



## **NUNAVUT REPORT: CANADIAN SPORT POLICY RENEWAL**

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## 1.0 Project Summary

Twenty two individuals, representing fourteen stakeholder groups participated in the face to face *Canadian Sport Policy* Renewal consultation process held during the spring of 2011. During a series of in person and telephone meetings hosted by the Government of Nunavut, Department of Culture Language, Elders and Youth-Sport and Recreation Division, participants, leaders and stakeholders were prompted by a standard series of questions identified in the Canadian Sport Policy Consultation Process Guide.

For those unable to take part in telephone or in person meetings, input was gathered through an on-line survey hosted by the Sport Information Resource Centre. The on-line survey was available in Inuktitut, English and French. Twenty three (23) organizations, and thirty two (32) individuals elected to take part in the electronic survey instead of (or in addition to) the in person sessions.

During in person consultations, Nunavummiut described a quality sport experience as enjoyable, social, and safe. Quality sport experiences included competitive and recreational activities, as part of either spontaneous opportunities or organized programs. Many respondents emphasized the important role of sport participation in fostering personal and social development among Nunavummiut.

Nunavummiut indicated sport participation could be enhanced through-

- Improved interaction and communication among sport system stakeholders
- Improved access to suitable facilities
- Strategic investment towards increasing organizational capacity among stakeholder groups
- Increased accessibility to sport programs within and among communities
- Continued investment in travel support for participants within and outside of Nunavut

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## 2.0 Background

The *Canadian Sport Policy 2002-2012* is Canada's intergovernmental policy for sport. With the Policy nearing the end of its ten-year term, federal, provincial and territorial (F/P/T) governments committed to participating in its review and renewal. As part of the process to develop a successor to the Canadian Sport Policy, a consultation plan for the time period of March to June 2011 was designed to engage Canadians in dialogue about sport.

The consultation plan involved gather input through a combination of in-person consultations and an on-line survey. Sport Canada, with support from P/T governments, the writing team and various other stakeholders, developed questions and materials to guide the in-person meetings to be held throughout the country. The Sport Information Resource Centre (SIRC) developed a page on its website containing reference materials and a link to each jurisdiction's electronic-survey (<http://sirc.ca/csprenewal.cfm>).

### 2.1 Nunavut Consultation Process

Nunavut's consultation was conducted by the Government of Nunavut's-Department of Culture Language Elders and Youth- Sport and Recreation Division. Following approval of the consultation process by senior departmental officials, Divisional staff proceeded with the promotion of the Canadian Sport Policy Renewal through electronic, fax, and telephone advertisement. Nunavummiut were encouraged to contribute to the *Canadian Sport Policy* Renewal by participating in face to face consultation sessions, telephone conference calls and/or completing the electronic-survey in their language of choice on the SIRC website.

To ensure consistency across the country, a set of questions were provided for the in-person meetings. Of the fifteen questions (found in Appendix A), six were mandatory (1, 2, 8, 10, 13 and 14).

The invitation to contribute to the *Canadian Sport Policy* Renewal was extended to all Nunavummiut. Invitations were sent directly to stakeholders asking them to take part on behalf of their organizations, and to distribute the invitation among their membership. The distribution list included territorial sport and recreation organizations, community sport and recreation clubs, schools, municipalities, Inuit Organizations, the francophone association, and government of Nunavut officials in the departments of Health, and Education.

Invitations to participate in the consultations were also sent to individuals including competitive and recreational athletes, parents and guardians, coaches and officials, educators and volunteers.

Although three sets of in-person meetings were scheduled across the territory, two were held. These included sessions Baker Lake on June 11-16<sup>th</sup> and, Iqaluit- June 20-24<sup>th</sup>. As of June 28<sup>th</sup> closing of the electronic survey 32 individuals and 23 organizations had completed the online survey and 22 individuals contributed their perspectives either through in-person meetings and/or the e-survey.

Participation levels were likely impacted by a variety of factors including the season (spring) timing of the consultation.

### **3.0 Nunavut's Common Themes**

While the number of individuals taking part in each of the in-person meetings was small, it is possible to identify common themes among respondents. Themes commonly voiced across the territory include:

- Sport Participation is supported by volunteers; it is volunteers who coach, officiate, plan, organize, fundraise, etc. to provide participatory and competitive sport opportunities.
- Sport is often used as a mechanism for personal, social development and community development
- Cost, distance and travel time are barriers to gaining competitive experience for Nunavut athletes.
- Access to suitable recreational facilities is a challenge.
- There is room for increased cooperation and collaboration among stakeholders including schools, municipal recreation departments, and community groups to support the delivery of sport opportunities and programs.

### **4.0 Discussion by Question**

Section 4.0 provides an overview of the responses to each question during the in-person and telephone meetings. In cases where comments/responses carried over into other questions an effort has been made to position the response with the related question.

While the input gathered through the e-survey will be compiled in a separate report by SIRC, it is interesting to note the similarities and common themes evident between the in person session and the common themes in the draft e-survey report.

## Question 1

### 1.0 What are the reasons for your organization's interest in promoting participation in sport?

During the in-person and telephone meetings this question (1.0) provided a variety of perspectives on the reasons individuals and groups promote participation in sport. The main reasons for encouraging and promoting sport participation are related to:

- **A) Participation in sport supports the development of healthy people and healthy communities.**
- **B) Participation in sport provides opportunities for personal and social development that are otherwise unavailable.**

Notably, the majority of responses to this question emphasized the value of participation in sport in the overall development of the individual, as well as the social benefits of participation. Specifically, respondents emphasized the transferrable life skills that can be extracted from a positive sport experience i.e., self esteem, respect, work ethic, coping skills.

Interestingly the majority of respondents identified links between sport participation, healthy lifestyles, and personal/social development opportunities; however almost all comments specified youth as the beneficiaries.

### 1.1 What are the most important challenges/issues/opportunities affecting your organization's efforts to promote and increase participation in sport?

Respondents identified numerous challenges and issues and opportunities effecting sport participation. The most frequently identified issues facing organizations and individuals in promoting, and increasing sport participation in Nunavut relate to:

- **A) Access to suitable facilities**
- **B) Volunteer and organizational capacity**
- **C) Population size and distribution (geography).**

**A) Access to Suitable Facilities-** Challenges identified related to facility access ranged from the lack of suitable venues for particular sports within a particular community/sport (i.e. a soccer field house, or running track), to community facility access agreement issues.

Respondents indicated that in order for participants to prepare and compete for elite competition suitable (dedicated) facilities are required. Responses indicate that this is a particular concern for team sports such as soccer and hockey. For example there is currently one seasonal arena (indoor) soccer turf

system in Nunavut (Kugluktuk); the remaining 24 communities play competitive soccer in the school gymnasiums. This presents preparation issues for teams preparing to compete in indoor soccer events such as the Arctic Winter Games which take place on an indoor turf surface.

In communities where suitable facilities (i.e. gymnasiums) do exist many respondents identified issues related to joint facility usage and availability. Issues included scheduling priority for school groups in relation to community sport groups, and the availability of trained supervisors. The set up, maintenance and storage of sport specific equipment (i.e. gymnastics/judo/wrestling mats) within multi use facilities (schools) were also identified as an ongoing challenge for many user groups.

**B) Volunteer and Organizational Capacity**-The need to enhance organizational capacity to support the current level of participation and future growth was expressed on numerous occasions by respondents. Many identified the essential role volunteers play in the delivery of sport programming in the territory. Responses indicate that most organizations agree that the recruitment and retention of trained community recreation staff, and skilled volunteers remains a challenge to increasing participation.

In Nunavut's small communities, the pool of available volunteers is limited. Consequently the same individuals are often the lead personality on a variety of programs. A combination of coaching, fundraising, organizing travel, and managing finances for multiple programs can often lead to burn out.

**C) Population size and distribution (geography)**-Respondents indicated a variety of challenges faced by community sport programs in small communities in Nunavut, including limited availability of competition within the community, and the high cost of intercommunity travel. Where limited competitive opportunities exist within a community, and travel costs prove prohibitive it is difficult to sustain interest in a progressive program.

Organizers described the challenges faced by team sport organizations in communities with small populations. In cases where a full line or roster cannot be completed within a given age group, coaches will sometimes include younger, less mature players on a team in order to scrimmage, or practice. Respondents acknowledge that this does not fit with recommended athlete development strategies (eg LTAD) but have few other options.

## **1.2 What strategies have you identified to deal with the above challenges/issues/opportunities?**

Some of the strategies that groups identified to deal with access issues such as facility access limited volunteer/organizational capacity and geographic/population limitations include:

- **A) Modify activities/programs to facilities**
- **B) Identify partners and develop partnerships**
- **C) Increase awareness through more grassroots programs**

**A)Modify activities/programs to facilities**-Responses to this question were very organization specific but the majority of groups described modifying activities and programming to fit facility availability and

design. Indoor soccer, for example, is among the most popular sports in the territory. The game is played using modified rules in school gymnasiums.

Respondents also identified a number of examples of private sector, and NGO's working with governments to fund facility improvements. Examples include indoor turf projects in Iqaluit, and outdoor baseball/softball turf in Rankin Inlet. In each of these cases stakeholder groups were advocates for projects and contributed toward the projects planning and completion through funding and/or advocacy.

**B) Identify partners and develop partnerships-** Respondents identified a variety of successful partnerships used to increase organizational capacity. Some larger municipalities (Iqaluit for example) have used secondary funding sources to fund introductory programs at a lower cost to participants. Cases were identified where partnerships were developed based on the educational, health or social value of "sport programs". In some cases these partnerships provided additional human, financial, and administrative resources.

**C) Enhancing capacity through more grassroots programs** seemed to be a solution by several groups to get more youth and coaches/volunteers involved. Programs such as the Steve Nash Youth Basket Ball program and Rocks and Rings Curling program introduce younger participants to the activities, and draw in additional coaches facilitators into the system.

## Question 2

### 2.0 How do you define a quality sport experience? (Prioritize if possible).

Participants defined a quality sport experience based on their personal opinion and priorities. Most participants focused responses on "events" such as tournaments or games rather than longer term programming or life experiences. Participants identified it was difficult to measure a quality sport experience and that it is based on the individuals' perspective. Common themes that were frequently identified as playing a role in a quality sport experience were:

- **A) Organization of the event**
- **B) Enjoyable/Positive overall experience**
- **C) The preparation for the event**

**A) Organization of the event-** Respondents indicated that the organization of the event or program was an important contributing factor to a quality sport experience. This included making sure there were enough volunteers for the event, looking after travel arrangements, specific jobs were designated and carried out accordingly, and security was in place. Responses indicated that if the "off field" jobs were carried out and organized this allowed them to participate fully and to the best of their ability "on the field" as they were not preoccupied with other tasks.



**B) The overall experience-** Participants indicated that the overall experience should be a positive one and make them want to continue their participation in that particular sport. It was indicated by participants that a quality sport experience did not necessarily have to be competitive but rather participants defined it as a quality experience because it was enjoyable.

Participants also indicated that the knowledge they gained was a valuable factor. Coaches who participated in the in-person and telephone conversations indicated they considered the experience or transfer of knowledge from other coaches and officials as a contribution to their quality sport experience. A majority of participants also indicated progressing in performance or skill development as important factors in determining a quality sport experience.

**C) The preparation for the event-**Notably, a majority of participants indicated that the “day to day”-lead up and preparation for the event was a contributing factor to their quality sport experience. Participants suggested it is not enough just to show up to the event or program unprepared. The social benefits of team bonding that normally occurs prior to an event during practices, training, and fundraising are factors in determining participant perception on the eventual “sport experience”.

## **2.1 What barriers currently exist?**

There are many barriers that exist in Nunavut that prevent an individual/group from having a quality sport experience. Common themes and responses included:

- A) Number of qualified coaches/ officials**
- B) Access to suitable facilities and equipment**
- C) High cost of travel**

**A) Number of qualified coaches/ officials-**Many groups expressed concerns regarding the availability of trained/skilled coaches and instructors. Not all volunteers possess the skills and training, or have the time to pursue training to progress along with the athletes they are coaching. This has a direct effect on the athlete’s development and ultimately on the “sport” experience.

**B) Access to suitable facilities and equipment-**Respondent’s indicated that some facilities are either in poor condition, were not built to accommodate modern requirements or simply do not exist. The cost to develop new facilities and is high and very time consuming in an area of rapid population growth it is difficult to keep up with demand.

**C) High cost of travel-**The cost of travel is so high that many groups are unable to participate in events outside of their community. Some programs were described as practice/scrimmage only with no actual competition. This does not support progressive long term development of athletes, and makes it difficult to sustain participation.

**4.0 Should efforts be made to increase the participation of under-represented groups in sport? Why or why not?**

All participants that responded to question 4.0 during the in-face and telephone consultations indicated that efforts should be made to increase the participation of under-represented groups in sport. Responses indicated that under-represented groups could fully benefit from the involvement of sport. The two groups most frequently identified were:

- **A) Women and Girls**
- **B) Youth**

**A) Women and Girls**-Women and girls were thought to be an under-represented group by participants. It was indicated that more efforts should be made to increase participation of women in sports. Suggestions provided for increasing women participation in sports was to provide some sort of childcare during practice time and increasing age limits for events like Arctic Winter Games.

Some groups identified initiatives that are underway to encourage girls to participate. It was indicated that in regards to girls there is a level of shyness or intimidation and that more female coaches are needed.

**B.) Youth**-Participants indicated youth as being an under-represented group in sport. Respondents indicated that a positive sport experience provides significant social development opportunities. The development of introductory programs aimed at children was identified as a major step forward in encouraging more youth (and parents) to become involved in sport programs.

**Question 8**

**8.0 Following is a list of program and service areas that have been identified to assess Canada’s sport development delivery system. Please identify the top five values in order of importance (with 1 being the most important).**

Coaches and instructors	Training and pathways to employment
Officials – referees, umpires, judges, etc.	Capitalizing on international events
Facilities and equipment	Equity policies
School sport system	Organizational capacity
Parasport development-inclusion/integration	Research and innovation

There was little variation in ranking of responses in question 8.0 the majority of respondents agreed that upon the following order;

- 1)Coaches and instructors
- 2)Officials – referees, umpires, judges, etc.
- 3)Facilities and equipment
- 4)School sport system
- 5)Parasport development-inclusion/integration

**8.1 Following is a list of program and service areas that have been identified to assess Canada's sport development delivery system. Identify the top three components in order of priority in which programming is currently sufficient and/or appropriate**

Coaches and instructors	Training and pathways to employment
Officials – referees, umpires, judges, etc.	Capitalizing on international events
Facilities and equipment	Equity policies
School sport system	Organizational capacity
Parasport development-inclusion/integration	Research and innovation

Participants had a difficult time identifying three programming areas that they felt are currently sufficient and/ or appropriate related to the sport development delivery system. Some participants picked none or only two areas and identified that all of the areas need work or improvement.

Some participants explained that they could identify areas as sufficient however the “sufficiency” was based on their understanding of other limiting factors. The following have been selected as the top three that are currently sufficient and/ or appropriate at this time and are listed in order of importance:

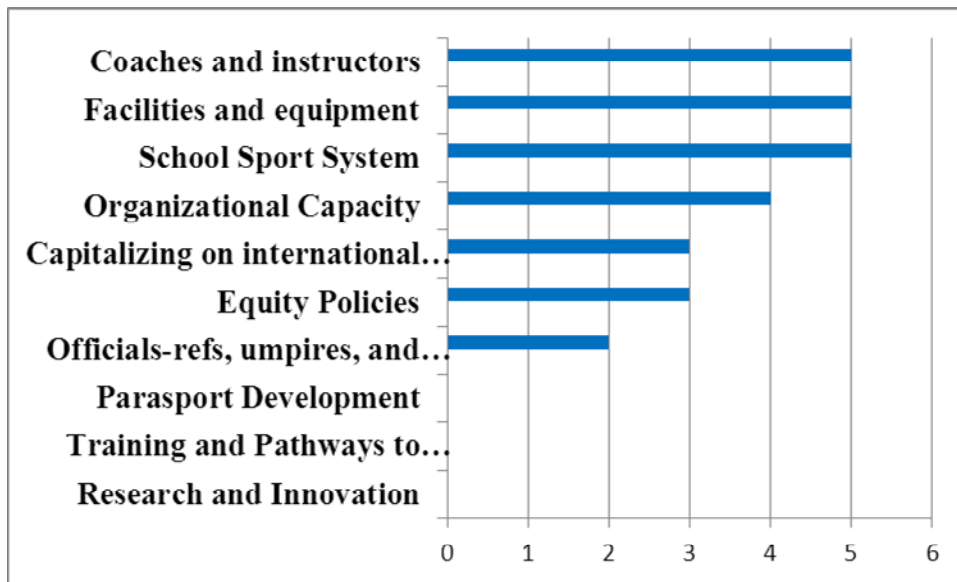
- A)Coaches and instructors**
- B)Facilities and equipment**
- C)School sport system**

**A) Coaches and instructors-** Respondents indicated that in many communities’ coaches and instructors were available; however they did not necessarily have the experience or training help athletes’ progress.

**B) Facilities and equipment-**Interestingly, session participants identified facilities and equipment as an area that was currently sufficient. This contrasts with responses to question (1.1) and (2.1) which identified facility access as a barrier and challenge to sport participation. Most respondents indicated that where facilities and equipment could be considered adequate, issues related to access remain. Practice and competition schedules are frequently amended to accommodate other user groups and community functions.

**C) School sport system**-Participants identified the school sport system as being sufficient based on the fact that teachers/students are a key element of the sport programming in Nunavut. Most sport programs in Nunavut are run with some link to the schools due to existing linkages between the school gym facilities and the teacher/coaches, and student/athletes.

*8.1. Program and Service Areas that have been identified as currently sufficient and/ or appropriate in Nunavut*



**8.2 Following is a list of program and service areas that have been identified to assess Canada's sport development delivery system. Identify the top three components in order of priority in which programming is currently insufficient and/or inappropriate?**

Coaches and instructors	Training and pathways to employment
Officials – referees, umpires, judges, etc.	Capitalizing on international events
Facilities and equipment	Equity policies
School sport system	Organizational capacity
Para sport development-inclusion/integration	Research and innovation

The following have been identified as the top three program and service areas that are currently insufficient and/or inappropriate as a part of the sport development delivery system. There are listed in order of importance based on respondent feed back.

- A) Organizational Capacity**
- B) Facilities and Equipment**
- C) Coaches and Instructors**

**A ) Organizational Capacity-**A recruitment, training and retention of volunteers and staff was presented as the biggest challenge to developing organizational capacity. High personnel turnover rates at the community level mean that successful programs with high participation are often put on hold when volunteers move on. Respondents shared a number of cases where a successful initiative stopped when a person moved away despite succession plans being in place. Improving organizational capacity at all levels (sport clubs, municipal, and territorial) is very important to initiating and maintaining sporting programs and opportunities.

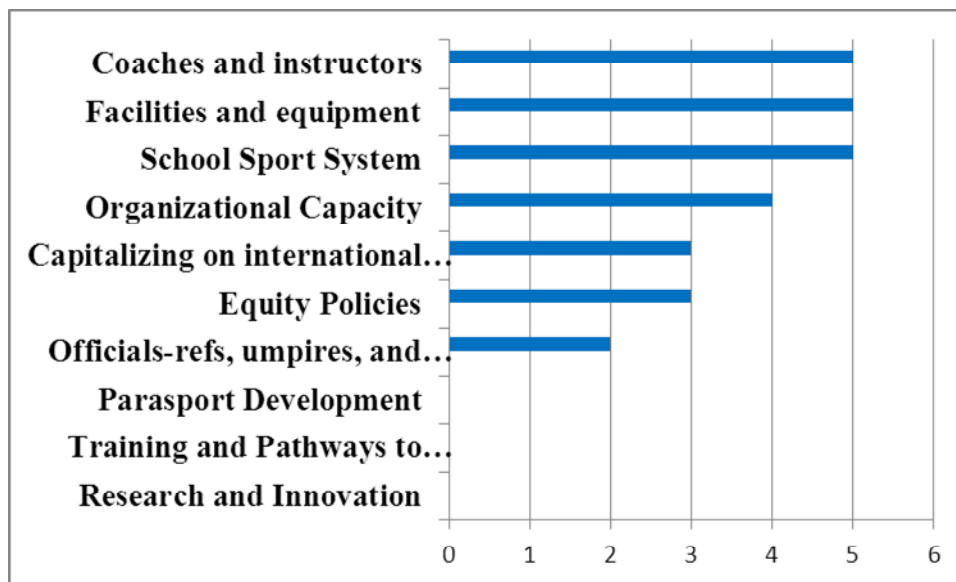
**B) Facilities and Equipment-**Improvements need to be made to the upkeep, development and accessibility of recreational facilities and equipment. Many existing facilities are insufficient because they were not built with sport programming in mind, issues related to spectator seating, storage, and security were raised among respondents. Some respondents identified the importance of considering the life span of facilities, and the growth rate of communities when planning renovations or development.

Equipment is often well used (primarily within the school sport system) but is seldom replaced until the next sea lift or school year.

**C)Coaches and Instructors-** Many coaches and instructors in Nunavut are teachers many of who lack sport specific technical training or certification, and cannot find time to pursue NCCP programs. Training and certification programs are popular; however efforts to build a solid base of trained coaches are hampered by high turnover rates in volunteers including term employees such as RCMP or teachers.

Some programs have proven sustainable by maintaining focus on training long term residents, allowing short term residents to supplement existing programs rather than initiate new ones.

*8.2. Program and Service Areas that have been identified as currently insufficient and/or inappropriate in Nunavut*



## **10.0 What are the resources (i.e. human, financial, equipment, facilities) that your organization needs to fully achieve its potential in delivering sport programs and services?**

All of the resource areas; human, financial, equipment, and facilities were recognized as requirements for organizations to achieve their potential in delivering sport programs and services. The following are listed in order of importance based on respondent feedback. It was indicated that the three were seen as linked together; i.e. increased financial support would mean less time fund raising and therefore better use of existing human (volunteer) resources.

- A) Financial Resources**
- B) Human**
- C) Facilities**

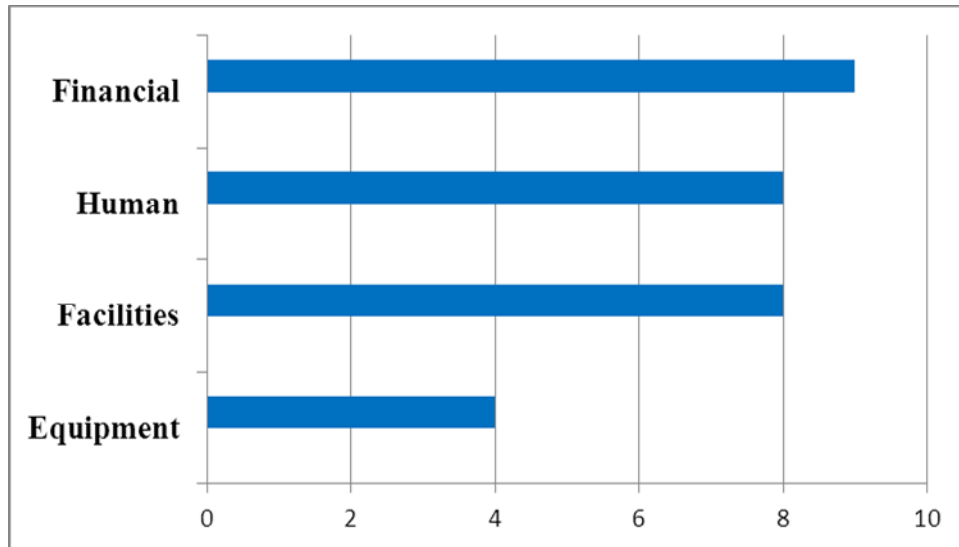
**A) Financial Resources-** Most respondents indicated funding was the an obvious need in order for organizations to meet their full potential. Many respondents agreed the financial need was for strategic investments not for “funding for funding sake”. Increased participation levels will require funds to develop and funds to sustain.

Air travel, and freight costs for equipment are a reality in Nunavut. Volunteer efforts spent identifying and generating funding to accommodate travel/shipping costs takes away from programming capacity. The idea of having at least one paid position for each sport was also brought up by a number of participants during the in-face and telephone consultations. In order to fulfill this, more financial assistance would be required.

**B) Human Resources-** were viewed as a limiting factor for new and existing organizations. Respondents recognized the link between human resource limitations and financial resources and support the development of paid positions to support volunteers. Some respondents identified a need for increased training opportunities directed at the administrative functions often handled by volunteers.

**C) Facilities-** Respondents indicated improved facilities and facility access as a requirement for organizations in order to meet their full potential in delivering sport programs to communities. Respondents noted that in order to maximize the use of existing facilities, trained staff are required to maintain and operate the facilities.

10.0. Identified resources that organizations need in Nunavut to fully achieve their potential in delivering sport programs.



10.1 What are some of the current limitations?

The following issues/topics have been identified by respondent as existing limitations that are affecting their ability to fully achieve their potential in delivering sport programs and services.

- A) Organizational Capacity
- B) Financial Limitations
- C) Facility Access

**A) Organizational Capacity-** Respondents indicated that volunteer recruitment and retention are limiting factors in sport program delivery. Turnover rates are so high among coaches that it is difficult to sustain a program once it's started. Some respondents indicated that engaging parents in the program allowed volunteers with sport specific training to focus on the field of play or program delivery. Since the more developed programs have greater capacity it seems new volunteers and participants are more inclined to get involved with existing programs where organizational capacity is not necessarily a major issue.

**B) Financial limitations-** Finance issues were identified as a limiting factor for most programs and services including facilities, equipment, training for volunteers and travel. Some respondents indicated that they felt that more was required toward fund raising than participating or coaching.

**C) Facility Access-** Many gymnasium and general use facilities located in schools, are not accessible during the summer months or holidays. When schools close, many programs struggle to operate. Existing facility schedules are often overbooked, leaving groups competing for gym/ice time.

Although many people like to stay outside during the summer and go fishing, hunting and camping, there are days when the weather does not cooperate and people would like to use the gyms for spontaneous activities.

### **10.2 What can you do about them or what have you done about them?**

Participants answered 10.2 in a variety of ways and responded based on personal experiences. Many of the responses included reference to the following;

- A) Improving communication**
- B) Supporting volunteers and participants**

**A) Improving communication** was identified as a step to overcoming some of the current limitations that were discussed in the previous question 10.1. Overall participants recognized the need to improve communication between numbers of different parties including but not limited to; coaches and parents, territorial government officials and territorial sport organizations, schools and sport clubs, and the general public. It was suggested that more advertising and awareness is needed for the public in order for them to get involved in various activities.

**B) Support for volunteers** and participants in general was identified as another method to overcome various limitations sport organizations currently face in Nunavut. Participants suggested numerous methods that support could be provided for participants. It was identified that more coaching clinics and training workshops would be beneficial for the territory. Also, incentives was mentioned for participants in order to keep people working towards a goal and motivated. This was also thought to be a possible solution to overcoming the volunteer shortage within the territorial sporting community.

### **13.0 What are the benefits of improving linkages between provincial/ territorial sport organizations and (i) municipal-level sport clubs, (ii) schools and (iii) recreation departments/ organizations?**

The majority of the individuals and groups who participated in the consultations agreed that improved linkages would be a great benefit. There were two main areas where improvements can be made.

- A) Improved Interaction**
- B) Building partnerships**

**A) Improved Interaction**-Many individuals and groups believe that improved interaction and communication between all groups would improve programs and services offered to participants. Most groups suggested that the linkages needed to start from the top (Sport and Recreation – Gov't of Nunavut) and work their way down through the various other groups. Shared ideas, knowledge, and skills can help identify individuals or groups to provide assistance to those who are in need of additional support to run their programs.

**B) Building partnerships**- Most respondents identified partnerships among sports groups and non sports groups as a key step in building organizational capacity. Many groups suggested that a stronger (defined) link between sport organizations, schools and municipal government was desirable. An



improved partnership among these groups would allow many sports organizations to tap further into the youth population ultimately getting more youth involved in sports and recreation. Many volunteers expressed frustration trying to try and run a program with limited support from the community stake holders.

### **13.1 What are the challenges to improving these linkages?**

A majority of participants identified similar challenges to improving the linkages between provincial/territorial sport organizations and (i) municipal-level sport clubs, (ii) schools and (iii) recreation departments/ organizations. There were two main challenges acknowledged to improving the linkages in Nunavut as follows;

- A) High turnover rates**
- B) Personalities/Agendas**

**A) High turnover rates**-Notably a majority of participants mentioned high turnover rates in Nunavut is a challenge to improving linkages between organizations. Responses included the challenge that one individual starts a program with linkages and partnerships but when that person departs, that partnership is dissolved. High turnovers also mean that new participants must determine who to make contact with, in order to establish partners.

**B) Personalities/Agendas**- Different personalities and competing agendas was the second challenge to improving the linkages among stakeholder groups. Improved communication and endorsement of common goal were discussed as a means of addressing this challenge.

### **14.0 Do you promote sport participation intentionally for community-building purposes (where community-building is defined as pursuit of non-sport outcomes as youth development, health promotion, gender equity, social inclusion, and conflict resolution) or is your orientation primarily for sport objectives?**

Interestingly, the majority of the groups that were consulted said that they promote sport participation primarily for community building purposes and the benefits for youth.

#### **A) Youth Development**

**A) Youth Development**-Respondents explained that getting more youth involved in sport promotes healthy life styles, develops self confidence and social skills which transcend the field of play. Giving young kids an active start to their lives while learning the FUNdamentals will strengthen their skills and help them train properly as they get older. Hard work, dedication and healthy lifestyles starting at a young age are all positive outcomes that many groups identified and wanted to see more of.

A smaller group consisting mainly of Territorial Sport Organizations said while they agree with the social and health benefits of sport, they promote sport participation primarily for “sport” objectives i.e. their

programs are developmental to prepare primarily for competitions such as territorials, or major multi sport games.

**14.1 If not, why not? What conditions, if any, would need to exist for your organization to pursue non-sport outcomes?**

A majority of organizations who took part in the face to face and telephone consults answered that they promote sport participation for the purpose of community building for question 14.0, therefore were not required to provide a response to 14.1. The organizations who previously responded that their main objectives were for sport, responded to 14.1 by explaining it came down to lack of financial and human resources. Without the financial and human resource it makes it impossible for them to offer sport for community and social development purposes.

These organizations indicated that they barely have the capacity to maintain their existing responsibilities and they don't have the capacity to operate with additional objectives. Additionally their funding is not currently allocated toward support of non-sport objectives. In order for them to pursue non-sport outcomes one organization said they needed to develop a pathway internally, get on the same page and also market the benefits of sport participation and the link to non-sport outcomes.

**14.2 If yes, please share the positive outcomes from your efforts.**

Groups responded to this question with personal stories and experiences. Many of the responses included stories about;

- A) Improved school attendance**
- B) Reducing tobacco use**
- C) Increased participation**

**A)Improved school attendance-**Many respondents shared examples of sports clubs with school attendance policies/guidelines to encourage attendance and performance in school. This motivation has led to increased participation within the school system as well as better academic results in school. It teaches them to follow rules and helps them set a higher standard for themselves.

**B)Reducing tobacco use** Many respondents shared examples of sport clubs with participant agreements in place to prohibit the use of tobacco among participants. Respondents indicate that using the sport program as an incentive has produced positive results in this area.

**C)Increased participation-** Several groups mentioned that when they run programs for younger kids, others see that and want to get involved. One way to build capacity is to engage younger kids and their parents by providing a positive and welcoming environment for them to participate in.

**14.3 Some see partnerships between sport organizations and non-sport organizations as a means to pursue non-sport objectives while simultaneously leveraging greater resources and accessing new audiences to increase sport participation. Is this your experience or could you see merit in such a notion?**

All respondents agree there was merit in expanding partnerships between sport organizations and non-sport organizations. Some respondents identified the perception of “sport” among “non-sport” organizations as a challenge in developing partnerships. Many respondents provided examples of positive outcomes of inter-sectoral partnerships.

The following are examples of benefits to partnerships with “non sport” organizations:

- A) Additional financial resources**
- B) Improved facility access**
- C) New participants**

**A) Additional Resources-** Respondents identified increased resources as being benefit to developing new partnerships. Initially, the majority of respondents identified the financial benefits of developing partnerships however later discussion highlighted benefits in the areas of facility access, and personnel.

**B) Improved Facility Access-** Most sport organizations in Nunavut, utilize school gymnasiums for practice, competition and funding raising efforts. Partnerships and agreements among community sport organizations, school administrators, and district education authorities improve the accessibility of facilities. Respondents identified cases where community sport programs supported school attendance and performance guidelines. Positive outcomes were identified for each partner group where these types of partnerships existed.

Respondents illustrated examples where community sport organizations purchased or contributed toward the purchase of equipment requiring storage, in these case schools and municipalities provided secure storage in exchange for access to the equipment for their own programs.

**C)New Participants-** Respondents recognized that developing partnerships between sport organizations and non-sport organizations provided access to new participants including athletes, volunteers, supervisors and administrators. Partnerships with “non-sport” entities were identified as a primary solution to organizational capacity issues and limitations. Examples were given of accessing differing areas of expertise (i.e. finance, administration) by partnering with groups or individuals not considered part of the “sport” system.

In addition to establishing new partnership respondents also recognized the importance of confirming and defining relationships with existing partners such as schools/education.

#### **14.4 What are the benefits and challenges for sport organizations in partnering with non-sport groups who have a focus on community-building objectives (where community building is defined as outcomes related to youth development, health promotion, gender equity, social inclusion, and conflict resolution?)**

The majority of the groups who participated in the consultations saw a great benefit to building partnerships with non sport groups. However, they recognized that with those positives come challenges.

**Benefits:** Many of the benefits to pursuing new partnership were identified in 14.3. The individuals and groups who participated in the in-person and phone consultations listed the benefits of a sport/non-sport partnership as being primarily financial. Additional funding to help run programs is beneficial. Funding for equipment and help to offset flight/hotel costs was the main request by most groups who we met with. Non sports groups often get recognition for their financial support through advertisements on apparel or thank you ads in the media. Non sports groups would also benefit from a reputation standpoint as a company/group who is willing to give back to the community.

**Challenges:** A number of respondents identified that competition for resources (including financial, volunteer and facility resources) was an obstacle in developing partnerships with both “non sport” groups, and “other sport” groups.

These “competing agendas” between sport and non sport groups have hampered the development of mutually beneficial relationships. Personality conflict was given as an example as a single obstacle to developing or sustaining partnerships. Respondents pointed out that when they are volunteering their personal time and efforts they are less inclined to pursue partnerships where conflict needed to be addressed. Some participants explained that while they agreed partnerships were essential to their progress, as volunteers they were too busy coaching, fundraising, and administrating their programs to identify and build partnerships.

## 5.0 Conclusion

The Canadian Sport Policy Renewal consultations confirmed the important role of sport in the lives of Nunavummiut. Nunavut respondent’s identified a variety of motivations for becoming, and staying involved in sport. In many cases, sport was identified as a mechanism to support broader individual, social, and health related goals.

The delivery of sport programming in Nunavut is facilitated through the efforts of volunteers. Nunavummiut indicated that the development of organizational capacity among volunteers and volunteer groups is required to support the continued development of the sport system.

Access to sport programming in Nunavut is impacted by the availability of suitable facilities. Increased interaction among stakeholders can improve the accessibility of existing facilities within communities, and the development of new structures and venues.

The future of the Canadian Sport system will require clear direction and the development of partnerships among new and existing system stakeholders. The successor to the Canadian Sport Policy will provide this framework for the future direction of sport in Canada.

## APPENDIX A

### 1. GUIDE TO IN-PERSON CONSULTATION QUESTIONS

#### Overview

This consultation guide has been developed to assist governments in having meaningful conversations with workshop attendees. From the list of 15 questions, eight have been selected as ‘core’ questions that all governments are requested to report on. Core questions have been shaded in grey.

Theme	Question	Notes/Examples
Participation  (Background document available)	1.0 What are the reasons for your organization’s interest in promoting participation in sport? Prioritize the reasons.	<ul style="list-style-type: none"> <li>- This question should highlight the variety of reasons behind sport participation policies, strategies and programming.</li> <li>- Examples may include healthy living, growing membership/revenue, building the community, developing a talent base, etc.</li> </ul>
	1.1 What are the most important challenges/issues/opportunities affecting your organization’s efforts to promote and increase participation in sport?	<ul style="list-style-type: none"> <li>- Examples may include facility usage costs, declining enrollment, liability issues, volunteer recruitment, training coaches etc.</li> </ul>
	1.2 What strategies have you identified to deal with the above challenges/issues/opportunities?	<ul style="list-style-type: none"> <li>- An example of an opportunity may be new sport and recreation infrastructure.</li> </ul>
	2.0 How do you define a quality sport experience? (Prioritize if possible.)	<ul style="list-style-type: none"> <li>- This questions deals with views on how sport is being delivered.</li> <li>- Answers could range from having officials present at games to athletes having uniforms, having NCCP coaches, or possibly the existence of quality assurance programs.</li> </ul>
	2.1 What barriers currently exist?	<ul style="list-style-type: none"> <li>- Examples of barriers could include human resources or economics.</li> </ul>

Theme	Question	Notes/Examples
Under-represented populations  (Background document available)	4.0 Should efforts be made to increase the participation of under-represented groups in sport? Why or why not?	- This question aims to solicit views on the approach to targeting efforts and resources on specific population groups.
	4.1 If yes, how should the groups be identified?	- To solicit views on the criteria that could be developed to select the targeted groups. - Examples could be those with lowest participation rates, highest obesity rates, highest levels of immigration, etc.
Theme	Question	Notes/Examples
System Design and Enablers  (Background document available)	<p>8.0 Following is a list of program and service areas that have been identified to assess Canada's sport development delivery system.</p> <ol style="list-style-type: none"> <li>1. Coaches and instructors</li> <li>2. Officials – referees, umpires, judges, etc.</li> <li>3. Facilities and equipment</li> <li>4. School sport system</li> <li>5. Parasport development – inclusion/integration</li> <li>6. Training and pathways to employment</li> <li>7. Capitalizing on international events</li> <li>8. Equity policies</li> <li>9. Organizational capacity</li> <li>10. Research and innovation</li> </ol> <p>8.1 Identify the top three components (in order of priority) in which programming is currently sufficient and/or appropriate?</p>	<ul style="list-style-type: none"> <li>- The purpose of this question is to identify strengths and weaknesses of the sport delivery system.</li> <li>- If time and space are available, this question can lend itself to breakout groups.</li> <li>- Rather than simply ranking the components, try to have participants give explanations for why each component is ranked.</li> <li>- Each breakout group can discuss and present their consensus choice with explanation back to the larger group.</li> <li>- If time/space is not available for breakout groups, have the larger group come to a consensus on the top 3.</li> </ul>

	8.2 Identify the top three components (in order of priority) in which programming is currently insufficient and/or inappropriate?	
Theme	Question	Notes/Examples
System Design and Enablers	10.0 What are the resources (e.g. human, financial, equipment, facilities) that your organization needs to fully achieve its potential in delivering sport programs and services?	- This question could potentially be very organization specific. A suggestion is to have the group come to a consensus on the top three or five resources required.
	10.1 What are some of the current limitations?	- Examples may include availability and cost of training, availability and/or burnout of volunteers, liability issues.
	10.2 What can you do about them or what have you done about them?	- Participants could be asked to raise solutions or promising practices in other sectors that may be useful in sport.
Theme	Question	Notes/Examples
System Design and Enablers	13.0 What are the benefits of improving linkages between provincial/territorial sport organizations and (i) municipal-level sport clubs, (ii) schools and (iii) recreation departments/organizations?	- This question attempts to determine the positive outcomes resulting from improved relationships between P/TSOs and organizations at the municipal-level. - Examples may include sharing resources, communication, areas of cooperation, etc.
	13.1 What are the challenges to improving these linkages?	- Examples may include mandate conflicts, human resource or other capacity issues, lack of awareness, etc.

Theme	Question	Notes/Examples
Community Building  (Background document)	14.0 Do you promote sport participation <u>intentionally</u> for community-building purposes (where community-building is defined as pursuit of non-sport outcomes such as youth development, health promotion, gender equity, social inclusion,	- Similar to the question on reasons for promoting participation, this questions will highlight what types of organizations are using sport as a means to contribute towards their community-building goals and why.

available)	and conflict resolution) or is your orientation primarily for sport objectives? (See <b>attached document.</b> )	
	14.1 If not, why not? What conditions, if any, would need to exist for your organization to pursue non-sport outcomes?	- Examples may be policy orientation, the need for partnerships with sport programming expertise, availability of facilities, etc.
	14.2 If yes, please share the positive outcomes from your efforts.	-
	14.3 Some see partnerships between sport organizations and non-sport organizations as a means to pursue non-sport objectives while simultaneously leveraging greater resources and accessing new audiences to increase sport participation. Is this your experience or could you see merit in such a notion?	<ul style="list-style-type: none"> <li>- Comments expected could include the use of non-sport organizations to reach population groups not normally involved in sport.</li> <li>- If participants do not offer it, try to tease out some of the benefits and challenges of partnerships between sport and non-sport organizations working together.</li> </ul>
	14.4 What are the benefits and challenges for sport organizations in partnering with non-sport groups who have a focus on community-building objectives (where community-building is defined as outcomes related to youth development, health promotion, gender equity, social inclusion, and conflict resolution)?	- This question could be skipped if it has been addressed in previous ones (i.e. 14.0 – 14.3)



## Appendix B

### Canadian Sport Policy Renewal Consultations 2011 Background document on the “Definition” of Sport

The following excerpts from the 2002 Canadian Sport Policy provide definitions of sport, and related activities, which were adopted for the purpose of the policy. The broad “definition” of sport adopted for the original Canadian Sport Policy did not impose that definition on any government or NGO that wished to endorse or support the policy. Rather, its broadness was intended as a means to attract support from the widest array of stakeholders for the widest array of activities. In this context, it was recognized that governments and NGOs had the freedom to contribute to the policy’s implementation using whatever definition of sport they had already adopted.

#### ***Introduction - Page 2***

The Canadian Sport Policy draws on the broadest definition of sport, reflecting the collective determination of governments and the sport community to ensure that the Policy covers the widest array of activities. The Policy recognizes that for a sport system to foster a smooth transition from entry to excellence, each form of involvement is essential and contributes to the success of the other. The Policy therefore challenges all stakeholders in sport to create and support an integrated athlete/participant-centered sport model that ensures the seamless progress of athletes/participants to the full extent of their abilities and interests.

For the purposes of this document, "athlete" is generally used to describe people involved in competitive sport, "participant" to those involved in sport for recreation, and "athlete/participant" when referring to both.

#### ***The Policy Development Process – Page 7***

The consultations reached the general conclusion that to be effective, a Canadian sport policy must recognize that:

☐ all forms and practices of sport are interrelated and contribute to a broad array of social and health benefits

☐ efforts to promote participation in sport activities - whether entry level, recreational, or competitive - affect all other levels

☐ sport development depends on the effectiveness of programs in sectors such as physical activity and sport in school settings, the promotion of recreation in general, and on the promotion of a physically active lifestyle for the entire population.

#### ***Goal 1: Enhanced Participation – Page 16***

It is a goal of the Canadian Sport Policy that by 2012 ...

A significantly higher proportion of Canadians from all segments of society are involved in quality sport activities at all levels and in all forms of participation.

## Appendix C

**Canadian Sport Policy Renewal  
Consultations 2011  
Background paper on Sport Development Delivery System  
Key Program and Service Areas**

Following is a list of program and service areas that have been identified as important components of Canada's sport development delivery system. For each area, some context and policy directions are provided.

### **1. Coaches and instructors**

In order to maximize the development of participants and athletes at all levels of sport, there is a need to enhance the development, implementation and updating of coaching certification programs, the training and certification of qualified coaches and instructors on a sport-by-sport basis, and the oversight of the overall coach development system.

### **2. Officials – referees, umpires, judges, etc.**

The sport system needs to encourage the development and certification of officials to ensure that adequate numbers of officials are available to provide fair, safe and enjoyable competition at all stages of development.

### **3. Facilities and equipment**

Participants and athletes at all stages of development need easy access to suitable sport-specific facilities, and the ability to obtain suitable and safe sport equipment.

### **4. School sport system**

The school sport system needs to encourage and enhance athlete development by making sport programs available in schools, colleges and universities, whether part of regular curriculum, intramural, or interschool programs.

### **5. Parasport development – inclusion/integration**

The sport system should encourage the participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels; the opportunity for persons with disabilities to organize, develop and participate in disability-specific sporting and recreational activities and, to this end, encourage the provision, on an equal basis with others, of appropriate instruction, training and resources.

### **6. Training and pathways to employment**

In order to encourage the systematic professionalization of sport support personnel, there needs to be a planned approach to developing and managing education and career 2

programs to increase the numbers of qualified individuals actively pursuing careers in sport, whether in coaching, sport science, or administrative roles.

#### **7. Capitalizing on international events**

Hosting events in Canada via a planned and coordinated approach can lead the realization of direct and significant benefits in the areas of sport development, economic, social, cultural, and community impacts.

#### **8. Equity policies**

The Canadian sport system and its constituent groups and organizations should have suitable equity policies to ensure underrepresented groups have fair access to programming. Furthermore, these policies should be clearly articulated as part of sport organizations' strategic and operational plans.

#### **9. Organizational capacity**

Sport organizations at all levels of the sport system and in all regions of the country need to have adequate resources, governance, policies and management practices to successfully deliver the programs for which they are responsible.

#### **10. Sport science, research and innovation**

The Canadian sport system needs to support, encourage and develop sport science, research and innovation practices that in turn enhance the system's ability to deliver sport programs at all levels.