



THE SPORT WE WANT

Symposium Final Report

the **SPORT** we want!
le **SPORT** que nous voulons!

SYMPOSIUM
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EXECUTIVE SUMMARY

Canadians have high expectations about the positive effect that community sport can have on the moral, mental, emotional, physical and social development of our children and youth. However, a recent survey revealed that community-level sport in Canada is not meeting these expectations.

In response to these concerns, the National Sport Ethics Forum Council with the Canadian Centre for Ethics in Sport (CCES) convened *The Sport We Want Symposium* in September 2003. The Symposium was attended by 110 people selected for their wide range of knowledge and experience with youth and community sport: including youth, parents, coaches, athletes, media, community developers, officials, administrators and researchers.

The Sport We Want Symposium was held to begin discussion among Canadians about the values we want our community sport system to promote and model. It provided a forum for participants to examine their own and others' experiences in community sport, the ways in which sport can positively influence the lives of youth and provide community benefits, and identified how and why community sport is not achieving its potential. The objectives of the Symposium were to identify:

- the sport we want, e.g. the values that are most important to us
- the sport we have, e.g. the areas where community sport is not achieving its potential and the potential reasons why
- the change we need, e.g. the areas where systemic change could be considered to help ensure promotion of the values Canadians want in sport
- a dialogue for change, e.g. ways to build on the insights and momentum generated at the Symposium and to engage fellow Canadians in a dialogue on the sport we want.

THE SPORT WE WANT

Through a process of discussion and voting, participants found the following values to be the most important to act on to create the sport we want in 10 years: Important individual values to act on: fun, respect, access for all, fair play, inclusion, personal development, health and well-being, and positive role models.

Important community values to act on: equality of access, tolerance and mutual respect, safe and welcoming environment, healthy citizens, leadership development, skilled volunteer base, and inclusion of citizens.

THE SPORT WE HAVE

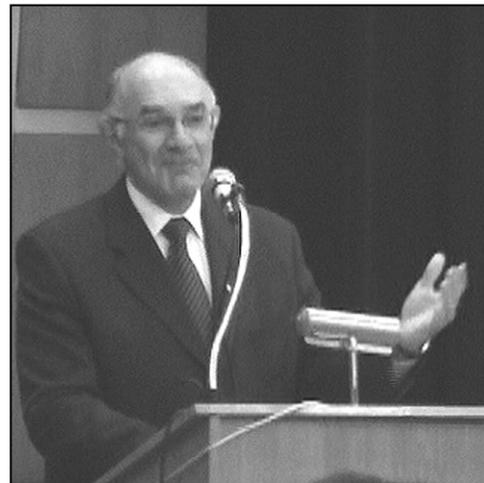
After identifying the most important values to act on, Symposium participants turned their thoughts to determining, for specific values, why community sport has not met the expectations of Canadians and why action has not yet been taken to find solutions to the gaps that exist between the sport we want and

the sport we have. Then, they explored why these challenges have not been sufficiently addressed to this point at a systemic level.

The seven most important reasons why sport has failed to deliver the expected values are:

- the inadequacy (and lack of resources) in public institutions (e.g. schools) and the built environment to provide sport and physical education programs
- the prominence of the win/lose dynamic in sport over fair play
- weak collaboration between different levels of community sport with overlapping responsibilities
- the lack of an overriding policy for the safety and well being of children
- the lack of coordinated delivery by multiple sport groups
- the absence of an accountability mechanism to ensure fair play, and
- the contradiction between what we say and what we do.

Several broad themes around why we have not addressed these value shortfalls were also identified by participants. These themes included poor articulation of what particular community sport-related values mean, a lack of broad understanding and commitment to create the sport we want and of collaboration within the sport community and between sectors, poor communication between the sport community and Canadians, an absence of a national approach to social and health systems, past failures by the sport community to address values and ethics in sport as a high priority, and poor accountability and inadequate policy and programs to address the needs of a values-based sport system.



The Honorable Paul DeVillers, Secretary of State for Physical Activity and Sport

THE CHANGE WE NEED

Participants identified the “big changes and big actions” required to create a new public mindset for community sport, to raise awareness and the profile of the need for values-based sport and to address or respond to the systemic indicators that reflect past failure in creating the sport we want. Overall, participants were optimistic that the sport community has the ability to tackle these issues and significantly influence activity aimed at addressing them.

Participants stressed the need for a Canadian approach and the overall need for long term commitment from governments, the sport system, communities *and* individuals to ensure success. They recommended an approach to engage Canadians that is universal (speaks to all), inclusive (collaborating with all who want to be involved), and comprehensive (covers a range of mechanisms and approaches).

A DIALOGUE FOR CHANGE

Symposium participants were excited about the possibilities for further dialogue and for change. They stated that any future national dialogue must be strategically targeted around influencers *and* involve all communities, Canadians and those involved in the sport system. They identified several elements that would help make a national dialogue on creating a values-based sport system successful, including:

- seeking the input of children and youth (and acting on it)
- communicating values clearly and concisely
- ensuring that values are relevant and meaningful to Canadians and embracing Canada's diversity
- working closely with other sectors, including involving the media in a meaningful way
- providing leadership from within the sport system and among individuals, and
- moving beyond face-to-face dialogue to incorporate innovative mechanisms for sharing messages about values-based sport.

The Symposium dialogue opened new understandings, revealed different views, accentuated shared beliefs, inspired creativity and captured some of the challenges that may be faced as we begin to build a more values-based community sport experience in Canada. The insights and discoveries of Symposium participants, as well as their passion for community sport, will provide the basis for a continued dialogue with Canadians. The time is right for change in the sport system. Participants agreed that they, as a group and individually, have a responsibility to help advance national dialogue and to promote change to a values-based community sport system. As a group, participants urged each other to remain connected and to continue the Symposium dialogue among themselves. As individuals, participants felt that they have a responsibility to carry Symposium messages back to their own communities, sport groups and/or constituencies both to raise awareness and build connections and support.

The Sport We Want Symposium marks the beginning of a national dialogue on the future of community sport in Canada. Symposium participants provided recommendations about the possible structure and composition of future national dialogue but were not asked to develop a detailed action plan for moving dialogue forward. The results of the Symposium will be used by the National Ethics Strategy, CCES and Sport Canada to develop an action plan to initiate and progress a national dialogue. As the action plan is developed and dialogue continues, Symposium participants and others will have the opportunity to be vitally involved in determining the future of values-based sport in Canada.

1 INTRODUCTION

Sport transcends all aspects of Canadian life. It touches and connects people regardless of their gender, ability, lifestyle, ethnicity or economic status. It pervades our culture and is in our communities and schools, on our televisions and in our newspapers. Sport boasts more volunteers than any other community in Canada except the faith community. And, it provides us with enormous opportunities to instill the values we want in our children and to create the communities and society we desire.

Canadians have high expectations about the effect that community sport can have on the moral, mental, emotional, physical and social development of our children and youth. They believe that sport can help form values, behaviours and abilities that lead to healthy, productive and fulfilling lives. A recent survey by the Canadian Centre for Ethics in Sport (CCES) revealed that 92% of Canadians believe that community sport can have a positive influence on the personal and moral development of youth. Fewer than one in five Canadians however, feel very confident that this potential is currently being realized.

“Community sport” is broadly defined in the context of the Symposium’s focus and encompasses sport targeted to children and youth that is conducted and participated in at the community level, including community sports clubs and leagues, and school sport programs and curricula. Community sport is ideally characterized by the intention to be values-based and oriented to youth development with the strong involvement of parents and volunteers within the community.

The survey highlighted that community-level sport in Canada is not meeting Canadians’ expectations for sport for their children. It also highlighted that a values-based sport system is fundamental to providing an enduring and positive sport system, and a sport experience that meets what Canadians want for their children. Furthermore, engaging Canadians in defining, shaping and embracing values-based sport – the sport we want – in terms that are compelling, relevant and accessible to them, will be central to the future of a values-based community sport that is truly embedded and sustained in our communities.

In response to these concerns, the CCES National Sport Ethics Forum Council with the Canadian Centre for Ethics in Sport (CCES) convened *The Sport We Want Symposium* on September 12-13, 2003. The Symposium was held to begin discussion among Canadians about the values we want our community sport system to promote and model. A full Symposium program is attached in Appendix 1. The informed and impassioned debate among the invited group of participants and leaders in community sport was intended to set the agenda for action over the years to come and to ensure that the sport system in Canada maximizes its contribution to individuals and communities.

Design of the Symposium began with consideration of a series of expert papers. These papers were commissioned by the Forum Council to stimulate discussion and analysis pertaining to the design of the Symposium and to provide a basis for discussion during the Symposium. Experts in the fields of ethics, physical education and health, sport programming, and journalism were asked to present their perspectives on various topics. Such topics included ethical issues in community sport, the impact of professional sport and the media, lessons to be learned from other sectors’ experience in promoting ethical conduct, and examples of model community sport programs. Each paper presents full

consideration and synthesis of all sides of the issues and arguments being brought forward by the author(s). Additional information about these papers is included in Appendix 3.

Following completion of the commissioned papers, five regional workshops were held across Canada. These workshops helped to assess whether or not the issues identified and discussed in the papers were truly the key issues experienced at the community level. The regional workshops were also designed to learn more about how sport is conducted and experienced at the community level and whether or not it is fulfilling its potential. They were also designed to initiate feedback on the theme and design of the Symposium and consider whether any additional questions need to be pursued in a broad-based dialogue. Workshop participants stressed the need to involve youth and parents in the Symposium. They also stressed the importance of ensuring that participants were representative of Canada, both regionally and from an ethno-cultural perspective. Workshop participants also felt that the issues were well-defined and that the Symposium should go beyond identifying the issues to discovering ways to resolve them.

The Sport We Want Symposium was convened to provide participants with a forum in which to identify the areas where a majority of Canadians feel community sport is not achieving its potential and the potential reasons why. It was also convened to identify where systemic change could be considered to help ensure the values Canadians want in sport are being promoted. Participants examined their own and others' experiences in community sport, the ways in which sport can positively influence the lives of youth and provide community benefits, and identified how and why community sport is not achieving its potential. Finally, they considered how their learning and insights could inform a dialogue with Canadians on this theme. *The Sport We Want Symposium* marks the beginning of a national dialogue on the future of community sport in Canada.

The Canadian Strategy for Ethical Conduct in Sport forms both a background to and a context for the Symposium. The Strategy is a comprehensive policy and action plan for placing ethics and values at the center of Canadian sport. The vision presented in the Strategy's Policy Framework is based on the Declaration of Expectations for Fairness in Sport (the London Declaration). The Symposium has been identified as a priority action under the Strategy for 2003-2004. The contribution of the Symposium process is to be a catalyst in transforming the principles and values espoused in the London Declaration and the Strategy's vision into practice at the community level.

The Symposium was attended by 110 people. Participants were selected for their wide range of knowledge and experience with youth and community sport and/or community sport development, and included youth, parents, coaches, athletes, media, developers, officials, administrators and researchers (see Appendix 2 for a complete list of participants including their organizational base and stakeholder grouping used for the Symposium).

Participants were welcomed to the Symposium by Dr. Andrew Pipe, Chair of the Board for the Canadian Centre for Ethics in Sport and the Honourable Paul DeVilliers, Secretary of State (Physical Activity and Sport). Dr. Pipe introduced members of the National Sport Ethics Forum Council and extended the regrets of the Honourable Charles Dubin, Forum Council Chair who was unable to attend the Symposium.

The Symposium dialogue opened new understandings, revealed different views and accentuated shared beliefs. It inspired creativity and captured some of the challenges that may be faced as we begin to build a more values-based community sport experience in Canada. It also provided a forum for participants to exchange their personal community sport experiences and to identify and share best practices. The insights and discoveries of Symposium participants, as well as their passion for community sport, will provide the basis for a continued dialogue with Canadians. The time is right for change in the sport system, Symposium participants urged each other to take responsibility for change and to start creating the sport we want.

Additional information regarding the background and development of the Symposium, including further discussion of the expert papers and regional consultations is found in Appendix 3. As well, a copy of a presentation describing the process leading to the Symposium and the expected path forward is included in Appendix 5.

REPORT STRUCTURE

This report is divided into six sections, with several attachments. After a brief introduction to the Symposium and its purpose in the first section of the report, the second section identifies the values we need to act on to attain the sport we want. Section 3 summarizes the reasons why Symposium participants feel that community sport has not met Canadians' expectations and why we have not yet taken action to find solutions. Section 4 identifies the 'big changes and big actions' needed to create a new public mindset for the sport we want and to address the systemic reasons for our failed expectations. In Section 5, participants make recommendations on ways to create a dialogue with Canadians on the sport we want. Finally, several broad observations and conclusions are included in Section 6 of the report.

We look to sport to build character, to teach the virtues of dedication, perseverance, endurance and self discipline. Sport helps us learn from defeat as much as from victory and team sports foster a spirit of cooperation and interdependence. We look to sport to impart something of moral and social values and, in integrating us as individuals, to bring about a healthy, integrated society.

The Dubin Report

The report also includes several appendices including the Symposium Program, a participants' list, background information about the Symposium and the electronic audience response system (electronic keypad voting) that was used. A complete summary of all the values and systemic indicators discussed by the Symposium participants, and copies of the presentations made at the Symposium have also been included.

2 THE SPORT WE WANT: IDENTIFYING VALUES TO ACT ON

At the two-day Symposium, participants contributed to small group discussions designed to encourage dialogue on four issues, including:

- identifying the values we need to act on to attain the sport we want;
- determining why community sport has not met our expectations and why we have not yet taken action to find solutions;
- identifying the big changes and actions that are needed to create a new public mindset for the sport we want and to address the systemic reasons for our failed expectations; and
- recommending ways to create a dialogue with Canadians on the sport we want.

Participants were organized into groups so that they approached these issues from either an individual or community perspective. Approximately 60 participants focused their discussions on the values that are important to individuals such as parents or youth; others concentrated on values that express the importance of sport to the positive development of a community as a whole. Together, these deliberations form a set of values that are important to act on to create the sport we want within the next 10 years. They will be a starting point for the dialogue that will occur with Canadians.

IDENTIFYING IMPORTANT VALUES TO ACT ON

Small groups identified the values that must be acted on to attain the sport we want by considering a comprehensive list of values drawn from past studies and values assessments¹. Using this list and the following focus question as a basis for their discussion, participants undertook to identify the five most important values to act on to create the sport system we want in the next 10 years, both at the individual or community level.

Focus Question: In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of: _____ (value/benefit) because/since/in order to _____ (why it's important), and we will know we have it if _____ (what the indicators look like).

¹ The comprehensive values list used by participants at the Symposium was compiled from:

- 2002 Canadian Public Opinion Survey on Youth in Sport
- Participants' input from the five Symposium Regional Consultations held during the summer of 2003
- Preamble to Bill C-54: An Act to Promote Physical Activity and Sport
- The Canadian Sport Policy (2002)
- Sport: The Way Ahead, J.C. Best, Marjorie Blackhurst, Lyle Makosky for Minister's Task Force on Federal Sport Policy (1992)
- Values and Ethics in Amateur Sport: Morality, Leadership, Education, by Marjorie Blackhurst, Angela Schneider and Dorothy Strachan for Fitness and Amateur Sport (1991)

In their discussions, groups completed the focus question and then shared their ideas with the broader group. Where common themes emerged, synthesis reports on values were created. For example, several groups identified **FUN** as an important value to act on and the following summary emerged from their discussions:

- *In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of **FUN** because children primarily participate in sport – whether organized or not – in order to have fun and enjoy time with their friends. Children are generally not motivated by the “adult” value of winning; parents and coaches often forget this and focus on winning (the “end”) rather than on the process of playing (the “means”). This can place huge pressure on children to perform well at any cost. In addition, emphasizing the value of fun can lead to better learning and development in children and could also promote belonging. *We will know we have it if* there are fewer children dropping out of sport, children and adults exhibit more sensitive and caring behaviour (e.g. there is a “decrease in callousness”), and the current methods of measuring success are changed to encourage a sense of achievement beyond “just winning” and include points for participation, sportsmanship and fair play.*

Once the recommendations of all the small groups were similarly synthesized (see Appendix 4 for a summary of each value) a list of 14 individual values and 11 community values to act on was created. These values were subsequently grouped into the profile below.

INDIVIDUAL VALUES TO ACT ON...	COMMUNITY VALUES TO ACT ON...
<p>Encouraging Personal Growth and Development through Sport</p> <ol style="list-style-type: none"> 1. Personal Development 2. Self-esteem 3. Self Confidence 4. Social Skills <p>Providing Community Sport for Everyone</p> <ol style="list-style-type: none"> 5. Access for All 6. Inclusion 7. Democracy <p>Creating Good Quality Experiences in Community Sport</p> <ol style="list-style-type: none"> 8. Fun 9. Respect 10. Fair play 11. Health and Well-being 12. Positive Role Models 13. Winning and Losing 14. Safety 	<p>Building Community Strength through Personal Growth and Development</p> <ol style="list-style-type: none"> 1. Safe and Welcoming Environment 2. Healthy Citizens 3. Inclusion of Citizens 4. Equality of Access 5. Developing Positive Social Behaviour 6. Tolerance and Mutual Respect <p>Developing Skilled People Needed to Deliver Community Sport</p> <ol style="list-style-type: none"> 7. Skilled Volunteer Base 8. Leadership Development <p>Building Unified Communities ('Community Glue')</p> <ol style="list-style-type: none"> 9. Shared Values 10. Community Unity and Cohesion 11. Connectivity/Community

All groups, whether they discussed individual or community values, believed that sport is a societal and life 'right'. All groups believed that all Canadians should have access to sport and, that everyone should have fun while participating in sport regardless of their ability, economic status, ethnicity, or where they live. Although sport is not a legislated right, Symposium participants emphasized the need to create a sport system that acts *as if sport were a right*.



Lyle Makosky, Symposium Chair

THE MOST IMPORTANT VALUES TO ACT ON

These values were further prioritized by participants through the use of an electronic voting response system. Every individual independently provided their rating of each value presented.

Further information on the electronic voting system is included in Appendix 5.

Symposium participants found the following values to be the most important to act on to create the sport we want in ten years. The bracketed numbers along the right side of each column represent the average vote – using the scale of 1 for least important, 5 for somewhat important, 7 for important and 10 as very important – that was tabulated for each value using the electronic group response system. The values are listed in order of priority beginning with the values considered most important to act on.

IMPORTANT INDIVIDUAL VALUES TO ACT ON...		IMPORTANT COMMUNITY VALUES TO ACT ON...	
1. Fun	[8.9]	1. Equality of Access	[8.6]
2. Respect	[8.5]	2. Tolerance and Mutual Respect	[8.3]
3. Access for All	[8.3]	3. Safe and Welcoming Environment	[8.3]
4. Fair Play	[8.2]	4. Healthy Citizens	[8.1]
5. Inclusion	[7.7]	5. Leadership Development	[8.0]
6. Personal Development	[7.5]	6. Skilled Volunteer Base	[7.9]
7. Health and Well-being	[7.2]	7. Inclusion of Citizens	[7.6]
8. Positive Role Models	[7.1]		

Symposium participants overwhelmingly considered the value of *Fun* to be the most important individual value to act on to create the sport we want. *Respect*, *Access for All* and *Fair Play* were also identified as important individual values. *Fair Play* and *Access for All* were considered more important to Sport System Policy and Developmental participants than any other group. Youth and Parents’ votes were evenly distributed across the scale of importance while the Sport System (Policy) and Developmental votes were concentrated around important to extremely important.

Participants noted the interdependence of many of the values. The likelihood that the achievement of one value will provide direct and indirect benefits for other values and that some values rely on the achievement of another value in order to be successfully attained and implemented were noted as

examples of this interdependence. Coordinated efforts will be required as work is undertaken in support of these values.

The final list of values considered most important to act on for the sport we want, represents a starting point in the dialogue on values-based sport in Canada. It will evolve and mature as dialogue continues with Canadians. For the purposes of the Symposium, the final list of values (8 at individual level, and 7 at the community level), was used as the basis for discussion of the reasons why community sport has fallen short of Canadians' expectations.

3 THE SPORT WE HAVE: WHY HAVE WE FAILED?

After identifying the most important values to act on, Symposium participants turned their thoughts to determining, for specific values, why community sport has not met the expectations of Canadians. Participants also examined why action has not yet been taken to find solutions to the gaps that exist between the sport we want and the sport we have. The following focus questions were used to guide discussion of these issues:

1. *Where and when does this expected value/benefit fail?*
2. *Why does it fail (i.e. what are the main contributing factors and how likely are these factors to change)?*
3. *What is the impact (particularly for youth participating in sport, but other significant impacts as well)?*
4. *Why has this problem not been adequately addressed?*

Participants discussed these four questions in small groups. Due to time constraints, groups focused on the second and fourth questions. Upon their return to plenary, each small group shared their key ideas with the broader group. Where common themes emerged, synthesis reports on gaps and reasons for inadequately addressing a value were created. Again, the example of the value of *fun* is used below to highlight the results of these discussions:

WHY DOES IT FAIL (I.E. WHAT ARE THE MAIN CONTRIBUTING FACTORS AND HOW LIKELY ARE THESE FACTORS TO CHANGE)?

The main contributing factors to our failure to meet expectations around the value of fun include differing expectations, lack of coordination, varying abilities of coaches and the nature of sport itself.

Participants noted that parents, coaches, players and the public often have different expectations of sport. Parents, coaches and the public tend to over-emphasize performance and competition because they experience fun in watching a game whereas many athletes often simply enjoy participating in a sport regardless of whether they win or lose. Different expectations also exist within stakeholder groups; for instance, some athletes enjoy practicing while others do not.

The nature of sport itself also contributes to our failure to meet expectations around fun in community sport. Sport is, by its nature, competitive. Its inherent goal – to be the winner of the game – creates an environment that underemphasizes the value of fun. Other aspects of sport can also reduce the amount of fun experienced by some athletes. For instance, one group noted that the quest for excellence in a single sport can reduce its enjoyment for some athletes because they are not able to enjoy other sports as well. Elite and community sport also can be mentally and physically tiring, especially if it competes with other priorities such as school, work or relationships. Finally, a lack of player commitment can reduce the fun in a sport experience (e.g. if some players skip practices, it is necessary to repeat drills when they do attend which may not be fun for the players who regularly attend practice).

Lack of communication, support and respect among athletes, parents, coaches, officials and others involved in sport also affects the potential level of fun experienced by youth in community sport.

Finally, participants noted the key role of coaches as a contributing factor in the success or failure to achieve fun in sport (e.g. good coaching can make a sport fun for all children and youth while bad coaching often results in very negative experiences).

WHY HAS THIS PROBLEM NOT BEEN ADEQUATELY ADDRESSED?

These problems have not been adequately addressed because a) the public and athletes perceive fun in sport differently. For instance, participants felt that the public assumes that if sport is entertaining, it is always fun for athletes but this is not necessarily true; b) the youth perspective has not, until now, been



A workshop group

collected; c) parents do not emphasize the value of fun, even at home. For instance, a parent might ask about the outcome of a match before discovering whether or not the children had fun playing; d) coaches and parents are often inadequately trained to effectively foster a fun sport environment; and e) appropriate organizational support does not exist to support the values-based decisions that coaches and parents must make in the regular implementation of community sport programs (e.g. parents usually volunteer in the sport club in which their children participate, creating an environment where it is difficult for many parents to speak out in situations where values are not being upheld by another parent or a coach).

After the groups outlined the reasons why certain values have not been adequately delivered (see Appendix 4 for a full summary of each value), Symposium participants explored why these challenges have not yet been sufficiently addressed at a systemic level. They scanned the reasons why individual values were not being delivered. They looked for commonalities and drew on their own experiences in sport to identify and analyze the following contributing factors for the failure to address these values systemically.

The proposed systemic factors were then rated using the electronic group response system (see Appendix 5 for further information on the electronic group response system). The complete list of system factors considered by participants has been included below, in order of average importance from most important to least important. Three factors were not rated by participants and are included at the end of the list.

<i>Sport has failed to deliver the expected values because...</i>	<i>Average Rating</i>
... there is an inadequacy (and lack of resources) in public institutions (e.g. schools) and the built environment to provide sport and physical education programs	8.4
... the win/lose dynamic in sport overwhelms fair play	8.0

Sport has failed to deliver the expected values because...

*Average
Rating*

... stronger collaboration is needed given the overlapping responsibilities at different levels	7.6
... an overriding priority placed on the safety and well being of children is needed	7.6
... there is a lack of coordinated delivery by multiple sport groups	7.2
... an accountability mechanism doesn't exist to ensure fair play	7.1
... there is a contradiction between what we say and what we do	7.0
... despite awareness, we don't have effective policies and programs/ procedures to address the problem	6.9
... we don't embrace or properly implement existing policies and programs	6.9
... within sport, values and ethics are low priorities	6.8
... we need to take shared responsibility for improvement	6.8
... many different and independent situations lead to a larger problem	6.6
... negative consequences are not obvious in the short term	6.6
... the values we value in sport may not be resonant in society	6.3
... there is lack of evaluation of the impact of programs	6.2
... the sport experience is a transitory one for most people which limits the ability to commit to long term change	6.2
... we tend to focus on too many priorities at once	6.2
... there is a need to develop a healthy societal approach to complex systems problem	5.8
... the values of sport have not been derived from the local community level	5.7
... there has been a failure to take advantage of the multi-sectoral, community based campaign "Let's get moving"	5.7
... sport is very expensive	5.4
... we avoid tackling difficult problems	5.2
... lack of awareness of the problem	5.0
... we are not recognizing or communicating that the problem is being adequately addressed	4.6
... the sector doesn't see itself as having a social responsibility	<i>unrated</i>
... society does not see sport as having social responsibility	<i>unrated</i>
... the meaning and intent of values is unclear or misunderstood	<i>unrated</i>

Several broad themes were identified from the complete list of systemic indicators. Systemic reasons why we have not addressed these value shortfalls to date include the following (in no particular order).

- ***The meaning and intent of values is unclear or misunderstood:*** The values that were identified at the Symposium have not been articulated and/or valued in the past. Canadians, including those regularly and directly involved in sport, do not share a common understanding of what particular values mean -- both within groups (e.g. among parents) and between groups (e.g. parents and educators). Different individuals and groups also have different interpretations of the meaning and intent of a value and its benefits (e.g. to the public ‘fun’ means ‘winning’ but to athletes, ‘fun’ is playing the game). Participants found this to be particularly true for personal values such as fair play. Finally, participants noted that most Canadians do not clearly understand the role they play in creating the sport *they* want and have a low awareness of the issues.
- ***The values we value in sport may not resonate in society:*** Participants noted that Canadians may not fully realize that their own values and the things they choose to celebrate as a society have a tremendous influence on community sport (e.g. the degree to which winning is emphasized in professional sports and how that affects community sport). This causes a contradiction “between what we say and what we do” – we say we support the value of fair play, yet we pay to see professional sports teams win. Participants also highlighted the importance that Canadians place on the safety and well-being of children as a value that might be held commonly in the sport community and Canadian society.
- ***There is an inadequacy (and lack of resources) in public institutions (e.g. schools) and the built environment to provide sport and physical education programs:*** Public resources are allocated according to the values and priorities of society. Participants felt that sport, physical activity and physical education are inadequately resourced because Canadians are either unaware of their benefits or have not achieved consensus on the benefits offered to them.
- ***Creating the sport we want requires understanding and commitment from many groups (e.g. parents, athletes, coaches, administrators, educators) as well as individual Canadians:*** Encouraging Canadians’ commitment to a values-based sport system will not be an easy task; many desired values can be difficult to understand and embrace (e.g. respect) because they are very personal. It is also clear that parents, coaches and volunteers are tremendously influential on the sport experience of youth and therefore merit focused attention as action is taken to better meet expectations around community sport.
- ***We are not communicating well:*** Participants noted that community sport is not taking full advantage of existing communications opportunities such as the multi-sectoral, community based campaign “Let’s get moving”. They also noted a lack of recognition and communication when community sport issues are being effectively addressed. And, in instances where recognition exists, solutions are not being effectively communicated within the sport system and to the public.
- ***We need stronger collaboration:*** Overlapping responsibilities exist at different levels within the sport community and between different sport groups. Coordinated delivery mechanisms and shared responsibility for improvement are lacking at all levels. Participants also noted that many different and independent situations lead to larger problems and that coordination would help to minimize the

effect of these situations. Several participants also noted the need to develop a healthy societal approach to complex systems problems.

- ***The sector does not see itself as having a social responsibility and society does not see sport as having social responsibility:*** Until recently, there was little recognition within the sport community that a values-based sport system is necessary. To date, the sport community as a whole has not acknowledged and acted on this social responsibility. As well, society often views sport as a ‘diversion’ and does not see its potential to provide the mindset and skills needed to build socially responsible adults.
- ***A healthy national approach to social and health systems is required to promote good values in Canadian society:*** Such an approach will require processes at, and between, all levels of government in order to identify, articulate and institutionalize values within sport and different sectors. The community sport system has a role to play in this.
- ***Within sport, values and ethics are low priorities:*** Participants noted that this issue can be rectified since the breakdown of values is primarily a human failing; there is little in the nature of sport itself which dictates that values failure will occur outside the control or influence of the sport stewards and delivery system.
- ***The values of sport have not been derived from the local community level:*** The local community must be provided with an opportunity to participate in national dialogue on the values of sport.
- ***Consequences/accountability have not been fully developed or implemented:*** Negative consequences are not obvious in the short term for players, officials, coaches and others involved in community sport. In many cases, there are no commonly accepted immediate consequences of failing to meet values-based standards in sport. In cases where actions have already been undertaken to address the values failure (e.g. fair play), clear consequences for failing to live according to advocated values have not been developed or implemented. Accountability mechanisms must be strengthened and consistently implemented to guide the sport we want.
- ***Policy and programs do not adequately address the needs of a values-based sport system:*** Even where awareness of the issues facing community sport exists, there is a lack of effective policies and programs or procedures to address the issues. Further, we do not fully embrace or properly implement existing policies and programs. The issue of monitoring was also highlighted by Symposium participants. They felt that there is a lack of monitoring and evaluation of programs and their impacts to ensure their continued success.
- ***It is difficult to keep volunteers long term:*** Most volunteers become involved in sport when their children begin to participate in a community sport club. They tend to stay with their children as they grow, move from one sport to another or quit altogether. It is difficult to find volunteers who are committed to community sport for the long term which makes continuity, long term planning and growth difficult for the sport system.

Overall, participants were optimistic that the sport community has the ability to tackle these issues and significantly influence activity aimed at addressing them.

4 THE CHANGE WE NEED

Participants identified the “big changes and big actions” required to create a new public mindset for community sport. They also identified changes needed to raise awareness and the profile of the need for values-based sport and to address or respond to the systemic indicators that reflect past failure in creating the sport we want.

Paul Melia, Chief Executive Officer of the CCES, stimulated discussion of the change we need with a presentation of the key elements of the successful experiences of Norway and Ireland in developing values-based sport systems in their countries². He highlighted the fundamental principles and beliefs that underpinned each country’s approach. He also noted the ways in which they were able to raise awareness in the public and sport system and discussed how the countries continue to evaluate and monitor their success.

Norway and Ireland, in their efforts to recreate their sport systems and anchor them on a core set of values, looked first at the social responsibility of sport in their societies. They then adopted a strategy of engagement within their sport systems to involve members of the sport community in defining and creating the kind of change that was necessary. This is quite different than a campaign for change that relies on catchy slogans and posters. Mr. Melia challenged Symposium participants to offer their own suggestions of how Canada’s sport system can be changed to help attain the sport we want.



The main plenary

CREATING A CANADIAN APPROACH

Participants supported efforts to learn from other countries’ and sectors’ experiences but stressed the need for a Canadian approach. They suggested that it would be advantageous to test a Canadian approach in select areas across the country before launching a Canadian campaign for change. This would help address the complexity of Canadian society given our vast differences in geography, culture and economy.

However, while a phased approach was seen to be preferable for implementing change, participants also stressed the overall need for long term commitment from governments and the sport system to ensure success. In Canada, as in Norway and Ireland, sport must be seen as a national priority and appropriately supported by government if a values-based sport system is going to move forward with any success. At the same time, the strength of the community must be recognized, fostered and utilized to its full potential. Canadians, from children to seniors, should be engaged in identifying and fostering a set of core values for national advancement at the grassroots level.

² A complete copy of the presentation on the lessons learned from the Ireland and Norway experiences is attached in Appendix 8.

Participants also noted that at the community level, it is difficult to undertake long term planning when concerns about short term resources are a consistent problem (e.g. sports clubs are often in “survival mode”).

Other suggestions for creating a strong Canadian approach include:

- ***Create a Society-centred Impact Message instead of just an Athlete-Centred Impact Message:*** The sport system must communicate the potentially broad impact of a values-based sport system on society at large. Sport is a tool that can be used to achieve certain objectives beyond sport for its own sake, including improving the long and short term health and well-being of Canadians.
- ***Identify a Canadian value set that is child-centered, resonates with Canadians, and that differentiates the sport we want from competing value sets:*** The values of community sport should be **child-centred**, transcend different sports, ages and stages of life, and should be based on dialogue with all Canadians (e.g. youth, parents, developers, coaches, officials). The core values should also respond to current challenges in sport such as fair play. Ultimately, the public and government mindset must change so that community sport is seen as a public good rather than a special interest.

There is inevitable overlap and tensions, and even contradictions and clashes, between community sport’s desired values, role models and messages and those from other influences in society (e.g. professional sport and entertainment). We must carefully consider how this tension will be managed during and after the national dialogue on values-based community sport. The media could help enable this effort.

- ***Improve Collaboration and Communication:*** Strong mechanisms for creating and implementing change are required to confirm and embrace a values-based community sport system. Collaboration and an increased sense of responsibility within the sport system and across sectors (e.g. health, education, sport industry, arts and culture, business, justice and national organizations such as YMCA) should be strengthened and may advance change more effectively. Efficiencies can be gained through sharing lessons learned and distributing common messages to a shared audience. Participants also urged openness within the sport sector to partnering with other sectors, embracing new ideas and doing things differently.

The political system (federal, provincial/territorial and municipal) provides further opportunities for collaboration and communication. Different levels of government must work together to streamline programs and to make the most of available resources.

- ***Communicate our Messages:*** Within sport, values and ethics are seen to be a low priority. As a result, we need to improve public awareness, prioritize values and ethics in sport, and show parents why these values should be important to them and how they might positively influence their children.

Messages conveying the values of community sport must be clear, strong and simple, and focused on a core set of values. They must also be attractive and relevant to Canadians. Public communication efforts could have more impact if messages are made more relevant to Canadians by piggybacking on

other issues that are currently important to Canadians such as child health and safety or “healthy living”.

Participants also suggested that we reach beyond building simple “awareness” to getting Canadians directly and actively involved in change. The sport community can do this by embracing non-traditional means of communication and awareness raising such as advertising campaigns and online discussion groups. Other suggested mechanisms for communication include:

- engage the media early and well
- use personal stories and develop compelling thematic concepts that capture Canadians’ attention and are relevant to them; possible slogans suggested included: “From fetus to fossil - There is something for everyone - Good health for all” or “Sporticipate”
- create a community toolkit for distribution to Canadians to assist their examination of desired values/benefits and the sport we want
- gather coaches and parents at the beginning of the sporting season to discuss how values-based sport will be practically implemented throughout the season
- review past campaigns such as ParticipAction and Body Breaks for applicable lessons.

The sport system could also raise awareness and understanding of the *London Declaration* and the *Ethical Strategy for Canadian Sport*, and create its own related mission and mandate.

- ***Make Improvements within the Sport System:*** The community sport system needs to lead and address the 'values to act on' from within. It should have a common understanding of the intent and definition of its chosen values and the purpose and benefits of a values-based system. And, it must speak in a unified voice about this system and its benefits.

Participants also suggested the creation of an operating structure that will work at different levels of sport and across sport to continually identify, articulate and institutionalize these values (some participants, however, cautioned against creating another bureaucracy that might slow action). A centralized body would also be needed to lead and coordinate these efforts. Accountability mechanisms with sanctions as well as flexible policies and practices that apply to all levels of sport (e.g. where information can easily be passed on from one volunteer to the next) are required elements of this operating process and structure.

- ***Build on Past Achievements:*** Work that has already been undertaken in some parts of Canada to create a more values-based sport system and successfully implement programs – locally or regionally – provides excellent examples of what will work. These programs should be examined in detail for lessons that can be applied elsewhere in the sport community. Monitoring should also be part of all sport programs so that achievements can be evaluated and programs can be continually improved.

Despite current barriers to change, Symposium participants urged immediate action and noted upcoming events such as the Canada Games, the 2010 Olympic and Paralympic Games in Vancouver, and the

upcoming federal election as good opportunities to advance a national dialogue on values-based sport. There may be other opportunities available in other sectors (e.g. health) that could be capitalized on as well. Overall, participants suggested that immediate efforts focus on those who are willing to take action by beginning with “early adoptees and then moving to the masses”.

We need an approach to engage Canadians that is universal (speaks to all), inclusive (collaborating with all who want to be involved), and comprehensive (covers a range of mechanisms and approaches). Symposium participants are optimistic that creating change in Canada’s sport system, although challenging, is achievable. One group urged other participants to “believe that the impossible is possible and change will occur” and referred to the success of non-smoking campaigns as an example of achieving the seemingly impossible. The time is right to take action and create change.

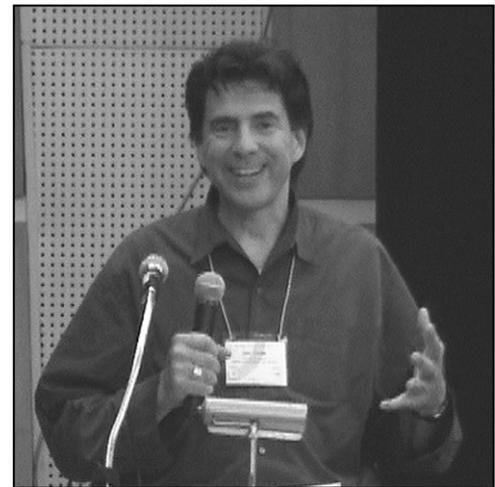
5 TAKING IT TO THE PEOPLE...A DIALOGUE FOR CHANGE

In setting the context for designing the dialogue with Canadians, the objective would be to engage Canadians in a deep discussion and reflection on values-based sport, in order to:

- Increase awareness of the values/benefits and the theme of the sport we want
- Generate a call for something better and a commitment for change to strengthen the sport system and experience for children
- Raise the importance of sport on the public agenda and to intensify its place in our cultural vision of our country
- Increase the public interest discussion on, and the media coverage of, compelling questions affecting sport
- Cause Canadians to want to help define and shape the sport we want.

Eric Young, a Symposium participant with expertise in social change, provided a short presentation about the importance of dialogue in creating change. His presentation helped set the context for participants' discussions around designing a dialogue for Canadians and is summarized below.

The time is right for creating a change in community sport. Sport provides an extraordinary vehicle for community change and for building healthy, productive communities. People do not change easily or because they have been “told to”. This poses a challenge for the sport community to think about how to encourage Canadians to embrace a new set of values. Large-scale change happens gradually as new ideas are embraced and small changes are made by individuals and communities.



Eric Young

The driving force of change – the beginning of a social movement – is conversation and dialogue. Creating a space for good dialogue helps people to share their beliefs and experiences with others and to expand their understandings. This in turn nurtures recognition of common beliefs, experiences and understandings across cultures, economic boundaries, geographic locations and other differences.

Establishing opportunities for good dialogue to happen will be key to the success of creating the sport we want. We must create a dialogue that cuts across different sports as well as the broader community (e.g. other sectors). Dialogue opportunities must also happen where there is a sense of safety, energy and possibility. Such an environment will allow Canadians to say the things they believe and give them conviction to believe that their dialogue and action can (and will) translate into something bigger even if it is not immediately clear what the path to the sport we want will look like.

Dialogue can have powerful results. Over time, it can cultivate a sense of common cause and creativity and allow a shift from cynicism, blame and scapegoating (“they should do something”) to responsibility and action (“we can do something”).

Symposium participants were excited about the possibilities for further dialogue and for change. They identified several elements that would help make a national dialogue on creating a values-based sport system successful. They suggested a list of central ideas that would guide the design and content of discussions and form the basis of dialogue with Canadians:

- ***Determine what is right for children and act on it.*** Does the sport we have provide opportunities for children to participate in sport and physical activity that is appropriate for their age and level of development? Are there enough opportunities for children and youth to participate in sport non-competitively? Have adults imposed their own values on children and youth or does the sport system provide them with opportunities that they find fun and fulfilling (e.g. is the end of year banquet for adults or children?). We must listen to children and youth and take action on their messages in order to create a values-based sport system.
- ***Communicate values clearly and concisely.*** Create and deliver clear, simple messages based on key values so Canadians (including the sport system, politicians, public) understand the message and are captivated and motivated to participate in the sport we want.
- ***Create dialogue that is meaningful to Canadians and a process that will involve them in a thoughtful and personal manner.*** A primary focus of a movement for change in sport must address the issues of complacency – seen by some to be a prevalent and typical Canadian trait that mires change in mud. Information and data for “building the case” for a values-based sport system exist; it must be made relevant and compelling to Canadians.

National dialogue, the movement overall and the messages that accompany it must be meaningful for Canadians; that is, it must be directly relevant to their lives and their children’s lives. Values must be articulated so that individuals can immediately see how their lives are affected and why it is important to them. Positive messages will be more compelling to Canadians than negative messages (e.g. beneficial for health if you participate).

People need to be able to bring their own experiences – what they like, don’t like about sport – to the dialogue. Personal stories (e.g. how sport affects individuals, what they like or dislike about sport) should be captured and shared as one means of making values-based sport relevant to Canadians.

- ***Account for Canada’s diversity in the dialogue design.*** Canada is a vast country with many cultural, ethnic, geographic and other differences. Engagement in national dialogue can happen at a number of different places (e.g. schools, friendship centres, community centres). The dialogue design therefore, should creatively enable locally relevant exchanges by identifying unique and appropriate places and methods of delivering messages. Comprehensive approaches may also be needed for involving specific communities such as youth, aboriginals and/or remote communities.
- ***Involve the media in a meaningful way.*** The media has a key role to play in creating public interest, in reporting on and in challenging the dialogue about a values-based sport system. The sport system must carefully develop a plan for involving the media in the examination of a values-based sport system while being mindful that the media is a business which operates on the basis of ratings –

if a story doesn't capture enough ratings, it is not aired or printed. The sport system could improve the way it works with the media and begin to respond to negative press (i.e. a negative experience in sport does not reflect the values of the sport community) and/or capitalize on major events. It could also seek to ensure that its media oriented messages are simple, concise and clearly indicate the purpose of a story and what is expected of the media in relation to it. The media plan should also contain a strategy for ensuring long term coverage of values-based sport both with national and local media. This plan might also include strategies for involving and utilizing different aspects of media such as MTV and other relevant non-sports media (e.g. educational and social policy journals).

The media should also be explicitly involved as a participant group in national dialogue and decision processes. The media has a unique perspective on sport that should become part of the national dialogue. In addition, the media might have questions about the values that are held by the sport system, or have advice to share regarding special tactics and the tailoring of messages. The media also provides a vehicle for transmitting messages about the dialogue to the public. Outgoing information should be streamlined so that consistent messages are given across Canada. Finally, the framing of the national dialogue question clearly and concisely is very important (e.g. how do you and your children want to be treated and how will you treat others?).

- ***Streamline the Dialogue process and ensure that well-developed, clear information is available before and during the dialogue process.*** A clear and logical path for national dialogue is needed, with connected events and information. Strategies for incorporating different types of mechanisms in a focused, timely manner need to be developed so that activities such as lobbying politicians and organizing communications blitzes at community and national levels, can be effectively and appropriately coordinated and executed.

A national dialogue strategy could be phased over time but should clearly state the purpose and expected outcomes of the dialogue. It should also state who is responsible for its output including specific timelines and recommendations for appropriate participation.

The dialogue process must be *accessible, approachable and credible* from its inception. This will help build trust in the process and the desired values-based sport system. These traits must be built upon and maintained throughout the dialogue process and built into the values-based sport system. We must be clear about the purpose and expected outcome of the dialogue. We must be clear about the content of the dialogue – what values-based sport is and what we expect of it. Monitoring and follow-up are key elements of a successful dialogue as well. Canadians need to trust that the time and effort they put towards the dialogue will be honoured and will make a difference.

It is important to ensure that consistent messages are given across Canada with respect to the dialogue. Dialogue materials, such as a national dialogue toolkit, could be developed and made available in advance to all groups participating in the dialogue. This would help ensure consistency in messages and allow adequate preparation time for discussions. The dialogue process should introduce elements of fun and activity (e.g. role play).

- ***Provide leadership and a leader for the process – both for dialogue and implementation.*** The Sport System must be a leader. Change occurs from within and the Sport System must defend and live its values (e.g. fair play), provide leadership on sport issues, produce quality programming and provide accountability mechanisms for its values and programs. All sporting organizations should be involved, including those that were not in attendance at the Symposium.

Symposium participants can be leaders. Change begins at the community level and grows until it becomes a national way of life. The energy and enthusiasm generated at the Symposium should be captured and used both to fuel dialogue at the national level, and to encourage Symposium participants to lead dialogue in their own communities. Symposium participants could:

- consider advocacy methods/learning to prepare themselves to become better advocates of sport
- share their Symposium experiences with their own organizations and share feedback from their communities with the larger dialogue community
- help organize local meetings for national dialogue and distribute information to their communities
- flag opportunities for local events and share messages in their communities
- share lessons they have learned from initiatives they have been involved in
- use the True Sport website appropriately and effectively to model its use for others
- continue to participate in national dialogue as it moves forward and include a letter with the Symposium report indicating their support and continued involvement in national dialogue.



Participants share their views

The Sport System should work with leaders from other sectors and communities to deliver the messages. For example, Symposium participants could seek out the leaders in their own communities to help develop linked campaigns.

Together, Symposium participants create a community of leaders who must “walk the talk” in order to provide good examples of how the desired values can work.

- ***Work closely with other sectors to design and implement national dialogue.*** Other sectors have a vast array of experience that can be utilized by the Sport System. If clear and functional linkages are made between sport and other sectors, it may be possible to more effectively and efficiently share limited public resources in a manner that benefits sport as well as other sectors. For instance, sharing messages with the health sector benefits Canadians both from the perspective of health and sport.

It may also be the case that society and/or other sectors already have a set of values, or some individual values that can benefit the development of a values-based sport system. The sport system could use one or more of these values as its own foundation to build its messages on (instead of starting from scratch).

- ***Move beyond traditional face-to-face dialogue.*** Traditionally, messages in the sport system are delivered through poster campaigns and other print media such as brochures. It is time to begin incorporating new and innovative mechanisms for sharing messages about values-based sport such as the True Sport website (there could also be opportunities for a kids' dialogue), the designation of a National Sport Day, the use of promotional items in household products (e.g. soccer CD-ROM in Tide) and piggybacking on upcoming events (e.g. Olympic/Paralympic Games, Canada Games).

- ***Who should participate in this dialogue?***

National dialogue must be widely participative and inclusive. It should be strategically targeted around influencers *and* involve all communities, Canadians and those involved in the sport system, such as:

- leaders in health and education – early childhood, elementary, secondary and post-secondary school leaders, principals and teachers, public health officers, school nurses
- all levels of government, including federal, provincial/territorial and municipal, including administrators and politicians
- First Nations' outreach programs
- geographical, cultural, ethnic representation as well as full representation of different age groups (e.g. youth to seniors)
- those previously involved in regional consultations should be re-invited to the process
- other sectors, including the private sector, professional sports, faith communities, voluntary sector and the general public.

6 CONCLUSION

Innovation, creativity and continued national dialogue are key to creating a movement for change. Symposium participants created a solid foundation for continued national dialogue and a catalyst for an innovative and creative movement toward change in community sport. Reflecting on their discussions at the Symposium, participants noted that, perhaps for the first time:

- we are seeing the whole sport system in value terms;
- we are identifying the forces and factors shaping those values;
- we are contemplating the reasons why certain important values in sport have been undervalued and as a result why Canadians expectations have not been met;
- we are understanding our own stewardship and how the sport system and societal norms challenge our ability and our will to improve the conditions within the sport system; and
- we are seeing ways to talk about the sport we want and to define dialogue with Canadians in terms that will be relevant and attractive, and will ultimately involve them in shaping community sport in profoundly values-based directions.

Participants agree that they, as a group and individually, have a responsibility to help advance national dialogue and to promote change to a values-based community sport system. As a group, participants urged each other to remain connected and to continue the Symposium dialogue among themselves.

Mechanisms such as the True Sport website and other internet discussion groups could be used to share stories and photographs from the Symposium and as a means to continue discussions on a values-based community sport system. Several participants suggested that a virtual meeting be held in September 2004 to update progress and to renew the way forward. Participants also voiced interest in including a letter of support for national dialogue (signed by all Symposium participants) with the Symposium report.

As individuals, participants feel they have a responsibility to carry Symposium messages back to their own communities, sport groups and/or constituencies both to raise awareness and build connections and support. Participants requested a short, concise report of Symposium results for this purpose.



Dr. Andrew Pipe, CCES Chair

Participants also feel that they can directly support the national dialogue process by flagging opportunities for, and organizing where possible and appropriate, local meetings for national dialogue. Through the distribution of information related to the dialogue and through the sharing of positive experiences with

other initiatives, participants also believe that this may help advance a values-based community sport system.

Through this Symposium, we have identified the ideas we are passionate about. This is a starting point for encouraging dialogue across Canada that will determine the destiny of values-based community sport in our country.

As a first step, the results of the Symposium will be presented to the National Ethics Strategy, the Canadian Centre for Ethics in Sport, and Sport Canada. They have indicated that they will review and consider how they can contribute to initiating and advancing the national dialogue in a substantial and timely fashion. In particular, the National Ethics Strategy has indicated that the results of the Symposium will be a top priority in their plan of action for the future. As the action plan is developed and national dialogue emerges and progresses, Symposium participants and others will have the opportunity to become vitally involved in determining the future of values-based sport in Canada.

APPENDIX 1 – SYMPOSIUM PROGRAM

DAY 1: SEPTEMBER 12, 2003

DEFINING THE CHALLENGE

Friday morning: *The Sport We Want*

What values do we want community sport to be based on and impart?

Which of these values do we need to act on and why?

7:00 - 8:15 a.m.	<i>Breakfast and registration</i>		<i>Lower Lobby</i>
8:30 a.m.	WELCOME:	Dr. Andrew Pipe, CCES Chair	Ballroom A
	SPEAKER:	Hon. Paul DeVillers, Secretary of State (Physical Activity and Sport)	
	OVERVIEW:	Lyle Makosky, Symposium Chair	
9:00 a.m.	ROUNDTABLE:	How sport has touched our lives	Ballroom A
9:30 a.m.	WORKSHOPS:	The sport we want by the values we want	Breakout
11:30 a.m.	PLENARY:	The values we need to act on	Ballroom A
12:30 p.m.	<i>Lunch</i>		<i>Panorama Room</i>

Friday afternoon: *The Sport We Have*

Where is community sport not meeting our expectations and why?

Why have we not taken action on these expectations?

1:30 p.m.	PLENARY:	The gaps between our expectations and experience	Ballroom A
	WORKSHOPS:	Understanding the gaps	Breakout
3:00 p.m.	<i>Break</i>		<i>Lower Lobby</i>
3:30 p.m.	PLENARY:	Consensus on the failed expectations	Ballroom A
4:15 p.m.	ROUNDTABLE:	Why we have not taken action	Ballroom A
5:30 p.m.	<i>End of Session</i>		
6:30 p.m.	<i>Reception</i>		<i>Panorama Room</i>
7:00 p.m.	<i>Hospitality dinner with entertainment by the Acafellas</i>		<i>Panorama Room</i>

Saturday morning:

The Change We Need

What can we learn from others about values-based sport systems?

What big changes/big actions need to happen in Canada?

7:00 - 8:15 a.m.	<i>Breakfast</i>		<i>Lower Lobby</i>
8:30 a.m.	PLENARY:	Review of Friday's proceedings	Ballroom A
8:45 a.m.	PRESENTATION:	Values-based community sport in other countries	Ballroom A
9:15 a.m.	ROUNDTABLE:	What can we learn from other sport systems	Ballroom A
9:45 a.m.	WORKSHOPS:	What action do we need to take to create a new public mindset and to enable the sport we want	Breakout
10:45 a.m.	<i>Break</i>		<i>Lower Lobby</i>
11:00 a.m.	PLENARY:	Consensus on changes and actions	Ballroom A
12:00 noon	<i>Lunch</i>		<i>Panorama Room</i>

Saturday afternoon:

A Dialogue for Change

**How can we build on the insights and momentum we have generated here
and engage fellow Canadians in a dialogue on the sport we want?**

1:00 p.m.	INTRODUCTION:	Reflections on processes and possibilities for change	Ballroom A
1:30 p.m.	WORKSHOPS:	Where are the opportunities for moving in the direction we want Creating a dialogue with fellow Canadians	Breakout
2:45 p.m.	<i>Break</i>		<i>Lower Lobby</i>
3:15 p.m.	PLENARY:	Advancing the dialogue	Ballroom A
4:15 p.m.	ROUNDTABLE:	What can we contribute	Ballroom A
4:45 p.m.	CLOSING:	Summary and closing remarks	Ballroom A

APPENDIX 2 – PARTICIPANTS’ LIST

The Symposium participants’ list is compiled alphabetically by last name. The last line of each entry denotes the stakeholder category which was used to identify participants for small group discussions during the Symposium.

Daniel Afram Ottawa, ON <i>Youth/ Athlete</i>	Phyllis Berck Canadian Association for the Advancement of Women and Sport and Physical Activity Toronto, ON <i>Policy/ Admin</i>	André Buist SLS Trois-Rivières, QC <i>Policy/ Admin</i>
Eddie Albert Norway House Cree Nation Norway House, MB <i>Parent</i>	Rita Bertolini Sport North Yellowknife, NT <i>Policy/ Admin</i>	Robert Butcher Foundations Inc. Ilderton, ON <i>Development</i>
Guy Arseneault Review Tribunals -CP/ OAS Vanier, ON <i>Policy/ Admin</i>	Deanna Binder Institute for Olympic Education Edmonton, AB <i>Development</i>	David Carmichael Active Healthy Links Inc. Toronto, ON <i>Development</i>
Miranda Atatahak Kugluktuk High School Athletics Association Kugluktuk, NU <i>Youth/ Athlete</i>	Ian Bird Thought Junction / Esteem Team Ottawa, ON <i>Youth/ Athlete</i>	Kerriane Carrasco Carona Designs Inc. Ottawa, ON <i>Report Writer</i>
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Dina Bell-Laroche Spirit of Sport Foundation Kanata, ON <i>Policy/ Admin</i>	Ross Blackhurst Lasalle, QC <i>Development</i>	James Christie Globe and Mail Toronto, ON <i>Media</i>
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APPENDIX 3 – SYMPOSIUM BACKGROUND

The Sport We Want Symposium was held on September 12-13, 2003 at the Crowne Plaza Hotel in Ottawa, Ontario. The Symposium was held to increase our understanding of how community sport is being conducted and experienced across Canada. It was also held to launch a nationwide dialogue on the future of community sport in Canada and to consider sport's potential to positively influence our youth and strengthen our communities.

In March 2002, the Canadian Centre for Ethics in Sport (CCES) conducted a public opinion poll. The purpose of the poll was to better understand how Canadians view ethical issues in sport and what their experience and expectations are regarding the role and contribution of sport to the positive development of youth and to the broader community.

The results of this survey indicated that while more than 82% of Canadians believe it is either critically or definitely important for community sports to actively promote positive values in today's youth, they are less certain about the extent to which this is being fulfilled. Only 19% are very confident that community sport in Canada promotes positive values and character building among youth, while a majority (62%) say they are only somewhat confident that this in fact is taking place.

The poll highlighted what many Canadians may already know -- that community-level sport in Canada is not meeting Canadians' expectations for sport for their children. Survey results also revealed that a values-based sport system is fundamental to providing an enduring and positive sport system and a sport experience that meets what Canadians want for their children. Furthermore, engaging Canadians in defining, shaping and embracing values-based sport – the sport we want – in terms that are compelling, relevant and approachable to them, will be central to the future of a values-based community sport that is truly embedded and sustained in our communities.

In response to these concerns, the CCES National Sport Ethics Forum Council with the Canadian Centre for Ethics in Sport (CCES) convened *The Sport We Want Symposium* to begin discussion among Canadians. Informed and impassioned debate among an invited group of participants and leaders in community sport will set the agenda for action over the years to come, to ensure that the sport system in Canada makes a positive contribution to individuals and communities.

Before planning the Symposium program, the National Sport Ethics Forum Council commissioned a series of expert papers to stimulate discussion and analysis pertaining to the design of the Symposium and to provide a basis for discussion during the Symposium.

COMMISSIONED PAPERS

Experts in the fields of ethics, physical education and health, sport programming, and journalism were asked to present their perspectives on topics such as ethical issues in community sport, the impact of professional sport and the media, lessons to be learned from other sectors' experience in promoting ethical conduct, and examples of model community sport programs. Each paper presents full consideration and synthesis of all

sides of the issues and arguments being brought forward by the author(s). The six commissioned papers are available for download at www.cces.ca.

1. **Realizing the Expectations: Youth, Character and Community in Canadian Sport** by Bruce Kidd, Ph.D., Professor and Dean, Faculty of Physical Education and Health, University of Toronto, and Peter Donnelly, Ph.D., Professor, Faculty of Physical Education and Health, and Director, Centre for Sport Policy Studies, University of Toronto

Sport is not achieving its full potential to help develop our youth and strengthen our communities. The potential to develop our youth includes positively contributing to their moral, mental, emotional, physical and social development with the purpose of helping them form values, behaviours and abilities that lead to healthy, productive, fulfilling lives. What is the real contribution Canadians expect community sport to make to youth and communities, and why do Canadians feel this contribution is not being realized? What issues and barriers need to be addressed? And how can the quality of the youth experience in sport be improved?

2. **Community Sport, Community Choice: The Ethical Challenges of Community Sport** by Robert Butcher, Ph.D., Foundations: Consultants on Ethics and Values and Angela Schneider, Ph.D., Associate Professor, Faculty of Health Sciences, University of Western Ontario

Sport's impact is never neutral. How is community sport organized and conducted to help everyone involved make ethical choices – from young participants and their parents to administrators and officials? What are the most important ethical considerations facing community sport and how do they affect community sport's contribution to youth and communities?

3. **The Changing Face of Sport: From Hometown Heroes to Supermen and Superwomen** by Stephen Brunt, Columnist, *Globe and Mail*

In the past, strong links between sport and local athletes, and the community existed. How have these links changed? How do the new attitudes of professional athletes filter down to our communities, especially to our young people? Can sport return to a more holistic role in the community? Can balance be achieved between the professional sport world and our real lives and real values?

4. **Watching the Pros vs. Playing the Game: How Sports Coverage Affects Community-Level Athletes** by Romaine Smith-Fullerton, Ph.D., Assistant Professor, Faculty of Information and Media Studies, University of Western Ontario

Professional sport pervades our culture. How does professional sport impact on young peoples' experiences and development in community sport? How does the media's reporting and portrayal of professional and amateur sport affect the way sport is perceived and experienced by Canadians, particularly young Canadians?

5. **Understanding the Nature of Ethics, Values, and Purposes of Business, Health Care and Law: Implications and Applications for Community Sport** by David Malloy, Ph.D., Professor, Faculty of Kinesiology and Health Studies/ Assistant Dean, Faculty of Graduate Studies and Research, University of Regina

Ethics and values are emerging priorities in all sectors of our society. What can we learn from other sectors or systems that are undergoing change in order to integrate standards that elevate ethics, values and excellence? How could this knowledge be applied to community-level sport including school programs and curricula?

6. **Best Practices in Sport: A Vehicle for Positive Values and Ethical Conduct?** *by Direction de la promotion de la sécurité du Secrétariat au loisir et au sport: Sylvie Turner, Advisor; Denis Brown, Advisor; André Buist, Advisor; Michel Fafard, Director; and Claude Goulet, Ph.D., Research Advisor*

Positive potential is realized through best practice. What are some of the cases and stories that show community sport achieving its potential to help develop youth and strengthen our communities? How are positive values imparted and ethical behaviours reinforced in these examples of best practice?

REGIONAL CONSULTATION WORKSHOPS

Following completion of the commissioned papers, regional workshops were held to assess whether or not the issues identified and discussed in the papers were truly the key issues experienced at the community level. The Regional Consultations provided an opportunity to learn how sport is conducted and experienced at the community level and whether or not it is fulfilling its potential. They also provided an opportunity to initiate feedback on the theme and design of the Symposium, and to consider whether any additional questions need to be pursued in a broad-based dialogue.

Five workshops were held across Canada including one in the eastern provinces, one in Quebec, one in Ontario, one in the prairie provinces, and one in the western provinces (ensuring inclusiveness of northern Canada). Each workshop was guided by an expert facilitator and was attended by approximately 25 participants. Participants included youth and parents involved in community sport, sport system officials at the community level such as coaches and officials, and a mix of other relevant groups including volunteers, media, municipal program managers, city planners, teachers, etc. The workshops were organized by CCES in partnership with provincial sport organizations and government departments in Nova Scotia, Quebec, Ontario, Manitoba and British Columbia.

A number of key themes emerged across regional workshops and included suggestions to create clear definitions of values in sport (i.e. life skills, fair play) and to emphasize fun and encourage it as the most important goal of sport. Other themes included the need to include schools, youth and parents in the discussions of values-based community sport, to improve media coverage of sport to better portray positive social values, and to address the issue of resources to ensure broad-based participation in community-level sport.

Participants also provided input on the design of *The Sport We Want Symposium*, including suggestions about who should attend and how the Symposium program should be designed. For example, they stressed the need to involve youth and parents in the Symposium and to ensure that participants were representative of Canada, both regionally and from an ethno-cultural perspective. Workshop participants felt that the issues were well-defined and that the Symposium should go beyond identifying the issues to include ways of resolving them.

THE CANADIAN STRATEGY FOR ETHICAL CONDUCT IN SPORT

The Sport We Want Symposium is a priority of the Canadian Strategy for Ethical Conduct in Sport. The Strategy forms both a background to and a context for the Symposium. The Strategy is a comprehensive policy and action plan for placing ethics and values at the center of Canadian sport. It is being led by a Steering Committee of representatives from federal, provincial and territorial governments, the CCES, Athletes CAN, the Canadian Olympic Committee, the Canadian Professional Coaches Association and several other national and provincial/territorial sport organizations still to be nominated. The Strategy involves broad-based collaboration with sport organizations at all levels, community groups, institutions and individuals across Canada.

The vision presented in the *Strategy's Policy Framework* is based on the *Declaration of Expectations for Fairness in Sport* (the *London Declaration*) that was adopted by federal-provincial/territorial Ministers responsible for sport, fitness and recreation in London, Ontario on August 10, 2001. The *London Declaration* offers an articulation of the principles and values that are taken to underlie Canadian sport.

The Symposium has been identified as a priority action under the Strategy for 2003-2004. The contribution of the Symposium process is to be a catalyst in transforming the principles and values espoused in the *London Declaration* and the *Strategy's* vision into practice at the community level. The deliberations of the participants in the Symposium and the subsequent broader dialogue launched through the Symposium process are intended to help guide and shape both policies and programs for change. This will be done by exploring and determining what values-based sport experiences (consistent with the *Declaration's* principles and the *Strategy's* vision) would look like at the community level.

THE SPORT WE WANT SYMPOSIUM

The Sport We Want Symposium was convened to provide participants with a forum in which to explore the areas where a majority of Canadians feel community sport is not achieving its potential and possible reasons why. It was also convened to determine where systemic change could be considered to reform the values pattern. Input from the public opinion poll, the commissioned papers and the regional consultations was used to develop the purpose, design and content of the Symposium.

The Symposium was attended by 110 participants selected for their wide range of knowledge and experience with youth and community sport and development. Participants included youth, parents, coaches, athletes, media, developers, administrators and researchers (Appendix 2 contains a complete list of participants with their organizational base and stakeholder grouping used for the Symposium).

Participants examined their own and others' experiences in community sport. They also examined the ways in which sport can positively influence the lives of youth and provide community benefits, and identified how and why community sport is not achieving its potential. Finally, they considered how their learning and insights could encourage dialogue with Canadians on this theme. *The Sport We Want Symposium* marks the beginning of a national dialogue on the future of community sport in Canada.

The discussions and outputs of the Symposium are contained in this report.

APPENDIX 4: VALUES MOST IMPORTANT TO ACT ON

Small groups identified the values that they believe must be acted on to attain the sport we want. A comprehensive list of values drawn from past studies and values assessments was provided to participants for their consideration. Using this list and the focus questions below as a basis for their discussion, participants (working in small groups) were asked to identify a) the most important values to act on to create the sport system we want in the next 10 years, either at the individual or community level, and b) the reasons why Canadians' expectations with respect to these values have not been met to date. This Appendix summarizes the discussion of the nature of the value and current gaps in its implementation for each value identified as important by Symposium participants. Additional results of these discussions are also captured separately in the body of this report; see Sections 2 and 3.

FOCUS QUESTIONS

- In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of: _____ (value/benefit) because/since/in order to _____ (why it's important), and we will know we have it if _____ (what the indicators look like).
- Where and when does this expected value/benefit fail? Why does it fail (i.e. what are the main contributing factors and how likely are these factors to change)? What is the impact (particularly for youth participating in sport, but other significant impacts as well)? Why has this problem not been adequately addressed?

The list of values below were prioritized by participants through the use of an electronic voting group response system. Individuals were asked to independently provide their rating of each value presented. The bracketed numbers on the right side of each column represent the average level of importance – using the scale of 1 for least important, 5 for somewhat important, 7 for important and 10 as most important – that was tabulated for each value using the electronic group response system. The values are listed in order of priority beginning with the values considered most important to act on.

SUMMARY OF VALUES

MOST IMPORTANT INDIVIDUAL VALUES TO ACT ON...

1. Fun [8.9]
2. Respect [8.5]
3. Access for All [8.3]
4. Fair Play [8.2]
5. Inclusion [7.7]
6. Personal Development [7.5]
7. Health and Well-being [7.2]
8. Positive Role Models [7.1]

OTHER INDIVIDUAL VALUES TO ACT ON...

9. Self-esteem
10. Self Confidence
11. Social Skills
12. Democracy
13. Winning & Losing
14. Safety

MOST IMPORTANT COMMUNITY VALUES TO ACT ON...

1. Equality of Access [8.6]
2. Tolerance and Mutual Respect [8.3]
3. Safe and Welcoming Environment [8.3]
4. Healthy Citizens [8.1]
5. Leadership Development [8.0]
6. Skilled Volunteer Base [7.9]
7. Inclusion of Citizens [7.6]

OTHER COMMUNITY VALUES TO ACT ON...

8. Developing Positive Social Behaviour
9. Shared Values
10. Community Unity and Cohesion
11. Connectivity/Community

SUMMARY OF MOST IMPORTANT INDIVIDUAL VALUES TO ACT ON

1. Fun

Average Importance: 8.9

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of fun because children primarily participate in sport – whether organized or not – in order to have fun and enjoy time with their friends. Children are generally not motivated by the “adult” value of winning; parents and coaches often forget this and focus on winning (the “end”) rather than on the process of playing (the “means”). This can place huge pressure on children to perform well at any cost. In addition, emphasizing the value of fun can lead to better learning and development in children and can also promote a sense of belonging.

We will know we have it if there are fewer children dropping out of sport, children and adults exhibit more sensitive and caring behaviour (e.g. there is a “decrease in callousness”), the current methods of measuring success are changed to encourage a sense of achievement beyond “just winning”, and we include points for participation, sportsmanship and fair play.

The main contributing factors to our failure to meet expectations around the value of fun are a result of differing expectations, the nature of sport itself, the lack of coordination between programs and coaches’ ability.

Participants noted that parents, coaches, players and the public often have different expectations of sport. Parents, coaches and the public tend to over-emphasize performance and competition because they experience fun in watching a game, whereas athletes often simply enjoy participating in a sport regardless of whether they win or lose. Different expectations also exist within stakeholder groups; for instance, some athletes enjoy practicing while others do not.

The nature of sport itself also contributes to our failure to meet expectations around fun in community sport. Sport is, by its nature, competitive. Its inherent goal – to be the winner of the game – creates an environment that underemphasizes the value of fun. Other aspects of sport can also reduce the amount of fun experienced by some athletes. For instance, one participant noted that the quest for excellence in a single sport can reduce enjoyment for some athletes because they are not able to participate in and enjoy other sports as well. Elite and community sport also can be mentally and physically tiring, especially if it competes with other priorities such as school, work and/or personal relationships. Finally, a lack of player commitment can reduce the fun in a sport experience (e.g. if some players skip practice, it is necessary to repeat drills which may not be “fun” for the player who regularly attends practice).

Lack of communication, support and respect among athletes, parents, coaches, officials and others involved in sport, also affects the potential level of fun experienced by youth in community sport.

Finally, participants noted the key role of coaches as a contributing factor to the success or failure in achieving fun in sport (e.g. good coaching can make a sport fun for all children and youth while bad coaching often results in very negative experiences).

These problems have not been adequately addressed because a) the public and athletes perceive fun in sport differently. For instance, participants felt that the public mistakenly assumes that entertaining sport is always fun for athletes; b) the youth perspective has not, until now, been collected; c) parents do not emphasize the value of fun, even at home. For instance, a parent might ask about the outcome of a match before discovering whether or not the children had fun playing; d) coaches and parents are often inadequately trained to effectively foster a fun sport environment; and e) appropriate organizational support does not exist to support the values-based decisions that coaches and parents must make in the regular implementation of community sport programs (e.g. parents usually volunteer in the sport club in which their children participate, creating an environment where it is difficult for many parents to speak out in situations where values are not being upheld by another parent or a coach).

2. Respect

Average Importance: 8.5

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of respect because respect can help ‘humanize’ sport as well as provide children and youth with a critical social value that will guide their decisions and actions throughout their lives. Respect can bolster their self-esteem, and their ability to lead, make commitments, compete effectively, and to have successful relationships. Athletes with high self-respect will not over train to injury, play through injury or use their bodies as tools in the service of sport. They will try their best to develop their full abilities and live up to their full potential in all aspects of their lives. Participants reported that there are two equally important aspects of respect that should be taught to children through sport – self-respect and respect for others. Values-based sport can provide children and youth with opportunities to learn, understand and internalize the value of respect.

If we continue to fail at meeting expectations around the value of respect, we risk negative consequences. These could include continued confusion and frustration among volunteers, players and others involved in sport, high numbers of injury and high drop-out rates, and an overall lack of support for sport will endure. It was noted that the current professional sport environment has the potential to create a positive environment from which children can learn respect.

We will know we have it if increased respect is shown by players and coaches toward their opponents, between team mates, and among officials, parents, coaches, players and administration. There would be a clear understanding of the rules of the game at all levels and fewer incidences of aggressive behaviour and violent environments both on and off the field. The sport system would show greater respect for the amount of time that is invested in community sport by volunteers.

The main contributing factors to our failure to meet expectations around the value of respect include a lack of shared values and understanding of the meaning and intent of respect. Respect is often equated with weakness in our society and there is a shortage of good role models emulating respect in their lives.

These problems have not been adequately addressed because we live in a society where respect is undervalued and is not taught. The public does not recognize what ‘bad sport’ looks like. Rewards and positive consequences are not usually applied for respect and sportsmanship. Instead, sportsmanship is equated with being a loser and greater encouragement is often given to athletes who play to win at all costs. It is also seen as ‘cool’ to rebel against authority and is often more productive to be disrespectful (e.g. badgering the referee gets more results).

It is also difficult to inspire self-respect because it is a profoundly individual issue. In addition, most volunteers do not have the tools they need to teach it and there are few positive role models for athletes.

3. Access for All

Average Importance: 8.3

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of access for all because the benefits of sport cannot be fully realized unless everyone has access to it. Sport is ‘a right, not a privilege’ and its benefits should be maximized for all Canadians regardless of their economic status, ethnic background, skill or gender. Participants stressed the need to ensure that sport is inclusive at its introductory levels to give children a solid foundation from which to continue participating in sport throughout their lives. It was also noted that a sport system which is inaccessible (and consequently poorly populated) encourages focus on developing elite athletes to the detriment of the others involved. Access for all can also build a sense of community by providing common ground experiences for people. To improve access for all, sport must be available at schools and linked to health issues.

We will know we have it if we see increased participation rates of under-represented groups of all ages, economic status, ethnic groups and ability (and so on) and if participation in sport reflects the diversity of the Canadian population and is sustained over time. Sport and physical activity will also be delivered daily in all schools. Overall, Canada’s population will be more physically active and healthy, leading to decreased health care costs. Decreased crime and other negative social behaviours will also be noted if we have successfully acted on the value of access for all. Other indicators could include a higher number of Olympic medals, more programs and new facilities in family-based communities.

The main contributing factors to our failure to meet expectations around the value of access for all include an overall undervaluation of sport in families, schools and communities. Currently, issues such as lack of funding and appropriate, accessible facilities affect participation in community sport or physical activity (e.g. some communities do not have sport facilities). Economics also affects the ability of many Canadians to participate in sport. For example, underprivileged families may face barriers such as high user fees, equipment costs or transportation costs to facilities which are too far away from their communities. Underprivileged communities may not have the resources to support the underprivileged families in their communities or to build the necessary infrastructure for sport in their communities. Other barriers may exist for some Canadians such as language, age, culture or mobility issues limiting access to a facility.

Children are often excluded from sport at an early age – either by their own peers when they are ‘picked last’ for a game or by a society that demands success and emphasizes winning too early at the expense of developing skills. Children may be pushed into competing in one sport at too early an age reflecting an emphasis on creating elite athletes at the expense of mass participation.

These problems have not been adequately addressed because of an overall lack of political will and long term vision accompanied by a lack of coordination and cooperation among different sectors (e.g. politicians, health, crime prevention, sports groups, etc.) to improve accessibility. Communities and individuals are not using their political clout to get action.

Sport has obtained a negative image from professional sport. It is often viewed as entertainment fueled by business – the winners get fame and fortune – which makes sport less accessible to those who may not have the ability or desire to become an elite athlete. As well, focusing on elite athletes at the expense of mass participation leads to lack of resources for communities to continue to identify and develop more athletes. Finally, education and training are not adequately provided for families, coaches, administrators, teachers and officials.

4. Fair Play

Average Importance: 8.2

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of fair play because it promotes and supports the ideal of ‘true sport’ that we want in our communities. The value of fair play makes a unique contribution to society because it encompasses other values such as respect, tolerance, inclusion, and it promotes fairness, honesty and respect in children and youth.

We will know we have it if children continue to be involved in community sport throughout their lives and show respectful behaviour to parents, coaches and officials who will also be respectful to children. To build fair play values into community sport, teams should be continually recognized for effort and participation and not just winning and losing (e.g. “fair play awards”).

Our failure to meet expectations around fair play can be seen when different groups have different perspectives on the goal and intent of sport, and when winning is the primary focus of sport (e.g. good foul vs. bad foul; use of performance enhancing substances). Failure to meet our expectations can also be seen when there is unfair application of rules, poor quality or biased officiating, parents are over-involved in sport, and sport becomes a form of entertainment rather than a means of youth development.

The main contributing factors to our failure to meet expectations around the value of fair play include the attitudes of players (there are ‘bad losers’ on both teams), lack of volunteer experience (e.g. coaches and officials), lack of learning opportunities and role models for fair play (e.g. values and morals are not taught or demonstrated effectively to youth). Pressure to win at all costs may lead to (implicit and explicit) encouragement of substance use and an understanding that performance is not valued as much as the outcome of the game. There are also very few consequences for unfair play and a lack of appropriate recognition of fair play. Our failure to meet expectations leads to negative experiences in

sport, low self-esteem, high incidences of injury and conflict, increased drop-out rates, increased barriers to access (e.g. racism, discrimination) and the loss of positive values associated with sport.

These problems have not been adequately addressed because a system for supporting broad implementation of fair play values does not exist (although there are currently some good policies in place). Additional resources (i.e. time, financial and human) are needed to further institutionalize the value of fair play. The concept of fair play is also somewhat intangible. This can make it difficult to pinpoint a starting point for creating a universally accepted approach to fair play with a common vocabulary and appropriate opportunities for learning. Finally, although professional sport is currently the most visible model of sport, it does not always demonstrate the value of fair play.

5. Inclusion

Average Importance: 7.7

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of inclusion because sport is a right and its benefits should be available to all Canadians regardless of their ethnicity, age, skill, economic status and so on. Exclusion is common (e.g. youth have been excluded on teams due to favouritism and coach preference, or cliques among the players themselves) and can lead to low self-esteem.

We will know we have it if athletes and coaches are having fun, there is limited tension within the team, communication between coaches, support staff and players is open, and athletes are encouraged to become involved as leaders within the sport structure.

Our failure to meet expectations around inclusion can be seen where there is poverty, limited access to sport, discrimination and cumbersome administration.

The main contributing factors to our failure to meet expectations around the value of inclusion include the nature of sport itself (e.g. people have the right to choose who to play with and sport tends to divide itself along lines of ability), lack of awareness and information about the benefits of sport and the ‘right’ of all Canadians to participate in sport, lack of facilities as well as the high cost of sport. If we do not meet expectations around the value of inclusion, some Canadians (especially disadvantaged groups) will not be able to experience sport or its health and personal benefits.

These problems have not been adequately addressed because the ‘sport system is full’ and there are inadequate resources and political will to make sport available to all. Excluded groups do not have the resources or ability to make their needs for sport known. In addition, there is a lack of clarity on sport, its goals and benefits, and low awareness and understanding of the problem. Sport does not always take into account cultural differences and rules can be discriminatory.

6. Personal Development

Average Importance: 7.5

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of personal development because sport can help prepare children and youth for adult life and for continued personal development by offering them tools and

resources to develop a moral character and build resilience. Sport has also been shown to prevent involvement in negative social activities, enabling children and youth to make positive decisions.

We will know we have it if we see a reduction in negative social activities such as abusive behaviour by coaches and parents, improvements in school retention, decreased tension within and outside the sporting community, a sense of social cohesion supported by better and more leaders, and stronger communities and citizens. We will also see a more inclusive and tolerant environment and ensure that children are exposed to a compatible sport at the right stage in their development (e.g. for their age, ability).

The main contributing factors to our failure to meet expectations around the value of personal development include a lack of will to implement the necessary resources (e.g. training for coaches and other volunteers) to explicitly encourage personal development in youth.

These problems have not been adequately addressed because the issue has not been adequately addressed to date, there is a lack of vision and recognition of the value of personal development, and priority is not given to personal development by or for volunteers (e.g. training for coaches).

7. Health and Well-being

Average Importance: 7.2

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of health and well-being because Canadians who are physically, mentally, emotionally and spiritually strong can, and will, contribute to creating a better Canadian society for everyone.

We will know we have it if there are more people participating in sport and society, there are fewer incidences of childhood obesity and adult-related illnesses (e.g. diabetes and depression), and we achieve decreased levels of stress among Canadians.

We fail to meet expectations around the value of health and well-being when winning is emphasized over the process of playing and when the focus is on sport rather than on physical activity as a whole. We also fail to meet expectations when children are either not physically active or, are involved in too many sports and/or are over-training for a sport. Education cutbacks resulting in the loss of daily physical education in schools is also a problem. There is a high incidence of accidents/injuries in sport and societal demands are detrimental to parents' abilities to allow children to play a sport.

The main contributing factors to our failure to meet expectations around the value of health and well-being include an over-emphasis on winning and on the development of elite athletes over participation for health and other values (e.g. physical activity for its own sake, benefits of practice and development of skills). We have a low number of skilled physical education teachers and programs, especially in remote communities. There is also too much emphasis on organized teams and not enough focus on and support for physical activity (e.g. sidewalks should be plowed so that seniors can walk in the winter).

Societal concerns also contribute to our failure. Our society does not encourage lifelong fitness (e.g. girls are not encouraged to be active in high school and there is significant peer pressure on youth to spend time in sedentary activities such as video games). In addition, parents fear for children's safety and do not allow them to go outside and play without adult supervision (e.g. after school before parents return from work). Other children are forced to participate in too many sports by their parents and have a stressful schedule. Many parents also do not have good personal role models and consequently are not good role models for health and well-being.

Some participants also noted that media coverage plays an important role in defining which sports are important to Canadians and other cultures may not have opportunities to participate in the sports that are important to them.

These problems have not been adequately addressed because the sport community has traditionally been reactive rather than proactive, defines sport too narrowly without acknowledging the benefits of physical activity (e.g. we do not define walking to the grocery store as sport but it has health benefits just like sport does) and does not use physical health as an indicator of success. A comprehensive approach to include both sport and physical activity is needed, including an appropriate reallocation of resources to reflect the new approach. These problems have also not been adequately addressed because physical activity is inaccessible for many Canadians due to high costs and lack of facilities. Unstructured sport and physical activity are not encouraged because parents and schools fear litigation. The public mentality has changed to being vicariously involved in sport through professional sport.

8. Positive Role Models

Average Importance: 7.1

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of positive role models because role models play an important role in illustrating how the values we hold can be a practical part of the way we live our lives. Children and youth instinctively look to the media, and elite and professional athletes, for role models and could benefit from the positive lessons that they can provide. There is however, too much emphasis placed on professional athletes as role models. We should also be looking to amateur athletes, coaches, parents, family, cohort, peers and teachers to be role models. The leadership that role models provide, both explicitly and implicitly, should be based on positive values. Everyone involved in community sport needs to be involved in this value to make it successful (e.g. coaches, players, parents, schools).

We will know we have it if the way that sport is played improves, (e.g. less emphasis on winning), team unity improves and there is a greater retention of athletes. Other indicators of success include the long term retention of athletes in sport as coaches, officials, and leaders who continue using values-based training methods and provide good role models for children and youth. Finally, we will know that we have acted on the value of positive role models when there are many positive role models who live a values-based life in both their 'real life' and in their sport life.

We fail to meet expectations around the value of positive role models when sport is no longer fun, when there is no mutual respect between coaches and athletes, and when positive values are not

emphasized and negative values are. We also fail to meet expectations when there is a failure to recognize the accomplishments of potential role models and the humanity/human frailty of role models. Athletes become personal role models primarily because of their high profile and they fail when they choose not to accept the role. Coaches become role models because they are the point of contact in a sport and they fail when they do not transfer values to children and youth.

The main contributing factors to our failure to meet expectations around the value of positive role models include an inadequate recognition that role models do not necessarily choose to be role models, that they may not have the tools and resources they need to become good role models, and that significant pressure from media and the public can make it difficult to be a good role model.

If we continue to fail meeting expectations there will be a decrease in the number of good role models for children and youth to admire. This in turn may lead to a decrease in motivation and inspiration, and a decrease in the number of Canadians involved in sport. Opportunities may also be missed to encourage the development of role models outside of professional sport (e.g. amateur athletes).

These problems have not been adequately addressed because the sport we see does not embrace the values we want. These values have not been translated into messages that the public can easily understand and embrace. In addition, choosing a role model is a personal choice – a role model cannot be assigned – and one view of a good role model may differ from another (e.g. parental interpretations of what a role model is may be different from a youth’s interpretation). In addition, resources have not been assigned to adequately address this value.

SUMMARY OF MOST IMPORTANT COMMUNITY VALUES TO ACT ON

1. Equality of Access

Average Importance: 8.6

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of equality of access because it will help promote a lifetime of healthy living and ensure that there are equal opportunities for participation in sport and physical activity in communities. This will promote a better sense of community and a larger sport participation base. Sport is a fundamental right and all Canadians should have the opportunity to participate.

We will know we have it if more Canadians participate in sport longer, there are fewer and smaller waiting lists for organized sport, reduced user fees, more programs reflect the diverse needs of the population (e.g. not just hockey) and more community facilities. We will also see more Olympic medals and better support for high performance athletes and reduced healthcare costs.

The main contributing factors to our failure to meet expectations around the value of equality of access include denial of barriers such as poverty, racism and gender inequality, a lack of recognition of diversity (e.g. gender, economic), inappropriate allocation of resources, inadequate resources (with no appropriate local structure to allocate them), lack of promotion of sport in general, lack of awareness of opportunities for sport as a lifelong experience, lack of appropriate representatives to lead participants,

and a complacency from some parents. The high cost of sport programs and the technical sponsorship process do not support access to programs and make it difficult for participants to maintain dignity when applying for financial assistance.

Participants also noted that appropriate and accessible infrastructure is not readily available in every community due to issues such as distance, availability and cost (e.g. hockey rinks are only available in certain areas).

These problems have not been adequately addressed because of inadequate and inappropriately allocated resources, lack of long term planning and community based decision-making for sport. Participants suggested that the government and the public are unaware of the long term benefits of sport (e.g. sport is seen as a luxury). Participants also noted that strong connections have not been made between the benefits of sport and its priority for funding in the long and short term. This has resulted in problems such as the removal of school physical education programs and inadequate salaries for administrators and other staff.

There is a lack of public awareness of the issues. The community, volunteers, recreation professionals and politicians have not been educated about the benefits of sport; the sport community must make better linkages between sport and its benefits. There is also a high rate of volunteer burnout and turnover of volunteers in sport (e.g. parents help as long as their children are involved) and lack of volunteer training.

If we continue to fail to meet expectations, we will encourage the perpetuation of ghettos, community apathy towards physical activity and physical education programs, and high drop out rates for both parents and children. We will also continue to see ‘over-doers’ – parents who participate in too many organizations and become responsible for too many tasks, as well as significant stress on existing infrastructure.

2. Tolerance and Mutual Respect

Average Importance: 8.3

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of tolerance and mutual respect because these values improve citizenship. Despite different cultural experiences, respect is a fundamental value of the sport we want and supercedes all other values in sport.

We will know we have it if players, officials, coaches and other volunteers are easily recruited and do not drop out on a regular basis, and if sport has a ‘good name’ in the public with strong public support.

We fail to meet expectations around the value of tolerance and mutual respect as competitiveness increases, expectations and accountability for appropriate behaviour are not defined or implemented, racism exists in any spectator sport or during any physical activity, and when outcomes do not reflect our values. Also, participants noted that the culture and traditions of particular sports affect when and where this value fails.

The main contributing factors to our failure to meet expectations around the value of tolerance and mutual respect include lack of leadership and accountability, lack of code of ethics, lack of organizational commitment to appropriate behaviour (development, implementation and evaluation), lack of understanding of basic child development needs, lack of rewards/recognition for respectful and tolerant behaviour (and a focus on winning) and a lack of respect for differences.

These problems have not been adequately addressed because society emphasizes the right of the individual and the avoidance of conflict so Canadians do not have appropriate skills to intervene effectively when necessary. These problems have also not been adequately addressed because those involved in sport often play multiple roles – e.g. parents are also coaches and do not have the skills necessary to encourage values development. People are also less tolerant in sport of people who are unskilled at the same time that winning is emphasized more than skill development or advancing to the next level.

3. Safe and Welcoming Environment

Average Importance: 8.3

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of safe and welcoming environment because it will help ensure that all who wish to may participate in sport. There should be appropriate facilities available in all communities to maximize participation. Valuing a safe and welcoming environment also means that we must be aware of the stages of child development and cater sport experiences to the abilities of children at certain points in order to ensure proper physical development (e.g. do not offer competitive baseball for two-year olds).

We will know we have it if the number of injuries decrease while participation rates, volunteer rates and retention rates (both players and officials) increase. In addition, the number of appropriate facilities will increase and reflect community needs.

We fail to meet expectations for a safe and welcoming environment around ages 11 and 12 when there is a massive drop out from sport (this is often the first step into competitive sport). Our streets and playgrounds are not safe and kids cannot play outside. Adequate training/education for coaches/volunteers is not provided and rigor is not applied in selecting appropriately skilled volunteers for these positions. Appropriate and good equipment is not always available. We are also missing some rules and sanctions that would encourage a safe and welcoming environment.

The main contributing factors to our failure to meet expectations around the value of a safe and welcoming environment include the fact that sport, by its nature, is competitive and not conducive to a safe and welcoming environment without explicit acknowledgement and assistance by Canadians involved in sport. There is also an awareness that current media portrayal of professional sport focuses on abuse, doping and winning, and there is a lack of leadership and cultural awareness of the issue and how to solve it.

These problems have not been adequately addressed because coaching courses focus on technical skills and do not include lessons on recognizing and dealing with inappropriate behaviours. In addition, coaches, parents and other volunteers have a limited amount of time to dedicate to sport. As well, sport itself is very structured and it can be difficult for a new population, or culture, to penetrate that structure.

4. Healthy Citizens

Average Importance: 8.1

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of healthy citizens because this value will help to improve the physical, emotional, mental and spiritual health of Canadians. This in turn will result in decreased health care costs and an increase in quality of life as we age. It will also help sport and its benefits, become part of the Canadian health dialogue and health care system. There is currently low recognition of how sport can contribute to health.

We will know we have it if we see increased incidences of physical education in schools due to recognized health benefits, increased recognition of the health benefits of sport by the health sector, sport is included as part of the health promotion strategy, and decreased health costs (e.g. emergency room visits, obesity, chronic disease and mental health).

The main contributing factors to our failure to meet expectations around the value of healthy citizens include an overall lack of time in our busy lives, unawareness of sports' benefits, the high cost of participation, family circumstances (e.g. single parenthood), and a lack of political will linking health and sport.

These problems have not been adequately addressed because this value does not appear to be a core Canadian value and there is a lack of consensus/clarity on the problem and how to address it.

5. Leadership Development

Average Importance: 8.0

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of leadership development because excellent leadership will ensure the continuation of sport. Leaders define what is needed to improve and guide sport. Most leaders in sport are volunteers and participants recommended better support to educate and equip volunteers in becoming effective leaders.

We will know we have it if leaders reflect our values and leadership is significant and stable. Effective leaders can also teach children and youth to become leaders. There will also be mechanisms in place to hold leaders accountable for their behaviour.

The main contributing factors to our failure to meet expectations around the value of leadership development include the challenges created by the structure of our volunteer-based system for leadership development (e.g. time, cost, interest, high turnover of volunteers impedes training/education, small number of trained volunteers, conflict in roles, potential legal liability), lack of commitment by organizations to leadership development, and lack of resources to train volunteers. There is also a lack of

monitoring and evaluating trained leaders. Some participants also noted that values conflicts (e.g. ‘North American values’ are not always shared by all participants) may have contributed to our failure around the value of leadership development. In addition, to date, youth have not been involved in developing and shaping those who lead them.

If we continue to fail to meet expectations sport will lose its credibility with respect to its ability to guide the development of children and youth. We will also encourage sport that is dangerous and unfulfilling, create an inability to meet demand due to the lack of leaders and retention of ‘bad’ leaders.

These problems have not been adequately addressed because there are inadequate resources for leadership development, conflicts in sport organizations between those that want to develop the sport (e.g. excellence) and those that want to develop children’s skills (e.g. fun, friendship, fitness) and ineffective organizational leadership. As well, there has been an abdication of responsibility for trained leaders by parents to the sport organization. Parents and the general public do not necessarily take leadership development seriously and/or understand its value. Participants also noted that the use of professional coaches instead of effectively trained volunteers is expensive.

6. Skilled Volunteer Base

Average Importance: 7.9

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of skilled volunteer base because volunteers need to have resources and education to effectively provide a quality sporting experience for children. This is required to ensure that children learn the right thing at the right time.

We will know we have it if there are increased retention rates of volunteers, children and youth in sport, and if volunteers are well-trained and possess the knowledge and understanding to properly guide youth development.

The main contributing factors to our failure to meet expectations around the value of a skilled volunteer base are that it is often time consuming, expensive and difficult to earn the amount of education/training necessary to become a skilled volunteer. It is challenging to juggle volunteering with other priorities such as work or school and training is often not available for volunteers (e.g. “the Board doesn’t receive training”). It is stressful for volunteers to face abusive players, parents and officials. Participants also noted that the small number of available volunteers places a heavy workload on them and can make it difficult for them to understand and separate their roles (e.g. parent, coach and board member). Finally, participants stressed that there is not enough recognition for the valuable work that is done by volunteers.

These problems have not been adequately addressed because this is a large, complex issue for which no single agency is responsible, there is a high turn-over rate of volunteers, a lack of education in recruiting and training, and a lack of mentoring for volunteers.

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of inclusion of citizens because participation in sport is a right, not a privilege. Its benefits (e.g. improved health, etc.) will be maximized when *all* Canadians have the opportunity to participate and inclusion encompasses the values of respect for diversity, accessibility and integration.

We will know we have it if sport is for all citizens (e.g. not just the ‘jocks’), and all children are provided with opportunities to participate in sport. We will also see an increased participation rate of under represented groups at all ages and daily delivery of sport and physical activity in all schools.

The main contributing factors to our failure to meet expectations around the value of equality of access include the high cost of sport programs, inaccessibility of infrastructure in every community, inability and/or unwillingness by community members to intervene in the system, and a lack of corporate ideas for sport. Sport has become a service in our communities that is not offered to all citizens.

These problems have not been adequately addressed because of a lack of cooperation and creative community based problem solving.

SUMMARY OF OTHER IMPORTANT INDIVIDUAL VALUES TO ACT ON

Symposium participants did not discuss the reasons why we have failed to meet Canadians’ expectations of these values. Therefore, the second set of focus questions are not included in the summaries below.

9. Self-Esteem

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of self-esteem because self-esteem developed through sport affects other aspects of a child’s life (e.g. school or work and relationships) and carries forward into adulthood. Positive self-esteem will positively affect a child while negative self-esteem (which could stem from a child’s feeling of disappointing a coach or parent) may cause children to reject sport and physical activity at a very early age. This in turn could lead to limiting their opportunities to take advantage of the benefits offered by sport (e.g. positive impact on health). Participants also noted that positive implementation of other values (e.g. sportsmanship, etc.) rather than on winning has a positive effect on self-esteem.

We will know we have it if there is increased and sustained participation in sport and athletes exhibit satisfaction and pride in skill accomplishment, in their teams and in themselves.

10. Self-Confidence

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of self-confidence because self-confidence (like self

esteem) developed through sport affects other aspects of a child's life (e.g. school or work and relationships) and carries forward into adulthood. Self-confident youth are more likely to become successful and productive members of society. Self-confidence in sport can also instil the benefits of an active lifestyle in youth.

We will know we have it if children are happy. Parents play a key role in observing a child's development and noting whether confidence is building.

11. Social Skills

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of social skills because positive and well-developed social skills provide youth with better ability to communicate (e.g. within and between teams), more respect for self and others, and an increased ability to provide team leadership. It was noted that well developed social skills can also make better athletes by emphasizing an individual's role as a member of a team (and under-emphasizing 'ego') which could translate into more respect for other team members as well as the rules of the game.

We will know we have it if players and spectators derive increased enjoyment from sport, sportsmanship is more prevalent and youth are able to better develop their 'extrovert side'. In addition, well-developed social skills could benefit the community and sport at large by giving people the skills they need to work together as a community.

12. Democracy

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of democracy (inclusion, tolerance, fairness, respect) because the achievement of small group democracy can create an atmosphere of a shared sense of purpose and belonging, and an environment of support. Democracy is a founding principle of community sport and encompasses a cluster of values including inclusiveness, tolerance, fairness, respect and development of moral character. A democratic approach could foster a sense of ownership as people participate in the process of identifying the values we should strive for and the sport we want.

We will know we have it if all Canadians are invited to participate in the process of defining the sport we want and if sport is 'given back' to children and youth.

13. Winning and Losing

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of winning and losing because winning and losing gracefully is an important skill to learn. It inspires development of respect for others and for the process of playing. A winning at all costs attitude may lead to negative behaviour such as the use of performance

enhancing drugs. A balance must be found between winning and losing and other important values to create the sport we want.

We will know we have it if there are more happy, satisfied faces at the end of a competition (e.g. athletes, coaches, parents and others involved in sport) regardless of the outcome. Increased sportsmanship and fair play will also be exhibited along with an increased awareness of self, team and skills.

14. Safety

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of safety because an unsafe environment significantly impacts the quality of a child's experience with sport (despite the presence of good coaches and leaders) and is a major barrier to broad participation in sport. The perception of whether an activity or sport is safe also impacts the public's willingness to participate in sport and physical activity (e.g. parents may be more willing to allow children to walk to school if they know it will be safe).

We will know we have it if participation in sport increases with less incidence of injury and accident. Children will also report more positive experiences with sport and continue participating in an activity for a longer period of time. An increase in unstructured play and/or sport will also be experienced. And the public perception will be that sport is a safe and satisfying experience for our children and youth.

SUMMARY OF OTHER IMPORTANT COMMUNITY VALUES TO ACT ON

Symposium participants did not discuss the reasons why we have failed to meet Canadians' expectations of these values. Therefore, the second set of focus questions are not included in the summaries below.

8. Developing Positive Social Behaviour

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of developing positive social behaviour because it creates safer and more productive communities with happier citizens. Positive social behaviour encouraged through sport can also improve the quality of life within an entire community by reducing negative behaviours (e.g. crime, drug use) and/or encouraging positive behaviour (e.g. getting kids away from computers and physically active). The effects of positive social behaviour may be different in different communities. Sport is an ideal environment to develop positive social behaviour and can easily encourage, develop and support volunteerism and leadership.

We will know we have it if there is a decrease in crime and substance abuse. The public's perception of sport as a positive social environment will increase as will the quality of programs and participants' experience in sport and physical activity.

9. Shared Values

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of shared values because sport provides an ideal environment for encouraging and modeling positive values to society and to counteract the negative influences of society. The benefits of sport lead to benefits in other areas of peoples' lives. We need to build cohesion for action within communities and influence decision making (e.g. with respect to issues such as the amount of physical education that is provided in schools).

We will know we have it if the role and contributions of individual participants is recognized. This Symposium could be used as an indicator of success within sport; for instance, once a common understanding of the values exists, movement toward shared goals should exist.

10. Community Unity/Cohesion

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of community unity/cohesion because raising the profile of sport can help improve the feeling of unity within a community and build stronger communities. Sport often brings communities together for a common cause.

We will know we have it if our communities are safer and citizens are more active.

11. Connectivity/Community

In 10 years, to live in a sport system that is values-based and provides the sport we want, we must choose to act on the values/benefits of connectivity/community inclusion because sport can provide a common thread through a community bringing citizens together under a common cause and sustain a community. Sport should be considered a community responsibility just like health, law and infrastructure and appropriately resourced as such. Connectivity between values and within sport will lead to long term support and action ('sustainability') so that benefits will be highly visible in the future.

We will know we have it if sport is seen on equal footing as other community responsibilities and there is a common voice for sport in communities and in Canada.

APPENDIX 5 - ELECTRONIC AUDIENCE RESPONSE SYSTEM (ELECTRONIC KEYPAD VOTING) PROCEDURES

Participants used an electronic audience response system (electronic keypad voting) to identify the most important individual values and community values to act on in order to provide the sport we want. The response system was also used to identify the systemic indicators they believe have caused our failure to deliver on the expected values.

Approximately 96-99 votes (out of a possible 110) were registered for each value using individual anonymous hand held key pads. Aggregate results were immediately displayed on a large plenary screen. Small group facilitators were asked to abstain from voting as were the plenary facilitators and the Symposium reporter. Participants voted on both individual and community values.

Symposium participants were chosen for their experience and knowledge with youth and community sport and development. Consideration was also given to diverse representation in terms of gender, language, region and constituency whenever possible. Participants were chosen to be representative of the following groups:

- youth athletes
- parents of youth involved in community sport
- high-performance athletes
- local, provincial/territorial and national sport administrators
- community sport coaches and officials
- experts in social change processes
- education/public school sector
- researchers in relevant fields, including the authors of the papers commissioned for the Symposium
- experts in youth development
- experts in community development
- experts in volunteer development
- sponsors of community sport
- media covering amateur and professional sport
- federal and provincial/territorial government

For the purposes of voting, participants were asked to identify themselves as belonging to one of six groups by answering the following question: “Which group will you primarily represent?” The breakdown was as follows: Youth 16%, Parents 11%, Sport System – Technical 8%, Sport System – Policy and Administration

38%, Developmental (youth development, community development, volunteer development, and education)
21%, Media 5% (percentage based on 99 voters).

A scale of 1 to 10 was used for voting:

1 – not at all important

3 – nominal importance

5 – somewhat important

7 – important

10 – very important

The results of small group discussions on identifying the values we need were aggregated into a list of 14 individual values of importance and 11 community values of importance for rating through the electronic group response system . Participants also identified the contributing factors for failure to address these values systemically. They then voted on the identified systemic factors and created a list, in order of average importance (from most important to least important) of the systemic factors contributing to the failure of sport to deliver expected values.

The intent and meaning of each value and systemic factor was outlined quickly by select participants prior to voting. However, the rigorousness of the data gathered through voting may not be fully comprehensive given Symposium time constraints. This data, and the results of the Symposium, represent a starting point in the dialogue on values-based sport in Canada. As the dialogue continues, the ideas expressed in this report will evolve and mature.

APPENDIX 6 - WHAT CAN WE CONTRIBUTE? CLOSING REMARKS FROM SPORT CANADA AND THE CANADIAN CENTRE FOR ETHICS IN SPORT

Sport Canada and the Canadian Centre for Ethics in Sport (CCES) highlighted ongoing initiatives in support of continuing dialogue and creating a more values-based sport system in Canada.

SPORT CANADA

Lane MacAdam, Executive Director, Canadian Sport Policy, Sport Canada confirmed that work on the *Canadian Strategy for Ethical Conduct in Sport* continues to move forward with the help of volunteers, the Steering Committee, the Secretariat and the CCES. He noted that they will do their best to meet the high expectations of the sport community about the type of progress that should be made in implementing the Strategy.

Sport Canada's ongoing initiatives in support of the Strategy, continuing dialogue and creating a values-based sport system in Canada include the following.



Lane MacAdam, Sport Canada

Traditionally, Sport Canada has focused its support on high performance sport (e.g. development of Olympic athletes). However, the Government of Canada recently recognized that, while difficult to reach directly into communities, it has a role in advancing a values-based, ethical environment for sport through the sports policy process. In support of this, it announced additional funding for sport with a focus on participation in 2003. These funds will provide Sport Canada with additional flexibility and tools to address many of the issues raised by participants at the Symposium. These funds will be used to help increase collaboration among governments, to support NGOs, provinces and the national sport delivery system, to address known access problems, to help advance programs such as Kids Sport, and to better engage youth and increase their participation in sport.

Sport Canada will work with the Government of British Columbia and with NGOs, as appropriate and feasible, to advance values-based sport as preparations for the upcoming Olympic and Paralympic Games in 2010 continue.

Creating social change is difficult but achievable over time with all the right partners involved. Sport Canada recognizes that no single government can accomplish such change on its own. Collaboration between and within governments and the sport community and between health and sport is essential to building a deepened understanding of the role that sport plays in the health of Canadians and vice versa. Sport Canada has a role to play in changing the current sport system and intends to focus its efforts on investing in leadership (investing in capacity such as the Strategy and leaders who are advancing the Strategy), agents of change, mechanisms that will build momentum (e.g. groups like Sport Matters and online communities) and

in building capacity to deliver values-based sport (e.g. working with the sport delivery system and NGOs). Sport Canada will also continue to invest in research, public opinion polling and raising Canadians' awareness about values-based sport, and continue to encourage and participate in collaboration at all levels.

Sport Canada looks forward to continue being an active partner in the dialogue and to advancing specific initiatives related to improving values-based sport in Canada so that real change can occur.

CANADIAN CENTRE FOR ETHICS IN SPORT

Paul Melia, CEO of the Canadian Centre for Ethics in Sport (CCES) highlighted some of the CCES' current and planned activities to advance the *Canadian Strategy for Ethical Conduct in Sport* and further dialogue on improving our sport system.

The CCES has played a lead role in the implementation of the *Canadian Strategy for Ethical Conduct in Sport* which, over the next ten years, will assist the sport community and governments in understanding and addressing a broad range of ethical issues in sport. An *Action Plan* has been developed for implementing the Strategy. While housed within the CCES, the Strategy will be led by a Steering Committee and administered by a Secretariat. The Sport We Want Symposium is one of the first initiatives to be implemented in support of key recommendations in the *Action Plan* around advancing dialogue with Canadians.

The CCES continues to support initiatives directed at building and maintaining an online community. The internet provides an accessible public space where the sport community can come together for continued dialogue so that ideas can grow and build on each other over time, attracting more and more people to participate in dialogue and change.

The internet is also being used to facilitate knowledge-sharing and collaboration among communities across Canada. Model programs and other best practices are being developed and implemented in individual communities to address challenges faced by the sport community across Canada. CCES has created an online resource centre to collect stories about these programs, to share lessons learned and to connect communities and reduce duplication of effort.

The doping control program is a key aspect of the CCES' mandate and the Centre has been involved in running the domestic doping control program for over a decade. In that time, the CCES has leveraged its expertise and knowledge of this issue and attracted international clients to the program. Resources from these clients supplement the Ethics Strategy Reserve Fund and are used to support priority Strategy initiatives.

The CCES will continue to seek out opportunities to collaborate, build relationships with and reach out to organizations interested in moving this dialogue forward.



Paul Melia, Directeur général du CCES

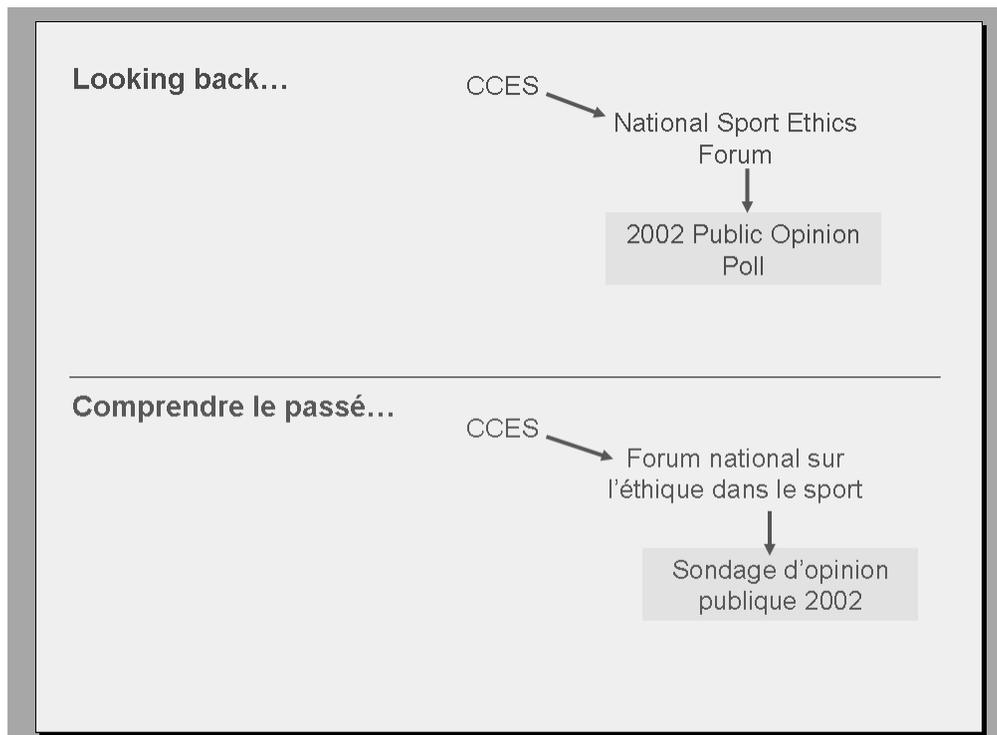
**APPENDIX 7 – THE SPORT WE WANT SYMPOSIUM: LOOKING BACK AND LOOKING AHEAD
(PRESENTATION)**

the le **SPORT** *we want!
que nous voulons!*

SYMPOSIUM
SEPTEMBER 12-13 SEPTEMBRE 2003

Looking back... Looking ahead...

Comprendre le passé... Préparer l'avenir...



The poll results:

92% of Canadians believe community sport can have a positive influence on the personal and moral development of youth...

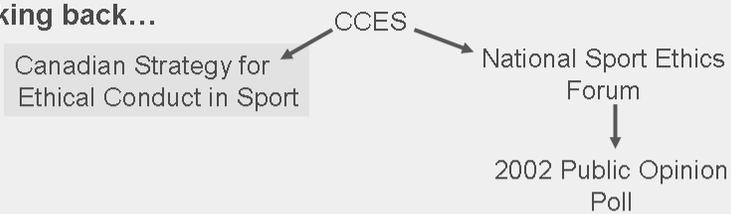
...BUT less than 20% feel very confident this potential is currently being realized.

Les resultats du sondage :

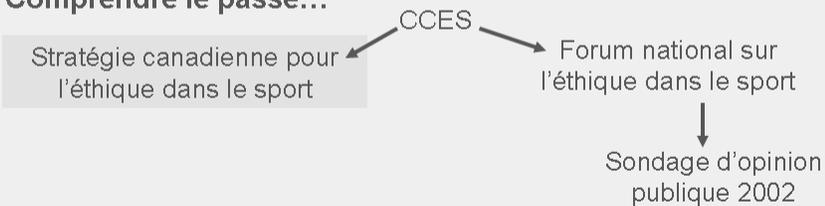
92% des Canadiens croient que le sport communautaire peut avoir une influence positive sur le développement personnel et moral des jeunes...

...MAIS moins de 20% croient que ce potentiel est présentement réalisé.

Looking back...



Comprendre le passé...



The Canadian Strategy...

A Policy Framework and Action Plan providing a platform for:

- promoting action
- sharing information
- increasing collaboration
- strengthening sport community's collective impact

Adopted by the Federal, Provincial and Territorial Governments

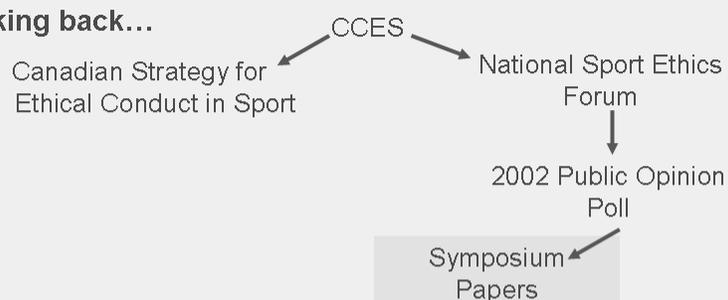
La Stratégie canadienne ...

Un Cadre stratégique et un Plan d'action énonçant les fondements pour :

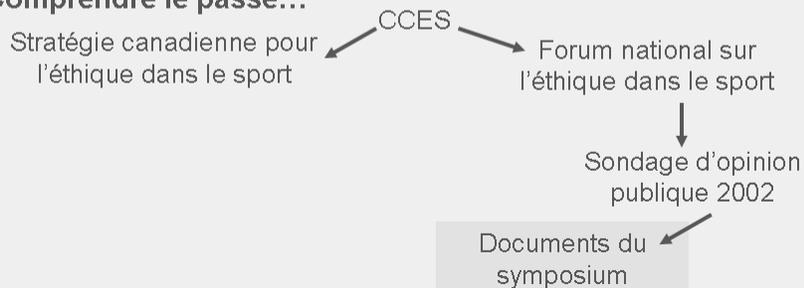
- promouvoir l'action
- partager l'information
- accroître la collaboration
- renforcer l'impact collectif sur la communauté du sport

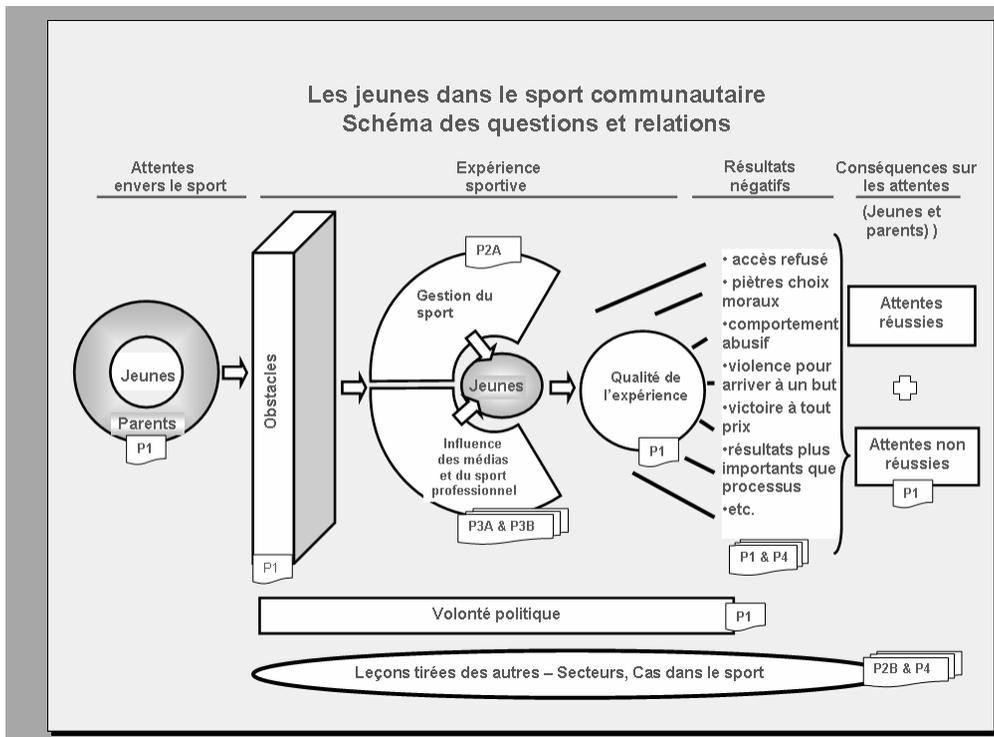
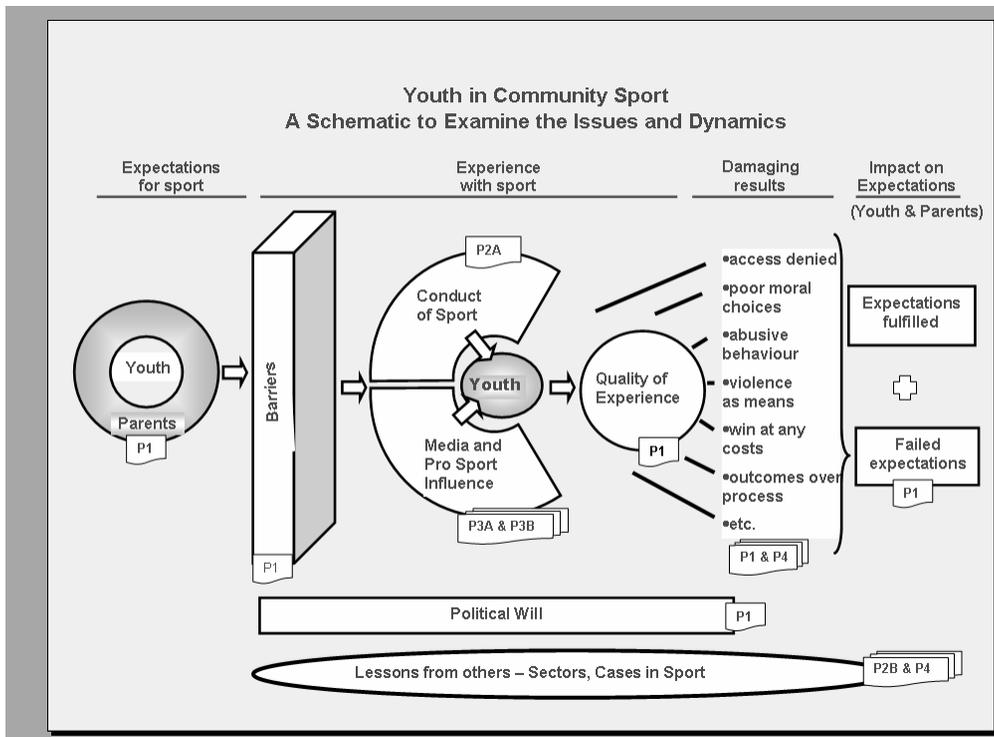
Adoptée par les gouvernements fédéral, provincial et territorial

Looking back...

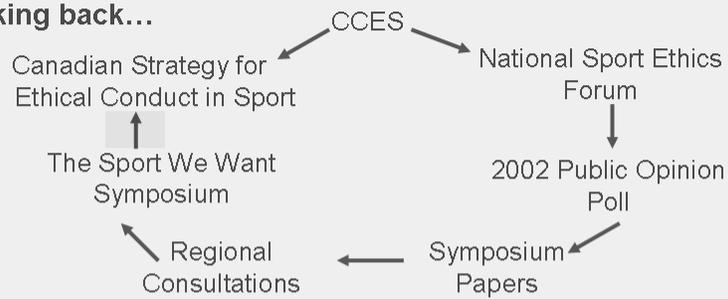


Comprendre le passé...

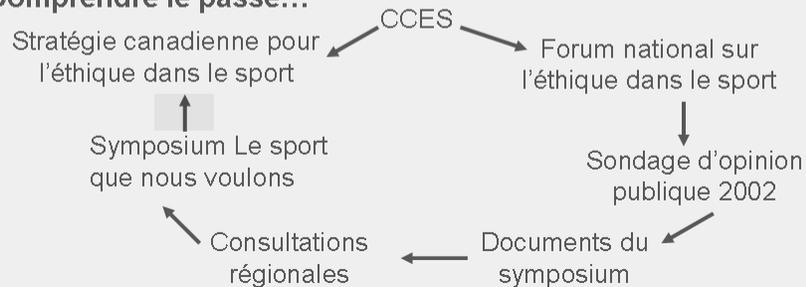




Looking back...



Comprendre le passé...



The Sport We Want Symposium...

...a 2003 priority action under the Strategy

...outcomes will be included in future Strategy priority action plans

Symposium Le sport que nous voulons...

...une mesure prioritaire en 2003 conformément à la stratégie

...des résultats qui seront intégrés aux prochains plans d'action liés à la stratégie

Looking Ahead the Symposium will ...

- ... contribute to an in-depth understanding of how community sport is being conducted and experienced across Canada
- ... identify the values we need to act on, and why, to create 'The Sport We Want'
- ... initiate a nation-wide dialogue on the values we want community sport to be based on and impart
- ... increase awareness and commitment to change

En préparant l'avenir, le Symposium ...

- ... contribuera à l'acquisition d'une connaissance approfondie de la façon dont le sport communautaire est mené et vécu partout au Canada
- ... identifiera les valeurs qui nécessitent notre intervention et les raisons qui motivent ces valeurs, pour obtenir « Le sport que nous voulons »
- ... amorcera un dialogue à l'échelle nationale sur les valeurs que nous voulons pour le sport communautaire
- ... augmentera le niveau sensibilisation et l'engagement envers le changement



Friday morning *Vendredi matin*
The Sport We Want *Le sport que nous voulons*

how sport has touched *quel effet a le sport sur*
our lives *nos vies*

the sport we want by *le sport que nous voulons selon*
the values we want *les valeurs que nous voulons*

the values we need *les valeurs qui nécessitent notre*
to act on *intervention*





Friday afternoon Vendredi après-midi
The Sport We Have *Le sport que nous avons*

gaps between expectations les écarts entres nos attentes
and our experience et notre vécu

why there are les causes des attentes non
failed expectations réalisées

why we have not pourquoi nous n'avons pas
taken action agit



Friday evening Vendredi soir
Social event *Activité sociale*

reception réception

hospitality dinner repas hospitalité

entertainment by the divertissement par les
Accafellas Acafellas





Saturday morning **Samedi matin**
The Change We Need *Le changement dont nous avons besoin*

review of Friday's proceedings révision des travaux du vendredi

learning from other countries ce que d'autres pays font

what are the big actions/big changes needed les grandes mesures ou grands changements requis



Saturday afternoon **Samedi après-midi**
A Dialogue For Change *Un dialogue pour le changement*

opportunities for change les occasions de changement

creating a dialogue with fellow Canadians nourrir un dialogue avec nos concitoyens

what can we contribute ce que nous pouvons apporter

closing summary récapitulation



Symposium participants Participants au Symposium

youth athletes jeunes athlètes

parents parents

elite athletes athlètes d'élite

coaches entraîneurs

officials officiels

sport administrators at all levels administrateurs à tous les niveaux

teachers/public school experts spécialistes / écoles publiques

sport media experts spécialistes / médias sportifs

youth development experts spécialistes / développement des jeunes

youth trends experts spécialistes / tendances jeunesse

social change experts spécialistes / changements sociaux

community development experts spécialistes / développement communautaire

volunteer development experts spécialistes / bénévoles

research experts spécialistes / recherche

Symposium vocabulary Mots du Symposium

What do we mean by... Qu'entend-on par...

“community sport”? « sport communautaire »?

= children + youth sport

= community + school settings

= sport pour les enfants et la jeunesse

= milieux communautaire et scolaire

“dialogue”?

= ↑ awareness

= ↑ commitment for change

= ↑ value of sport on public agenda

not about consultations for advice

« dialogue »?

= ↑ sensibilisation

= ↑ engagement envers le changement

= ↑ valeur du sport au calendrier

il ne s'agit pas de consultations en vue d'obtenir des conseils

“values” and “benefits”?

values = benefits

« valeurs » et « bienfaits »?

valeurs = bienfaits

How has sport touched your life
or your family?

Quel est l'effet que le sport a eu sur votre vie
ou votre famille ?

What do we want from sport...

... for our kids?

... for our communities?

... for Canada in the 21st century?

Qu'attendons-nous du sport...

... pour nos enfants ?

... pour nos communautés ?

... pour le Canada à l'aube du 21^e siècle ?

In ten years, to live in a sport system that is values based and delivers the sport we want...

...what values do we need to take action on and why?

...what will be the indicators of success?

Pour que dans 10 ans nous ayons un système sportif fondé sur les les valeurs et qui génère le sport que nous voulons...

...quelles sont les valeurs qui nécessitent notre intervention ? Pourquoi ?

...comment allons-nous mesurer notre succès ?

Benefits for individuals...

Developing...
 •moral character
 •self-esteem
 •self-confidence
 •physical skills
 •leadership skills
 •honesty
 •commitment
 •self-discipline
 •courage
 •friendships
 •social skills

Experiencing...
 •fun
 •joy
 •challenge
 •learning
 •hard work
 •belonging

Having...
 •access to sport
 •positive role models

Learning about...
 •fair play
 •respect
 •teamwork
 •making decisions
 •winning and losing
 •inclusion
 •tolerance

Striving for...
 •excellence

Improving...
 •physical health
 •mental health
 •emotional well-being

Avantages pour les personnes...

Développe...
 •le sens moral
 •l'estime de soi
 •la confiance en soi
 •les aptitudes physiques
 •les qualités de leader
 •l'honnêteté
 •l'engagement
 •l'autodiscipline
 •le courage
 •les liens d'amitié
 •les aptitudes sociales

Fait vivre...
 •le plaisir
 •la joie
 •le défi
 •l'apprentissage
 •l'effort
 •le sentiment d'appartenance

Donne...
 •un accès au sport
 •des modèles positifs à suivre

Enseigne...
 •le jeu équitable
 •le respect
 •le travail d'équipe
 •le prise de décisions
 •la victoire et la défaite
 •l'inclusion
 •la tolérance

Encourage...
 •la recherche de l'excellence

Améliore...
 •la santé physique
 •la santé mentale
 •le bien-être émotionnel

Benefits for communities...

healthy citizens
lower healthcare costs
responsible citizens
less crime
inclusion of citizens
kinship
tolerance and mutual respect
equality of access
mutual support
shared values
skilled volunteer base
leadership development
family bonding
community unity/cohesion
community pride
tradition
recreational opportunities
commerce

Avantages pour les communautés...

des citoyens et citoyennes en santé
une réduction des coûts des soins de santé
des citoyens et citoyennes responsables
une réduction de la criminalité
l'inclusion des citoyens et citoyennes
une camaraderie
la tolérance et le respect mutuel
l'égalité de l'accessibilité
le soutien mutuel
des valeurs communes
des bénévoles aptes
le développement du leadership
le rapprochement des familles
l'unité/cohésion de la communauté
la fierté de la communauté
la tradition
des occasions récréatives
le commerce

Our expectations of community sport
for individuals and communities...

Ce que nous attendons du sport communautaire
pour les personnes et les communautés...

Values for action... Individuals	Valeurs pour intervention... personnes
1. Fun	1. le plaisir
2. Respect	2. le respect
3. Access for All	3. un accès au sport
4. Fair Play	4. le jeu équitable
5. Inclusion	5. l'inclusion
6. Personal Development	6.
7. Health and Well-being	7. la santé et le bien-être émotionnel
8. Positive Role Models	8. des modèles positifs à suivre

Values for action... communities	Valeurs pour intervention... communautés
1. Equality of Access	1. l'égalité de l'accessibilité
2. Tolerance and Mutual Respect	2. la tolérance et le respect mutuel
3. Safe and Welcoming Environment	3.
4. Healthy Citizens	4. des citoyens et citoyennes en santé
5. Leadership Development	5. le développement du leadership
6. Skilled Volunteer Base	6. des bénévoles aptes
7. Inclusion of Citizens	7. l'inclusion des citoyens et citoyennes

Our expectations versus our experience...

...where are the gaps?

...what are the causes?

...what are the impacts?

Nos attentes par rapport à notre vécu...

... où se situent les écarts ?

... quelles sont les causes ?

... quelles sont les répercussions ?

A "gap analysis" example...

We expect sport to be fun,
but young athletes experience...

- pressure to win
- unrealistic expectations
- inadequate skill development

...

because of...

- societal focus on winning at all costs
- training and expectations of coaches
- attitudes of some parents
- media coverage of professional sport

...

which can lead to...

- unequal playing time
- cheating
- verbal abuse
- violence

...

resulting in...

- low self-esteem
- negative sport experiences
- disillusion about the value of sport
- dropping out
- losing the potential benefits of sport

...

Analyse de l'écart (exemple)

Nous présumons que le sport est plaisant ,
mais les jeunes athlètes vivent...

- la pression de gagner
- des attentes artificielles
- l'apprentissage inadéquat de compétences

...

en raison de...

- l'accent mis sur la victoire à tout prix
- la formation et les attentes des entraîneurs
- l'attitude de certains parents
- la couverture du sport professionnel

...

qui sont des éléments pouvant mener à...

- la répartition inégale des périodes de jeu
- de la tricherie
- de l'abus verbal
- des actes de violence

...

et qui ont pour résultat...

- une piètre estime de soi
- des expériences sportives négatives
- une déception face à la valeur du sport
- le décrochage
- la perte des bienfaits possibles du sport

...

Why have these failed benefits/values not been systemically addressed and resolved to date in Canada?

Comment se fait-il que ces bienfaits et ces valeurs qui n'ont pas été obtenus n'ont pas fait l'objet d'examen systématiques et n'ont pas été résolus à ce jour, au Canada ?

Systemic reasons for our failed expectations...

- ... because many different and independent situations lead to a larger problem?
- ... because of lack of awareness of the problem?
- ... because, despite awareness, we don't have effective policies and programs/procedures to address the problem?
- ... because we don't embrace or properly implement existing policies and programs?
- ... because we are not recognizing or communicating that the problem is being adequately addressed?

Raisons systémiques de nos attentes non répondues

- ... parce que plusieurs situations ponctuelles et différentes font partie d'un plus grand problème ?
- ... en raison d'un manque de sensibilisation au problème ?
- ... parce que, malgré la sensibilisation au problème, nous n'avons pas de politiques et de programmes/procédures pour traiter le problème ?
- ... parce que nous n'arrivons pas à adopter ou à mettre en oeuvre de façon adéquate les politiques et les programmes en place ?
- ... parce que nous ne reconnaissons pas ni ne communiquons pas que le problème fait l'objet d'un traitement adéquat ?

Summary of Friday's proceedings...

Récapitulation des travaux de vendredi...

What lessons and principles from Norway's and Ireland's experience could be utilized for...

...moving towards the sport we want?

...engaging fellow Canadians in a dialogue on community sport?

Quelles leçons et quels principes pouvons-nous tirer de l'expérience de la Norvège et de l'Irlande afin de les utiliser pour...

...nous rapprocher de notre but – le sport que nous voulons ?

...obtenir l'engagement de nos concitoyens envers un dialogue portant sur le sport communautaire ?

What are the big changes/big actions needed to create a new public mindset and to enable the sport we want?

Que sont les grands changements et(ou) les grandes mesures nécessaires pour faire adopter au public une nouvelle attitude et pour permettre la mise en place du sport que nous voulons ?

www.truesport.ca

www.sportpur.ca

Reflections on processes and possibilities
for change

...Eric Young

Réflexions sur les processus et les possibilités de
changement

...Eric Young

How can we build on the insights and momentum
generated here, and seize opportunities to move
toward the sport we want?

How can we engage Canadians in a dialogue to
create a new public mindset for the sport we want?

Comment pouvons-nous continuer d'approfondir nos
connaissances et maintenir le momentum que nous
vivons actuellement et saisir les occasions de nous
rapprocher de notre but – le sport que nous voulons ?

Comment obtenir l'engagement de nos concitoyens
envers le dialogue et faire adopter une nouvelle attitude
par rapport au sport que nous voulons ?

Is there anything that we, as individuals, can do to move this desired future and dialogue with Canadians forward?

As this has been the first of many dialogues that can and will occur in Canada on this theme, how do we see the future contribution that this 'constituent assembly' could make?

Do we need or want to stay informed and connected to this path? If so, how?

Qu'est-ce que chacun d'entre nous peut faire pour faire avancer le projet et le dialogue avec les Canadiens et les Canadiennes ?

Comme nous en sommes au premier de plusieurs dialogues sur le sujet au Canada, comment percevons-nous nos futures contributions en tant que groupe ?

Avons-nous le besoin ou le désir de demeurer renseignés et branchés sur ce processus? Si c'est le cas, comment allons-nous y parvenir ?

THE AUTHORS / LES AUTEURS

Realizing the Expectations: Youth, Character, and Community in Canadian Sport
Répondre aux attentes : La jeunesse, le caractère et la communauté dans le sport au Canada

– **Peter Donnelly Bruce Kidd**

Community Sport, Community Choice: The Ethical Challenges of Community Sport

Sport communautaire et choix communautaires : Les défis du sport communautaire sur le plan éthique

– **Robert Butcher Angela Schneider**

Understanding the Nature of Ethics, Values, and Purposes of Business, Health Care and Law: Implications and Applications for Community Sport
Comprendre la nature de l'éthique, des valeurs et de la raison d'être dans les domaines des affaires, des soins de santé et du droit ainsi que les répercussions et les applications pour le sport communautaire

– **David Cruise Malloy**

THE AUTHORS / LES AUTEURS

The Changing Face of Sport: From Hometown Heroes to Supermen and Superwomen

Les visages changeant du sport : De héros local à super héros

– **Stephen Brunt**

Watching the Pros vs. Playing the Game: How Sports Coverage Affects Community-level Athletes

Assister à la performance des professionnels par opposition à s'exécuter sur le terrain : Comment la couverture médiatique sportive a une incidence sur les athlètes qui pratiquent le sport au niveau communautaire

– **Romayne Smith Fullerton**

Best Practices in Sport: A Vehicle for Positive Values and Ethical Conduct?

Des pratiques sportives exemplaires : Véhicules de valeurs positives et de comportements éthiques ?

– **Sylvie Turner André Buist Denis Brown**
Michel Fafard Claude Goulet

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National Sport Ethics Forum Council

The Honourable Charles L. Dubin, Council Chair

Mr. Lyle Makosky, Symposium Chair

Dr. Marjorie Blackhurst

Mr. Steve Findlay

Mr. Paul Melia

Dr. Margaret Somerville

Symposium Team

Susan Aubry Cori McPhail

Kerriane Carrasco Bryan Merrett

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Jocelyn East Brenda Wagman

Small Group Facilitators and Volunteers

Guy Delorme David McCrindle

Tony Fiorentino Caroline Merrett

Hali Geron Adrian Roberts

Stuart Kemp James Sclater

Jeremy Luke Sonia Tran

Gary Laverdure

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Conseil du Forum national sur l'éthique sportive

L'honorable Charles L. Dubin, Président du Conseil

M. Lyle Makosky, Président du Symposium

Mme Marjorie Blackhurst, Ph. D.

M. Steve Findlay

M. Paul Melia

Mme Margaret Somerville, Ph. D.

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Facilitateurs de petits groupes et bénévoles

Guy Delorme David McCrindle

Tony Fiorentino Caroline Merrett

Hali Geron Adrian Roberts

Stuart Kemp James Sclater

Jeremy Luke Sonia Tran

Gary Laverdure

Et grâce à l'appui généreux de...



Learning From Other Countries

Apprendre des autres pays

Lessons From Abroad

Leçons de l'étranger

Not a problem to fix

A dialogue on how to build our sport system on the values we want

Nous n'avons pas un problème à régler.

Mais plutôt à établir un dialogue sur comment bâtir un système sportif sur les valeurs que nous voulons.

Norway and Ireland – *Norvège et Irlande*

- What are the values?
- How did they arrive at these values?
- How did they raise public awareness?
- How are they getting values adopted?
- How are they engaging other sectors?
- How are they monitoring progress?

- *Quelles sont les valeurs ?*
- *Comment sont-ils parvenus à ces valeurs ?*
- *Comment ont-ils stimulés la conscience du public ?*
- *Comment ont-ils fait adopter ces valeurs ?*
- *Comment ont-ils engagé d'autres secteurs ?*
- *Comment surveillent-ils les progrès ?*

Norway- The Values *Norvège – Les valeurs*

Pleasure

Plaisir

Solidarity

Solidarité

Health

Santé

Honesty

Honnêteté

Norway – Arriving at these Values
Norvège – Comment parvenir à ces valeurs ?

- Health problems in society
- What do we want from sport?
- Lillehammer opportunity

- *Problèmes de santé dans la société*
- *Qu'attendez-vous du sport ?*
- *Opportunité « Lillehammer »*

Norway – Focal Point
Norvège – Point d'ancrage

'Good Health' through 'Good Sport'
« Une bonne santé par un bon sport »

Norway – Raising Public Awareness
Norvège – Stimuler la conscience du public

- Focus on the values of a good life
- Make sure sport supports these values
- *Mettre l'accent sur les valeurs essentielles pour une vie saine*
- *S'assurer que le sport supporte ces valeurs*

Norway – Getting the Values Adopted
Norvège – Adoption des valeurs

- Survey of values by sport
- Individual sports encouraged to debate the values
- Publication of sport values 'manifesto'
- *Sondages sur les valeurs du sport*
- *Chacun des sports a été encouragé à débattre des valeurs*
- *Publication d'un manifeste sur les valeurs sportives*

Norway – Getting the Values Adopted Norvège – Adoption des valeurs

Applicable to all levels of the sport system - *Applicables à tous les niveaux du système sportif*

Basic Values <i>Valeurs de base</i>	Pleasure <i>Plaisir</i>	Solidarity <i>Solidarité</i>	Health <i>Santé</i>	Honesty <i>Honnêteté</i>
Elite Sport <i>Sport d'élite</i>	↑ ↑ ↑ ↑	↑ ↑ ↑ ↑	↑ ↑ ↑ ↑	↑ ↑ ↑ ↑
Competitive sport <i>Sport de compétition</i>				
Broad-based sport <i>Sport de participation</i>				
Children's and youth sports <i>Sport d'initiation</i>				

Norway – Engaging other Sectors Norvège – Engager d'autres secteurs

- Government and sport initiated
 - Values were not sport specific
 - Called on sport to be socially responsible
 - Enlisted the education sector
 - Integrated in coaching education
-
- *Mouvement initié par le gouvernement et le système sportif*
 - *Les valeurs ne sont pas spécifiques au sport*
 - *Appel à la responsabilité sociale du sport*
 - *S'assurer la participation du secteur de l'éducation*
 - *S'intégrer dans la formation des entraîneurs*

Norway – Monitoring Progress *Norvège – Surveiller le progrès*

- Values decreasing in society but stable in sport
 - Evaluation mechanism established
 - Long term investment
- *La présence de ces quatre valeurs a diminué dans la société mais est demeurée stable dans le système sportif.*
- *Instauration d'un mécanisme d'évaluation*
 - *Processus à long terme*

Ireland - The Values *Irlande – Les Valeurs*

- | | |
|----------------------------------|---|
| •Importance of childhood | • <i>Importance de l'enfance</i> |
| •Fair Play | • <i>Esprit sportif</i> |
| •Quality atmosphere & philosophy | • <i>Ambiance et philosophie de qualité</i> |
| •Needs of the child | • <i>Besoins des enfants</i> |
| •Equality | • <i>Équité</i> |
| •Integrity in relationships | • <i>Intégrité dans les relations</i> |
| •Competition | • <i>Compétition</i> |

**Ireland – Arriving at these Values
Irlande – Comment parvenir à ces valeurs**

- Expert driven (various sectors)
- Health, child protection, education, sport, child abuse prevention
- Consultation and approval within sport community
- *Choisies par des experts (divers secteurs)*
- *Santé, protection de la jeunesse, éducation, sport, prévention contre les abus faits aux enfants*
- *Consultation et approbation à l'intérieur de la communauté sportive*

**Ireland – Focal Point
Irlande – Point d'ancrage**

'Promoting Child Health Through Sport'
***« La promotion de la santé des enfants
par le sport »***

Ireland – Raising Public Awareness
Irlande – Stimuler la conscience du public

- Focus on rights and needs of young people
 - Engage experts from outside sport
 - Engage community structures outside sport
-
- *Mettre l'accent sur les droits et les besoins des jeunes*
 - *Impliquer des experts de l'extérieur du sport*
 - *Impliquer les structures communautaires de l'extérieur du sport*

Ireland – Getting the Values Adopted
Irlande – Adoption des valeurs

- Adapt values for each sport
 - Create local sport structure
 - Educate on sport values in schools
-
- *Adapter les valeurs à chaque sport*
 - *Création de structures de sport locales*
 - *Éducation sur les valeurs du sport dans les écoles*

Ireland – Engaging other Sectors ***Irlande – Engager d'autres secteurs***

- Government initiated
 - Child-centered approach enlists many sectors
 - Early strong partnership with health and education sectors
 - Link benefits of good sport to future of society
-
- *Initier par le gouvernement*
 - *L'approche centrée sur l'enfant interpelle plusieurs secteurs*
 - *Des partenaires d'importance dès le départ avec la santé et l'éducation*
 - *Lier les bénéfices d'une bonne pratique sportive au futur de la société*

Ireland – Monitoring Progress ***Irlande – Surveiller le progrès***

- Government and communities involved together in initiating and monitoring projects
 - Periodical evaluation
 - Establish criteria to achieve Action Plan
-
- *Les gouvernements et les communautés sont conjointement impliqués dans le démarrage et la surveillance de projets.*
 - *Évaluation périodique*
 - *Critères définis dans un plan d'action*

**What can we learn?
*Que pouvons-nous retenir ?***

- Identification of core values
 - Focal points external to sport
 - Involvement of other sectors (health & education key)
 - Connecting other sectors within communities
 - Engaging sport community
-
- *Identification de valeurs de base*
 - *Points d'ancrage externes au sport*
 - *Implication des autres secteurs*
 - *Collaboration entre les autres secteurs et les communautés*
 - *Implication de la communauté sportive*