidden requirements go beyond the need for financial resources and involve, among a range of demands, early participation, particular abilities, and appropriate clothing.
- The availability of financial resources impacts participation in a number of ways, beyond the difficulties associated with cost and transportation. For example, they found that the material conditions of young people's lives influenced the value they placed on physical activity.
- Sport participation requires a certain amount of both economic capital and cultural capital for youth to gain opportunities for sport and have enjoyable experiences when they do. Economic capital includes not only resources of money but also related privileges such as the availability of spare time. Cultural capital is the profit or privileges that can be gained through the expression of particular ways of being that are valued in a cultural field.

- Ability, as a form of cultural capital, appears necessary for meaningful involvement. Knowledge was not only about learning the constitutive rules in the setting, it also included knowing how to perform field-specific skills (such as ball-handling skills, offensive strategy, etc.) in addition to performing in less obvious ways (such as conforming to particular sports “etiquette”). Without these necessary forms of ability, young people experienced exclusion within and from sport.
- The first theme, *The Fundamental Isn’t Even There*, describes the ways participants perceived the importance of acquiring sporting abilities at an early age for successful participation. *The Way You’re Brought Up* paints a picture of young people’s upbringing and the conditions of their existence that influenced their desire to participate in sport and their capacity to acquire cultural capital in order to do so. Finally, *One of the Worst* describes the experiences of young people when their abilities did not match up to those expected in the field.
- Young people’s exclusion results from more than simply a lack of opportunities. Their experiences demonstrated that the nature of these opportunities was also important. Realistically, youth needed early, concerted and consistent opportunities in particular sporting contexts to develop the necessary abilities to compete with their peers and develop a sense of belonging. However, the material circumstances of their lives made this form of involvement largely impossible. Although fee assistance provided sporadic opportunities for sport, funding was annually determined and therefore rarely supported continuous participation. Increasing the availability of opportunities, as has been advocated for in previous literature, is unlikely to make sport less exclusionary as long as such narrow demands for ability exist. To acquire these forms of ability requires a process of concerted sporting cultivation that was neither achievable nor desirable to most of the young people in the study.
- The material conditions of the participants’ lives shaped each young person’s habitus, including their values and desires. When a young person’s habitus was inconsistent with a particular sporting context, they tended not to have the capital necessary for a sense of belonging in that field. ... some sporting fields did not resonate with the young people in the study and support the suggestion that sporting tastes can be shaped by class. When considered in light of the structural barriers that existed to inhibit involvement, young people were unlikely to make a concerted effort to join activities in which they had already assessed they would not fit. This demonstrates the intersection that occurs between the costs of involvement associated with structural constraints and the available profits or capital that young people could accrue. Without the profits of fitting in and feeling a sense of belonging, overcoming the structural barriers of cost, time and transportation, if at all possible, were simply not worth it.
- Practice-based initiatives intended to make sport less exclusionary should aim to strive beyond the provision of fee assistance and start to challenge the various ways sports privilege a few young people over a great many others. Although situated in terms of income, exclusionary processes are likely to impact more than only young people living with lower incomes. The same narrow expectations defining what it means to be “able” in sport are known to negatively impact those who experience disability), those who do not conform to heteronormative ideals, or any young person who performs in ways that are not celebrated in a sporting field. The structures and goals of sport therefore need to be re-defined to meet the desires and celebrate the strengths of a wider range of youth.

**Kirby, Sandra L., Guylaine Demers, and Sylvie Parent. "Vulnerability/Prevention: Considering the Needs of Disabled and Gay Athletes in the Context of Sexual Harassment and Abuse." *International Journal of Sport and Exercise Psychology* 6, 4 (January 2008), 407-426.**

**Country:** Canada

**Target Population:** LGBT and Disabled people

**Abstract:** We explore the role of programs for prevention for sexual harassment and abuse in sport in Canada, specifically in the Province of Quebec, by first describing the international sport context of sexual harassment and abuse and then considering the needs of disabled and gay athletes. We have found that there is little scientific literature on sexual harassment and abuse that focuses on the vulnerabilities of, or specific prevention measures for, disabled or LGBT athletes. Such gaps in the literature make it difficult to evaluate the full effectiveness of sexual harassment and abuse intervention programs. To highlight this issue, we describe some of the prevention programs in use in Canada, specifically in the Province of Quebec, and locate program gaps around athletes identified as vulnerable in both the international and Canadian contexts. Finally, we conclude by pressing the need for research and policy advocacy to close the prevention program gaps and to ensure protection is offered to all athletes, not just "mainstream" athletes.

**Policy Takeaway:** There is a need for louder voices condemning homophobia, racism sexism and ablebodyism.

**Main Findings:**

- The case has been made frequently that, until organized sport clearly condemns violence and provides sport communities and organizations with an ethical framework for developing common values, responsibilities, behaviours, and attitudes, we will remain unable to make sport a safer place for all. Both Kirby et al. (2000) and Brackenridge and Kirby (1997) agree that homophobia belongs on a sexual harassment and abuse continuum, with its placement dependent on what form the homophobia actually takes. The most reported discrimination appears to be verbal harassment, physical violence and exclusion. We need to stress intersectionality of homophobia with other forms of harassment (racism, sexism and ablebodyism). Stressing the intersection leads us also to attend to cross - vulnerabilities as well - where more than vulnerability is at work to put a sport participant at risk. In sport, we want inclusion and acceptance, not tolerance, to be the goal.

**Kitchin, P. J., and P. David Howe. "The mainstreaming of disability cricket in England and Wales: integration 'One Game' at a time." *Sport Management Review*, 17, 1 (February 2014), 65-77.**

**Country:** United Kingdom

**Target Population:** People with disabilities

**Abstract:** Disability sport in Great Britain has, since its genesis over sixty years ago, gained greater public profile with each passing decade. Arguably, this is a result of a more direct, interventionist approach from the British government and the Sport Councils into the field of disability sport over the past twenty years. In this paper we highlight a case of integration within sport by examining the process of mainstreaming disability cricket within England and Wales. Following a review of the extant literature in this area we will draw upon Bourdieu's practice theory in order to examine the impact of the implementation of policy on the management of issues of disability in mainstream cricket. Longitudinal ethnographic data (including participant observation and semistructured interviews) was collected on the organizations involved in this mainstreaming process. Informants were either involved in the delivery of disability cricket or in the management of disability sports partnerships. Preliminary findings suggest that true integration is still unrealized. Whether the policy seeks true integration or whether mainstreaming is simply another modernizing process seeking greater efficiencies from sport organizations is unclear. Nevertheless, a number of institutional pressures from the proximal and distal external environments have provided support for generating mainstreaming initiatives at management levels. In addition to these findings we argue that an additional outcome of this research is to demonstrate the suitability of a relational approach for conceptualizing policy, its interpretation by sport managers and the implementation strategies that follow.

**Policy Takeaway:** Presents the challenges and attitudes about integrating athletes with a disability into mainstream clubs.

**Main Findings:**

- Thomas (2004) study into the modernization of English NGBs found that Sport England (the English Sports Council) deemed that sporting systems and structures for people who have a disability should be the same for those who are able-bodied. Hence, the Sport England wanted 'the responsibility for the organization and provision of sport for disabled people' placed within 'sport-specific governing' NGBs. Therefore, mainstreaming in this paper is defined as the process of integrating the delivery and organization of all organized sporting opportunities to ensure a more coordinated and inclusive sporting system.
- Moving from accommodation to true integration may require an approach that examines the culture of the game rather than the myriad of potential development initiatives and the cultural and business practices of the sport itself. The practice of placing a potentially elite player who happens to have a disability into a mainstream club moves the sport towards integration, even if the current motives are to improve the national performance of the disability team. If true, integration is a goal of the One Game approach then the ECB could potentially start with two aims. The first is to ensure the boards of governors at all cricket organizations are diverse. This diversity will then provide a platform for examining the sport's true culture. Second, they should support every player with a disability to access a mainstream club, not for the benefit of the elite disability teams but for cricket in general. Possibly it is the competitive mind-set that was prevalent in most informants' views that could mean that this vision is unlikely.

**Le Clair, Jill M. "Global organized change in sport and the shifting meaning of disability." *Sport in Society*, 14, 9 (November 2011), 1072, 1093.**

**Country:** Internationally

**Target Population:** People with disabilities

**Abstract:** There are 650 million people with disabilities worldwide and 450 million of them are in the global south. They are the largest minority, the poorest and the most marginalized. Sport has underlined the contradictions of prejudice and discrimination and the gap between low expectations and ability. The passage of the 2006 UN Convention on the Rights of Persons with Disabilities included Article 30, which defined rights in sport, physical activity and recreation, and shifted the meaning of disability globally. The historical framing of disability as a social welfare issue, charity-based and medically defined, was replaced by a rights-based approach to support inclusion. This Introduction outlines the issues related to disability in sport and physical activity in different cultural settings intersected by gender, race and ethnicity, class and age, and situates the articles that follow.

**Policy Takeaway:** There is a need for formal policies around providing support and athlete development in many countries.

**Main Findings:**

- Policy is the language of governments. In the culture of government, policy is typically a necessary prerequisite for meaningful and sustained action. For sport generally, there can be successful outcomes in programming, providing support and athlete development from intentional intervention, but the absence of formal policy leaves initiatives in a precarious state.

Lee, Donna S., and Wendy Frisby, and Pamela Ponc. "Promoting the Mental Health of Immigrant Women by Transforming Community Physical Activity." In L. Greaves, A. Pederson, and N. Poole. *Gender Transformative Health Promotion for Women*, (2014), 111-128.

**Country:** Canada

**Target Population:** Immigrants/ New Canadian Women

**Policy Takeaway:** Involve participants in deciding what would work for them, offer free or low-cost opportunities. Offer women-only programs, programs at the same time as those for children, communication about the program in the language of the community, and work in partnership with community organizations.

**Main Findings:**

- Key recommendations for health promotion policy and programming to better reach and engage immigrant women suggest ways that women can feel empowered to participate, instead of feeling alienated because of their newcomer status or being confined by traditional gender roles. Several of the recommendations address improving gender inequities, and point to how, in addressing these inequities, health promotion programming for newcomer women has the potential to be gender-transformative:
  - The women expressed interest in being consulted, in becoming volunteer hosts or participation "buddies," in conducting outreach to other newcomers in different languages, in leading physical activity programs, and being actively engaged in research in order to raise awareness about challenges faced by many immigrant women. Some of the newcomer women also expressed interest in teaching others about physical activities in their home countries.
  - Offering free or low-cost physical activities is essential.
  - Multiple and compounding barriers to participation, include not feeling entitled to participate; difficulty communicating in English; lack of information about opportunities, child care, and transportation; a lack of skills; and a lack of available or suitable options.
  - Women-only programs for cultural and religious reasons or to learn with other women who were also beginner
  - Offering parallel adult programs at the same time as their children to address caregiving responsibilities.
  - Written and in-person information and program instruction should be available in languages that reflect those spoken in the community, which recognizes the diversity of many contemporary cities, acknowledges that learning a new language is a difficult and long-term process, and supports those who are learning dominant languages.
- Improving partnerships between recreation departments in local government and community organizations-such as multicultural societies, public health authorities, neighbourhood houses, women's shelters, and libraries-could help to pool resources and improve communications, policies, and programs. In this way, barriers could be tackled in a more integrative manner.
- Having opportunities to meet other women from both within and outside of their ethno-linguistic groups and develop meaningful relationships and friendships, rather than engaging in superficial conversations or doing physical activity in isolation, were seen as central to promoting mental health.
- Opportunities that facilitate social interaction and friendships enable women to share knowledge and resources, provide mutual support to navigate a new system, work together and develop strength in numbers, and begin to advocate for themselves and others.



**Liu, Yi-De. "Sport and Social Inclusion: Evidence from the Performance of Public Leisure Facilities." *Social Indicators Research*, 90, 2, (January 2009), 325-337.**

**Country:** United Kingdom

**Target Population:** S.E.S.

**Abstract:** In the UK, sport is increasingly recognized as a means for promoting social inclusion. However, evaluation, to date, is limited with regard to the achievement of social inclusion through sport. Based on the database of Sport England's National Benchmarking Service, this paper aims to investigate the extent to which public leisure facilities were used by socially disadvantaged groups in England over the past 10 years. The statistical evidence demonstrates the consistent pattern of numerical under-representation of the most disadvantaged socio-economic group and people aged over 60 years. Furthermore, there were significant and linear decreases in participation of young people aged 11–19 years and disabled people aged under 60 years. Finally, facility type and management type were found to be the main sources of performance gaps in certain indicators. In spite of these findings, further research is still required to investigate whether under-representation and the deterioration of performance are due to constraints or preferences.

**Policy Takeaway:** Participation by underrepresented groups may be increased by cost subsidies, programming to meet preferences and time constraints, promotion, quality infrastructure, accessibility and transportation.

**Main Findings:**

- Sport can make a contribution to the new policy agenda by contributing to a wide range of positive social outcomes, including reduced youth crime, improved fitness and health, reduced truancy, improved attitudes to learning among young people and the provision of opportunities for active citizenship. sport is now also analyzed in terms of its potential to improve health, develop social skills as well as enhance social inclusion
- If sport is to be involved in the process of social inclusion, it is essential that people have opportunities to participate.
- Poverty is the core of exclusion. However, a research proposed that the importance of entrance cost appears to be relative rather than absolute. That is, for the actual and perceived cost of sports participation is not simply money but time.
- Many of the elderly can use services at times when facilities are relatively underused (e.g. during the weekday daytime), promotion and programming are therefore useful approaches to increase the participation of older people.
- Several disadvantaged groups face similar constraints. For instance, poor public transport constrains all groups who cannot walk to their leisure or who have no transport of their own. Providing free public transport can therefore benefit more than one target group. Similarly, modifying physical access to facilities for the disabled people will also benefit older people and mothers with prams and small children to supervise. Common successful factors include: appropriate location near to large numbers of the relevant target groups, low prices (e.g. extensive use of leisure cards and possibly some free usage) and specific programming for target groups (especially young people, 60+ years, and health and disability targets).

Lynnes, Michelle D., and Doug Nichols and Vivien A. Temple. "Fostering independence in health-promoting exercise." *Journal of Intellectual Disabilities*, 13, 2, (2009), 143-159.

**Country:** Canada

**Target Population:** People with disabilities

**Abstract:** The Integrated Model of Physical Activity and Disability was used to design a strength and aerobic exercise program for adults with intellectual disability participating in Special Olympics. This study examined the extent to which four participants could acquire exercise skills in a face-to-face context and apply these skills at home with indirect support. Adherence to the program, as well as program satisfaction, was examined. Participants were able to acquire the strength skills and most were able to use these skills at home with minimal support. The participants liked the approach, in particular the individualized planning and follow-up via telephone calls. These participants were able to use an exercise DVD independently at home and three of the four participants showed a threefold increase in exercise frequency. The utility of the approach lies in the capacity to extend the reach of face-to-face programs beyond tangible constraints such as facilities and staff availability.

**Policy Takeaway:** Not sport focused per se but Special Olympics can be used to in the promotion of health. The Physical Activity and Disability model was successfully used to design an exercise program for persons with intellectual disability.

**Main Findings:**

- Barriers and facilitators for physical activity for persons with intellectual disability can be characterized as social, personal, and environmental. Positive social factors include support to develop the skills necessary for active participation, involvement in an exercise program, and role modelling by care providers and family.
- The Integrated Model of Physical Activity and Disability is a conceptual model that describes the relationships between physical activity behaviour, its determinants, and the functioning of people with a disability. The model has three major interrelated features: physical activity and levels of functioning, environmental factors, and personal factors. In this study, physical activity and levels of functioning was considered the *raison d'être* for the intervention.
- Findings from this study suggest that using the Physical Activity and Disability model to guide the design of the exercise program was relatively successful. The participants were able to acquire the strength skills and most were able to use these skills at home with minimal support. The participants liked the approach, in particular the individualized planning and follow-up. We demonstrated that typical environmental barriers to sustained participation in physical activity, such as cost and transportation, could be lessened. In the past, Special Olympics has been criticized for not being a sufficient condition to lead to changes in fitness. More recently, Special Olympics has become more involved in health promotion, including the promotion of physical activity and bone health.

**Macbeth, Jessica, and Jonathan Magee. "Captain England? Maybe One Day I Will': Career Paths of Elite Partially Sighted Footballers." *Sport in Society*, 9, 3 (July 2006), 444-462.**

**Country:** England

**Target Population:** People with disabilities

**Abstract:** This article outlines the development of disability football and then examines the career paths of a group of partially sighted footballers selected to represent England at the Partially Sighted World Championships (PSWC) in 2004. Data were collected through questionnaires and focus group interviews and analysis reveals that three key ways into partially sighted football presently exist: educational institutions; pan-disability football; and professional football clubs. This article adopts a social construction approach in an attempt to highlight social and political factors that combine to prevent partially sighted footballers from experiencing a 'normalized' career path that mirrors the Football Association's Disability Player Pathway model.

**Policy Takeaway:** Sport associations need to involve persons with a disability design an appropriate program and to identify barriers and address their needs.

**Main Findings:**

- The 'One 2 One: Ability Counts Football Development Programme' (popularly known as 'Ability Counts') was launched with five specific aims: to actively increase local playing opportunities for disabled people; to improve the quality of coaching available to disabled people; to establish a competitive structure for the sport; to create performance pathways to excellence; and to raise the profile and awareness of football for disabled people. 'Ability Counts' was to be at the centre of FA policy, with emphasis placed on the development of competitive structures and coaches to work specifically with disabled players. In 2001, the FA produced The FA Football Development Strategy 2001–2006, which provided a strategic framework for the development of football in England in that period. Included was a section on 'equity and social inclusion' and one of the key pillars identified for development was 'disability'. 'Ability Counts' was recognized, and while this programme was significant for grass-roots participation and the development of regional playing opportunities through the establishment of competitive structures, the FA identified elite-level disabled football as a priority for further development. At the same time the 'Modernisation Programme', a United Kingdom sport initiative funded by the government in 2001, outlined an increasing obligation for national governing bodies (NGBs) such as the FA to actively engage with disabled groups and include equity and equality issues as a core requirement of NGB development programmes. This article has shown that a range of social and political factors that exist outside the immediate control of partially sighted individuals have the potential to act as barriers to participation in football. The main barriers relate to limited awareness of the opportunities that exist and the complex structure and organization of partially sighted football in England. The research findings reveal that, when they do get the opportunity to become involved, partially sighted individuals are not likely to experience a normalized football career path that mirrors the FA Disability Player Pathway model. In order for elite disabled footballers to experience a normalized career path comparative to those experienced by non-disabled athletes, these social and political factors need to be addressed by the key stakeholders in disability football, most notably the FA.

**Mahoney, Tara Q., and Mark A. Dodds, and Katherine M. Polasek. "Progress for Transgender Athletes: Analysis of the School Success and Opportunity Act." *Journal of Physical Education, Recreation & Dance*, 86, 8 (July 30 2015), 45-47.**

**Country:** USA

**Target Population:** LGBT

**Abstract:** A small but growing number of high school students who identify themselves as transgender are demanding access to the same school activities that other students have the opportunity to participate in, including sports. This article describes how the School Success and Opportunity Act, which allows students to remain consistent with their gender choice throughout the school day, is increasing these students' access to sports.

**Policy Takeaway:** Students should be included in creating solutions to meet their needs.

**Main Findings:**

- School administrators should evaluate each transgender athletic situation individually in order to create a welcoming and caring school community for the student. Work to create a solution to meet the student's needs.

**Makarova, Elena, and Walter Herzog. "Sports as a means of immigrant youth integration: an empirical study of sports, intercultural relations, and immigrant youth integration in Switzerland." *Sportwissenschaft*, 44, 1, (March 2014), 1-9.**

**Country:** Switzerland

**Target Population:** Immigrants

**Abstract:** The objective of this paper is to examine the role of sport in immigrant youths integration into a host society. The analyses are based on a survey of 454 first-generation immigrant youths from secondary, vocational, and pre-apprenticeship schools located in the German-speaking part of Switzerland. In short, our results indicate that for most immigrant youth, sport is an important part of their free time, even though the proportion of female immigrant youth doing sport in sports clubs is twice as low as that of male immigrant youth. Our findings also illustrate that female and male immigrant youth who do sports in clubs have considerably more personal contact with Swiss peers during these sporting activities. Moreover, the young people who have frequent personal contact with Swiss peers during sporting activities reported having considerably more intercultural contacts in their free time and among their close friends. Finally, immigrant youths' contacts with Swiss peers during sporting activities increase their feeling of being integrated in Switzerland.

**Policy Takeaway:** Sport is an important pathway to integration. Sport opportunities for immigrant girls need to reflect their interests.

**Main Findings:**

- Research on immigrant youths' adaptation in the host country has generally shown that an integration strategy is more conducive to successful adaptation. It is a widely accepted assumption that immigrants use different acculturation strategies in their adaptation to the socio-cultural environment in the new country of residence. Each of these strategies consists of two main dimensions that are independent of each other: (1) maintenance of heritage culture and identity and (2) relationships sought among ethnocultural groups.
- Young female immigrants are less involved in sporting activities in their free time compared with young male immigrants. It has been argued that sports do not have the same meaning for female as they have for male youths: Young female students mainly emphasize aesthetic criteria, while male youths stress achievement criteria
- The lower rate of participation in sport among immigrant girls and women compared with that of their national counterparts is linked to organizational conditions and not to a lack of interest among female immigrants. Male and female immigrant youth who do sports in sports clubs have considerably more numerous contacts with national peers during sporting activities than those who are not involved in a sports club. With respect to the frequency of social contacts, members of sports clubs have more frequent peer contact and more friends than non-members have, even though this does not necessarily extend to broader social contacts among women
- With respect to immigrant youths' integration, our results show that frequent contact with Swiss peers during sports as well as attendance of secondary school were positively related to an increase in immigrant youths' feeling of being integrated into Swiss society.

**Martin Ginis, Kathleen A. Blair Evans, M., W. Ben Mortenson, Noreau, Luc M. Broadening the Conceptualization of ‘Participation’ of Persons with Physical Disabilities: A Configurative Review and Recommendations. American Congress of Rehabilitation Medicine, (2016 May 20).**

**Country:** Canada

**Target Population:** People with disabilities

**Abstract:** Participation refers to the nature and extent of involvement in activities and roles both at home and in the community. Among persons with physical disabilities, greater participation has been associated with better physical and psychological health and greater overall life satisfaction. Participation is considered so vital to human functioning and well-being, that the United Nations Convention on the Rights of Persons with Disabilities protects the basic right to “full and effective participation” in society.

**Policy Takeaway:** The participation experience should include six experiential aspects of participation that extend beyond mere performance: Autonomy, Belongingness, Challenge, Engagement, Mastery, and Meaning

**Main Findings:**

- The development of an expanded conceptualization of participation has important implications for scientists, clinicians and policy makers. By delineating its subjective/experiential aspects, a clearer distinction can now be made between participation and related concepts such as inclusion and community integration. Inclusion, for instance, has traditionally been defined in terms of objective levels of participation or as the mere presence of people with disabilities in societal settings and contexts. Likewise, although some researchers have operationalized community integration as encompassing feelings of belongingness and sense of community in most studies, objective indicators of participation have typically been at the core of community integration measures.
- Despite some limitations, our synthesis has created a starting point to begin operationalizing and measuring the participation concept more broadly and consistently. We have formulated a recommendation to capture six experiential aspects of participation that extend beyond mere performance: Autonomy, Belongingness, Challenge, Engagement, Mastery, and Meaning. We encourage researchers, clinicians and policy makers to adopt this recommendation when addressing questions regarding participation among people with physical disabilities.

**Martin Ginis, Kathleen A. Ma, Jasmin K. Latimer-Cheung, Amy E. & Rimmer, James H. A systematic review of review articles addressing factors related to physical activity participation among children and adults with physical disabilities**

**Country:** Canada

**Target Population:** People with disabilities

**Abstract:** Dozens of published papers cite factors related to leisure-time physical activity (LTPA) participation among people with physical disabilities. Unfortunately, there has been little effort to synthesise this literature in a manner that is accessible and useful to the sectors (e.g., health care, recreation) responsible for LTPA promotion in disability populations. In this systematic review, over 200 factors were extracted from 22 review articles addressing barriers and facilitators to LTPA in children and adults with physical disabilities. Factors were grouped according to common themes, classified into five levels of a social ecological model, and coded according to whether they could be affected by the health-care and/or recreation sectors. Findings are discussed with regard to key factors to target in LTPA-enhancing interventions, relevant theories and models in which to frame interventions, the levels at which the interventions can be implemented, and intervention priorities. The synthesis provides a blueprint and a catalyst for researchers and practitioners to shift focus from conducting studies that merely describe LTPA barriers and facilitators, to developing and delivering strategies to increase LTPA among persons with physical disabilities.

**Policy Takeaway:** Provides a blueprint for developing policies that promote leisure time physical activity among individuals with disability. There is a need for interprofessional collaboration and communication and a shift to working on strategies rather than identifying barriers. Change to the interpersonal, institutional, community and policy levels is needed.

**Main Findings:**

- Together, the recreation and health-care sectors can play an important advocacy role to address policy barriers in ways that are relevant to their local contexts. When recreation providers have greater overall financial support, they may be in a better position to have policies that alleviate financial barriers to persons with disabilities.
- Scientists and practitioners in the health-care and recreation sectors must establish inter-professional communication channels and work collaboratively to address barriers.
- Scientists must shift their focus from describing LTPA barriers and facilitators, to working collaboratively with practitioners to develop, test, and deliver strategies to increase LTPA participation among persons with physical disabilities.
- Strategies should not focus only on people with disabilities (i.e., at the intrapersonal level) but should target each level in the social ecological model and the key stakeholders operating within those levels (e.g., peers, coaches, rehabilitation specialists, programme administrators).
  - At the intrapersonal level, intervention development should focus on improving negative emotions, attitudes, and self-perceptions, and teaching behaviour change strategies.
  - At the interpersonal, institutional, and community levels, intervention development must focus on improving societal attitudes toward LTPA for people with disabilities, enhancing practitioner knowledge, and building social networks to provide the informational and other LTPA supports
  - At the institutional, community, and policy levels, interventions and organisational and public policies are needed to circumvent and alleviate transportation and financial cost barriers.

**Mason, Courtney and Koehli, Joshua. Barriers to Physical Activity for Aboriginal Youth: Implications for Community Health, Policy, and Culture. Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health 10(1) 2012, 97**

**Country:** Canada

**Target Population:** Aboriginals

**Abstract:** This paper investigates barriers to physical activity, sport, and exercise for Aboriginal youth in the province of Alberta. Focusing on the experiences of Aboriginal youth, this analysis considers the common structural, institutional, intrapersonal, and cultural constraints that many participants encountered. In response to a significant body of literature suggesting that Aboriginal peoples suffer with obesity and obesity related disease at higher rates than non-Aboriginal populations in Canada, researchers have invested more time in examining how changes in exercise and lifestyle are part of these higher levels of disease. Despite this line of inquiry, studies that comprehensively assess the complex factors that impact participation in physical activity for Aboriginal peoples are very limited. This article is concerned with how various barriers influence levels of physical activity as part of the broader context of health in Aboriginal communities. This study emphasizes Aboriginal perspectives by drawing primarily on semistructured interviews with participants. We assert that any measures directed at improving policy related to the physical activity experiences of Aboriginal youth must consider the multiple socioeconomic, political, and cultural issues that affect their lives.

**Policy Takeaway:** Culturally sensitive physical activity and sport programs based on Aboriginal cultural and physical practices along with access to facilities are needed to increase Aboriginal youth participation in physical activity

**Main Findings:**

- As shown in this study, the proper implementation of activity programming that specifically targets youth participation is perhaps even more important in Aboriginal communities and in urban areas that have a significant population of Aboriginal residents. Although facilities and access are major issues to consider when developing youth activity programs, another important aspect is creating programs that are culturally specific to Aboriginal youth. Establishing physical activity and sport programs that are based on, or at the very least informed by, Aboriginal cultural and physical practices is certainly a way forward. This may be one way of encouraging programs that interest and retain participation from Aboriginal youth. This point can also be extended beyond the municipal level of governance. Enough research exists to demonstrate that physical activity, sport, and exercise programs often fail to reach the most marginalized communities in Canadian society. As demonstrated in this paper, Aboriginal youth represent one component of the population that are being left behind. Provincial and federal policies must also address these current inequities by improving the quality of, and access to, facilities in addition to developing inclusive and culturally sensitive programs to increase Aboriginal youth participation in physical activity. Research that fosters better understandings of the potential barriers to pursuing physically active lifestyles for Aboriginal youth can certainly inform these processes and guide the formation of more comprehensive and effective policies that engender constructive change at regional, provincial and federal levels.



**McHugh, Tara-Leigh Colin Deal, C.J. Blye, Ariel Dimler, Elizabeth Halpenny, Nick Holt, & Alison Sivak, A Workshop to Facilitate the Accessibility and Impact of Aboriginal Sport and Recreation Research. April 29, 2016**

**Country:** Canada

**Target Population:** Aboriginals

**Policy Takeaway/Main Message:** Relationships with other members of one's community plays an important role in sport and recreation opportunities. Support from parents, siblings, extended family, and other community members is important.

McHugh, Tara-Leigh F., and Angela M. Coppola, and Susan Sinclair. "An exploration of the meanings of sport to urban Aboriginal youth: a photovoice approach." *Qualitative Research in Sport, Exercise and Health*, 5, 3, (2013), 291-311.

**Country:** Canada

**Target Population:** Aboriginals

**Abstract:** The meaning of sport to Aboriginal youth is not well understood, and this lack of understanding limits the potential to enhance their sport opportunities. Thus, the purpose of this study was to explore the meanings of sport to Aboriginal youth living in Edmonton, Alberta. Photovoice was employed as it is recognised as a decolonising and participatory research approach. Fifteen Aboriginal youth, between 12 and 15 years, participated in a sport sampler event, whereby they were provided with disposable cameras and asked to photograph objects, events, places, or people that represent their meaning of sport. Participants spoke about their photographs in talking circles, which took place two weeks after the sport sampler event. Two talking circles (one with eight and one with seven participants) were facilitated. Cultural practices (e.g. offering of tobacco to traditional knowledge keeper) were integrated into the talking circles. Talking circles were audio recorded, transcribed verbatim, and transcripts were analysed using a general 6-step qualitative analysis approach described by Creswell. Four themes were developed; participants described sport as: (1) activities I've grown up playing, (2) having fun, (3) being with nature and others, and (4) believing in yourself. The information-rich pictures and related stories shared by participants provide insight into their meanings of sport. This research is a practical example of how Aboriginal youth can be actively engaged in sport research through participatory approaches.

**Policy Takeaway:** Sport is not differentiated from recreation and physical activity among Aboriginal peoples. Sport may be defined by some in terms of its positive holistic benefits. A focus on overcoming barriers may be more beneficial than focusing on the benefits of sport.

**Main Findings:**

- Some urban Aboriginal youth may not have a clear understanding or may not differentiate between the terms sport, physical activity and recreation. It is possible that Aboriginal youth have an encompassing view of sport, which includes more traditional activities. Participants described how sport means: (1) activities I have grown up playing, (2) having fun, (3) being with nature and others and (4) believing in yourself. The themes are presented separately for purposes of clarity, but they are not mutually exclusive and the interconnectedness of themes is apparent in the theme descriptions. It is likely that participants' meanings of sport are influenced by the dominant western sport messages and opportunities that are prevalent in the city they may call home.
- The youth in this study defined sport in terms of its positive and holistic benefits. When trying to promote sport or engage Aboriginal youth in sport it may not be necessary to highlight the benefits of sport, as such benefits seem to be well understood by youth. It may be more beneficial for programmers or promoters to focus their efforts on identifying strategies for overcoming potential barriers to physical activity or sport participation rather than focusing on benefits of engaging in sport.
- Although these findings may serve as a useful foundation for programmers, it is important to ensure that Aboriginal peoples and communities are engaged in the development of sport or physical activity programming.

Melton, E. Nicole, and George B. Cunningham. "Who Are the Champions? Using A Multilevel Model to Examine Perceptions of Employee Support for LGBT Inclusion in Sport Organizations." *Journal of Sport Management*, 28 (2014), 189-206.

**Country:** USA

**Target Population:** LGBT

**Abstract:** Sport employees who champion LGBT inclusion efforts represent key elements in creating accepting environments within college athletic departments. The purpose of this study, therefore, was to examine the concept of champions and how they support LGBT individuals within heterosexist sport environments. Drawing from divergent literatures, including that related to organizational inclusion and championing behaviors, we explore how a combination of factors from multiple levels may influence sport employee's' attitude and behaviors related to LGBT inclusion, and determine how supportive behaviors influence sexual minorities working within a college athletic department. Results indicate that various macro- (i.e., culture of sport, athletic boosters, university and community values, exposure to diverse cultures) meso- (organizational culture, presence of other champions), and micro- (demographics, open-mindedness, experiences with sexual minorities) level factors influenced the level of employee support for LGBT inclusive policies. Furthermore, power meaningfully influenced these dynamics, such that employees who did not resemble prototypically sport employees (i.e., White, heterosexual, male) were hesitant to show support for LGBT equality. However, those who did champion LGBT inclusive initiatives successfully modeled supportive behaviors and positive attitudes toward LGBT individuals, vocally opposed discriminatory treatment, and provided sexual minorities with a safe space within sport. The authors discuss implications and future directions.

**Policy Takeaway:** Appropriately trained champions can be strong role models and advocates for creating a more welcoming and accepting environment for sexual minorities in sport.

➤ **Main Findings:**

- Sexual minorities are oftentimes harassed, negatively stereotyped, and socially excluded in team or work settings.
- Champions who are heterosexual can be particularly powerful and essential advocates for LGBT inclusion. The organization's culture will dictate employee behaviors and serve as a model for newcomers to know what is appropriate conduct in the workplace. The actions of leaders and coworkers are also meso-level factors that can play a vital role in shaping employees attitudes toward LGBT inclusion. Their attitudes, behaviors, and policies they support establish a model for others to follow in the organization.
- Champions can play a key role in creating more welcoming and accepting work environments for sexual minorities in sport. Power significantly influenced these dynamics, such that individuals in low status positions within the athletic department were hesitant to vocally support LGBT equality. However, those who did champion LGBT inclusive initiatives successfully modeled supportive behaviors and positive attitudes toward LGBT individuals, vocally opposed discriminatory treatment, and provided sexual minorities with a safe space within the heterosexist college sport environment. Managers should recognize that the attitudes and behaviors of their employees have a significant impact on workplace inclusion. As such, steps should be taken to ensure employees, who want to become champions for LGBT inclusion, have the necessary education, training, and skills to become effective allies in the workplace.

**Misener, Laura. "Managing disability sport: From athletes with disabilities to inclusive organizational perspectives." *Sport Management Review*, 17, 1, (February 2014), 1-7.**

**Country:** Internationally

**Target Population:** People with disabilities

**Abstract:** Disability is a complex multidimensional social construct. In a sporting context, people with a disability often face a multitude of barriers to participation in sport and achievement in sport. While other marginalised populations have received attention in the field of sport management, disability has received very little, or been used primarily as a context. This special issue focuses on "managing disability sport" rather than the medical, human performance or sociocultural issues facing people with disability. The collection of papers herein focus on management issues that centre on constraints to sport participation, supply side attributes, participant behaviours, consumption of disability sport, policy implementation, and sponsor congruence. We situate these papers in the context of further challenging researchers to think beyond disability as a context in their research and engage in the critical discussions necessary to advance the agenda of managing disability sport.

**Policy Takeaway:** Describes eight principles that challenge environmental barriers and social attitudes, two additional stages to the Long-Term Athlete Development Model for disability sport and the modeling of inclusiveness at the London 2012 Paralympic Games.

**Main Findings:**

- Barriers for persons with a disability to participate in sport include: (a) lack of understanding and awareness of how to include people with a disability in sport; (b) limited opportunities and programmes for participation, training and competition; (c) lack of accessible facilities; (d) limited accessible transportation; and (e) limited access to information and resources.
- Eight principles to challenge environmental barriers and social attitudes: (1) respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons; (2) non-discrimination; (3) full and effective participation and inclusion in society; (4) respect for difference and acceptance of persons with disabilities as part of human diversity and humanity; (5) equality of opportunity; (6) accessibility; (7) equality between men and women; and (8) respect for the evolving capacities of children with disabilities and the right of children with disabilities to preserve their identities.
- Currently, the Long-Term Athlete Development Model (LTAD) is the guiding framework for sport development. Demonstrative of the ways in which the pathways may differ or change based on abilities and the notions around inclusion, a parallel policy framework called 'No Accidental Champions' frames the context of disability sport. Two additional stages have been added to the LTAD:
  - Awareness is about planning and effective communication to the general public and prospective athletes of the available opportunities. Effective communication can help ease transition and foster awareness among parents and people who work with persons with a disability.
  - Similarly, the first contact stage is about the transition in these opportunities by attempting to ensure that persons with disabilities have a positive first experience with an activity and remain engaged. The implications are that organisations need to be prepared to provide suitable programming and opportunities for all types of abilities.

**Moran, Thomas E., and Martin E. Block. "Barriers to Participation of Children with Disabilities in Youth Sports." *TEACHING Exceptional Children Plus*, 6,3, Article 5. (2010) 1-14.**

**Country:** USA

**Target Population:** People with disabilities

**Abstract:** Youth sports were created as opportunities for children to play, be active, and begin learning how to become better or more successful at a given sport. Unfortunately, many children with disabilities may not get the same opportunities that are available to other children. There are a number of barriers that inhibit children with significant disabilities from either participating in the youth sport programming all together or have a strong impact their level of successful participation. This article both identifies key barriers as well as provides strategies to eliminate or minimize the impact of the given barrier. This problem-solution approach is meant to help to focus our attention on the root of the problem and begin using some practical strategies that will help better serve and provide opportunities for children with disabilities to help them "get into the game".

**Policy Takeaway:** Education and support of Leaders, Coaches, Parents and Children will support participation in sport for youth with disabilities. The development of inclusive recreation programs that can include players of all levels of skill and ability.

**Main Findings:**

- Common barriers to participation of children with significant disabilities in youth sports with suggestions for how to overcome these barriers.
  - **Barrier #1:** Leader of Programs Fear - As in many cases where people with disabilities are summarily dismissed from participation, education is the key to changing league administrators' preconceived opinions and attitudes. Parents of a child with a disability are the best advocates for their child, and they can begin the education process with league officials. Liability/Do not know how to Accommodate.
  - **Barrier #2:** Coaches – Lack of Knowledge and Training - Coaches should never feel like they are alone. Whether the coach needs assistance in developing more drills for their players at practice or needs advice on how to meet the needs of a child with a physical disability, every community has resources that would help all youth coaches feel more competent in their ability to work with a child with a disability. The problem is most organizations do not know where to go to find the support or resources.
  - **Barrier #3:** Parent and Child Fears - Have youth coaches talk specifically about the player with a disability who will be on the team focusing on both the child's disability but also his abilities.
  - **Barrier #4:** Lack of Appropriate Programs - A solution is possible for regular recreation sports programs. Again, combining multiple community programs into one large recreation program might solve the problem. Recreation teams could be created by community, but then they play recreation games against other communities. In essence the program is a travel team but at a recreation level. This way less skill players and players more interested in participating for fun could have a place to play.

**N/A. "New Jersey Governor Chris Christie Signs Historic Legislation Encouraging Special Olympics Unified Sports Programming in All School Districts." *Palaestra*, 28,4, (2014) 11.**

**Country:** USA

**Target Population:** People with disabilities

**Abstract:** The article focuses on the approval of legislation signed by New Jersey Governor Chris Christie passed by State of New Jersey Senate Education Committee regarding the Special Olympics Unified Sports programs for students with disabilities in the U.S. Topics discussed include funds given to Special Olympics New Jersey, the content of the bill which is to provide equal opportunity for student to participate in physical activities, and the expansion of the program in New Jersey school districts.

**Policy Takeaway:** Pairing individuals with intellectual disabilities with partners without intellectual disabilities on teams for training and competition has resulted in more inclusive school climates.

➤ **Main Findings:**

- Special Olympics Unified Sports, an inclusive sports program that combines individuals with intellectual disabilities and partners without intellectual disabilities on teams for training and competition, is a significantly growing program that has direct results in building more inclusive school climates. This legislation builds on federal law guidance that was issued by the U.S. Department of Education in January 2013 to schools throughout the United States encouraging access to sport for students with disabilities.
- School districts are now required to ensure that a student with a disability has an equal opportunity to participate in physical activity programs, existing classroom activities that involve physical activity and athletic programs in an integrated manner to the maximum extent appropriate to the needs of the student. The legislation also allows for the provision of reasonable modifications or aids or services necessary to provide a student with a disability an equal opportunity to participate in any of the aforementioned physical activities.

**Nelson, Alison. "Sport, physical activity and urban Indigenous young people." *Australian Aboriginal Studies*, 2, (2009), 101-111.**

**Country:** Australia

**Target Population:** Aboriginals

**Abstract:** This paper challenges some of the commonly held assumptions and 'knowledges' about Indigenous young people and their engagement in physical activity. These include their 'natural' ability, and the use of sport as a panacea for health, education and behavioural issues. Data is presented from qualitative research undertaken with a group of 14 urban Indigenous young people with a view to 'speaking back' to these commentaries. This research draws on Critical Race Theory in order to make visible the taken-for-granted assumptions about Indigenous Australians made by the dominant white, Western culture. Multiple, shifting and complex identities were expressed in the young people's articulation of the place and meaning of sport and physical activity in their lives. They both engaged in, and resisted, dominant Western discourses regarding representations of Indigenous people in sport. The paper gives voice to these young people in an attempt to disrupt and subvert hegemonic discourses.

**Policy Takeaway:** A holistic range of activities and understanding of cultural knowledge of sport is key to increasing participation.

**Main Findings:**

- A holistic range of opportunities for engagement in meaningful activity (including academic and physical activities) needs to be further developed, valued and promoted as a vehicle for the experience of success and worth for urban Indigenous young people. The findings of this study provide valuable insights into the ways in which sport is understood and expressed and the ways in which Indigenous youth engage in and resist dominant discourses regarding their reasons for, and benefits of, participation.

**Neumann, Jenyfer. Gap Analysis of Active Living Inventory: Comprehensive Report. Arctic Institute of Community Based Research. (no date)**

**Country:** Canada

**Target Population:** Rural and Remote

**Abstract:** The Gap Analysis of the Inventory of Active Living Programming is part of the Arctic Institute of Community-Based Research's four-year "Working Together to Achieve Healthier Lifestyles in Yukon and Northwest Territories' Communities" project, which has the aim reducing the prevalence of chronic disease, in particular obesity, through healthier lifestyles. In Canada, 85% of adults and 93% of children and youth are not meeting the minimum Canadian Physical Activity Guidelines needed to receive the health benefits of physical activity. Active living programming contributes towards increasing opportunities for Canadians to participate in physical activity and, in turn, reap the health benefits that physical activity provides.

In 2014 in partnership with the Recreation and Parks Association of the Yukon (RPAY) and the Northwest Territories Recreation and Parks Association (NWTRPA), the AICBR did an inventory of active living programming that was underway in both the Northwest Territories and Yukon. This analysis examines attributes that were questioned by the inventory about each reported active living program: targeted age group, time period and season. As available, information about whether a program targeted a population which faces constraints to participation, as well as other attributes such as cultural programming and physical literacy were also examined

**Policy Takeaway:** A fun, enjoyable, interesting activity is more likely to engage participants, along with those that provide an opportunity to be active and where the staff and leaders are engaging in rural Yukon. Involving participants in decision making, developing programs that meet needs; building partnerships, community and family support and addressing costs were also key to addressing barriers.

**Main Findings:**

- Barriers were addressed by components such as building extensive partnerships and networks; encouraging broad community support; connecting to local culture and values; developing dedicated volunteers and strong leaders; building supportive relationships with families, inviting them to watch or to participate with their children; by providing childcare; modeling and encouraging healthy living, social responsibility and citizenship values and providing structure and clear expectations for behaviour; programming that involve youth in decision-making and meets expressed needs and interests; involving youth in leadership; providing or subsidizing transportation; providing activities and equipment at little or no cost and maintaining consistent access to recreation and school facilities.
- Several of the above success factors to overcome barriers are linked to the categorized responses of what made programs a success. Quality programming will be fun and enjoyable; will attract participants; will provide opportunities to socialize, be active, and try something new; and will involve youth. Programming needs leaders – either volunteer or paid – that have the skills needed to envision and implement activities. Parental, family, and community support are needed to create opportunities and for participants to actively be involved. Removing a cost barrier makes programming more accessible. Building upon these established success factors will likely increase programming success.



**Nicholls, Sara, and Audrey R. Giles, and Christabelle Sethna. "Perpetuating the 'lack of evidence' discourse in sport for development: Privileged voices, unheard stories and subjugated knowledge." *International Review for the Sociology of Sport*, (2011), 249-264.**

**Country:** International

**Target Population:** Women – Rural/Remote, Aboriginal

**Abstract:** Through an examination of the power relations embedded in the international movement of sport for development, we consider the dominant 'lack of evidence' discourse, which calls for more rigorous, scientific proof to validate the sport for development field. We argue that the lack of co-creation of knowledges, the politics of partnerships, and donor-driven priorities have subjugated sport for development practitioners' knowledge, and therefore fueled this lack of evidence discourse. Acknowledging and privileging the contributions that typically female, young, black African sport for development grassroots practitioners' knowledges make to the field will concomitantly result in a more robust evidence base and challenge the lack of evidence discourse.

**Policy Takeaway:** Sport for development must be relevant to its target population.

**Main Findings:**

- Partnerships between the North and South, funding donors and recipients, as well as between policy-makers and practitioners, are fundamentally shaped by the pervasive discourses of development. These discourses position the North as the benevolent, educated development worker and the South (specifically the African continent) as the poverty stricken and disease-ridden child in need of salvation. Although partnerships can be built on positive principles such as respect and open communication, often partnerships are infused with power relations that polarize partnerships into those that have the funding and those that need it.
- This article explores the dominant 'lack of evidence' discourse of sport for development that is calling for more scientific knowledges and argues that grassroots practitioners' subjugated knowledges can make valuable contributions to the sport for development field.
- Beutler's call for collaborative agendas must be taken to heart as a singular focus on scientific, academic knowledge will limit the ability of the field to be relevant to the communities it seeks to serve.

**Nigel, Thomas, and Matthias Guett.** "Fragmented, complex and cumbersome: a study of disability sport policy and provision in Europe." *International Journal of Sports Policy and Politics*, 6, 3 (September 2014), 389-406

**Country:** 19 European countries

**Target Population:** People with disabilities

**Abstract:** This article examines the provision of disability sport in 19 European countries, an area that has been a largely neglected area of research in sport policy and management. The findings indicate that the organization and structure of disability sport is fragmented, complex and cumbersome and exists within a policy climate characterized by a largely uncoordinated and differential commitment to disability sport. In the majority of countries, mainstreaming was an overwhelmingly dominant (though largely rhetorical) policy objective that underpinned the varied pattern of disability sport provision, but limited progress has been made towards the achievement of this objective. This was related to the reluctance of various mainstream sports organizations to relinquish their existing roles and accept new responsibilities for disability sport, a lack of sustained political will within and outside the organizations, and a general lack of agreed vision on what constitutes mainstreaming and how to go about achieving it. Using a policy network model to analyse data, it seems clear that disability sport policy across Europe resembles something of an issue network rather than a coherent policy community.

**Policy Takeaway:** There is still a lot of progress to be made in creating a disability sport policy in Europe.

**Main Findings:**

- In the context of sport for people with disabilities, the European Commission's White Paper on Sport, supported by Article 165 of the Lisbon Treaty and the inclusion of sport in the specific Action Plan for 2010–2015 on the European Disability Strategy 2010–2020, stressed the need to address the 'needs and situation of underrepresented groups' such as people with disabilities and pointed to the alleged 'special role that sport can play for young people, people with disabilities and people from less privileged backgrounds'. The main aim of the All for Sport for All (ASA) project, which was managed as a conjoint project by EOSE and the European Paralympic Committee (EPC), was to assess, progress and highlight the future direction and perspectives of sport for people with a disability in Europe in five areas known as 'work packages'. These work packages focused on: policies; participation; workforce; infrastructure; and events. By focusing upon the first of these work packages – Policies on Sport for People with Disabilities across Europe – the central objective of this article is to offer a preliminary analysis of some key aspects of disability sport policy and development in Europe, an area that has been a largely neglected area of research in sport policy and management. It was clear, however, that the political policy commitment to mainstreaming was a largely rhetorical one and limited and variable progress towards the mainstreaming of people with disabilities, and disability sport, has thus far been made in most European countries. This appears related to, among other things, the reluctance of various MSOs (e.g. NGBs) to relinquish their existing roles and accept new responsibilities for disability sport, a lack of sustained political will within and outside the organizations and a general lack of agreed vision on what constitutes mainstreaming and how to go about achieving it.

**Nixon, Howard. "Constructing Diverse Sports Opportunities for People With Disabilities." *Journal of Sport & Social Issues*, 31, 4 (November 2007), 417-433.**

**Country:** USA

**Target Population:** People with disabilities

**Abstract:** This article examines what the concept of sport without disability might mean in the structuring of sports and sports settings to accommodate the participation of people with disabilities as serious competitors. Two of its main purposes are (a) to provide a lens for thinking about sports opportunities for people with disabilities that are strongly filtered by considerations of structure, choice, and fairness and (b) to suggest a set of sports models that reflect these considerations in a variety of sports opportunities that are appropriate for different types of people with disabilities. A broader purpose is to present concepts, facts, findings, and a rationale to help sports policy makers, organizers, and administrators to formulate more responsive and appropriate sports policies, rules, and organizations to accommodate people with disabilities.

**Policy Takeaway:** Discusses the challenges to sports organizations of offering accommodations.

**Main Findings:**

- Mainstream sports organizers or administrators may welcome athletes with disabilities who do not require adaptations or accommodations because they pose no special challenges and are not perceived as possible threats to the integrity of their sport.
- If sports organizations and associations are to comply with the law and be fair to people with disabilities, they usually will have to build adaptations and accommodations into their sports. That is, they cannot be satisfied that they are being accommodating merely because they are allowing access to a Mainstream model of sport.
- The other sports models presented here offer a variety of alternative conceptions of sports that could be compatible with a wide range of motivations, abilities, and levels of experience of people with disabilities interested in sport.

**Norman, Leanne. "Bearing the Burden of Doubt: Female Coaches' Experiences of Gender Relations." Research Quarterly for Exercise and Sport, 81, 4 (January 23 2013), 506–517.**

**Country:** United Kingdom

**Target Population:** Women/ girls

**Abstract:** Based on interview research, this study examined how master female coaches based in the United Kingdom experienced relations with men within their profession. Using a feminist cultural studies approach to examine how sport promotes and maintains a gender order unfavorable to women, we found that female coaches felt the need to continually prove themselves and often experienced coaching as a hostile and intimidating culture. Participants reported a gradual reduction in such unwelcoming behavior from men, seemingly because they had proved to be no threat to the existing patriarchal structure. A critical exploration of coaching is needed to understand how masculine hegemony leads to women's relative powerlessness as coaches. Furthermore, the findings present a case for a greater emphasis on sociocultural education within the UK coaching curricula.

**Policy Takeaway:** Education helps underserved group understand and address social justice issues.

**Main Findings:**

- Sociocultural education for coaches could play a crucial role in helping women and other minority social groups to understand, rather than just "be aware" of the causes and organization of their oppression. Coaches need to learn how to recognize and confront social justice issues that arise in their squad.

## **Ontario Council of Agencies Serving Immigrants (2006). Inclusive Model for Sports and Recreation Programming for Immigrant and Refugee Youth**

**Country:** Canada

**Target Population:** Immigrants

**Abstract:** This report summarizes findings from a two-year study that focused on the development of a model for Sports and Recreation Programming for Immigrant and Refugee Youth.

**Policy Takeaway:** Immigrants face resource, financial, cultural, access and time constraints in engaging in sport participation. Service providers sometimes lack the resources to develop effective programming.

### **Main Findings:**

- This report details challenges as identified in the literature, in the focus groups, and by service providers who provide other activities.
- Challenges range from lack of sufficient resources; difficulties involved in fully engaging and obtaining support of the target communities; economic hardship in the target communities that often make youth sports and recreation costly and unaffordable; lack of understanding the cultural, economic and social circumstances surrounding the target communities that in turn affect enrolment and effective participation in youth sports and recreation; lack of suitable locations for community activities; parental time constraints; and service providers' lack of time and resources to develop effective solutions to related issues.
- The report also outlines challenges that youth face as prospective sports and recreation participants. Some of their concerns include racism and discrimination; participants' unfamiliarity with the offered sport; the cultural insensitivity of service providers; lack of financial resources to facilitate transportation and purchase sports uniforms; and inadequate support, sometimes even disapproval from parents.

**Parliament of the Commonwealth of Australia. House of Representatives- Standing Committee on Aboriginal and Torres Strait Islander Affairs. *Sport – More Than Just A Game Contribution of sport to Indigenous wellbeing and mentoring. (June 2013), Canberra, 1-107.***

**Country:** Australia

**Target Population:** Aboriginals

**Abstract:** This inquiry focussed on two issues – firstly increasing Indigenous participation in sport and secondly utilising sport to improve Indigenous wellbeing and support the Close the Gap targets. Sport can be the ‘hook’ or ‘vehicle’ to provide opportunities for communities to come together, to encourage Indigenous participation in education and employment, and to demonstrate positive behaviours through local and elite sporting role models Overall the evidence from the inquiry supported the theory that sport has a positive impact on Indigenous wellbeing and mentoring and can contribute positively to achieving the Close the Gap targets in areas such as health, education and employment. The role of Indigenous mentors was regarded as a critical element to the success of these programs.

**Policy Takeaway:** Sport can be used to build communities and rely on strong partnerships to achieve these goals.

**Main Findings:**

- The success of sports programs can be reliant upon strong partnerships fostered between Government, sporting bodies and the corporate sector.
- Benefits gained from sport are more than simply increasing Indigenous participation in sport, it was about engaging the local community as a whole,
- Community involvement included encouraging Indigenous people to become involved in the administration, umpiring and coaching positions as well.
- Positive messages of cultural celebration and pride at all sporting events can help in the path to Close the Gap and reconciliation.

**Payne, Warren, Reynolds, Michael, Brown Sue, and Fleming Ashley. Sports Role Models and their Impact on Participation in Physical Activity: A Literature Review. School of Human Movement and Sport Sciences, University of Ballara (no date).**

**Country:** Australia

**Target Population:** All

**Abstract:** There is a common perception that sports people are viewed as role models and that they have a correspondingly positive impact upon individuals and the broader community in general. This perception has resulted in a number of programs being instituted where prominent and successful sports people have been promoted to the community as role models in order to influence sports participation rates. Further, the proposed link between sporting success and health has been used to justify engaging successful sports people to disseminate "healthy" messages to the community. The purpose of this review of literature was to explore whether there is any evidence available within the peer reviewed academic press or being held by the sport and recreation industry and the welfare sector to support these claims. A detailed search of the academic literature was undertaken using five major international databases. Ninety-five relevant peer reviewed articles were identified. In addition, 15 sport and recreation/welfare organisations that have conducted role model programs were contacted in an attempt to access any industry-based data on the topic. These organisations covered a broad range of groups that have conducted programs with a focus on women, youth, Koori, older adults and individuals with a disability.

**Policy Takeaway:** Provides direction in the use of role models.

**Main Findings:**

- Despite the limited amount of evidence available to support the commonly held belief that sports role model programs have a demonstrable positive effect on the community, a number of issues became apparent during the review process.
  1. It is critical that role model programs be seen as a continuum from single exposure events to a long term mentoring approach and that it is important to clearly define the type of program being proposed.
  2. There is ample theoretical evidence to support the concept of conducting role model programs.
  3. Role model programs should be seen to encompass parents, teachers and other significant adults as well as celebrities and sports people.
  4. Role models are not always positive; they can be seen to promote negative social images, beliefs and behaviours. This can apply equally to teachers (particularly physical education teachers) and parents as it can apply to celebrities and athletes.
  5. There are significant gender differences in the way athletes are viewed as role models, with males being more likely to identify with successful athletes while females tend to identify with parents.
  6. In general, the most effective role model programs are those that focus on developing a long term, mentor relationship particularly for individuals from socially disadvantaged groups and "at risk" groups.
  7. Industry based programs such as those conducted by the "Beyondblue" initiative and the Whitelion Juvenile Justice Centre have shown some promising trends to support the involvement of sports role models in working with young people.
  8. A recently published review has identified the general characteristics of successful role model programs.
  9. There was a lack of evaluation funding built into the programs.

**Pederson, Ann., et al. "Igniting an Agenda for Health Promotion for Women: Critical Perspectives, Evidence-based Practice, and Innovative Knowledge Translation." *Canadian Journal of Public Health*, 101, 3, (2010), 259-261.**

**Country:** Canada

**Target Population:** Women

**Abstract:** Health promotion is a set of strategies for positively influencing health through a range of individual, community-based, and population interventions. Despite international recognition that gender is a primary determinant of health and that gender roles can negatively affect health, the health promotion field has not yet articulated how to integrate gender theoretically or practically into its vision. For example, interventions often fail to critically consider women's or men's diverse social locations, gender-based power relations, or sex-based differences in health status. Yet without such analyses, interventions can result in the accommodation or exploitation of gender relations that disadvantage women and compromise their health. In this paper, we seek to ignite an agenda for health promotion for women. We discuss the need for a conceptual framework that includes a sex-gender-diversity analysis and critically considers 'what counts' as health promotion to guide the development and implementation of evidence-based practice. We also consider how innovative knowledge translation practices, technology developments and action research can advance this agenda in ways that foster the participation of a wide range of stakeholders.

**Policy Takeaway:** Health promotion research and knowledge exchange strategies need to engage of key stakeholders, including women themselves, along with policy-makers, researchers and practitioners

**Main Findings:**

- From a feminist perspective, it is imperative that evidence informing health promotion for women take into account their perspectives, self-reports and lay knowledge. Community based, participatory and action research approaches provide rich opportunities for accessing women's lay knowledge because they support women to voice their experiences of health and health promotion and to initiate action to address their challenges.
- Collins and Hayes suggest that knowledge exchange efforts require a broader policy agenda to move beyond individualized responses and toward solutions that "broaden dissemination within and outside academia; to coordinate public policy strategies that engage non-health sectors; to increase public awareness of the SDOH; and to generate political will for change". As such, public engagement is a critical factor in knowledge exchange. This means that a framework must attend to health promotion research and knowledge exchange strategies that incorporate the engagement of key stakeholders, including women themselves, along with policy-makers, researchers and practitioners.



**Ponic, Pamela, and Wendy Frisby. "Unpacking Assumptions About Inclusion in Community-Based Health Promotion: Perspectives of Women Living in Poverty." *Qualitative Health Research*, 20, 11, (2010), 1519–1531.**

**Country:** USA

**Target Population:** Women/ S.E.S

**Abstract:** Community-based health promoters often aim to facilitate "inclusion" when working with marginalized women to address their exclusion and related health issues. Yet the notion of inclusion has not been critically interrogated within this field, resulting in the perpetuation of assumptions that oversimplify it. We provide qualitative evidence on inclusion as a health-promotion strategy from the perspectives of women living in poverty. We collected data with women engaged in a 6-year community-based health promotion and feminist participatory action research project. Participants' experiences illustrated that inclusion was a multidimensional process that involved a dynamic interplay between structural determinants and individual agency. The women named multiple elements of inclusion across psychosocial, relational, organizational, and participatory dimensions. This knowledge interrupts assumptions that inclusion is achievable and desirable for so-called recipients of such initiatives. We thus call for critical consideration of the complexities, limitations, and possibilities of facilitating inclusion as a health-promotion strategy.

**Policy Takeaway:** Health promoters need to create spaces and structures that foster women's opportunities to make choices about how and when to participate in health-promoting activities.

**Main Findings:**

- Community members, service providers, and researchers collectively attempted to foster inclusion by creating a welcoming environment, providing choice in types and levels of participation, developing shared leadership and decision-making strategies, and facilitating participatory research processes.
- The key psychosocial elements that the women named were acceptance, safety and trust, and recognition.
- "inclusion is a precursor to participation"
- Those who are chronically excluded and oppressed sometimes come to understand themselves as being unacceptable, unsafe, and devalued members of society, experiences which can compromise women's health. Fostering the psychosocial elements of inclusion can help address the effects of internalized oppression by promoting internal feelings of acceptance, safety/trust, and belonging. These elements are foundational aspects of fostering inclusion over the long term and interact with relational, organizational, and participatory dimensions.
- Participants also stressed the importance of treating each other with respect as a key relational element of inclusion. When the women spoke of what it meant to respect each other, they talked about the importance of valuing each other's differences (e.g., race, family situation, and health status).
- Inclusion in feminist approaches to Community Based Health Promotion (CBHP) thus refers to creating spaces and structures that foster women's opportunities to make choices about how and when to participate in health-promoting activities.

**POWER UP! Coalition Linking Action and Science for Prevention. Evidence synthesis: Promotion of physical activity in rural, remote, northern, and natural settings. School of Public Health, University of Alberta. 2015.**

**Country:** Canada

**Target Population:** Rural and Remote

**Abstract:** To-date, much of the literature on the promotion of PA at the environment level has focused on urban settings, with less attention paid to settings outside of cities and metropolitan areas. This is problematic as some studies have found that populations outside of urban areas have access to fewer resources than their urban counterparts and may be at a greater risk for certain health issues. Further, an understanding of regional and geographic differences has the potential to increase equity in access to and provision of supportive PA environments. It may also contribute to more effective interventions and policies to promote PA in a wider range of settings. With this in mind, the aim of this synthesis was to examine the literature on PA and features of the BE, PE, or NE in settings outside of urban areas.

**Policy Takeaway:**

**Main Findings:**

- Overall, this synthesis found limited evidence, particularly within a Canadian context and for remote, northern, and natural settings. In terms of rural settings, findings from this synthesis indicate that while further research is required, rural settings experience specific environmental barriers and facilitators to physical activity, and differences in the relationship between physical activity and the build environment appear to exist across rural and urban settings. In addition, this evidence synthesis identified interventions with an environmental component aimed at promoting PA in Aboriginal remote, northern and/or reserve communities, as well as broadly explored emerging ideas regarding the promotion of PA in natural settings, such as national parks and wilderness areas.
- Opportunities for future research: a need for more evidence within a Canadian context articulating the relationship between PA and the PE, BE and/or NE in Aboriginal remote, northern and reserves, as well as remote and northern settings more generally. Further, there is a continued need to explore barriers and facilitators to PA experienced by populations in these settings, as well as for research examining intervention effectiveness.
- Reviews listed under the rural settings category did not explicitly discuss findings and/or implications related to Aboriginal populations in remote, northern, or reserve communities, pointing to a potential gap in the PA and PE/BE literature.
- This synthesis also found that while reviews are beginning to explore the impact of natural settings (i.e. national parks and wilderness areas) on PA, their specific relationship with PA requires further investigation.

**Recreation Subsidy Committee. "Everyone Can Play: A Guide to Winnipeg Recreation and Sport Subsidies." (March 2014), 1-34.**

**Country:** Canada

**Target Population:** S.E.S.

**Abstract:** This resource guide was prepared by the Recreation Subsidy Committee, a working group of the Winnipeg Community Sport Policy. The committee is comprised of organizations collaborating to improve access and engagement to recreation and sports through recreation subsidies. The committee has come together with the understanding that although there are many subsidy programs, if we are truly to uphold everyone's right to play, we need to develop a stronger, coordinated network of financial supports for families in need.

**Policy Takeaway / Main Findings:** This guide describes a subsidy program and how to implement it.

**Rose, Andrew, and Audrey R. Giles. "Alberta's Future Leaders Program: A case study of Aboriginal youth and community development." *Canadian Journal of Native Studies*, 25, 2, (2007), 425-450.**

**Country:** Canada

**Target Population:** Aboriginal

**Abstract:** In this paper, Alberta's Future Leaders Program is used as a case study to identify and evaluate the implementation, or lack thereof, of youth and community development in Aboriginal contexts. Promising practices and potential program changes are also explored. As such we move beyond an examination of the links between youth and community development and focus on how culturally appropriate programming can serve to benefit Aboriginal youth and community programs in ways that allow Aboriginal youth to become more connected to themselves, their communities, and their cultures.

**Policy Takeaway:** Include Aboriginal youth in the program development process and respect Aboriginal peoples knowing of sport and sport leadership. Include Elders in the support of the program.

**Main Findings:**

- Six Cs of positive youth development: competence, confidence, character, connection, caring and contribution.
- As youth programs are generally structured to help young people to develop life skills, the inclusion of youth in all steps of program planning and implementation can be considered a best practice for youth programs that include a focus on personal development.
- Aboriginal peoples look to preserve and promote their cultures in order to allow them to remain vibrant and also to diffuse the influence of southern-based Euro-Canadian culture through a variety of means, including youth programming. If youth development programs are to be provided for Aboriginal peoples by Aboriginal and/or non-Aboriginal peoples, then the inclusion of Aboriginal peoples in all phases of a program's planning is a crucial part of culturally sensitive programming.
- Non-Aboriginal leadership values vision, the training of others, control, and direction and they value the individualism that a leader exhibits over his or her followers. Conversely, Aboriginal cultures value a strong leader who possesses cooperative behaviour, personal integrity, honesty, humility and respect. Further, a leader is close with the people, is to serve the people, and is to inform the people about what was happening in the community. Within Aboriginal leadership, leadership is directed by the greater good of the group rather than personal desires. Aboriginal cultures value collectivism and community in their perspective on leadership.
- Knowledge of one's culture has been passed along by the Elders, thus their inclusion is critical for knowledge transfer and leadership in Aboriginal cultures and thus also programs that focus on Aboriginal peoples.
- There may be very real differences between programs that might benefit Aboriginal youth living in remote and rural communities and those that might benefit non-Aboriginal or even Aboriginal youth living in urban centres; thus programming needs to not only be culturally specific, but also specific to each community and its unique set of circumstances.
- When it comes to cross-cultural mentoring, a mentor must be very careful not to suggest that the mentored individual become exactly like the mentor, promoting a form of cultural superiority.

Rousell, Davina D., and Audrey R. Giles. "Leadership, power and racism: Lifeguards' influences on Aboriginal people's experience at a Northern Canadian aquatic facility. *Leisure Studies*, 4, 31, (2012), 409-428.

**Country:** Canada

**Target Population:** Aboriginals

**Abstract:** Using a Foucauldian and postcolonial lens, this case study examines the ways in which leadership styles used by lifeguards and supported by the structure, rules and regulations at a northern Canadian swimming pool influenced Aboriginal people's experience of the facility. Participant observation, semi-structured interviews and a focus group were used to identify the ways in which Eurocentric lifeguard training, exercises of power, institutional racism and an absence of cultural competency can intersect to influence Aboriginal people's use of a local pool and their considerations of lifeguarding as a potential employment opportunity. On the basis of these findings, the study suggests that the development and implementation of anti-discriminatory policies and procedures for swimming pools and the inclusion of cultural competency teachings in lifeguard training are necessary measures to enhance Aboriginal people's experiences at northern swimming pools, to foster opportunities to become lifeguards and to augment Euro-Canadian lifeguards' capacity to maintain a safe and welcoming aquatic environment in a cross-cultural context.

**Policy Takeaway:** There is a need for cultural competency training and involving Aboriginal and non-Aboriginal people in decision making processes used to develop anti-discrimination policies and procedures for lifeguards to ensure that Aboriginal youth feel welcome at the pool.

**Main Findings:**

- I found that these two factors (leadership and power) influenced whether or not many Aboriginal youth felt welcomed at the pool.
- One's leadership style and ways of exercising power can influence whether or not an aquatic facility is perceived as welcoming and an appealing place for Aboriginal youth and for their future employment. The study's findings highlight the need for the incorporation of cultural competency into lifeguard leadership training.
- Aboriginal and non-Aboriginal residents both need to be part of the discussions and decision making processes used to develop anti-discriminatory policies and procedures.
- The findings suggest that recreation professionals and members of the communities in which they live must invest time in developing both anti-discrimination policies and cultural competency to more fully understand and adapt to the cultural contexts in which leisure activities - such as swimming - are offered if such programs are to be successful in attracting and retaining Aboriginal youth.

Rütten, Alfred, et al. "Assets for policy making in health promotion: Overcoming political barriers inhibiting women in difficult life situations to access sport facilities." *Social Science & Medicine*, 69, 11 (December 2009), 1667-1673.

**Country:** Germany

**Target Population:** Women

**Policy Takeaway:** Facilitators to effective intersectoral policy making aiming to improve access to public sport facilities for vulnerable population groups.

**Main Findings:**

- Looking at assets for health, policies that emphasises the need to create supportive environments, LSES neighborhoods with fewer resources to promote physical activity contribute low PA rates, joint work between policy makers from different sectors which empower marginalized groups to be involved in the decision making process contribute to successful implementation. New framing - difficult life situations - appropriate way to refer to women. Facility usage challenge existing policy regulations. Structural changes sometimes needed to achieve equitable access to facilities. Lack of understanding of the women needs so did not attend. Intersectoral collaboration, women important assets themselves.

**Shapiro, Deborah R., et al. "Infusing Disability Sport into the Sport Management Curriculum." *Choregia*, 8, 1, (June 2012), 101-118.**

**Country:** Internationally

**Target Population:** People with a disability

**Abstract:** Disability sport is growing around the world with momentum and is described as a "movement" (Bailey, 2008; DePauw & Gavron, 2005). While there are more similarities than differences with sport management for able-bodied athletes and those with disabilities, there are additional needs and considerations for persons with disabilities (DePauw & Gavron, 2005). The noticeable visibility of individuals with disabilities in society, including sport, raises concerns about the degree to which sport management academic programs have modified their curricula to ensure that individuals working in the sport management field are prepared to deal with the uniqueness of disability sport. This paper (a) discusses theoretical perspectives toward understanding and thinking about disability, (b) explores ways to enhance sport management curricula through infusion of disability sport, (c) reflects upon current social practices for curriculum integration of athletes with disabilities in sport, and (d) acknowledges infusion of disability sport businesses, organizations and events

**Policy Takeaway:** Provides curricula development guidelines for disability sport in post-secondary education.

**Main Findings:**

- "Sport works to improve the inclusion and well - being of persons with disabilities in two ways – by changing what communities think and feel about persons with disabilities and by changing what persons with disabilities think and feel about themselves" (Right to Play, 2008, p. 171). This paper addresses how disability sport should be included into post secondary curriculums. The need and call for sport management programs to evaluate, re - conceptualize, and modify aspects of the curricula might affect most sport management curricula in higher education. Colleges and universities as well as individual departments will choose to develop and interpret an infusion-based curricula model to meet their own respective mission. Successful infusion is based on the principle that colleges and universities will make students think and behave differently about working with individuals with disabilities.

**Sherry, Emma, and Virginia Strybosch. "A kick in the right direction: longitudinal outcomes of the Australian Community Street Soccer Program." *Soccer & Society*, 13, 4, (July 2012), 495-509.**

**Country:** Australia

**Target Population:** S.E.S.

**Abstract:** An emerging area of sport development is the provision of socially motivated programs by community- or welfare-oriented organizations. This essay addresses the area of development through sport for homeless and disadvantaged adults, by analysing the longitudinal outcomes of Australia's Community Street Soccer Program. The discussion focuses on the contribution of sport to developing social capital for marginalized adults in Australia, through an analysis of the program across a four-year period, from 2006 to 2009 inclusive. The sociological impacts of this study assert that participation in a sporting program can act to improve social capital for participants through strengthening social inclusion and self-identity, consequently providing access to peripheral community support in order to better negotiate areas of typical struggle for marginalized participants, such as housing, further education and employment. Evaluation of the outcomes and sustainability of the program can act to inform community sport development in addition to sport policy.

**Policy Takeaway:** Key factors to program participation were the social interaction with coaches and peers, the welcoming environment and the safety of the drug free and (for women) the woman's only team.

**Main Findings:**

- The recognition of the need for programs that address the needs of those who are socially marginalized necessitates an understanding of the complexity of social disadvantage.
- The CSSP provides a stable, safe and welcoming environment
- Retention rates were extremely high and were largely explained by the welcoming atmosphere demonstrated by coaches and other staff.
- The CSSP provides a forum to role model appropriate behaviours and practise these behaviours in a supportive community with peers from a similar background. This program can facilitate long-term change for many participants, at a level and time that best suits their personal needs, and takes into account the various progressions and setbacks faced by marginalized groups.
- An obvious outcome of the program is the health benefits that accrue from sport participation, and just as importantly for these communities, the opportunity for social interaction and a chance to have some fun. The main motivations for participation included the opportunity for social interaction, health and fitness awareness, and providing a drug- and alcohol-free environment. The ability of a program such as the CSSP to be an effective method of developing bonding social capital between the participants is demonstrated through the articulation of the importance of social interaction, and the ability of the participants to improve their self-esteem and motivation. This component of the program is particularly important to those participants with long-term mental illness or intellectual disability. As important as the development of bonding social capital between the participants is the establishment of linking social capital, through a pathway to external support networks and opportunities. The transition of participants from the CSSP into other activities, services or mainstream sport and recreational opportunities can be the goal for the more functional participants and the recently arrived refugee participants.



**Sherry, Emma. “(Re)engaging marginalized groups through sport: The Homeless World Cup.” *International Review for the Sociology of Sport*, 45, 1 (March 2010), 59-71.**

**Country:** Australia

**Target Population:** S.E.S.

**Abstract:** Marginalized groups, such as those experiencing homelessness, are largely excluded from participation in, and the benefits provided by, sport programs and events. This study uses the case of the ‘Street Socceros’, the Australian Homeless World Cup team, to argue that participation in sport can provide beneficial outcomes for participants, and through a process of (re)engagement, develop social capital. Drawing on interviews and observations with team members before and after the Homeless World Cup, this study found both intrinsic benefits of sport participation, and broader social capital outcomes. Although sport participation alone cannot account for these beneficial outcomes, this study demonstrates the role that sport programs can play in the (re-) engagement of marginalized people within the broader community

**Policy Takeaway:** The program, which provided a number of benefits to the participants, was successful due to staff support, an emphasis on relationship building, multi-policy intervention, involvement of numerous community agencies and support networks, and a holistic perspective.

**Main Findings:**

- Some respondents indicated that their participation as a member of the Street Socceros Cape Town HWC team helped to develop a sense of community, and for some, a sense of family, providing a source of both support and reflection. This sense of obligation towards the program and other participants verifies the notion that sport may provide an environment of positive peer pressure towards participants.
- Through regular contact with team members and support workers, the participants were able to link into a community that was able to provide an interface for them to share their experiences, build relationships, or seek help.
- Many of the Street Socceros described a distinct change in their well-being, or sense of self.
- The support from the staff involved with the HWC is indicative of a need to address individuals’ inclusion in society as multi-faceted. The sustainability of developing social capital, including its efficacy and longevity, is dependent upon ‘multi-policy intervention’ The involvement of multiple community organizations in the support staff of the Street Socceros allowed social inclusion to be addressed from a holistic perspective, providing participants with links to accommodation, rehabilitation programs, and various community support networks. These support networks were available to the participants prior to their involvement in the street soccer program and the HWC, however, involvement in this program opened their eyes to the opportunities and assistance available: Research has shown that successful sport development programs have an emphasis on relationships and relationship building, as evidenced by the HWC and CSS program. An important outcome of the CSSP and HWC for participants is that it provides both informal and structured access to services and links that were previously inaccessible for them. The relationships between the participants, support staff, and volunteers build upon each individual’s network, and the social capital built within the program is greater than the sum of its parts.

**Shields, Nora, and Anneliese Synnot. "Perceived barriers and facilitators to participation in physical activity for children with disability: a qualitative study." *BioMed Central*, 16, 9 (2016), 1-10.**

**Country:** Australia

**Target Population:** People with Disabilities

**Abstract:** Background: Children with disability engage in less physical activity compared to their typically developing peers. Our aim was to explore the barriers and facilitators to participation in physical activity for this group. Methods: Ten focus groups, involving 63 participants (23 children with disability, 20 parents of children with disability and 20 sport and recreation staff), were held to explore factors perceived as barriers and facilitators to participation in physical activity by children with disability. Data were analysed thematically by two researchers. Results: Four themes were identified: (1) similarities and differences, (2) people make the difference, (3) one size does not fit all, and (4) communication and connections. Key facilitators identified were the need for inclusive pathways that encourage ongoing participation as children grow or as their skills develop, and for better partnerships between key stakeholders from the disability, sport, education and government sectors. Children with disabilities' need for the early attainment of motor and social skills and the integral role of their families in supporting them were considered to influence their participation in physical activity. Children with disability were thought to face additional barriers to participation compared to children with typical development including a lack of instructor skills and unwillingness to be inclusive, negative societal attitudes towards disability, and a lack of local opportunities. Conclusions: The perspectives gathered in this study are relevant to the many stakeholders involved in the design and implementation of effective interventions, strategies and policies to promote participation in physical activity for children with disability. We outline ten strategies for facilitating participation.

**Policy Takeaway:** Facilitators to physical activity behaviour for people with a disability included welcoming providers, parental support, inclusive providers, adaptable approaches and accessibility of facilities.

**Main Findings:**

- The Physical Activity for People with a Disability conceptual model helps to illustrate the relationship between physical activity behaviour, its determinants, and health, including the role of contextual factors (personal and environmental) for people with disability. The model incorporates barriers to and facilitators of physical activity for people with disability by acknowledging multiple determinants of physical activity exist. The most common perceived facilitators reported were welcoming providers, parental support, inclusive providers, adaptable approaches and accessibility of facilities. Inclusive pathways with structured progression of participation were identified by sport and recreation industry personnel as being particularly important for children with disability. They described pathways as starting out in segregated classes, and progressing to individual activities, or social competitions and then moving on to mainstream or group activities or competitive sport. Often, activity opportunities were one off programs and did not provide a pathway to become sufficiently competent so that children could progress to the next level.

**Shikako-Thomas, K., and M. Law. "Policies supporting participation in leisure activities for children and youth with disabilities in Canada: from policy to play." *Disability & Society*, 30, 3, (2015), 381-400.**

**Country:** Canada

**Target Population:** People with disabilities

**Abstract:** Children with disabilities are at risk for lower participation in leisure. This study maps and analyzes disability-related leisure policies in Canada. Policy mapping and analysis were performed based on scope, social justice, disability models, and use of evidence. Few policies use scientific evidence, and their scope in supporting participation is often limited to organized sports, transportation, and financial incentives/exemptions. Few policies exist to support leisure promotion for children with disabilities. Action plans, benchmarking, and uptake measurement are rarely identified. Research-based evidence can be used to support socially-just policies to promote participation in leisure. Families should be able to identify mechanisms to guarantee access to their rights. Researchers, service providers, and families can use this framework of policy mapping and analysis to identify gaps where evidence can support policy development, to use these policies where services are needed, and to foster participation of children with disabilities in leisure.

**Policy Takeaway:** There is a need for greater levels of coordination across jurisdictions and within ministries. Current policies are limited in scope.

**Main Findings:**

- A total of 30 policy documents were retained for analysis; nine documents related to policies at the federal level, and 21 documents related to policies at the provincial Level.
- Policy guidelines take into consideration the shift from leisure as a social service to leisure as a key health-promotion area, and consider participation in sports and recreational activities for individual with disabilities under the obligations signed by the countries under the United Nations CRPD.
- The Canadian government also frames disabilities in the context of the WHO ICF and the social model of disability ('Living with disability' 2003). Recreation is understood as a fundamental service, equally important as health and education. Furthermore, the purpose of recreation is stated as being a facilitator of individual and community development, improving quality of life and enhancing social functioning.
- Several challenges exist in mapping leisure policies for children with disabilities. Access to leisure is a right for children that may not be respected for children with disabilities. This is reflected in the research-based evidence showing that, in Canada, children with disabilities engage less in leisure activities than their peers. Uncoordinated action across jurisdictions (vertical) and within ministries (horizontal) towards leisure participation imposes challenges in the execution and measurement of actions. The limited scope of existing policies and restricted use of research-based evidence is concerning, as meaningful information could be used to enrich the efficacy and applicability of existing policies. These divergent force fields impose an equity challenge that touches several departments and governmental levels, calling for researchers, government officials, and leisure practitioners to take action towards developing, implementing, and monitoring the effectiveness of policies to support leisure participation of children with disabilities.

**Shuhan, Sun, et al. "China and the development of sport for persons with a disability." *Sport in Society*, 14, 9 (November 2011), 1192-1210.**

**Country:** China

**Target Population:** People with disabilities

**Abstract:** The 2008 Beijing Paralympic Games have had a very positive impact on many aspects of Chinese society beyond sport. This article focuses on the wide-ranging changes that have taken place since 1978 for the 83 million persons with disabilities in China. Organizations such as the Chinese Disabled Sports Association (1983) and the Disabled Persons Federation (1988) have been established and the 1995 People's Republic of China Sport Law 'supporting sport for the elderly and disabled' was initiated. New government policies also support fitness programmes, special education policies, National Games, new sports facilities, local recreational activities and the participation of high-performance athletes in the international Far East and South Pacific Games for the Disabled (FESPIC) and Paralympic Games. However, there are many ongoing challenges to increasing opportunities for and the participation of those with disabilities in all areas of sport and fitness. Fortunately, with the rapid development of China's economy, more support for disability sport has been possible.

**Policy Takeaway:** : Sports organizers and administrators must be flexible, adaptable, and open to change, and they must understand appropriate participation, that is, how to match the abilities, interests, and motivation of athletes with disabilities with the structural parameters of their sport or event in both mainstream and disability sport settings.

**Main Findings:**

- Mainstream sports organizers or administrators may welcome athletes with disabilities who do not require adaptations or accommodations because they pose no special challenges and are not perceived as possible threats to the integrity of their sport. The reality in the United States is that if sports organizations and associations are to comply with the law and be fair to people with disabilities, they usually will have to build adaptations and accommodations into their sports. That is, they cannot be satisfied that they are being accommodating merely because they are allowing access to a Mainstream model of sport. The other sports models presented here offer a variety of alternative conceptions of sports that could be compatible with a wide range of motivations, abilities, and levels of experience of people with disabilities interested in sport.

**Silver, M. McRoberts, S. Singh. When working out works out: Program administrators' perspectives on seniors' exercise participation. Activities, Adaptation, and Aging. In submission.**

**Country:** Canada

**Target Population:** Older Adults

**Abstract:** This study examined factors that inhibit and promote exercise engagement from the perspective of individuals who administer exercise programming for seniors in a region of Canada with a large and diverse immigrant population. Eight focus-group discussions about exercise and aging were examined using thematic analysis. A socioecological framework was applied to develop cross-cutting themes about factors that promote seniors' exercise engagement. This study highlights the following as factors to consider when addressing multiple barriers to seniors' exercise participation: the role of athletic identity in relation to participants' cumulative life experiences, gender differences, and the importance of offering intergenerational environments. Future research should focus on perceptions of athletic identity among seniors from ethno-culturally diverse communities to examine the role of prior exposure to sport and views on single-gendered programming.

**Policy Takeaway:** Program administrators may offer programs based on their own stereotypes of older adults. Older adults' participation is influenced by program offerings, their cultural background, the level of participation in their lives to date/athletic identity, the level of competition offered and opportunity for intergenerational experiences.

**Main Findings:**

- Cultural norms and ageist stereotypes can be reflected in decisions made by program administrators in a way that affects the types of seniors' exercise programs that are offered, which in turn can influence seniors' decisions about whether to become physically active and remain engaged.
- The interaction of gender, language, religion and ethno-cultural identity play a significant and complex role in sport participation by highlighting the perceived significance of these factors for seniors in relation to exercise from this diverse ethno-cultural community. Many older women have been discouraged from exercise during their youth. However, one important way that participants addressed these barriers was to develop programming that was separately delivered by gender. Within the confines of distinct gendered groups, program administrators suggested that a social and supportive space could be created which reinforced exercise participation.
- It is important to point out that some contradictions emerged in relation to the desire for competition and in relation to technology in later life exercise programs. On the one hand, participants used the term "non-competitive" as a way to describe exercise for seniors. Yet they also suggested that introducing competition into seniors' exercise programs could be an effective way to promote engagement for some seniors, particularly Men.
- Participants were also inconsistent with regard to the need to subsidize the costs of programs because of problems associated with feasibility and oversubscription. Instead there was a consensus of opinion that a key way to address environmental level barriers was to partner with other organizations, particularly those that offered opportunities to create intergenerational experiences.

**Skirstad, B. Gender policy and organizational change: A contextual approach. *Sport Management Review*, (2009), 12, 4, 202-216.**

**Country:** Norway

**Target Population:** Women (equality)

**Abstract:** The purpose of this article is to draw upon Pettigrew's contextualist approach to organizational change to examine the implications of gender policy on the imbalance between female and male board members in sport organizations. The paper is based on a case study of the General Assembly (GA) of Sports in Norway over more than three decades. The central focus is on the evolution of gender equality as expressed in changes in the relevant statutes of the sport organization, the preparatory work for the changes, the environment in which the changes have occurred, and the process itself with its critical incidents and the behaviour of key actors. The period of study is divided into three according to which approach was mainly used for promoting equality: equal rights (1971–1984), positive action (1984–1994), and gender mainstreaming (1994–2007). The study facilitates an understanding of how change has been achieved. Evolutionary or incremental change has impacted organized sport resulting in a more equal gender balance, with the proportion of women delegates increasing from 8% to 39% in the General Assembly of Sports. Despite this considerable development, a proposal for a 40% quota of women in all sport organizations was turned down by the Executive Board and not put before the General Assembly in 2007. It is suggested that Pettigrew's contextualistic approach helps in seeing the processes of change more clearly, and who are the key- persons and incidents involved in the process.

**Policy Takeaway:** There is a need for a higher proportion of women in leadership positions. Men in power need to embrace and encourage this change.

**Main Findings:**

- Pettigrew's framework underscores the importance of what leaders can do to manage change. It may be argued that the way forward is to focus on better collaboration with powerful people in the organization and do the strategic planning more thoroughly before one tries to change the statutes.
- Conclusion is that women need to network more with men, especially important male allies in order to achieve their goals. However, this kind of proposal can only be successful with strong and persistent support from people with power. The changes so far have been made by men, because the leadership needed a combination of planning and the right timing.

**Social Planning Toronto. "Newcomer youth access to recreation in Toronto: Relationships, Resources and Relevance." (March 2016), 1-31.**

**Country:** Canada

**Target Population:** Immigrants/ New Canadians

**Abstract:** In the spring of 2015, Social Planning Toronto (SPT) led a research study on the barriers, facilitators and effective outreach methods for newcomer youth accessing recreation in Toronto. This report summarizes findings from focus groups and consultations with 60 newcomer youth and 50 newcomer parents in Toronto. Results from a small-scale survey with frontline service providers are also included.

**Policy Takeaway:** A number of barriers and facilitators to participation for low SES children are provided along with recommendations for addressing needs.

**Main Findings:**

Barriers

- Both parents and youth identified high fees and related costs, such as cost for uniforms, equipment, field trips and insurance, as a significant barrier to participation.
- Recreation service providers reported that insufficient funding prevents them from providing incentives and paid opportunities to engage youth in leadership positions.
- Many low-cost or free programs, available through both the City of Toronto and community organizations, fill up quickly and can have long waiting lists.
- Most programs provide multiple payment options but paying online or over the telephone with a credit card are usually the fastest ways to register. Families without internet or a credit card are at a disadvantage when competing for high-demand programs.
- Both parents and youth reported difficulty finding information on specific low-cost or free programs that fit the young person's interests and schedule, and are located close to home or school.
- Finding information on subsidy programs (such as the City of Toronto's Welcome Policy), applying for subsidies and registering for programs can be intimidating and challenging for new immigrants facing linguistic and cultural barriers.
- Youth reported additional barriers including lack of time for recreation due to schoolwork, long travel times to access recreation, and lack of skills to participate in some recreational activities.
- Service providers reported lacking space to run recreation programs.
- Some youth and their parents prioritize academic achievement above sports and recreation; they may feel after-school activities take time away from homework, especially in senior years of high school.

Facilitators

- One-on-one support from a community liaison, such as social worker or settlement worker, is important to help connect parents and youth with information on recreation and navigate the subsidy application and program registration processes.
- Youth having a sense of belonging within their peer group and forming trusting relationships with staff are critical for their engagement and retention in programs.
- Less structured programs that allowed youth to be creative and engage in self-directed learning were preferred over highly structured, adult-led programs.

- Youth were motivated to engage in recreation when provided with opportunities to take on leadership roles and new responsibilities.
- Supports such as tokens, meals, and opportunities to gain volunteer hours were important to facilitating newcomer youth access to recreation.
- Multilingual outreach strategies focused on newcomer families can improve access to information and promote the value of recreation.
- Space-sharing partnerships is an effective way for small-scale organizations to secure space for programming.

#### Recommendations

- We recommend that recreation service providers undertake a variety of changes that can:
  - Build relationships and strategies that more effectively link newcomer youth to programs
  - Ensure programs and staffing are developed to be more relevant to newcomer youth
  - Increase availability of appropriate youth programs
  - Invest in service strategies that erase economic barriers to program delivery and participation



**Sotiriadou, Popi, and Pamela Wicker. "Examining the participation patterns of an ageing population with disabilities in Australia." *Sport Management Review*, 17, 1 (February 2014), 35-48.**

**Country:** Australia

**Target Population:** People with disabilities

**Abstract:** Social policies facilitate equity of access for participation in physical activity by all groups of people in society. While the sport participation of able-bodied people has been widely examined, much less attention has been given to the participation of people with disabilities. The purpose of this study is to investigate the patterns of participation in physical activity of people with disabilities. Based on the leisure constraint theory, a theoretical framework is developed that describes participation as a function of intrapersonal, interpersonal, and structural constraints. The framework is tested using a comprehensive sample of people in Australia from 2009 and 2010. From the dataset a sub-sample of people with disabilities was identified (n = 4342). As 78.1% of participants were aged 45 years and older, the sample represents an ageing population and a selected segment of the population of people with disabilities. Therefore, generalisations to disability sport need to be made with caution. The results show that 57% of the respondents participate in physical activity for an average of 4 h per week. The regression results indicate that the type of disability, the extent to which the person is restricted by the disability, age, gender, and education have a significant effect on participation. People with high workloads who are in a relationship participate less frequently. The cluster analysis resulted in two non-participant clusters and three participant clusters. The results inform policy makers and sport managers on ways to better support the participation of people with disabilities and specifically target their needs.

**Policy Takeaway:** Include persons with disabilities in the planning of programs that involve them

**Main Findings:**

- Australian Sport: The Pathway to Success, calls for an increase in the number of all Australians participating in sport and active recreation regardless of age, gender, and ability through an integrated, whole-of-sport approach. The Australian Sports Commission (ASC), the federal government agency responsible for sport in Australia, argued that in building better communities, it is critical that Australia increases "community participation and social inclusion by minimising the disadvantages and constraints that have an impact on the participation of many marginalised groups, such as people with disability". These aspirations are further outlined in the government's National Disability Strategy 2010–2020. Research on marginalised groups, including those living with a disability, continues to exclude people with a disability from decision-making in the research endeavour. If social policies aim to improve living conditions, enhance society and prevent social injustice, a commitment to providing inclusive sport participation policies for people with disabilities is an obvious corollary. Therefore, it is important to guide future policy initiatives and to know more about the participation patterns of people with disabilities.

**Sparks, Caroline, and Sylvia Riessner. "Northern Environmental Scan- Final Report & Results." *Everybody gets to Play*, (March 31<sup>st</sup>, 2006).**

**Country:** Canada

**Target Population:** Rural

**Abstract:** The Northern Environmental Scan was initiated to collect data from Nunavut, NWT and Yukon in order to develop an understanding of the unique nature of barriers and constraints that limit recreation participation of children and youth from low-income households. Two consultants were contracted to conduct the survey, analyze the results, present conclusions, and provide recommendations that could be used for the next two steps of the Pilot: 1. a review and supplement for the Everybody gets to play™ Tool Kit to ensure that it reflects the needs and issues of northern communities; and, 2. an adaptation of the community workshops used to support the Everybody gets to play™ initiative.

**Policy Takeaway:** Barriers are experienced differently in the North than in Southern Communities. Participant, family, community and partner involvement, modelling and teaching attitudes and taking the time needed are key to program successes.

**Main Findings:**

- The Environmental Scan concludes that: Some barriers to the participation of low-income children and youth in recreation are experienced differently in the North than in southern communities. The most significant barriers among all three territories were:
  1. unhealthy lifestyle choices (e.g., smoking, substance abuse)
  2. social issues (e.g., drinking, gambling, family violence)
  3. television watching habits
  4. computer/video game usage
  5. volunteers 'burn out' or move away
  6. parents lack social skills to encourage their children to get involved
  7. parent(s) are too busy working
  8. family needs compete for time (e.g., need to look after younger siblings or an elder)
  9. children think they don't have the skills to participate
  10. government misunderstands local needs.
- "Cost", including user fees and cost of equipment, was rated as "sometimes" limiting participation and did not emerge in the top barriers. Subsidies, free programming and access to equipment are primarily how participation of low income children in recreation is encouraged across the North.
- Common challenges to developing successful initiatives include obtaining access to appropriate government funding, isolation amongst communities, difficulty accessing proper equipment, and social issues.
- "Success factors" that appeared to have the most influence across the North include:
  - Involving and talking to children, youth and families and building family support,
  - Developing strong partnerships and broad community support,
  - Modeling and teaching attitudes and values inherent in healthy lifestyles, and
  - Being persistent and committing the time needed to build and implement successful initiatives.

**Sparks, Caroline. "Building Community: Recreation Development Challenges for Isolated Communities." *National Recreation Summit, (2011), 1-28.***

**Country:** Canada

**Target Population:** Rural/ Remote

**Abstract:** Recreation is an essential ingredient for healthy communities. Recreation development is influenced by varied forces and factors. Isolated communities possess characteristics and demonstrate patterns of recreation which set them apart from their distant, urban neighbours. Although facing a number of unique challenges to recreation development, communities tell stories of successful initiatives and strategies. Based on the author's experience and perspective, this paper offers a brief introduction to some of challenges facing isolated communities and identifies several examples which support healthy, community recreation development.

**Policy Takeaway:** Several examples of promising directions and initiatives. Although broad in scope, these provide an opportunity upon which the discussion of recreation development and its contribution to individual health and community well-being in Canada's isolated communities can be continued.

**Main Findings:**

- Commitments at a national level to coordinate efforts between different sectors have the potential to improve community recreation
- .The Yukon's Healthy Living Bilateral is a promising example of a multi-year agreement between the federal government, two territorial government departments and a NGO. The scope and quality of such partnerships will support recreation in isolated communities.
- The emphasis on childhood obesity and the priority placed on the after-school time period will foster a more supportive community environment for healthy lifestyles by improving access to recreation during the after-school time period
- .Federal economic programs, such as the Recreational Infrastructure Canada program which provided funding to renew, upgrade and expand community recreation facilities, contribute to the maintenance of public recreation facilities. Post-secondary recreation programs, such as Canadore College's Rural Recreation Certificate, focusing on Aboriginal, rural and remote communities, increase awareness of employment opportunities in isolated communities.
- ACE (Active Creative Engaged) Communities focuses on rural community development through recreation. Most ACE communities are rural, not isolated. However, certain aspects of this initiative might present valuable lessons for other communities
- Private and non-profit sectors support recreation in isolated communities through programs, equipment and transportation. The Hockey Gear Drive for Northern Ontario Communities is delivered through Source for Sports® while Strings Across the Sky brings donated fiddles and fiddling programs to the High Arctic

**Sport Canada. *Summary Report: Canadian Sport Policy Renewal: Round Table on Sport and Persons with a Disability.* (July 2011), 1-13.**

**Country:** Canada

**Target Population:** People with disabilities

**Policy Takeaway:** Recommendations for improved sport accessibility

**Main Findings:**

- Need a national persons with disabilities sport committee
- Clearinghouse for information
- Increased partnerships
- More research to inform decision makers
- More investment
- Involve persons with disabilities in decision making

**Sport for Development and Peace International Working Group. "Harnessing the Power of Sport for Development and Peace: Recommendations to Governments." (2008), 4-304.**

[http://assets.sportanddev.org/downloads/rtp\\_sdp\\_iwg\\_harnessing\\_the\\_power\\_of\\_sport\\_for\\_development\\_and\\_peace.pdf](http://assets.sportanddev.org/downloads/rtp_sdp_iwg_harnessing_the_power_of_sport_for_development_and_peace.pdf)

**Country:** International

**Target Population:** People with disabilities AND gender/ women

**Abstract:** Disability is both a cause and a consequence of poverty. This relationship is particularly acute in developing countries. Studies show that 98% of children with disabilities living in developing countries do not receive an education.<sup>5</sup> This number is even higher for girls with disabilities.<sup>6</sup> As a result, a disproportionate number of persons with disabilities in developing nations live in extreme poverty

**Policy Takeaway:** Governments need to recognize and systematize the human rights, remove any stigmatizing policies, increase public awareness of these issues, develop sport strategies and ensure social supports to participation, and ensure equal opportunities, ensuring children are included in physical education. Persons with disabilities should be included in policy development and planning.

**Main Findings:**

- Sport works to improve the inclusion and well-being of persons with disabilities by changing what communities think and feel about persons with disabilities and by changing what persons with disabilities think and feel about themselves. The first is necessary to reduce the stigma and discrimination associated with disability. The second empowers persons with disabilities so that they may recognize their own potential and advocate for changes in society.
- The United Nations developed the World Programme of Action, stated that member delegations should "encourage all forms of sports activities of disabled persons, [among other things], through the provision of adequate facilities and the proper organization of these activities."
- the United Nations The Standard Rules for the Equalization of Opportunities for Persons with Disabilities, addressed the right to sport for persons with disabilities
- **Policy Recommendations:**
  - Incorporate a special focus on inclusion and developing opportunities for persons with disabilities in national sport and Sport for Development strategies.
  - Establish more fundamental social supports for persons with disabilities, to ensure that they can participate fully in sport.
  - Emphasize the importance of developing sport opportunities for people with different types of disabilities and equal opportunities for females and males to participate.
  - Include physical education for children in any disability legislation and ensure that all children with disabilities are included. Create strong physical education requirements for all children.
  - Ensure that policies and practices are rights-based (not charity cases), with suitable and effective enforcement mechanisms. Refer specifically to disability in government policies.
  - Include persons with disabilities in policy development and planning.
  - Focus on both accommodation and inclusion.
  - Actively communicate government sport and disability policies and make them easily accessible to donor agencies, development partners and affected individuals.
  - Enforce laws and policies created to protect the rights of persons with disabilities to sport and PE.
  - Help develop and participate in coordinated mechanisms for international policy knowledge exchange on sport and disability.

**Sport New Zealand. Sport NZ Group Strategic Plan 2015-2020.**

<http://www.sportnz.org.nz/assets/Uploads/attachments/About-us/Sport-NZ-Group-Strategic-Plan-2015-2020.pdf>

**Country:** New Zealand

**Target Population:** All

**Policy Takeaway:** Example of a national policy and how it discusses inclusion.

**Main Findings:**

- We believe sport can enrich lives regardless of age, gender, ethnicity or ability, so we will continue to encourage participation by traditionally lower-participation groups such as women, older people, Pacific and Asian peoples and those with disabilities, and to promote sport and recreation in a way that is appropriate to Maori.
- A key tenet of coaching sport is that if you focus on the process, the result will look after itself. We believe the same to be true of our sport system.
- The New Zealand sport system is dynamic and complex with lots of moving parts. It's helpful to consider that in a system like ours, those processes are embedded within five attributes: Environment – the context the system operates within; Intelligence – knowledge, and its application by people in the system; Capability – people and organisations within the system; Connectivity - sharing and collaboration across the system; Resources – financial and physical 'inputs' to the system. So instead of focusing solely on the results – more kids, more Kiwis, more winners – we will focus on the attributes that have the greatest impact on these. If we get these right, we're confident the results will follow.
- Our focus areas are: 2. Local delivery (particularly in low-participation communities): The opportunity exists to increase sport uptake by improving local delivery. We will identify and prioritise population groupings where there is low or declining participation, and where barriers to greater participation exist.

**Sport Northern Ireland. "Disability Action Plan." (June 2013). 1-10. Retrieved on September 1, 2016 at <http://equalityinsport.org/wp-content/uploads/2015/12/Sport-NI-Disability-Action-Plan-2012-2015.pdf>**

**Country:** Northern Ireland

**Target Population:** People with disabilities

**Abstract:** This Disability Action Plan is an important document in that it is a statement of Sport Northern Ireland's (SNI) commitment to and proposals for fulfilling the statutory obligations in compliance with Section 49A of the Disability Discrimination Act (DDA) 1995 (as amended by the Disability Discrimination (NI) Order 2006). This Act places duties on public authorities, when carrying out their functions, to have regard to the need: • to promote positive attitudes towards people with disabilities; and • to encourage participation by people with disabilities in public life. The Plan is also important because it outlines how disability issues are being effectively mainstreamed within SNI and its funded partners, thus ensuring that they are central to the whole range of policy decisionmaking within Sport Northern Ireland.

**Policy Takeaway:** Example of a National Disability Sport Action Plan.

**Main Findings:**

- SNI also considers the need to overcome barriers in relation to access within physical activity and sport for different population groups, including people with a disability. Specifically, SNI recognises the needs of hardest to reach groups including the deaf community/hard of hearing, blind and partially sighted and wheelchair users. SNI's commitment to addressing their needs is outlined in Section 12.
- SNI has increased the provision of sporting opportunities for people with disabilities through its investment in DSNI, Special Olympics Ulster and across other investment programmes e.g. Active Communities, Awards for Sport. These investments have led to a significant improvement in disability sports provision in Northern Ireland. That improvement in provision is most notable at a performance level. The London 2012 Paralympic Games were the most successful in history. Eight athletes from Northern Ireland qualified for the games: six in the Paralympics Ireland squad and two in the Paralympics GB squad. Those athletes secured a total of seven medals, including five gold medals, which made Northern Ireland the most successful region of the UK or Ireland as regards gold medals secured per million of population.

Stempski, Sarah, et al. "Everyone Swims: A Community Partnership and Policy Approach to Address Health Disparities in Drowning and Obesity." *Health Education & Behavior*, 42, 1, (April 2015), 106-114.

**Country:** USA

**Target Population:** S.E.S.

**Abstract:** Well-known disparities exist in rates of obesity and drowning, two public health priorities. Addressing these disparities by increasing access to safe swimming and water recreation may yield benefits for both obesity and injury prevention. Everyone Swims, a community partnership, brought community health clinics and water recreation organizations together to improve policies and systems that facilitated learning to swim and access to swimming and water recreation for low-income, diverse communities. Based in King County, Washington, Everyone Swims launched with Centers for Disease Control and Prevention grant funding from 2010 to 2012. This partnership led to multiple improvements in policies and systems: higher numbers of clinics screening for swimming ability, referrals from clinics to pools, more scholarship accessibility, and expansion of special swim programs. In building partnerships between community health/public health and community recreation organizations to develop systems that address user needs in low-income and culturally diverse communities, Everyone Swims represents a promising model of a structured partnership for systems and policy change to promote health and physical activity.

**Policy Takeaway:** Collective Impact can be used to create successful programs. The program used a common agenda, mutually reinforcing activities, continuous communication, and backbone support as its guiding development principles.

**Main Findings:**

- Everyone Swims partnership used the **concepts of collective impact** to develop, implement, and evaluate the multi-partner structure. The following constructs of collective impact shaped the project:
  - Common agenda and shared measurement: All partners collectively developed and committed to the vision, goals, objectives, and evaluation of Everyone Swims.
  - Mutually reinforcing activities: Each partner was encouraged to pursue policy changes that built strong connections between clinics and water recreation organizations.
  - Continuous communication: Each partner committed to participating in regular meetings, email dialogue, and to sharing their learning to help foster change among others.
  - Backbone support: Seattle Children's Hospital served as the backbone organization with technical assistance provided by Public Health Seattle and King County, who granted the funds.
- Key to the success of Everyone Swims was a collaborative partnership model with the involvement of all project partners from the initial development of the project, feedback from families and stakeholders throughout, a commitment among all partners to pursue sustainable change, and flexibility for each partner to identify policy and systems changes needed within their organization.
- Another important factor was each partner identifying internal staff members as project champions to ensure their organization actively engaged with change. Partnerships were supported by project facilitation, technical assistance, and tools.



**Svender, Jenny, Håkan Larsson, and Karin Redelius. "Promoting girls' participation in sports: discursive constructions of girls in a sports initiative." *Sport, Education and Society*, 17, 4 (August 2012), 463-478.**

**Country:** Sweden

**Target Population:** Women/ girls

**Abstract:** What does it mean to promote girls' participation in sports and which girls are seen as needing support? In this article we focus a government-financed sports venture and scrutinize the frames governing what is possible to say about girls and their participation in sports. By analyzing project applications from local sport clubs we investigate how the category of girls is discursively constructed in projects designed to promote girls' sports participation. The study employs the Foucauldian concepts of governmentality, power, biopower and normalization. The analyses show that teenage girls in particular are in focus and a number of ideas are presented about what becoming a teenage girl means. We consider the projects as part of governmentality. Framing girls as both 'capable' and 'at risk' is reasonable in liberal governing, where they become subjects of scrutiny, regulation and productivity

**Policy Takeaway:** Consult participants about their needs and ways to address them to ensure they will have a program that they will participate in.

**Main Findings:**

- Research focuses on the women themselves while the institution and political distribution of power does not get much attention. - women's issue and fix women. Teenage girls dropping out - not interested but really interest reliant on whether the adult organizer enabled or constrained their opportunities. Teenage girls wanting more from sport such as personal development, the mind, body and physical ability - (wholistic approach). Girls are not homogenous group - social class, sexual preferences, disability, ethnicities. Girls as the "problem" - look at structures and norms of sport.

Talleu, Clotilde. "Gender equality in sports: Access for Girls and Women to Sport Practices" *Council of Europe, 2, (September 2011).*

**Country:** Europe

**Target Population:** Women

**Abstract:** In recent decades, there has been a substantial growth in physical and sporting activities in Europe as the nature, purposes and forms of these activities have diversified. If we include every possible form of physical exercise, a clear majority of EU citizens say that they are physically active at least once a week. However, this mass interest in sport has not been matched by real democratisation. Disparities and inequalities continue to affect the physical and sporting activities of women, including those in the youngest age groups. Girls and women generally engage in sport less frequently than men, and not all are equally likely to have access to such activities. In view of the social, educational and cultural role of sport and its potential benefits for European citizens, this unequal access is a genuine problem.

**Policy Takeaway:** Coaches, researchers and policy makers need to question their assumptions about coaching and supporting athletes with a disability

**Main Findings:**

- Coaching and disability studies have traditionally occupied very different theoretical spaces. This is an important disciplinary divide to bridge, because how we explain and understand disability, as a way of developing practice, matters for coaches.
- There is a need for researchers, coach educators and coaches to examine critically their assumptions about coaching disabled athletes and the consequences for coach learning, education and practice.
- Engaging with disability studies may help researchers offer interpretations as to 'why particular ways of knowing have become privileged over others' within particular social and historical contexts. For coaches, the way they position themselves and disability has implications for practice, as the assumptions they hold are implicitly, and explicitly manifested in their philosophy, behaviour, discourse, constructed coaching outcomes, practice-types, beliefs about talent and skill development, and judgements about disabled athletes. For researchers, the assumptions they hold about disability influence the questions, methods and analyses they use to describe disability sports coaching.

**Te Hiwi, Braden P. "What is the Spirit of this Gathering?" Indigenous Sport Policy-Makers and Self-Determination in Canada.** *The International Indigenous Policy Journal*, 5, 4, (October 2014), 1-16.

**Country:** Canada

**Target Population:** Aboriginals

**Abstract:** In this article, I examine how the process of Indigenous participation in policy-making pertaining to the development of federal sport policy in Canada is connected to Indigenous forms of self-determination. By conducting semi-structured interviews with six Indigenous sport policy-makers, I investigate how their respective thoughts, experiences, and actions shape their perspective on self-determination. My analysis shows that a focus on relationships was at the center of the interviewed Indigenous sport policy-makers' approaches to the promotion of Indigenous self-determination. Furthermore, the relational nature of Indigenous policy-makers' identities was also central to their pursuit of self-determination. The promotion of family and community type relationships with government representatives could be used as an outcome of policy-making, in addition to traditional policy directives.

**Policy Takeaway:** Provides advice on cultural sensitivity and a focus on relationship building when mainstream and aboriginal policy makers work together.

**Main Findings:**

- Future Indigenous policy development could be aided by emphasizing relationship-building as an important part of policy-making, rather than simply using a task-oriented perspective for policy development. This does not suggest overlooking the contested nature of collaborative policy development but rather points to a strategy to help foster engagement on critical issues. By building upon an approach that reflects Indigenous peoples' relational identity, which is characterized by openness and trust, and engenders respect and concern for the other, is a both a long term and short term strategy that could facilitate better policy-making for Indigenous peoples and begins to answer Mason's question about the nature and spirit of Indigenous policy-making.
- Indigenous self-determination, in theory and practice, is complex and fraught with contradictions. On the one hand, Maaka and Fleras noted the importance of relationships and engagement with the government. On the other hand, there are not only limits to requiring state governments to recognize and promote Indigenous self-determination, but this can reproduce the colonial relations of dominance that Indigenous self-determination has sought to overcome. The promotion of Indigenous self-determination will need to be multifaceted, complex, and contradictory, as seen by the need for distance from, as well as connections to, government ideas, institutions, and resources. The focus on relationships must be understood within a context of these opportunities and limits, as one potential avenue for the promotion of self-determination. The double helix model was noted as being useful to provide a good starting place to negotiate this type of complexity.
- Culturally informed ideas about Indigenous identity could be better leveraged as a strength that could be used as a relevant dimension of enhanced public policy development. This approach could also be used to move away from government apprehension and resistance associated with the term of self-determination in order to focus on more politically astute terms and ideas that focus on cultural integrity.

**The Sask Sport Inc. “Building a Foundation for the Future: Aboriginal Sport Development – A Four-Year Strategy.” (June 2008), 1-13.**

**Country:** Canada

**Target Population:** Aboriginals

**Abstract:** The Sask Sport Inc. Four-Year Strategy for Aboriginal Sport Development “Building a Foundation for the Future” provides a solid ground for the future of Aboriginal Sport in Saskatchewan. The strategy recognizes, encourages, and builds upon the necessary relationships among critical stakeholders, and also addresses broader community issues related to sustained sport development. Aboriginal people and their communities are faced with various social and economic issues that adversely affect children, youth and families. Often, these issues create barriers to sport development and participation. We must endeavor to work with individuals, communities, and agencies to ensure that the attributes of sport are recognized and woven into a community’s fabric and development initiatives. In some instances, sport must lead the way, while in others, sport is one of many contributors to change; each situation is unique. Our responsibility is to ensure that sport development contributes in a way that provides the greatest means of strengthening Saskatchewan’s Aboriginal communities.

**Policy Takeaway:** Example of a Sport Policy for the Aboriginal Population.

**Main Findings:**

- OUR MANDATE Inform, educate, and support partners, delivery agents, and participants; Provide programs that meet the unique needs of Aboriginal people and fill gaps within the mainstream systems; Advocate for the unique needs of Aboriginal people in a sport context; Facilitate bridges between systems and provide a gateway for mainstream interest in the Aboriginal community; Inform stakeholders in matters pertaining to Aboriginal sport and community development; and Provide a voice for Saskatchewan at national and inter-jurisdictional tables.
- ASSUMPTIONS Our strategy is based on the following assumptions:
  - Extensive community development and capacity building is required before wide scale success can be achieved to increase Aboriginal participation in sport;
  - Sport development within Aboriginal communities benefits the entire sport system;
  - High performance Aboriginal sport development must be integrated with mainstream high performance systems, while also ensuring sensitivity to the unique needs of Aboriginal participants; and
  - Saskatchewan is and should continue to be served by one sport system that is inclusive to the needs of all participants.
- OUR APPROACH To deliver upon our strategy, Sask Sport will:
  - Engage and consult with key stakeholders on division activities;
  - Facilitate the strengthening of one sport system through the involvement of Aboriginal interests within planning and policy development;
  - Seek to align programs and services to ensure collaboration and avoid duplication;
  - Monitor systems and programs for proper integration;
  - Evaluate programs and measure outcomes; and
  - Allocate resources to initiatives that provide the greatest leverage for improved capacity and participation

- STRATEGIC INITIATIVES The Aboriginal Sport Strategy is divided into three primary thrusts which align with the four pillars of the Sask Sport Inc. Forward Plans. Each strategic thrust is supported by a series of desired outcomes. Sask Sport Inc. action plans support the attainment of the stated outcomes.
- Facilitate Integration and Build Internal Capacity
  - The Aboriginal strategy is integrated with provincial strategies, but remains distinct.
  - All Sask Sport Inc. staff regards Aboriginal sport development as integral and part of provincial sport development.
  - Sask Sport Inc. communications are inclusive of messages pertaining to Aboriginal sport.
  - Aboriginal sport initiatives receive the same corporate considerations as non-Aboriginal sport initiatives.
  - Sask Sport Inc. staff has clear direction with an expectation of measurable results.
  - Sask Sport Inc. staff has a customer service ethic with regard to Aboriginal service inquires. Relationships within the Aboriginal community are valued and nurtured.
- Increase Participation through the Mainstream Sport System and Aboriginal Community Capacity Building
  - The mainstream sport system (i.e. PSGBs, Districts, etc.) accommodates and respects Aboriginal sport interests.
  - System-wide implementation of Long Term Athlete Development will benefit Aboriginal sport development.
  - Aboriginal sport leaders are known, supported, and provided with mentoring to support their success.
  - Aboriginal leaders are highly sought and receive support for involvement in broader community governance roles.
  - Aboriginal communities understand the value of participation and encourage all children and youth to get involved at introductory levels.
  - Schools are a sustainable mechanism to deliver participation opportunities to Aboriginal children and youth.
  - Organizations and communities with the greatest potential for successful programs are identified and supported.
  - Consultative support continues to be provided to Aboriginal initiatives.
  - The participation of Aboriginal girls and women is encouraged and sustained.
  - Cultural and recreational programming is encouraged for those who choose not to pursue competitive sport.
- Sustain Participation through Appropriate and Targeted Excellence Programming
  - PSGBs and service delivery partners involved in the Aboriginal Excellence program successfully service the sport needs of Aboriginal people.
  - Successful sport programs and best practices are identified and promoted.
  - All certified coaches are provided with education through the Aboriginal coaching manual.
  - Elite Aboriginal athletes are identified and provided with ongoing support, such as financial assistance, to maintain involvement in their sport.
  - Elite Aboriginal coaches and officials are provided with advanced training and mentorship opportunities.

- Aboriginal games programs evolve to become a valued opportunity for developing Aboriginal athletes and showcasing Aboriginal culture and traditions.
- Barriers to Aboriginal Peoples' Participation in Sport
  - Awareness: Understanding of the benefits of sport and health risks associated with inactivity
  - Economic circumstance: Inability to afford the cost of registration fees, equipment and competition travel associated with sport.
  - Cultural insensitivity: Insensitivity to the cultures and traditions of Aboriginal Peoples.
  - Coaching capacity: Lack of Aboriginal coaches and/or non-Aboriginal coaches who are sensitive to Aboriginal cultures.
  - Distance: Remote communities with relatively small populations and logistics of travel to access programs, facilities, expertise and equipment.
  - Jurisdiction: The debate over government responsibility for financially supporting the delivery of sport programs in Aboriginal communities and in urban Aboriginal centres, as well as individual departments seeking horizontal cooperation on issues that cross a variety of departmental mandates.
  - Racism: Can alienate many Aboriginal Peoples by causing fear, anxiety and mistrust, ultimately serving as a barrier to their full participation. Sport infrastructure: Insufficient access to adequate sport or recreation infrastructure.

**Timpson, Edward. "Sport for every child, in every part of the country- 2010 to 2015 Conservative and Liberal Democrat coalition government." East Midlands Conference Centre, County Sports Partnerships Convention. Nottingham. March 18, 2015.**

<https://www.gov.uk/government/speeches/sport-for-every-child-in-every-part-of-the-country>

**Country:** England

**Target Population:** Girls AND People with disabilities

**Policy Takeaway:** Describes a program that enhances participation of people with disabilities.

**Main Findings:**

- Every single child, regardless of their ability, has the right to discover a passion for sports in the same way you and I have. The legacy and sporting heroism seen in the Paralympic Games should be enough to convince anyone of the potential achievement of disabled athletes.
- The inclusivity of school games has seen nearly 30,000 disabled children take part in the programme - and created hundreds of volunteering opportunities for them, too.
- The Inclusive Community Training programme has just topped 1,000 trainees - a fantastic achievement. Last month I announced an extension to the Project Ability programme for another year, with £300,000 of additional funding to do just that. Schools will be able to carry on offering competitive entry for their young students with disabilities, at every level of school.
- So, with the new coaching portal and extension of the volunteer leaders and coaches grant, 2015 is looking to be a year full of exciting developments and real opportunities for CSPs all over England.

Tirone, Susan, et al. "Including immigrants in elite and recreational sports: the experiences of athletes, sport providers and immigrants." *Leisure/Loisir*, 34, 4, (2010), 403-420.

**Country:** Canada

**Target Population:** Immigrants

**Abstract:** Sport participation is one way in which immigrants interact with established and long-term community residents. This involvement has the potential for facilitating immigrants' sense of inclusion and belonging in their new communities, and for long-term residents to learn the traditional cultural practices of immigrants, which may differ from those of the dominant groups. This study explores the involvement of immigrants in sports in two ways: first, how immigrants experience the sport delivery system and, second, how volunteer and paid coaches and sport officials address the needs of immigrants who want to participate in sports. The study, conducted in Halifax, Nova Scotia, in 2007, provides recommendations for how sport, recreation and leisure policies may play a significant role in facilitating the social inclusion of Canadian immigrants in communities across the country.

**Policy Takeaway:** Presents some important themes from research on new Canadian's perspectives on sport and recommends multi-organizational and new Canadian involvement in policy and program development.

**Main Findings:**

- Sport participation may be one way for immigrants to establish connections with people in the place where they settle, by developing friendships and a sense of inclusion in their new community. According to the multiculturalism framework, celebrating individual customs and diversity can contribute to social inclusion.
- Need for policy development at various levels of government to address issues of settlement and social inclusion of newcomers, including discrimination and poverty, which are factors that impact all aspects of well-being, including one's ability to participate in sport, recreation and leisure.
- Three patterns or major themes relevant to this discussion were evident in the data: levels of involvement; benefits of, and barriers to, inclusion; and responsibility for inclusion.
- The leadership tasked with finding new approaches to policy development for the inclusion of new immigrants should be immediately and concurrently assumed by the federal and provincial sport-governing bodies and by the government agencies responsible for sport and recreation. The guidelines and procedures developed in this regard should, moreover, be the product of a collaborative effort between those who make up the Canadian sport system, the agencies responsible for immigrant settlement and support, and community-based individuals and organizations with experience and demonstrated excellence in promoting and supporting immigrant participation in all facets of sport.
- An emphasis needs to be placed on developing and distributing examples of best practices to illustrate how local sport and recreation agencies can inform and attract immigrants and once involved, best serve their needs. The provision of resources, financial or otherwise, to local sport groups to assist them in meeting the needs of newcomer groups must also be a priority.



**Townsend, Robert C., and Brett Smith, and J Cushion. "Disability sports coaching: towards a critical understanding." *Sports Coaching Review*, (2016). 1-19.**

**Country:** Canada

**Target Population:** People with a disability

**Abstract:** The growing work that addresses coaching disabled athletes has thus far failed to engage with the field of disability studies, and as a result misses a crucial opportunity to develop a critical understanding of coach learning and practice in disability sport. Therefore, the aim of this paper is to bridge the gap between coaching and disability studies and to review critically the current literature in coaching, in order to problematise some of the assumptions that underpin disability coaching research. Disability studies, and in particular the models of disability, are an important first step in a critical understanding in disability sport coaching. The models of disability provide a lens through which researchers, coach educators and coaches can question how they learn to coach disabled athletes, interrogate knowledge about impairment and disability, and critically evaluate coaching practice. In connecting with disability studies, we hope to help coaches and researchers make sense of how they position disability, and appreciate how coaching knowledge and practice are produced in context. In turn, we feel that such critical understandings have the potential to develop nuanced and sophisticated ways of thinking about, and developing, disability sports coaching.

**Policy Takeaway:** Coaches, researchers and policy makers need to question their assumptions about coaching and supporting athletes with a disability.

**Main Findings:**

- Coaching and disability studies have traditionally occupied very different theoretical spaces. This is an important disciplinary divide to bridge, because how we explain and understand disability, as a way of developing practice, matters for coaches. The arguments here evidence the need for researchers, coach educators and coaches to examine critically their assumptions about coaching disabled athletes and the consequences for coach learning, education and practice. Engaging with disability studies may help researchers offer interpretations as to 'why particular ways of knowing have become privileged over others' within particular social and historical contexts. For coaches, the way they position themselves and disability has implications for practice, as the assumptions they hold are implicitly, and explicitly manifested in their philosophy, behaviour, discourse, constructed coaching outcomes, practice-types, beliefs about talent and skill development, and judgements about disabled athletes. For researchers, the assumptions they hold about disability influence the questions, methods and analyses they use to describe disability sports coaching.

**United Kingdom. Department for Culture and Media & Sport. *Interim Report of the Government's Women and Sport Advisory Board October 2014. October 30, 2014, 1-32.***

**Country:** United Kingdom

**Target Population:** Women

**Abstract:** In summer 2013, the Department for Culture, Media and Sport established a Women and Sport Advisory Board. The Advisory Board is chaired by the Minister for Sport and includes experts from the fields of sport, broadcasting, politics and business. The Minister meets with the Advisory Board quarterly to progress the women and sport agenda. Together, they have identified five priority areas: increasing women's participation in sport; improving the media profile of women's sport; increasing commercial investment in women's sport; improving women's representation in leadership and the workforce; encouraging greater recognition for women's sporting achievements.

**Policy Takeaway:** Sport England's work focuses on understanding how sport can fit into women's lives, to allow sport to connect with women in an environment that suits them, rather than trying to change women to fit sport.

**Main Findings:**

- As well as attempting to minimize exposure to the barriers women face in sport, we must recognize and understand women's wider attitudes and motivations in life and address how we sell sport and its benefits in a way that appeals to them. Many women take part in sport for wider reasons than just enjoyment of the sport itself, such as health or social benefits. Understanding what women want generally, not just what sport they want to do, can better position NGBs and other sports providers to align their sport to women's lives.
- Sport England and UK Sport have a National expectation that all their funded NGBs County Sport will have 25% female representation on Authorities their Boards by 2017.
- A number of programming ideas and case studies are presented.

**United Nations- Division for the Advancement of Women of the United Nations Secretariat. *Women 2000 and beyond: Women, gender equality and sport.* (December 2007)**

**Country:** International

**Target Population:** Women

**Policy Takeaway:** In relation to women's participation in decision-making, it is important to go beyond increasing numbers to enhancing the effectiveness and impact of women's participation, through increasing women's voice in shaping policies, resource allocations, and programme development and management.

**Main Findings:**

- Databases on women leaders in sport are needed as a resource for those seeking candidates for leadership positions. Without such databases, organizations can continue to claim that there are no women with the necessary skills or experience willing to take up key positions.
- The establishment of positive role models and development of mentoring systems are important strategies. Organizational change is particularly important, including changes to organizational cultures, values, norms, rules and procedures. Practical aspects of organizational change can be critical to ensure women's full involvement, such as establishing appropriate meeting schedules and provision of childcare.
- A range of actors should be involved in and collaborating on promoting increased access, involvement and benefits for women and girls in all areas of sport. These include governments, public authorities, sporting organizations at the local, national and international levels, research and training institutions, women's organizations and networks, and development agencies. Individuals who are involved with promoting, conducting, researching, reporting on and in any way influencing sporting activities—such as coaches, trainers, managers, other officials, journalists and athletes themselves— should also be actively involved.
- Men and boys also need to be targeted for training on gender equality in sport and the empowerment of women and girls. The women and sport movement should identify critical allies among male athletes, coaches, managers and other leaders, including in the media. Men must be encouraged to play a more visible supportive role. Follow-up to ensure the effectiveness of training programmes provided to both women and men is critical.

**Van Stralen, Maartje M., et al. "Mediators of the effect of the JUMP-in intervention on physical activity and sedentary behavior in Dutch primary schoolchildren from disadvantaged neighborhoods." *International Journal of Behavioral Nutrition and Physical Activity*, 9, 131, (2012), 1-12.**

**Country:** Netherlands

**Target Population:** S.E.S.

**Abstract:** Methods: In total, 600 primary schoolchildren (aged  $9.8 \pm 0.7$ , 51% girls, 13% Dutch ethnicity, 35% overweight) from 9 intervention and 10 control schools were included in the analyses. JUMP-in was developed using Intervention Mapping, and targeted psychological and environmental determinants of physical activity. Outcome behaviors were self-reported sport participation, outdoor play, TV-viewing behavior and computer use. Potential mediators were self-reported psychological, social and physical environmental factors. Results: JUMP-in was effective in improving sport participation after 20 months, but not in improving outdoor play, or reducing TV-viewing or computer time. JUMP-in was not effective in changing hypothesized mediators so no significant mediated effects could be identified. However, changes in self-efficacy, social support and habit strength were positively associated with changes in sport participation, and changes in social support, self-efficacy, perceived planning skills, enjoyment and habit strength were positively associated with changes in outdoor play. Changes in enjoyment was positively associated with changes in TV-viewing while parental rules were negatively associated. Having a computer in the bedroom and enjoyment were positively associated with changes in computer use, while changes in parental rules were negatively associated. Besides a significant positive effect on sports participation, no significant intervention effect on outdoor play, screen time or any of the potential mediators was found. This suggest that other (unmeasured) factors operated as mediating mechanisms of the intervention, that we used unsuccessful intervention strategies, that the strategies were inappropriately implemented, or that children are unable to accurately recall past activities and cognitions. Additionally, the school setting might not be the sole channel to influence leisure time activities. Still, several personal and environmental constructs were found to be relevant in predicting change in sport participation, outdoor play and screen behavior and seem to be potential mediators. Future interventions are recommended including more effective strategies targeting these relevant constructs, addressing different constructs (e.g. pedagogic skills of parents), and focusing on different implementation settings.

**Policy Takeaway:** Describes a program that was successful intervention to increase the sport participation of low SES school children.

**Main Findings:**

- JUMP-in was found to be effective in changing organized sport participation. The Intervention Mapping protocol, and RE-AIM framework were applied in order to systematically develop and design the intervention.
- TV viewing and sports/exercise participation do not compete for similar time periods on a day but might be able to coexist. This supports the evidence that sedentary behaviors are not just the opposite of PA behaviors and therefore need specific strategies to be influenced. Still, significant associations between changes in potential mediators (i.e. social support, self-efficacy, habit strength, enjoyment, parental rules, availability and perceived barriers) and changes in behaviors were identified. This confirms the relevance of these constructs in changing these specific behaviors, and that these constructs might be potential mediators.

Ward, D.S., et al. "Implementation of a school environment intervention to increase physical activity in high school girls." *Health Education Research*, 21, 6 (2006), 896-910.

**Country:** USA

**Target Population:** Girls in high school

**Abstract:** Physical activity levels begin to decline in childhood and continue falling throughout adolescence, with girls being at greatest risk for inactivity. Schools are ideal settings for helping girls develop and maintain a physically active lifestyle. This paper describes the design and implementation of 'Lifestyle Education for Activity Program', or LEAP. LEAP used a health team approach with participatory strategies to provide training and support, instructional capacity building and opportunities to adapt school instructional program and environmental supports to local needs. The social-ecological model, based on social cognitive theory, served as the organizing framework for the LEAP intervention and elements of the coordinated school health program model as intervention channels. For the 12 intervention schools, LEAP staff documented 191 visits and interactions with 850 individuals over the 2-year period. Teachers reported successful implementation of most components of the intervention and demonstrated optimism for sustainability. These results indicate that a facilitative approach to intervention implementation can be used successfully to engage school personnel, and to change instructional programs and school environments to increase the physical activity level of high school girls.

**Policy Takeaway:** An intersectoral and consultative approach created a program that increased girls participation in sport.

**Main Findings:**

- Local needs, social - ecological model, health promoting schools, consider context: social, cultural and political
- Programs need to be designed to be inclusive and address individual needs and interest of all students.
- Gender sensitive PE Programs that include activities designed to be fun, age appropriate, enhancement of PA self-efficacy, mastery of PA self-management skills.
- Provide girls with physical and behavioral skills needed to adopt PA lifestyle during teenage years.
- Provide physically active adult role models.
- Traditional PE programs favor competitive sports so often unpopular and ineffective with girls.
- Consider implementing girls only PE.

**Wicker, Pamela, and Christoph Breuer, and Tassilo von Hanau. "Gender Effects on Organizational Problems—Evidence from Non-Profit Sports Clubs in Germany." *Sex Roles*, 66, 1 (January 2012), 105-116.**

**Country:** Germany

**Target Population:** Women

**Abstract:** In sports organizations, women are still under-represented, especially compared with their share of the general population. This holds true for management and leadership positions in particular, which could be explained by the lack of congruence between the female gender role and leader role. Therefore, the theoretical framework underpinning this study is based on role congruity theory. The research question is whether the share of women on the board and among members influences the perceived severity of organizational problems faced by sports organizations. This postulation is examined for a representative sample of sports clubs in Germany ( $n = 13,068$ ). Analyses of variance are conducted with the severity of organizational problems and the share of women on the board and among club members. The results show that the share of women on the board and among members has a significant negative impact on the severity of organizational problems. Sports clubs with a high share of women on the board and among members perceive the severity of organizational problems as smaller on average. This finding is related to female leadership style, which might serve as one possible explanation. Based on these results, it is recommended that sports clubs appoint more women to management positions. This study provides empirical evidence that the often postulated increase in the share of women can be beneficial to sports organizations.

**Policy Takeaway:** Female representation in sport organizations creates a positive environment for participation of other women in the sport as athletes, coaches and volunteers.

**Main Findings:**

- The share of women on the board and among members has a significant negative impact on the severity of organizational problems. Increase in the share of women can be beneficial to sports organizations.
- A high percentage of women on the board and among members can ensure that the sports club does not only offer sport programs for men, but also a range of programs that are suitable for women.
- Providing sports programs for women can lead to a higher level of satisfaction among the women in the club who may in turn be more willing to recruit new female members or coaches to voluntarily work in the club
- Female athletes (or female coaches and volunteers) might be more inclined to join a sports club with female leadership since they perceive more congruence between the female gender role and the leader role. “
- Thus, problems relating to the recruitment and retention of members, coaches, and volunteers would be reduced for clubs with high shares of female leaders. Female leaders view themselves at the center of a web of relationships, focus on building effective teams and groups, and more commonly use communication as a means to build relationships and develop a common ground

Young, Deborah, et al. "Promoting Physical Activity Through the Shared Use of School Recreational Spaces: A Policy Statement From the American Heart Association." *American Journal of Public Health*, 104, 9, (September 2014), 1583.

**Country:** USA

**Target Population:** Rural/ S.E.S.

**Abstract:** Most Americans are not sufficiently physically active, even though regular physical activity improves health and reduces the risk of many chronic diseases. Those living in rural, non-White, and lower-income communities often have insufficient access to places to be active, which can contribute to their lower level of physical activity. The shared use of school recreational facilities can provide safe and affordable places for communities. Studies suggest that challenges to shared use include additional cost, liability protection, communication among constituencies interested in sharing space, and decision-making about scheduling and space allocation. This American Heart Association policy statement has provided recommendations for federal, state, and local decision-makers to support and expand opportunities for physical activity in communities through the shared use of school spaces.

**Policy Takeaway:** Shared use of schools provide participation opportunities for rural and low SES regions.

**Main Findings:**

- 11 recommendations:
  - Encourage or require school districts to provide community recreational use of school property
  - Require school board policy to address shared use
  - Clarify or provide liability protection for schools for recreational use of properties
  - Authorize school districts to enter into contracts to shared facilities and set specific requirements for what is included in the contracts
  - Require proof of insurance for groups using school property.
  - Support full and dedicated funding of the Land and Water Conservation Fund
  - Incorporate community recreational use of school property as a Statewide Comprehensive Outdoor Recreation Plan priority
  - Provide incentives for shared use in school construction
  - Outline joint powers' concepts and opportunities
  - Require state-level toolkits and plans for dissemination to local communities
  - Commission studies through state workgroups to assess barriers and determine solutions.
- Policies and approaches to Implementation
  - Examine the impact of state policies and identify barriers and motivators to implementation
  - Identify best approaches through case studies examining characteristics of successful schools, school districts and community groups.
  - Identify successful long-term practices and conduct replication studies to determine the transferability of these practices
  - Examine the prevalence of injuries that occur during shared use activities and the amount of litigation resulting from injury
  - Examine networks and links in the greater community setting to understand which groups are natural shared use partner.

Zamboni, Brian D., and Isiaah Craford, and Adam W. Carrico. "Predictors of Sports Motivation Among Gay and Bisexual Men." *Journal of Sexuality* 54, 4 (October 12 2008), 449-468.

**Country:** USA

**Target Population:** LGBT

**Abstract:** Athletic activities are associated with reduced levels of stress and negative mood states among heterosexuals; thus, examining this association among gay/bisexual men is warranted. The current study examined the relationship between sports motivation and mood states, self-esteem, body esteem, life satisfaction, perceptions of masculinity/femininity, and parental encouragement for athletic endeavors among 195 gay/bisexual men. The results were mixed, but suggest that sports participation among gay/bisexual men may relate to a desire to express their masculinity and maintain a positive body image. Gay/ bisexual men may be more likely to participate in sports if they receive positive reinforcement from others.

**Policy Takeaway:** Social encouragement reinforces levels of sport participation of gay/bisexual men.

**Main Findings:**

- Men who effectively address low self-esteem and manage negative mood states may subsequently continue to engage in athletic activities.
- A more positive body image was associated with high levels of extrinsic and intrinsic sports motivation. Feeling good about one's body can be one benefit of participating in sports for gay/bisexual men, which can enhance one's overall self-esteem.
- Parental encouragement to engage in athletics is more predictive of gay/bisexual men's involvement in sports than attitudes toward parents. Gay/bisexual men may be more likely to become involved in sports if they receive positive reinforcement from others.
- Parents, teachers, coaches and other significant figures can contribute to the potential well-being of gay/bisexual youth by encouraging them to participate in athletic activities.
- Sports participation has the potential to enrich the lives of gay/bisexual men and contribute to their psychosocial wellbeing.