



# Study on Disability Inclusion in Sport

## *Findings Report*

**Prepared for Canadian Heritage, Sport Canada**

**Supplier: EKOS RESEARCH ASSOCIATES INC.**

**Contract Number: CW2382582**

**Contract Value: \$154,338.24**

**Award Date: November 22, 2024**

**Delivery Date: March 31, 2025**

**Registration Number: POR 078-24**

For more information on this report, please contact Canadian Heritage at [recherchedopinionpublique-publicopinionresearch@pch.gc.ca](mailto:recherchedopinionpublique-publicopinionresearch@pch.gc.ca)

*Ce rapport est aussi disponible en français*

# Study on Disability Inclusion in Sport

## Final Report

**Prepared for Canadian Heritage, Sport Canada Supplier name:** EKOS RESEARCH ASSOCIATES INC.

**Date:** March 2025

This public opinion research report was conducted by EKOS Research Associates Inc. on behalf of Canadian Heritage, Sport Canada. The research study included two components: a series of 12 online focus groups conducted with 88 parents or caregivers of a child between the ages of 3 and 17; and an online survey conducted with 554 sport organizations and 42 disability-related organizations.

Cette publication est aussi disponible en français sous le titre «L'étude sur l'inclusion des personnes ayant un handicap dans le sport».

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Communications Branch  
Public Services and Procurement Canada  
Portage III Tower A  
16A1-11 Laurier Street  
Gatineau QC K1A 0S5

**Catalogue Number:** CH4-210/2025E-PDF

**International Standard Book Number (ISBN):** 978-0-660-76695-9

**Related publications** (registration number: POR 078-24)

**Catalogue Number:** CH4-210/2025F-PDF (French Report)

**International Standard Book Number (ISBN):** 978-0-660-76696-6

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# SUMMARY

## A. INTRODUCTION

The Government of Canada's Policy on Sport for Persons with a Disability provides a framework for engaging partners and stakeholders in initiating changes that aims to remove sport-specific barriers that prevent persons with a disability from participating in sport. This policy aligns with the Canadian Sport Policy, aiming to ensure that Canadians with disabilities have opportunities to participate at all levels of sport. The policy focuses on addressing barriers, promoting diversity, and fostering a culture that recognizes the contributions of athletes with disabilities. Regular physical activity is effective in both the primary and secondary prevention of various chronic diseases, also providing benefits such as improved muscular and cardiorespiratory fitness, weight maintenance, improved mental health, stress reduction, and improved academic performance (WHO, 2018; Lee et al., 2012). Beyond physical benefits, it also promotes mental well-being by reducing stress, anxiety, and depression, and fosters social inclusion through participation in community activities. Inclusive and adaptive physical activity opportunities can empower individuals with disabilities, enabling greater independence and improved life satisfaction.

To support greater insights into the sport, physical activity, and recreational experiences of persons with disabilities, a series of focus groups were conducted among parents/caregivers of children and youth with and without disabilities. Online surveys were also conducted with sport and disability supporting organizations. This research is intended to provide an in-depth understanding of the sport and physical activity experiences of children and youth with disabilities across Canada, with a focus on equity, diversity, and inclusion (EDI). It will also provide insights into the secular trends in the opportunities, facilities, policies, and programs for sport, physical activity, and recreation in key settings that are frequently used by persons with disabilities. These settings include national, provincial/territorial, and community-level sport organizations and national, provincial/territorial, and community-level disability-related organizations in Canada. It will help to identify key barriers to participation, such as accessibility and inclusivity issues. This study aims to inform policy decisions and enhance participation in sport, physical activity, and recreation for all children and youth. Understanding these perspectives is important for initiatives focusing on increasing population participation rates in sport, physical activity, and recreation for people who have a disability.

## **B. METHODOLOGY**

The study was comprised of two components: a series of online focus groups conducted with parents and caregivers of children and youth between the ages of 3 and 17; and an online survey of sport organizations and disability-related organizations.

The Canadian Heritage Project Authority and Sport Canada worked with the Canadian Fitness and Lifestyle Research Institute (CFLRI) in the development of the research. Further, CFLRI designed the research instruments, sampling and recruitment strategy for the focus groups and provided samples of sport and disability-related organizations, as well as developing the ethics review applications. Each component was carefully reviewed by Veritas Ethics Review Board.

### **Focus Groups with Parents**

Twelve online focus groups were conducted, which included participants from all regions of the country. The source for recruitment of the focus group participants was our randomly recruited *Probit* panel. Panel members with one or more children under the age of 18 were sent an email invitation, with a description of the research and asked to complete a short online survey in order to indicate their interest in participating. The research team selected a subset, based on the objective of having a diversity of participants in each group (urban vs. rural community, age and gender of the child, education of the participant). Selected participants were subsequently contacted by telephone to verify key pieces of information such as age and gender of the child, region they live in and several demographic characteristics.

Eight of the 12 groups included participants who did not identify as having a child with a disability. Four of the groups were held with parents with a child with a disability. Some groups were also segmented based on age of the child (3 to 10 vs. 11 to 17), although many participants had children in both age ranges. Other groups included the full age range of children 3 to 17.

Nine of the groups were conducted in English and three were conducted in French.

The recruitment script and online screening survey can also be found in Appendix B, while the discussion guide is in Appendix C. Video recordings, researchers' notes and observations from the focus groups formed the basis for analysis and reporting of results.

## **Online Survey of Sport Organizations and Disability Serving Organizations**

This survey collected data from a wide range of sport and physical activity organizations; disability supporting organizations with a focus on sport and physical activity; and, disability supporting organizations with a wide support mandate un-related to sport

Survey questionnaires were developed based on a previous survey of sport-related organizations conducted by York University in association with CFLRI in 2020. New questions were added to the survey in the area of disability inclusion. Appendix D and E present the questionnaires for sport organizations and disability supporting organizations, respectively.

### ***Sampling***

The sample frame for sport organizations was developed from a previous iteration of the York-CFLRI (2020) survey, and included online sources (e.g., from Sport Canada listing, organized/structured sport groups, organizations, and clubs representing geographical areas and representing various sport). The final list contained 7,189 organizations.

The sample frame for disability supporting organizations includes both sport specific (i.e., blind sports) and disability specific organizations (e.g., organizations associated with blindness that are not specific to sport). The sample frame was developed by CFLRI from online websites and groups and included, where possible, national, regional or provincial/territorial, and community level organizations. The final list contained 245 organizations.

The assembled lists were not intended to be exhaustive or comprehensive, and cannot be assessed in terms of representativeness of the population. Therefore, results are not projectable to the broader population.

### ***Data Collection***

In advance of the initial invitation to sport and disability supporting organizations, a letter was emailed from Sport Canada to inform them of the survey and urge them to participate. Each survey was conducted between February 10<sup>th</sup> and March 5<sup>th</sup>, 2025. The overall response rate for the 554 participation sport organizations is 8.6%.

Across the two types of disability supporting organizations, 42 disability supporting organizations participated (18.7%), of which 24 focus specifically on delivering sport and physical activities for persons with disabilities. Another 16 have a mandate of servicing the broader needs of persons with disabilities, while two neither focus on nor promote sport or physical activities to their

members. Due to the small number of organizations responding to the survey, only broad statements can be made about the results, without references to percentages or proportions.

No weight was applied to these data sets since there are no population figures by which to weigh the representativeness of the survey samples. Nor is an assessment of non-response useful since the sample frames used in the survey are not random or exhaustive.

## **C. KEY FINDINGS FROM FOCUS GROUPS WITH PARENTS**

### ***Types of Sport and Physical Activities***

Parents and caregivers of children aged 3-17 described a wide range activities in which their child has participated. Examples ranged from competitive team or individual sports to more spontaneous indoor and outdoor recreation.

Participants agreed that there is an abundance of benefits to participation in sport and physical activity. Primarily, these include increased energy, ability to sleep and concentrate, confidence and self esteem. A few participants also said that their child benefits from learning to set goals, continuously improve, and the development of leadership skills. A few described how participating in sport, particularly team sports, has helped create social connections and friendships. Further, a few parents said that participating in sport and physical activity at a young age can help establish a foundation for better overall health.

Among participants of a child with a disability, the benefits of participating in sport and physical activity also include improving self-esteem and energy, along with managing stress and anxiety, developing motor skills, establishing social connections and learning to cope with high stimulation environments.

Sport and physical activities have a strong role in their family life, according to many participants. Some participate together as a family, especially for spontaneous physical activity. For those in organized sport, their participation plays a large role in their family's schedule and available free time.

As with the varied sport and physical activity pursued, the environments in which they participate is similarly varied. This includes such environments as sporting arenas, community centers, pools, specialty facilities, or the outdoor environment. For some participants, the opportunities in these locations meet their child's needs. In smaller communities, there was notable distance to travel

to some facilities or fewer organized opportunities. Some of these participants in rural areas suggested they have more opportunity for more spontaneous outdoor recreation.

Among participants with a child with a disability, more challenges were described with regard to finding suitable environments for their child's needs. Among some, their child required an environment with lower environmental stimuli. For a few with physical disabilities, participants said that environments need to consider accessibility in terms of play structures or providing even surfaces.

### ***Barriers to Participation***

Among the barriers to participation in sport and physical activities that parents described, cost stands out as the most often noted, including the cost of enrollment, equipment and in some cases the costs of competitions. Lack of access was also described in a variety of ways, including a lack of enrollment spaces and difficulties securing a spot, as well as timeslots for activities that do not fit well with family schedules (e.g., too early or too late). Perhaps related to these two elements of lack of access, some parents also spoke of limited numbers of facilities, particularly indoor facilities in their community. This was noted more often among parents living in smaller communities.

Some parents talked about the time management issues that they face in trying to get their child, or several children as the case may be, to activities making for a hectic week and in some cases, considerable travel time. Among parents of a child participating in a competitive sport or other activity, the intensity is considerably higher, requiring a high degree of commitment on the part of both the child and parents.

An overly strong focus on competition and on "winning" was also noted by some parents as a barrier to participation, creating an environment where some children are not included because of the caliber of their skill, and also limiting opportunities for a friendly and inclusive environment where key goals are general skill building and having fun. Limited opportunities to try out a variety of activities, particularly those less mainstream or traditional were also noted as barriers, along with the lack of opportunity to enter a sport at a later age.

Among children and youth with a disability, parents described many of these same barriers. They also spoke, however, of a lack of suitable environments (e.g., too loud and busy), as already noted, and more generally of the need for coaches, and others involved in organizing or supporting the activities to be more aware, sensitive and inclusive of those with special needs. Some suggestions included training on special needs and inclusivity, as well opportunities for activities with

adaptations to the structure to de-emphasize the need to keep score and win and promote a spirit of fun and camaraderie.

Some strategies noted by parents to mitigate some of these barriers included streamlining the number of activities to reduce the time management burden, as well as the cost. Some parents said they look for no cost or low-cost options. Networking with other parents to find out about available programs was also noted. Parents of a child or youth with a disability also talked about getting involved in the activity (e.g., as coach) in order to help their child better navigate their participation and help to increase awareness and inclusively for those with special needs. Other parents talked about participation in activities as a family and in a less busy and structured environment.

### ***Vision for Future Support Toward Greater Participation***

When asked about the role that social networks around them could play in helping their child to participate more, some parents described their reliance on extended family members or siblings. Others talked about their reliance on other parents, for example in carpooling, to make it work. The encouragement of teachers, coaches and others in the community were also noted.

With regard to schools and other community organizations, some parents said they have a strong role to play on influencing their child and should be doing more to bring a variety of opportunities to the community. A few parents observed a lack of emphasis on sport and physical activity, arguing that it should figure more prominently in the curriculum. Having exposure to a variety of activities, along with opportunities to try sports later in their childhood, placing less emphasis on competition and more on fun and recreation were also noted. Some parents spoke of the need for more funding support, more facilities, more staff to increase capacity. Some parents talked about the need for more training related to inclusiveness of all ability and skill levels, with particular consideration for those children and youth with special needs. This includes greater understanding and sensitivity, willingness to adapt teaching approaches, environments and the way activities are structured, as well as the ratio of staff to participants.

Some parents encouraged greater reciprocal cooperation between schools and other community organizations to keep costs down, and also to increase opportunities to learn about and pursue different types of activities.

In terms of (other) government involvement in promoting and facilitation more participation in sport and physical activity, many parents talked about tax credits to help parents offset cost. Other suggestions related to increasing the capacity for sport and physical activities, in terms of

both increased indoor and outdoor facilities, and multi-sport community centres, as well as increasing programming, access to equipment and staff.

As with discussions of the roles of schools and other community organizations, parents of a child with a disability again emphasized the need for more program and facilities that accommodate a wide range of abilities and needs and make greater strides toward inclusiveness. This was described in terms of the need for more training for staff and volunteers, more funding support, a greater willingness to adapt programming to meet a wider range of needs and abilities, and more support to develop and implement strategies to help promote greater inclusion of children and youth with a diversity of backgrounds and needs.

## **D. KEY FINDINGS FROM SURVEY OF ORGANIZATIONS**

The following presents summary results of survey findings. For fulsome results, please see the Detailed Findings section.

### ***Adequacy of Resources***

Sports organizations responding to the survey primarily feel they have sufficient human resources to only some extent to fulfill the organization's mandate and vision for providing quality sport programming. Nearly half said their organization has sufficient Executive or Board members to a great extent; higher among larger organizations. Only one in four report sufficient resources for coaching, officiating and technical staff to a great extent, and fewer said they have sufficient staffing in volunteers, managerial staff or administrative staff to a great extent. Proportionately fewer disability supporting organizations indicate that they have sufficient human resources.

Ensuring safe sport is the area where the highest proportion report having financial resources to a great extent, although this is less than half of responding organizations. About one in four said they have sufficient financial resources to support governance, collect information on their membership, and to support day-to-day activities. It is noteworthy that supporting persons with disabilities through adapted programming and with adapted equipment and facilities are the areas where the largest proportion of organizations (half) said they do not have sufficient resources at all. Proportionately fewer disability supporting organizations said they have sufficient financial resources to ensure safe sport, collect membership data and support day-to-day activities, as well as the development of athletes and coaches. Comparatively higher portions, however, report sufficient financial resources for adaptive programming, equipment and facilities to support persons with disabilities.

### ***Focus on Specific Areas Related to Improving Access to and Participation in Sport***

The majority of sports organizations responding to the survey said they have written guidelines in training in ethics, safe sport for all participants, and promoting physical activity. Only one in three, however, have written guidelines to support equal access on abilities, and only one in five have guidelines on training for skill development specific to the needs of persons with disabilities. Disability supporting organizations show a somewhat greater tendency to have guidelines for training on skill development specific to the needs of persons with disabilities, and supporting equal access based on abilities or disabilities.

Over half of sports organizations said they have observed an increased focus within their organization on addressing abuse and harassment and encouraging fun in sport participation. Less than half have incorporated an increase in addressing equity, diversity, inclusion and access to opportunities. Only one in four have observed an increase in focus on factors related to disability, including ensuring programs are accessible and addressing discrimination based on abilities. Among disability supporting organizations, comparatively more report an increased focus on addressing discrimination based on abilities or disabilities and on ensuring that programs are accessible to people with disabilities.

Among the activities measured, one in four sports organizations responding to the survey said they have ensured quality standards for coaching and officials, including those in para sport, to a great extent. Partnership development was a focus to a great extent among 5 to 15% of sports organizations, including entering into partnerships with schools, municipalities, other sports organizations, or disability supporting organizations. A similar proportion delivered leadership training materials and training, along with mentoring activities adapted for persons with disabilities. Disability supporting organizations are more likely than sport organizations to have entered into partnerships with schools, other disability organizations and other sport organizations, as well as conduct training and mentoring.

### ***Targeted Sports Programming***

About half of responding sport organizations have programming designed to target specific populations, most often youth and women and girls, with about four in ten of these organizations providing programming for older adults, those with lower income and persons with disabilities. Results are similar among disability supporting organizations that focus on sport.

Relatively small proportions of responding sport organizations report that various levels of human resources are informed about plans, strategies or initiatives to address inclusion of persons with disabilities in the organization. This ranges from between one in seven to just under one in five saying this is the case to a great extent among senior leaders and board members, coaches, paid staff and member associations. Fewer than one in 10 organizations report this to be true among participants and volunteers.

### ***Making Programming Accessible***

As a step toward more accessibility, equity and inclusion, four in ten participating sport organizations offer fee subsidies for those unable to pay. Only one-quarter, however, train staff to ensure adequate knowledge and skills to deliver activities for persons with disabilities or adapted equipment. Fewer than one in five clearly define their vision and mission to engage persons with disabilities in program design and delivery, provide supports or incentives to improve access for parents. Only one in ten have representation of persons with a disability among leadership staff. Comparatively higher proportions of disability supporting organizations focused on sport report taking each of these actions.

Generally, six in ten participating sport organizations report that only some (less than 50%) or none of their programming is accessible. Only one in four report that most (more than 50%) or all of their programming is accessible.

When developing new and existing programming most participating sport organizations work with participants, not-for-profit organizations and other national, provincial/territorial or local sport organizations. About a third work with schools and other local level organizations, but only one in seven work with organizations with a mandate to support persons with disabilities.

When partnering with other organizations, about four in ten work to a great extent to ensure access to stage- and age-appropriate competition and training and skills development for athletes. One in four focus to a great extent on establishing pathways to high-performance and recruiting, training and developing coaches. Fewer than one in five focus to a great extent on recruitment, training and development of participants or volunteers. Delivering sport programming and services to members of specific populations is an area of partnership focus among fewer than one in ten organizations, while four in ten say they do not focus in this area at all.

### ***Focus on Key Objectives***

Among key objectives pursued, a focus on facilities that are physically safe is a key focus for half of participating sport organizations, and maintenance of existing facilities is a focus for one in three. Access to stage-based equipment or facilities, however, is a key focus for only one in five, and closer to one in 20 work to provide or facilitate access to adapted equipment or facilities for participants with a disability. Half of organizations say that they do not focus in these areas at all.

Disability supporting organizations seem more likely than other sport organizations to focus on adapted equipment and facilities for persons with disabilities. Proportionately fewer focus on new construction, maintenance of existing facilities and providing a physically safe environment compared with other sport organizations

In terms of most pressing infrastructure needs, six in 10 participating sport organizations say the priority is on providing additional indoor facilities. Another four in ten say that updating facilities to be more accessible for participants of all abilities or disabilities is a priority, as is the repair and maintenance of existing indoor facilities. Adding or repairing outdoor facilities are a priority for proportionately fewer organizations. Among disability supporting organizations, updating facilities to be more accessible is comparatively more often a priority although adding more indoor facilities is also a pressing need.

## **E. NOTE TO READERS**

Detailed findings are presented in two separate sections that follow; one for each study component.

### ***Focus Groups with Parents***

As per section 10.2.3 of the Standards for the Conduct of Government of Canada Public Opinion Research—Qualitative Research, “Qualitative research is designed to reveal a rich range of opinions and interpretations rather than to measure what percentage of the target population holds a given opinion. These results must not be used to estimate the numeric proportion or number of individuals in the population who hold a particular opinion because they are not statistically projectable.”<sup>1</sup> In order to avoid portraying these results as generalizable to the

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<sup>1</sup> Public Services and Procurement Canada. [Standards for Conducting Public Opinion Research](https://www.canada.ca/en/public-services-procurement/services/communication/public-opinion-research/standards-for-conducting-qualitative-research.html) (<https://www.canada.ca/en/public-services-procurement/services/communication/public-opinion-research/standards-for-conducting-qualitative-research.html>).

population, terms such as “a few,” “some” and “most,” rather than specific percentages, are used to broadly indicate views. To ensure a common understanding of the terms used in the analysis, the following guidelines were used in analyzing and reporting on participant results:

“a few participants” = at least 2 people but fewer than 25% of focus group participants

“some participants” = 25% to 49% of focus group participants

“many participants” = 50% to 75% of focus group participants

“most participants” = over 75% of focus group participants

It should also be understood that the information provided by participants is subjective in nature and based on their own recollections and perceptions and on information provided by Canadian business representatives. The screening questionnaire and script can be found in Appendix B, and the discussion guide can be found in Appendix C.

### ***Survey of Organizations***

In the detailed results chapter, overall survey results are presented in the main portion of the narrative and are typically supported by graphic or tabular presentation of survey results. Bulleted text is also used to point out any statistically and substantively significant differences between sub-groups of respondents. If differences are not noted in the report, it can be assumed that they are either not statistically significant<sup>2</sup> in their variation from the overall result or that the difference was deemed to be substantively too small to be noteworthy.

Results for the proportion of respondents in the sample who either said “don’t know” or did not provide a response may not be indicated in the graphic representation of the results in all cases, particularly where they are not sizable (e.g., 10% or less). Results may also not total to 100% due to rounding. Details on the survey methodology can be found in Appendix A while the programmed survey instruments are presented in Appendix D and Appendix E.

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<sup>2</sup> Chi-square and standard t-tests were applied as applicable. Differences noted were significant at the 95% level.

## F. POLITICAL NEUTRALITY CERTIFICATION

I hereby certify as Senior Officer of EKOS Research Associates Inc. that the deliverables fully comply with the Government of Canada political neutrality requirements outlined in the Policy on Communications and Federal Identity and the Directive on the Management of Communications. Specifically, the deliverables do not include information on electoral voting intentions, political party preferences, standings with the electorate, or ratings of the performance of a political party or its leaders.

Signed by:



Susan Galley (Vice President)

# DETAILED FINDINGS – FOCUS GROUPS WITH PARENTS

## A. PARTICIPATION IN SPORT, PHYSICAL ACTIVITY AND RECREATION

Participants cited a wide range of sports, physical activities, or recreation their child enjoys. For some, competitive team sports were mentioned including hockey, soccer, basketball, football and baseball. For others, structured or scheduled individualized sports are the activities their child participates in, such as martial arts, gymnastics, dance, swimming lessons, rock climbing, and cross country.

Informal or “spontaneous” physical activity was cited by many participants as well, with children walking to school, bike riding, sledding, skating, skiing, recreational swimming, or going to the gym. This can involve friends or other family members, or on their own. A few parents described these activities as being unstructured and primarily focused on having fun.

“She loves going on long hikes either in snowshoes or in winter boots in the woods. She is very active. In the summer she spends time at the cottage, goes to the park.” (Translated, parent of child 3-10, Quebec)

A few participants with a child with a disability mentioned that their child has tried various sports and sometimes jumps around from activity to activity. Specially, these participants said their child may try an activity for a session or year, or for a few weeks at a time before they move on to another activity. A few said that their child enjoys trying new activities, even if some effort and encouragement is needed to have their child participate.

“We’ve tried to expose the kids to a range of sports. Each season we pick one. [...] Unstructured things are huge for them. They get sick of it, then months will pass and they’ll come back to that one.” (Parent of a child with a disability, 3-10, East)

“It’s hard to get him out to do things, but when he’s out he has a lot of fun doing it.” (Parent of a child with a disability, 11-17, East)

## ***Benefits of Participation***

Participants described a wide range of benefits of participation in sport and physical activity, including increased energy, ability to sleep and concentrate, confidence and self esteem. A few talked about the benefit of sport in terms of goal setting and achieving a personal best. Similarly, a few said their child has learned and developed a leadership role in their sport, through teaching the younger children or doing demonstrations.

“If my kid is gaming all day, they’re just grouchy. When they play basketball, they seem more energized in a good way. They sleep better and the next day after, they seem well rested and less irritable.” (Parent of a child with a disability, 3-10, East)

“I love seeing both my girls doing athletic stuff for confidence. One daughter is normally shy. [It’s good] seeing her interact with other kids.” (Parent of a child 3-10, East)

“In school they tend not to fail, but in competitive sports, you might not make the team, it teaches them goal setting.” (Parent of a child 11-17, East)

“It helps them learn to work in a team, and the importance of showing up, not letting your team down.” (Parent of a child 3-10, East)

“It keeps them moving and active, but also it gives them more independence and experience working in a group.” (Parent of a child 3-10, West)

A few participants said that participation, notably in organized sport, helps provide structure to their child’s day. Benefits include having something to look forward to and increased predictability in the daily schedule, as well as reducing video game play and improving time management skills. A few participants said that organized sport helps their child to focus on nutrition and eating healthfully.

“Gives our kids a lot of structure. There is something going on all days of the week.” (Parent of a child 11-17, East)

“He struggled when he was younger and started making dietary changes. His confidence has bloomed. There is a strong sense of community at the jiu-jitsu club.” (Parent of youth 11-17, East).

For a few, particularly those in team sports, participants recognized the social connections that were made, with their child looking forward to attending the activity and the opportunity to make or nurture friendships.

“When you home school, it can be isolating. So social aspect of sports has been huge, to be with other families.” (Parent of a child 3-10, East)

A few believe that having their child become familiar with physical activity at a young age will promote lifelong participation and better overall health. A few parents said that swimming is a skill they feel their child should learn for safety around the water, so they encourage or support their child to continue swimming lessons.

“Helps her gain confidence and more assurance when she goes near the water.” (Parent of 3-17, East)

A few participants feel that participation in sport and physical activity helps to keep their child busy, and out of trouble. These parents indicated that physical activity can improve their child’s mood or that they experience less behavioural challenges.

“He had a lot of behavioural problems when he was in primary school so when he found a [sport group], he found a sense of peace.” (translated, parent of a youth 11-17, Quebec)

“It helps with concentration and behaviour in school as well. He settles in classroom.” (Parent of a child 3-10, West)

“It improves everyone’s moods to get out and do more activities. We have more motivation.” (Parent of a child 3-10, West)

### ***Specific Benefits for Those with a Disability***

Among parents of a child with a disability, the benefits of participating in sport and physical activity vary greatly, shaped at least in part by the many different types of disabilities and needs of the individual children. In addition to the benefits of improved self-esteem and energy, among a few participants benefits can include managing stress and anxiety through focusing on physical exertion or concentrating on the task at hand. Other benefits noted are managing excess energy, developing motor skills, establishing social connections, and learning to cope with environments with high stimulation such as a high level of noise, activity and lights.

“He has a lot of energy, so it helps him spend it. The more energy he spends, the more it helps him with his concentration.” (Translated, parent of a child with a disability, Quebec<sup>3</sup>)

“She has sensory issues and doesn’t like water on her face. It helps her gain confidence and more assurance when she goes near the water. (Parent of a child with a disability, East)

### ***Role in Family life***

Some participants said that they participate in activities as a family, often pursuing more spontaneous outdoor activities. A few parents said they sometimes have to encourage their child to take part, only to have that child enjoy the activity once they get started (i.e., difficulty initiating tasks). A few said that doing activities together helps them to bond with their child and create family memories.

“It’s hard to relate to a 14-year-old, and he sometimes opens up when it’s just the two of us.” (Parent, East)

“It’s good bonding time where he wants me to see what he is doing and the progress he is making.” (Parent of a child 3-10, West)

“It’s the largest part of our life outside of work. I coach too. It’s personal for us; it’s me and the kids bonding, not just them with other kids.” (Parent of a child 3-10, East)

For participants with a child in organized sport, these activities play a large role in their schedule and free time. Some parents talked about the amount of organizing, planning, and time involved with their child’s activities and that it can become the primary focus of attention outside of school. Many of these parents implied that the effort is worthwhile given the benefits derived from these activities, although a few said they are conscious of the drain on not only the parent but also the child or youth.

“It’s a lot of going, but you do what you have to do. It’s the best thing for him.” (Parent of youth 11-17, East)

“The spontaneous things are good, but sometimes the organized sports add stress for parents because of the need to follow a schedule and get everyone

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<sup>3</sup> Where the age of the child is not specified, it should be assumed that age is between 3 and 17.

to where they are going. So, it has a mixed role in our family life. (Parent of a child 3-10, West)

A few parents described the added benefit for them of increasing their social connections with other parents of children also involved in the activity.

“It’s socializing because we’re sitting there watching him. There’s the aspect of the socialization with the other parents.” (Parent, East)

“She discovered team spirit last year, and the joy of skating. It made her more sociable. She’s very proud to have friends and a social circle that grows.”  
(translated, parent of child 3-10, Quebec)

### ***Environment for Participation***

Participants described the various environments that their child participates in sport and recreation. This includes sporting arenas, fields like baseball and soccer; public community centres, indoor and outdoor pools; schools; specialty facilities for activities such as rock climbing, dance, or gymnastics; and the general outdoor environment. The outdoor environment may include a park or playground in their neighbourhood, along with open spaces for activities such as running, bike riding, or cross-country skiing.

Parents considered whether the opportunities in these locations meet their child’s needs. For some, most notably those in smaller communities, the distance to facilities for activities can result in their needs not being met. A few of these participants state that their community may have a hockey arena or baseball fields, but participation in other activities (such as swimming), or for competition, may involve notable travel time. However, it is the reality of living in a smaller community with greater distances and less variety of facilities, according to these participants. For a few participants living in smaller communities, there are other opportunities that are afforded for sport and recreation because of the ample space (such as for cross country skiing). For some, including those in larger communities, and those who participate in spontaneous recreational activities (such as walks, outdoor running), there are sufficient opportunities for sport and recreation in locations that meet their child’s need.

“The facilities work, but you always want more. We are in a small town and there is no indoor swimming pool.” (Parent, East)

“Where I live, everything is close by, within 10-15 minutes drive. Playgrounds, indoor playground, city indoor and outdoor pools.” (Parent, East)

“We have a good location for what we do. We are close to cross country skiing. Playgrounds and parks are close. Soccer is down the street. Everything is close.” (Parent of child 3-10, West)

Some participants, with facilities available in their area, said the quality of the facility was satisfactory. For those in larger centres, some participants feel they have adequate infrastructure, at least in the neighbourhoods where they live or their child participates in activities. A few parents suggested that some facilities are older or in need of renovation.

“They have the proper infrastructure in the city for sports for young people.”  
(translated, Parent of 11-17, Quebec)

Some participants described their child as feeling safe or comfortable in the spaces where they participate in activities. A few attributed this to the outgoing nature of their child, while a few others said it is because of their child’s familiarity with the neighbourhood or facility. A few parents said their child feels more comfortable or safe when participating in activities as a family or when a parent or caregiver is a spectator. A few parents, however, described their home environment as less than ideal for some independent activities such as riding a bike because of concerns related to road safety.

“[Our kids] go to the Y and are comfortable to go on their own. We drop them off and then pick them up as long as they have activities or can meet with friends.” (Parent of youth 11-17, West)

“I feel like I’m in a concrete jungle. I’d never let my kids ride their bike on road or the sidewalk, or even the driveway. I feel pigeon-holed into having only organized activities for my kids because of our environment.” (Parent of youth 11-17, East)

### ***Specific Topics Related to Those with a Disability***

Among participants with a child with a disability, there was a more fulsome discussion about the extent to which these locations meet their child’s needs. For some of these participants, their child required an environment that was more controlled in terms of noise (music, sirens, applause), smell, lighting, or other distractions. For a few, this was also linked to the group size of the activity, or the number of people in the facility overall.

“When the environment is more controlled, they’ve done better than other things we’ve experimented with. They can get sensory overload with what’s happening.” (Parent of a youth with a disability, 11-17, East)

“But with sports, what we noticed that especially the brightness and the noise, all these could be factors that made the experience very unpleasant for him.” (Translated, parent of a child with a disability, Quebec)

“The swimming lessons he does are private. It’s impossible to work in a group of six with a coach. Three kids including him is pretty much the maximum. If there are four, he disconnects.” (Translated, parent of a child with a disability, Quebec)

“I find when he’s doing something in the winter, inside controlled sports, the noise really bothers him. The sound might be bouncing off the walls and too many children. He shuts down and covers his ears. We’ll bring him noise cancelling headsets or take him to a quiet corner to calm him down.” (Parent of a child with a disability, 3-10, East)

A few participants with a child with physical disabilities, noted that the physical accessibility of facilities do not always meet their needs. This can involve not being able to access equipment such as play structures or difficulties navigating uneven surfaces such as water drainage sloping in swimming pool change rooms.

“She has a lot of mobility issues, especially her legs and her trunk. Even a playground is very difficult for her, any equipment that requires a lot of climbing to get on is very difficult.” (Parent of a child with a disability, 3-10, East)

“When you are going to put programs in place, you need to make sure facilities can support a person’s needs. For people who don’t have center core or mobility, walking on a floor that’s not well prepared for a slip and fall can be a major issue.” (Parent of a child with a disability, West)

Among participants with a child with a disability, individual activities were listed by some as those their child enjoys, such as swimming or climbing, as these activities can be less structured, involve smaller group sizes, or is less pressure socially. For a few others, team sports were their child’s preferred type of activity due to a desire for more competitiveness or an audience; however, a few mentioned that their child was on a less or non-competitive team.

“Having a neurodivergent child, it’s really challenging. [...] We are finding quieter things for him because he’s having a lot of issues in larger sports.”  
(Parent of a child with a disability, 3-10, East)

“Our kids find individual sports to be better than team sports, they’re both autistic so it’s easier for them to have more control over the environment.”  
(Parent of a child with a disability, West)

“I deal with opposite scenarios with my kids. One is a show boater, the more people the better.” (Parent of a child with a disability, 11-17, East)

## **B. BARRIERS TO PARTICIPATION**

Parents were asked about the types of things that get in the way of or generally block their child’s participation in sports and physical activities. The most frequently noted element that stands in the way is the cost of these activities, including costs related to enrollment, equipment and, in the cases of some competitive sports, the cost of travel. Some parents also pointed to costs in terms of the limited availability of disposable income for this or how costs add up when you are paying for the activities of several children in the home.

“My son plays competitive hockey so equipment is very expensive. It’s also incredibly expensive to register for tournaments.” (Translated, parent of a youth 11-17, Quebec)

“Cost is a huge barrier for our family. For a long time we were on a single income. And it’s difficult to chose which child gets to participate in a sport. We mainly relied on the community activities that are free.” (Parent of a youth 11-17, East)

Many parents also spoke about a lack of access as limiting participation. This was described in terms of limited numbers of classes or enrollment spaces available relative to the level of demand. A few parents recounted fierce competition and need to be waiting for enrollment to open in order to secure a spot for their child. Swimming lessons was raised in this context by a few parents.

“Some organized programs fills up too fast. Local soccer association opens registration on a Tuesday evening and is filled by Wednesday.” (Parent of a youth 11-17, East)

“I live in a big city. It’s very difficult to get access to swimming lessons or gymnastics at the schools that we want because when it comes time to register, if you are not there on time, all the spots are taken.” (Translated, parent of a child 3-10, Quebec)

“We have a lot of children in our towns, and there are huge waitlists for all organized sports. It’s cutthroat to try to get your child registered. You might have 70 boys in grade 5 for basketball.” (Parent of youth 11-17, East)

Some parents said that the timeslots for some activities are also problematic for them, including times that were too early in the day for youth or too late in the evening for young children. This may again come back to limitations in the capacity of community organizations and facilities to accommodate the level of demand for activities.

“I wanted to register her for self-defence and the hours were only early during the week or before 5pm. It was impossible for my husband or me to attend. (Parent, East)

“The other challenge is the schedules. The older you get, the later it is. Practice usually starts around 8 p.m. or 8:30 p.m. and then I have to pick him up at 10 p.m., 10:30 p.m.” (Translated, parent of a youth 11-17, Quebec)

“I find the timing is the main thing for us. He wants to be in Rugby and Badminton, but it’s a 5:00 start on a weekday. To get home and get them to an activity, it’s nearly impossible.” (Parent of a youth with a disability, 11-17, West)

In smaller, more rural communities a few parents described the limited number of activities, enrollment spots and sparse infrastructure available nearby (e.g., having to drive an hour to pools and arenas).

“Hockey is an hour one way and baseball is an hour the other way. He has to choose. We are so rural, there is not a lot of competition, there might be four other teams in the region.” (Parent of a child 3-10, East)

“There are not that many classes available in our smaller community. There aren’t enough of them and they get booked quickly because there aren’t too many options.” (Parent of a child 3-10, East)

“Other places are larger and have more varied options. [In rural communities] there are distances. Opportunities in our small community are more limited.”  
(Parent, West)

A few parents talked about the limited number of indoor facilities as a barrier, particularly in the winter.

“The summer season is short. Winter seasons are long so there is a need for indoor facilities and there aren’t enough venues. Schools are not set up for big sports indoors such as soccer.” (Parent of a youth 11-17, West)

“Registering for the activity [is a barrier], it’s so competitive to get a swimming spot. I wish there were more facilities.’ (Parent, East)

The demands that these activities place on parents and on children was also described as a time management issue that serves as a barrier to participation, where families are “juggling” to balance competing priorities. Many parents said they spend considerable amounts of time, for example, driving their child, in some cases several children to different activities. Some more competitive environments also bring with them a level of intensity and commitment of time that is challenging for some families. In a few cases, for those in competitive sports involving a substantial amount of hours per week for training, participants mentioned their child had to give up other activities to focus on their specialized sport. This was more notable with participants who have a child in the 11-17 age group.

“Time management is an issue, so they have to pick 1 sport and figure out what they are going to drop so that school doesn’t suffer” (Parent of a child 3-10, West)

“It can be very difficult for parents to transport them everywhere. During the weekends we have to make ourselves available and sometimes we have to go all over the place for his sporting activities. (Translated, parent of a youth 11-17, Quebec)

“You only have so many hours in your week. And the constant juggling of which activity they enjoy, we keep trying different ones.” (Parent of a child with a disability 3-10, East)

Some parents talked about a strong preoccupation with competition and winning that can be inherent in some sports or other physical activities, which serves as a barrier or disincentive for some children. A few parents said that this requirement to excel in order to be included adds a pressure that can make some children uncomfortable or anxious.

“There can be politics around making teams. It has led to discouragement where some kids are better but playing a lower level. If there was an outside evaluator, maybe this kid would have got it.” (Parent of a child 3-10, East)

“He could play competitive but he doesn’t want to because he doesn’t like the kids or competitiveness and singular focus and commitment of time.” (Parent of a child 3-10, West)

Related to this, a few parents complained that there are limited entry level offerings for older children in sports or physical activities where most participants started at a young age (e.g., hockey), making it difficult to become involved. A few also described some environments as “clicquey” or unwelcoming, particularly for those entering the activity in later childhood, or with less skill than other participants.

“It’s hard for a beginner to enter into an activity at 12 when most others have been playing it for years. There are no easy entry level opportunities, you have to start early. It’s tough on them to come from behind.” (Parent of a child 3-10, West)

“In some sports, like hockey, if you do not get involved right away there are no entry level opportunities for kids a bit older. You can’t step in later and that is unfortunate that you can’t get a chance to try things later on.” (Parent, West)

“For my daughter it was the gap between her skill level and that of those around her. It was really the treatment by her teammates that made her lose interest. (Translated, parent of a youth 11-17, Quebec)

### ***Barriers Specific to Those with a Disability***

Some parents with a child with a disability spoke of a lack of awareness and in some cases inclusiveness regarding participants with special needs or lesser skills. These were described in connection with coaches and, to a lesser extent, other staff involved in organizing or teaching activities. As previously noted in terms of environments, some parents of a child with a disability described program offerings that are too structured, include overly large groups, and environments that are generally too busy or loud as an obstacle for some children.

“Coaches need to be trained better for athletes that have a variety of types of learning difficulties and health issues but there’s more to developing young people today than 25 years ago.” (Parent of a youth with a disability, West)

“For my daughter it was the gap between her skill level and that of those around her. It was really the treatment by her teammates that made her lose interest.” (Translated, parent of a youth with a disability, Quebec)

### ***Strategies to Mitigate Barriers***

Some parents were able to articulate strategies that they employ to mitigate some of these barriers, although relatively few did so. Related to cost of activities, a few parents said that they simply look for no or low-cost options for their child to participate in such as those offered at school or through municipal programs. A few parents said they work with the child to select one activity at a time.

“We go with activities that don’t cost anything, like hiking or skating at an outdoor rink.” (Translated, parent of a child 3-10, Quebec)

“We limit to one activity a year, especially because we have four kids.” (Parent of a child 3-10, East)

Streamlining activities to one or two is also a strategy that a few parents use to reduce the time management burden on the family. Other parents described networking and carpooling with other parents as a way of making it work. A few parents suggested that they sacrifice other household endeavours to prioritize their child’s participation in sport and physical activities.

“There are always other parents who can drive, especially in team sports.” (Parent of a youth 11-17, East)

“We aim for a variety the activities and do a few things each season but not try to do everything every year. (Parent of youth 11-17, West)

“Just dogged determination to make sure it happens.” (Parent, East)

Related to limited program capacity, some parents described networking with other parents to find out about other options available when their child’s preferred program fills up, or they work together to create more spontaneous activities for their children to participate in. Others simply re-direct their child to a different type of activity.

“Talking to other parents who are more experienced than I am helps. They give you tips and tricks.” (Parent of a youth 11-17, West)

“It’s always good to connect with other parents about what is going on in activities in the neighbourhood. It doesn’t always have to be organized, sophisticated and expensive.” (Parent of a youth 11-17, West)

“Neighbourhood gets together and build different things in their yards or basements, so the kids in the (small) community are always busy, going from house to house doing different activities.” (Parent of a youth 11-17, West)

“We find other sports to sign her up for. Sometimes it isn’t 100 per cent what my child is interested in. If there’s no swimming or no gymnastics, we have to do something else.” (Translated, parent of a child 3-10, Quebec)

A few parents of a child with a disability said that they become involved in the activity, as a coach or volunteer in another capacity in order to help their child better navigate, and generally support their needs to mitigate some of the barriers (e.g., limited awareness related to special needs). For a few, this is also a cost-saving strategy.

“I act as a buffer. Just being here with an encouraging word and explaining things to him in a way that resonated with him and seeing the early signs of overstimulation [helps him succeed].” (Parent of a youth with a disability, 11-17, East)

“It’s been four years that I’ve been coaching with them. We go by trial and error. If for example we line them all up on the board and wait to toss them the puck, we lose about 75% of them so we try to do activities that are lively.” (Translated, parent of a child with a disability, Quebec)

“I coached so that my kid would have a spot on the team. I make [organizers] aware that my kids have needs.” (Parent of a child with a disability, 3-10, East)

Some participants with a child with a disability said that they often engage in physical activity together as a family, where their child feels comfortable, and activities can be adapted as needed.

“He really engages in family connected stuff. Things he can do short term and get a lot of enjoyment out of. He doesn’t have high endurance, and we don’t ask him to.” (Parent of a child with a disability, 11-17, East)

Other parents of a child with a disability described adaptations or specific elements of certain activities that work better for their child with needs compared with other activities or environments.

“They play tennis in a smaller group and the instructor is prescriptive. Same with swimming, the class is smaller and they are not jostling around with other kids. There aren’t 20 or 30 kids, there’s 5 or 6. When the environment is more controlled, they’ve done’ better than other things we’ve experimented with where they have sensory overload.” (Parent of a youth with a disability, 11-17, East)

“It’s hockey that is tailored to people with ADHD or ASD. What he likes about the structure is that there are matches, but there are no points, no sirens, and no music. It’s really adapted to each level from five years old to 21 years old. It’s about 10 children and they learn the basics of hockey. He really likes it because he doesn’t find himself in a competitive environment.” (Translated, parent of a child with a disability, Quebec)

## **C. VISION FOR PROMOTION AND SUPPORT OF SPORT AND PHYSICAL ACTIVITIES**

In the final section of the discussion parents and caregivers were asked to think about the role of different groups in helping to support children to participate more in sport, physical activity and recreation. This included the roles that parents’ social networks, schools and community organizations, and different levels of government (federal, provincial, territorial, and local) could play.

### ***Support from Social Networks***

Participants were asked if there is anything at the individual level that would help support their child to participate more fully in sport, physical activity and recreation. For participants with extended family living near by, many said they have received support from the child’s grandparents, aunts, uncles or other family in terms of driving responsibilities or supporting the child at activities. This was noted as especially helpful for participants with multiple children in sports and activities. A few participants said that extended family has also been helpful for introducing their child to new activities or participating together in unstructured play outdoors. For other participants who live in areas without extended family, they agreed it would be helpful if they had family who could help, mostly with driving, to get their child to their sport commitments.

“I have three children so sometimes we ask the grandparents to pick up one child from one activity so we can be there with another child at the same time.” (Translated, parent of a child 3-10, Quebec)

“My kids have older cousins to look up to so exposed to other activities.”  
(Parent of a child 3-10, West)

Some participants, especially those with a child in team sports, have relied on other parents to help with carpooling and have established reciprocal arrangements where a ride can be arranged for a child to or from an activity. Other parents can also be a resource, according to a few, to learn about other opportunities for sport or activities in the area, advice on how to register for activities, or understand how the leagues work. A few said that living in a small community has helped as “you know everyone” and can rely on other individuals to help their child more fully participate in sport, physical activity and recreation; again, primarily with transportation. A few rely on family friends.

“Have to rely on other parents and I drive kids too. Without that, we wouldn’t be able to make it work.” (Parents of a child 3-10, East)

“The advantage of a small town is you know everyone. If we can’t take our son, someone always step up and we do for them. My parents will take him to activities. That’s why we moved back here to be close to family to do that.”  
(Parent, East)

A few, particularly those in competitive sport, said that teachers have provided support in terms of being understanding when a student has to leave school early or miss days of school for sport or activities. Allowing extensions on assignments was also noted as an area that teachers have provided support.

“His teachers are supportive in that they let him catch up or given extensions for projects.” (Parent, East)

A few said that it has been or would be helpful if their child’s teacher was more encouraging of their child participating in sport and activities within the school, including “pushing” them to try out for teams or introducing them to new activities that are beyond the “traditional” team sports.

“We didn’t steer them to basketball but their teacher did so that was helpful for us. So, he was guided and mentored and given opportunities who help steer him into an interesting and cost-effective sport.” (Parent of a child 3-10, West)

A few participants spoke of their employer as providing support in terms of flexibility to leave work for a particular sport function or activity. Likewise, a few said that they are self employed, or do not work full time and that helps them to be able to help their child participate more fully in sport and recreation.

“I am blessed with an accommodating employer. If there is a need to break off, I can. You’re seeing a lot of businesses going to that work life balance.” (Parent of a child with disability, West)

### ***Support from Schools and Community Organizations***

When asked about the role that schools and community organizations could play, many parents talked about the wide-ranging benefits of sport and physical activities for their children, arguing for more to be done by schools and community organizations to increase children’s participation, or they described the strong role their schools or community organizations already play.

“More support from teachers and schools would be welcome. It’s good for kids to do organized sports and physical activity. They should encourage that. School might organize biking once a year, or climbing once a year, but they need to do more.” (Parent of a youth 11-17, East)

“[In our area] [school program makes it a priority] It’s a double block every day to do a different kind of sport. In our high schools we have a program for athletic development for elite athletes to show up at 7AM before school to train, do conditioning and so on.” (Parent of a child 3-10, West)

“The schools in our area are doing a good job. They promote the activities and it’s pretty much free or a small fee. Volleyball, basketball, soccer. I agree that kids get into mischief and not everyone can afford activities. Some kids definitely need to get out and get active.” (Parents of a youth 11-17, East)

Some parents described the lack of emphasis placed on sport and physical activities in schools, encouraging government to ensure it is made a priority in the school curriculum at all levels of

public school. A few parents also suggested that encouragement from teachers may go farther than the influence of parents when it comes to becoming involved.

“For physical education, I would like to see [schools] do it two or three times a week. It would help them be more active or spend more energy.” (Translated, parent of a youth 11 – 17, Quebec)

“I’d like to see a bigger role that the school plays. They’ve taken apart a lot of the playground for legal reasons. They don’t encourage the kids to bring a soccer ball and play it around. In community centres, there’s lots of scheduled things, but why isn’t there just a drop-in time in the evening.” (Parent of a youth with a disability, 11-17, East)

“I noticed a huge shift in the role of the school in promoting physical activity. Elementary kids learned how to swim, curl, bike, skate, paddling, overnight field trips. Now in Junior high, that has all evaporated.” (Parents of a youth 11-17, East)

“I wish the gym teacher would give him a little push to try out for the team, I think it would go a long way. I could say it all day long but doesn’t mean a lot coming from me. I think from the gym teacher it would mean a lot more.” (Parent, East)

Parents emphasized the importance and value of introducing a variety of sports and physical activities to children in schools and also by sport or physical activity-related community organizations to maximize their exposure to a range of possibilities in terms of pursuits that might enjoy and maintain into later years.

“If there were opportunities for kids to try something to see how it works and if you like it before you commit the full enrolment to do it (and find out if you like it or you don’t).” (Parent, West)

“They could bring in guest speakers and have different tables where you could hear about different sports and activities.” (Parent, West)

“They need to recognize those quirky sports that are not as common and flashy. It would be nice if the schools would diversify their recognition of kids in other pursuits to encourage them to try these things and be recognized when they excel.” (Parent, West)

“There should be more for mental health type of activity in small groups that are available to people who aren’t in competitive leagues. Mindfulness practices, learning about stress responses through physical movement, like

yoga. My kids have a lot of anxiety.” (Parent of a youth with a disability, 11-17, East)

A key theme raised by parents is the need for greater efforts at inclusion of children at all ages and skill levels. Some parents also said that a wider focus is needed, on recreational and entry level opportunities for children of all ages, who are at a wide range of skill levels. These parents expressed concerns about the heavy concentration of funding in sports at competitive levels.

“I hope that the school has become more welcoming of children with different abilities and put an emphasis on trying to even the playing field for a lot of sports because everyone deserves to learn to play”. (Parent of a child 3-10, East)

“Having support for a program that’s not competitive but just fun for fun’s sake. Focus on getting kids active.” (Parent of a child with a disability, 3-10, East)

“I would like to see more from the community. Anything between 12-17 is more competitive and there’s not a lot options unless you’ve been playing for a few years.” (Parent of a youth with a disability, 11-17, East)

Some parents emphasized the need for more training and support for those teaching and organizing sport and physical activities, including coaches, other staff, and volunteers, to understand how to include and teach children with a wide range of skill levels and support them to enjoy and excel in these activities.

“If a teacher doesn’t have a physical education background, the kids aren’t getting what they need. I’d like to see something more in place to have qualified teachers to teach those early skills to the younger kids.” (Parent of a child 3-10, East)

“It’s fine to have a coach that pushes you, but you also need to have fun. I think that’s something that’s often lacking. I think it’s very important to be trained in how to support people, how to encourage people to enjoy sports.” (Translated, parent of a youth 11-17, Quebec)

Some parents said that more efforts should be directed toward offering lower cost options to increase access for some families. A few mentioned the benefits of equipment exchanges to reduce the costs of participating in sports, or more access by community organizations to free or low-cost programs.

“I saw a plan last year where they provide free equipment for children, which helps a lot in the budget. Children sometimes change ideas very quickly and the cost of buying equipment for a sport they lose interest in can add up.”  
(Translated, parent of a child 3-10, Quebec)

“Maybe some of the community organizations could do the same [as schools] and offer free access to some things. Maybe if they obtained funding/bursaries they could use this to widen access and provide opportunities.” (Parent, West)

“It would be cool to see more swap programs. Kids outgrow soccer gear, doing exchange programs of soccer cleats, socks, basketball equipment.” (Parent of a youth with a disability, 11-17, East)

### ***Specific Topics Related to Disability Inclusiveness***

Some parents of a child with a disability emphasized the need for more inclusive activities for children of all abilities. These comments often related to; the value of support and encouragement from coaches and teachers; the importance of having an understanding and sensitivity regarding different needs when teaching sport and physical activity; and, the need for different environments and ratio of oversight to accommodate special needs.

“If they had smaller groups for children who do have developmental challenges standing in their way. If instructors could be more sensitive to those things.” Treating everyone the same across the board but have more programs and opportunities for children who do have needs.” (Parent of a youth with a disability, 11-17, East)

“My kids don’t have the basic skill set for dribbling, and [other kids] are put off. At an early age, there can be really significant skill gaps. They don’t touch the ball for an entire 15 minutes of play and that can be very difficult.” (Parent of a youth with a disability, 11-17, East)

“There’s a couple of great teachers that connect with him and he thrives in the sport. He’s left lots of sports because there’s not something there to support the way he is.” (Parent of a youth with a disability, 11-17, West)

“When you are playing in sports [at a younger age], the coaches are in a volunteer position and in some cases it’s a parent volunteering. There is potential for support, from a school [having] a guidance counsellor on a team. To have someone who understands, like a counsellor, how they work so that they can succeed at sports. My son wants to be active but doesn’t know how

to when there's not the supports there." (Parent of a youth with a disability, 11-17, West)

"My daughter has been involved in the arts community. That is very inclusive and open. There are special groups or classes for people with disabilities. But at the school level, that's all run by volunteers. In the community, it's parents that run it and just use the school gymnasium." (Parent of a youth with a disability, 11-17, East)

"When there are children who do better in one-on-one environments there's not a lot available. There are many diagnoses, many agencies, so the money is not out there for those agencies to bring people in with those kids." (Parent of a youth with a disability, 11-17, East)

As with the general need described by parents to have more training and support for coaches, and other staff related to inclusiveness, parents with a child with a disability expressed particularly strong views about the need for coaches, and other staff to be more inclusive of children with special needs. This includes increasing training and knowledge for coaches to understand specific needs, communication style and adaptations for children with disabilities to be able to participate.

"If you want to step on the field as a soccer coach you need training modules, but what is missing is the ability to lead, guide, facilitate session with kids with disabilities. [There is never discussion about] working with young people with different stages of development. The system pushes young people out of sport. A kid with special needs sits on the bench, because [the environment] is a win-based focus." (Parent of a youth with a disability, aged 11-17, West)

"What has really helped my kid is the instructors and the people who understand the mental portions of the challenges that exist. Just having someone there who knows and understands how it works to communicate effectively with the kids, it adds so much to the experience." (Parent of a youth with a disability, 11-17, East)

"I think if they were to create leagues that were adapted to people with disabilities and open to everyone, where there are no points, no winners or losers, I think that could help with the principle of sports, because there are a lot of people who leave because it's too competitive." (Translated, parent of a child with a disability, Quebec)

"There are courses that each coach has to take to be aware of exactly what we were talking about [not to apply competitive pressure]. But even as a coach

with that training, there's pressure from the other kids and parents to get that child out because they want to win." (Translated, parent of a child with a disability, Quebec)

Emphasizing coordination efforts between schools and other community organizations to maximize the offering of each was also raised as a way of increasing opportunities for children. This was described by some parents in terms of the lower cost for activities offered by community groups when they are able to use school facilities in off hours. Similarly, some parents suggested that schools could network with community organizations to conduct demonstrations or teach the occasional class during school hours to offer students wider exposure to a broad range of activities to students of all ages and skill levels. This need for coordination was particularly noted in rural areas.

"Our karate club wouldn't have existed if we had not gotten free space for the first year or so. The only reason we can offer lessons at low-cost rates is because of this support from the school." (Parent, West)

"The school brought in different teachers and activities in the community as part of class to increase their exposure. If you only see hockey or baseball and not speed skating or something, you may not find something that is your sport." (Parent of a child 3-10, West)

"Schools can provide exposure to other sports. Other organizations can provide assistance for sports to get kids into these different sports and set up the program. Both should be involved to help increase the opportunities and varieties of sports so kids can get involved in them." (Parent of a child 3-10, West)

"Our community centres should offer unlimited (low cost) summer passes to kids to go access whatever you want to do/try." (Parent, West)

Encouragement of participation from parent and teacher volunteers was also raised, suggesting that both schools and community organizations should maximize efforts to communicate widely with parents and staff about volunteer needs and opportunities for training.

"The schools are a bit strained for having teacher volunteers. There is intramurals where kids can stay inside and participate in that, but it's up to teachers to be volunteering their time." (Parent of a youth with a disability, age 11-17, East)

## ***Support from Governments***

With regard to the role of municipal, provincial/territorial and federal governments, participants provided a wide range of suggestions about how governments could promote and support children's participation.

### ***Individual level support***

The most frequently suggested support from government is income tax credits that parents use to offset the cost of enrollment, equipment or travel costs associated with their child's sport or physical activities. Some parents recalled that this had been available and appreciated in the past but is no longer available at the federal level. A few parents said this is still in place in their province and they access the tax credits to help them with costs. A few parents also said that this type of support helps them not only financially, but it also helps to promote the value of children's participation in these activities.

“There used to be a tax credit to subsidize sports. We used to max it out, so that's thousands of dollars that directly impacted my family. Government has a roll to not tax sports equipment.” (Parents of a child 3-10, East)

“They used to offer a tax rebate, they don't anymore. For a lot of parents, that's a huge relief. Trying to make sure we have a healthy society. In the long run, it helps the health care system too.” (Parent of a child with a disability, West)

Although suggested less often, some parents suggested the need for subsidies made available and publicized to low-income families to increase access to sport and physical activities for some children. Some parents volunteered that they currently look for free or low-cost solutions, or select only one activity based on their budget, but that some form of reduction in costs would help them to offer more activities to their children.

“Having some funding to have support for those in less well-off families being able to join expensive sports like hockey.” (Parent of a youth 11-17, West)

### ***Community level support***

Some parents talked about the need for government funding to build and to upgrade existing infrastructure such as pools, arenas and playing fields. A few said that they do not have many options in small communities, while others talked about older facilities that are in need of

updating. Parents also talked about the growing demand placed on existing facilities (e.g., being able to book time in busy facilities).

“They should also give focused funding to community centres for outdoor rinks and so on, so that more facilities have better access for kids.” (Parent of a youth 11-17, East)

“Provincial and federal governments need to provide infrastructure funding for communities to build some of these facilities especially in winter. Local community centres are worth their weight in gold. It gives kids a chance to drop in to play and be active. Playgrounds are another great facility to promote physical activity and have fun. Hopefully this follows them through their life.” (Parent of a youth 11-17, West)

“Infrastructure is an area that needs government investment. The population is growing but there isn’t the investment to build infrastructure to keep up with it.” (Parent of a child with a disability, West)

A few parents talked about the value of having a multi-sport/physical activity centre in their local area, offering children of all ages easy access to drop in, discover new activities and connect with friends over sport and a range of other activities.

“There is a community centre in my area. If the facility is really close by, kids will be encouraged to do it because their friends are doing it. It builds the community, not just kids.” (Parent of a youth 11-17 East)

Similarly, parents talked about the need for more programs, equipment and staff to keep up with the growing demand in many communities where it is very difficult to secure limited enrollment spots in very popular activities (e.g., swimming).

“Governments should provide more money for community run programs. You need to register immediately to get a spot. There needs to be more coaches, more space, more facilities, more lifeguards, whatever is needed.” (Parent of a child 3-10 East)

“There isn’t enough that’s offered by the city to accommodate everyone. For me, swimming lessons are important because I want him to learn how to swim. I want him to look forward to it and be taught by people who know how to do it.” (Translated, parent of a child with a disability, Quebec)

A few parents emphasized the need for greater efforts to make community sport organizations aware of the types of funding that are available for investment into expansion of facilities and/or programs.

“People need to know where there is funding pockets like grants to help lift off programs and activities (needs to be more widely advertised).” (Parent of a child 3-10 East)

“There needs to be more public education campaign about how the money is spent to make sure people know that there is money from taxes for facilities and staff and if you want access to these facilities you have to pay for them. Tell the public about where money comes from and how it is spent.” (Parent of a child 3-10, West)

### ***Specific Topics Related to Disability Inclusiveness***

Related to disability inclusion, some parents of a child with a disability emphasized the need for facilities or programs that accommodate a wider range of needs of children to ensure inclusion.

“We don’t have many playgrounds, but if we want to go to an accessible one, it’s an hour and fifteen minutes away. We don’t have a lot of hiking trails with a flat surface. Dance schools with a plan of a standard for inclusion is another example.” (Parent of a child with a disability, 3-10, East)

“A lot of these programs for children are very limited and not very accessible for lack of funding and lack of spots. We need to advocate for programs that are sensitive and inclusive and volunteers that have knowledge in that.” (Parent of a child with a disability, 3-10, East)

“It would be nice to find more financial support for any kids with diagnosed needs. It needs to be one on one for my kids, but it’s cost prohibitive.” (Parent of a child with a disability, 3-10, East)

“We need to put the resources in the sports system for all young people to have success and reach their potential. Could government and sport leaders and Sport Canada say this is sport in this country and what we believe in based on the UN rights of a child. The system pushes more people out than it keeps them in.” (Parent of a child with a disability, 3-10, West)

One parent of a child with a disability talked about the importance of funding local organizations that already have existing reach and established relationships with key target groups, and a good understanding of their needs and requirements.

“Bringing the money down to the municipal level is good because they work hand in hand with the agencies. Building bridges financially that can expand these agencies to run programs in schools [particular program]. It offers financial stability, even if the agency has to hire more workers to engage with those kids. The relationships are already there.” (Parent of a youth with a disability, 11-17, East)

Two participants with a child with a disability mentioned having access to a program which funds an individual to provide support to their child to access sport and recreation and aid in their development.

“[Describing child disability services in one province], I was able to get a mentor for my son who will meet up with my son a few days a week and assist in all the things my son is involved in, and start preparing him for the transition from school to adulthood. We can’t say we don’t have enough time in our lives when it comes to our children, but any extra support can help. I am a single parent, but having a competent person involved in my son’s development, is a little bit more calming when they’re out and about.” (Parent of a child with a disability, 3-10, East)

“With his respite worker, they will go to the Y for swimming. At school, he’s in an LLS program which is about teaching him to get on and off the bus or how to fill out a form and sign their name.” (Parent of a youth with a disability, 11-17, East)

### ***Societal level***

Some parents talked about the need for governments to promote the benefits of sport and physical activity for children to increase parents’ awareness and generally encourage activity for children. A few linked the participation in physical activity with improved societal health outcomes. They spoke of the value for mental health as well as physical health, skill building and quality of life. Such public education campaigns and promotional programs as Participaction were brought up by a number of parents in the context of a government public education campaign.

“Government has a role in health care. I believe we need an active sport or physical activity program as well. Physical activity leads to healthier people.”  
(Parent of a child 3-10, East)

“There used to be Participation ads. In the past year, I’ve seen maybe one thing on TV. Social media is part of their live now. Maybe spending advertising dollars to make kids more aware on the mediums that they are looking at.”  
(Parent of a youth 11-17, East)

“Participation ads were something that stayed with me. This promoted active lifestyle. We have to promote and get our kids out there to use the facilities. Kids don’t have the same level of joy from playing outside and taking advantage of the facilities as we had when I was young and outside all the time.” (Parent of a child 3-10, West)

“Education and advertising around health and mental health and linkage based on physical activities to promote the idea of keeping active throughout their lives.” (Parent, West)

Some parents described the need for more coaches, and volunteers, as well as more training. In terms of support from governments, they spoke of the need for training resources, and financial support for coaches and other staff to build awareness and develop strategies to address inclusion of a range and diversity of needs, to encourage participation of children and youth across all skill level and needs.

“They should provide enough money for training and coaches and whatnot (e.g., finding volunteers, coordinating, communicating through websites, etc.). There needs to be enough money for local volunteers to get things done and keep programs going.” (Parent of a child 3-10, East)

“Investment in coaches and training for coaches could be huge. Our daughter stopped playing basketball because of the approach the coach took. I don’t think there is much made available for a person who wants to get involved in coaching but doesn’t have the training for it.” (Parent of a youth with a disability, 11-17, East)

“Maybe the government could have something to do with how the lessons are delivered. If the government were to finance lessons on accessibility, either through organizations or municipalities, I think they should offer them.”  
(Translated, parent of child with disability, Quebec)

As already described, parents emphasized the importance of introducing a variety of sports and physical activities to children to maximize their exposure to a range of possible pursuits. While more often raised in the context of roles for schools and community groups, it was also raised in terms of government supports to fund this objective.

“I would say putting the money into programs on every level would be helpful. There is a need for more opportunity for recreation level and not just higher level. Important part of the overall benefit and lifestyle of being fit and active – government should invest in these types of programs.” (Parent, West)

“Funding in [province] for grassroots activities for kids to learn a [new] sport to create opportunities to try them.” (Parent, West)

Similarly, parents re-emphasized the need for coordination between schools and community organizations in terms of government supports to fund these types of efforts. A few parents also stated the need to fund developing elite athletes, to help with costs as well as creating evidence of potential career pathways.

“Accessing funding in elite sport is also important and necessary. My son is going to compete in other parts of the country and needs help with travel costs.” (Parent, West)

“It is important that pathways to elite sport are funded and widely communicated. It shows kids that participation at a young age can start their journey toward that path, and can help them (e.g., pay for their schooling). If kids don’t see that pathway it might be difficult to encourage the next generation of elite athletes.” (Parent of a child 3-10, East)

# DETAILED FINDINGS – SURVEY OF ORGANIZATIONS

## A. CHARACTERISTICS OF RESPONDING SPORT ORGANIZATIONS

Following are key characteristics of the sample of 554 sport organizations that responded to the survey. Relative to the sample frame created for the survey, there was a higher response from organizations operating at a national, provincial or territorial level, however the sample is a good representation of the sample from regionally.

The number of participating disability-supporting organizations is insufficient to present this level of detail for these organizations.

**Table 1 – Sample Characteristics (Sport Organizations)**

-	# of organizations	Proportion (%)
<b>Region</b>	--	--
Atlantic	64	12%
Quebec	74	13%
Ontario	139	25%
Manitoba & Saskatchewan	56	10%
Alberta & Northwest Territories	83	15%
British Columbia and Yukon	119	21%
<b>Level of Operation)</b>	--	--
National	19	3%
Provincial/Territorial	87	16%
Community	448	81%
<b>Number of Paid Staff</b>	--	--
None	155	28%
1 – 4	191	34%
5 – 9	69	12%
10 or more	98	18%
<b>Number of Participants/Registrants</b>	--	--
Fewer than 150	169	31%
150 – 499	161	29%
500 or more	178	32%

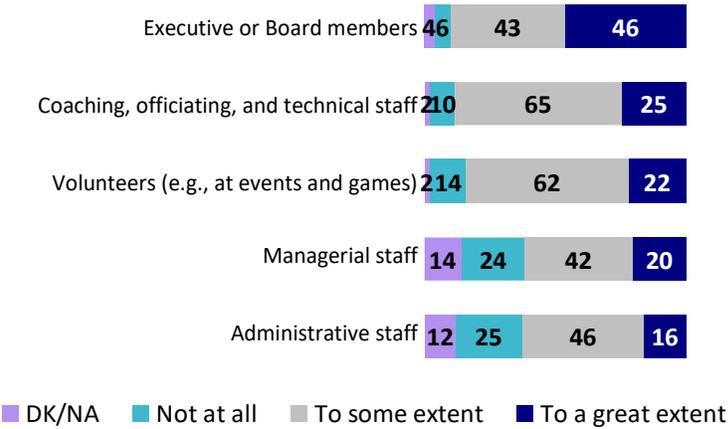
# B. ADEQUACY OF RESOURCES

## Adequacy of Human Resources

Sports organizations responding to the survey were asked if they have sufficient human resources to fulfill the organization’s mandate and vision for providing quality sport programming. Close to half feel that their organization has sufficient Executive or Board members to a great extent (46%). Only one in four (25%) said they have resources for coaching, officiating and technical staff to a great extent. Somewhat fewer said they have sufficient staffing in volunteers (22%), managerial staff (20%) or administrative staff (16%) to a great extent. In fact, one in four said that they do not at all have sufficient staffing in administrative (25%) or managerial (24%) staff.

Generally, disability supporting organizations report sufficient resources less often across most categories, with the exception of managerial staff.

**Chart 1: Adequacy of Human Resources (Sport Organizations)**



**Q1a-e.** To what extent does your organization have sufficient staffing and human resources at each of the following levels to fulfill its mandate and vision for providing quality sport programs  
**Base:** n=554 sport organizations<sup>4</sup>

<sup>4</sup> Across the charts used in the report “DK/NA” refers to combined responses for Don’t know, no answer and not applicable.

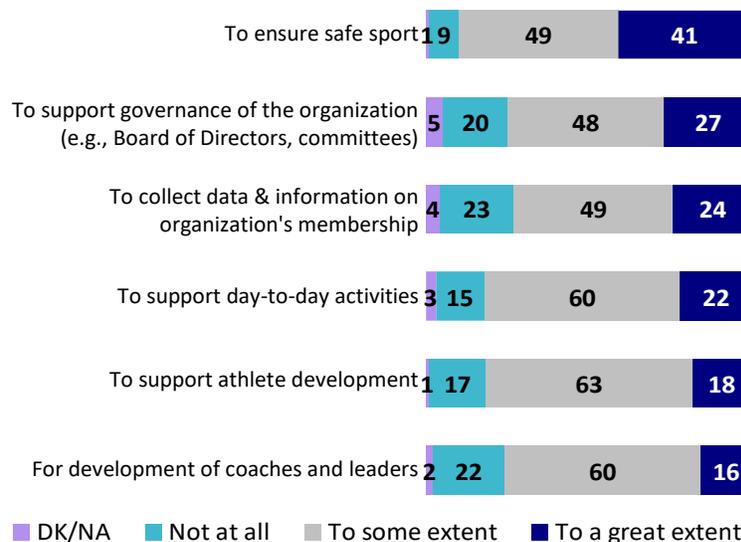
- Organizations with 500 or more participants are more likely to report sufficient executive or board members (58%) or managerial staff (40%).
- National or provincial/territorial organizations are more likely to report that they do not have sufficient volunteers (22%) compared to local sports organizations (13%).

### Adequacy of Financial Resources

In the context of providing quality sports programs, 41% of sports organizations responding to the survey report that they have sufficient financial resources to ensure safe sport. Roughly one in four said they have adequate financial resources to support governance of their organization (27%), collect data and information on the organization’s membership (24%), or support day to day activities (22%) to a great extent. Less than one in five said they have sufficient financial resources to support athlete development (18%) or development of coaches and leaders (16%) to a great extent.

Comparatively lower proportions of disability supporting organizations report having sufficient financial resources across all areas, with the exception of governance, which is somewhat similar.

**Chart 2: Adequacy of Financial Resources (Sport Organizations)**



**Q2a-n.** In the context of providing quality sport programs, to what extent does your organization have sufficient financial resources

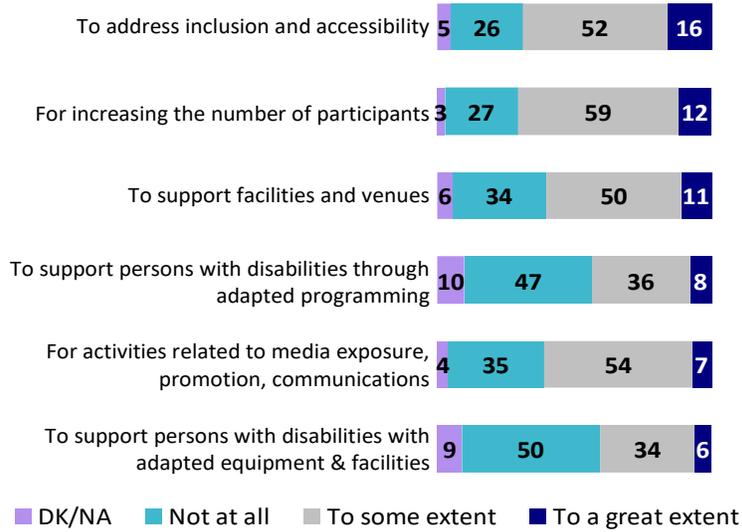
**Base:** n=554 sport organizations

- Local sports organizations (44%) are more likely than national or provincial/territorial sport organizations (27%) to say they have sufficient financial resources to ensure safe sport to a great extent. The same is true of local organizations' ability to collect data and information on their membership (26%) or support organizational infrastructure for day-to-day (25%).
- Organizations with 10 or more staff are more likely to say they have resources to support their organizational infrastructure for day-to-day activities (35%) to a great extent, compared to those with fewer staff (14% to 19%). Those with no staff or less than 150 participants are apt to say they do not at all (28% and 32% respectively) have the ability to support the governance of the organization.

Continuing with the context of providing quality sports programs, the following chart highlights attributes in which sports organizations responding to the survey feel they have insufficient resources. Half of respondents (50%) said they do not at all have sufficient financial resources to support persons with disability with adapted equipment and facilities while nearly half said they do not have resources to support persons with disabilities through adapted programming. About one in three report they do not at all have sufficient resources for activities related to media exposure, promotion and communication (35%) or to support facilities and venues (34%). Just over one in four said they do not have the financial resources for increasing the number of participants (27%) or to address inclusion and accessibility (26%).

Disability supporting organizations are similar in their financial resources to support facilities and venues and increasing participation. They are somewhat more likely to report sufficient resources to support persons with disabilities through adapted programming, equipment and facilities.

### Chart 3: Adequacy of Financial Resources (Cont'd) (Sport Organizations)



**Q2a-n.** In the context of providing quality sport programs, to what extent does your organization have sufficient financial resources

**Base:** n=554 sport organizations

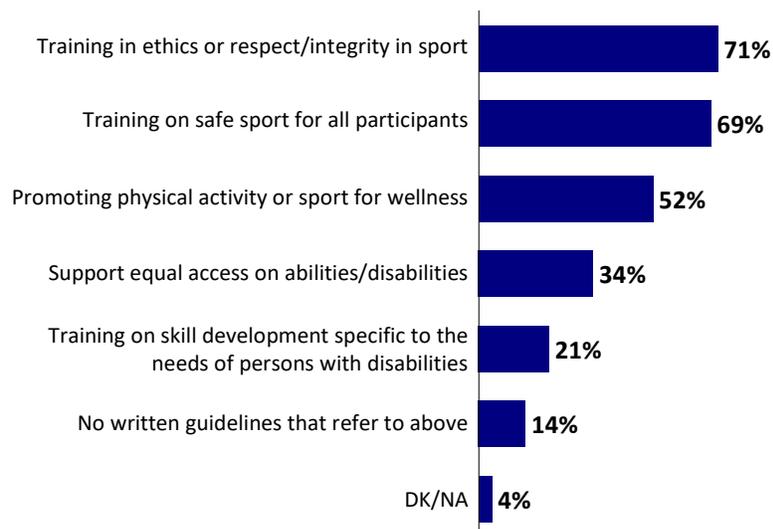
- Local sports organizations (25%) are more likely than national or provincial/territorial sport organizations (8%) to say they have sufficient financial resources to support facilities and venues to a great extent.
- Those with less than 150 participants tend to say they do not at all (43%) have the resources for media exposure, promotion, and communication activities compared to those with more participants (29% to 33%).

## Availability of Written Guidelines

Most sports organizations responding to the survey have some form of written guidelines, with only 14% indicating that they do not. Primarily, this involves training in ethics or respect/integrity in sport (71%) or on safe sport for all participants (69%). Just over half (52%) have written guidelines on promoting physical activity or sport for wellness. In terms of policies to include participants with disabilities, one in three (34%) have guidelines to support equal access on abilities/disabilities and one in five (21%) organizations have training on skill development specific to the needs of persons with disabilities.

While results are generally similar among disability supporting organizations with a focus on sport, there is a somewhat greater tendency to have written guidelines on training on skill development specific to the needs of persons with disabilities and supporting equal access based on abilities or disabilities.

**Chart 4: Written Guidelines (Sport Organizations)**



**Q3.** Does your organization have written guidelines (i.e., policy or other statements) that refer to any of the following? [Read list and select all that apply]

**Base:** n=554 sport organizations

- National or provincial/territorial sport organizations are more likely than local sports organizations to have written guidelines for training on safe sport for all participants (83%), ethics or respect/integrity in sport (81%), or skill development specific to the needs of persons with disabilities (28%).

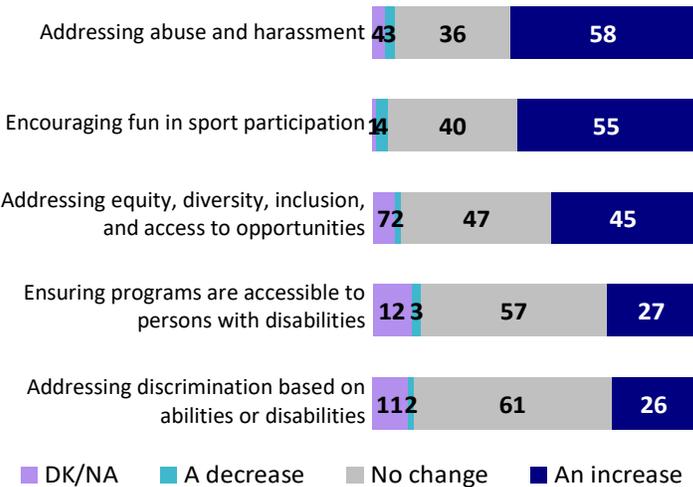
# C. ORGANIZATION FOCUS

## Changes in Organization Focus

In the past 5 years, the majority of sports organizations responding to the survey have observed an increase in addressing abuse and harassment (58%) or encouraging fun in sports participation (55%). An increase in addressing equity, diversity, inclusion, and access to opportunities was observed by 45% of organizations. About one in four observed an increase in ensuring programs are accessible to persons with disabilities (27%), or addressing discrimination based on abilities or disabilities (26%).

A proportionately higher number of disability supporting organizations with a focus on sport report observing increased attention on addressing discrimination based on abilities or disabilities and ensuring that programs are accessible to persons with disabilities.

**Chart 5: Changes in Focus (Sport Organizations)**



**Q5A,c,g,i,j.** In the past 5 years, have you observed a decrease, no change or an increase in your organization's focus on the following factors?

**Base:** n=554 sport organizations

- National or provincial/territorial sport organizations are more likely than local sports organizations to have observed an increase in addressing abuse and harassment (81%), equality, diversity and inclusion (69%), ensuring programs are accessible to persons with disabilities (39%), and addressing discrimination based on abilities or disabilities (35%).

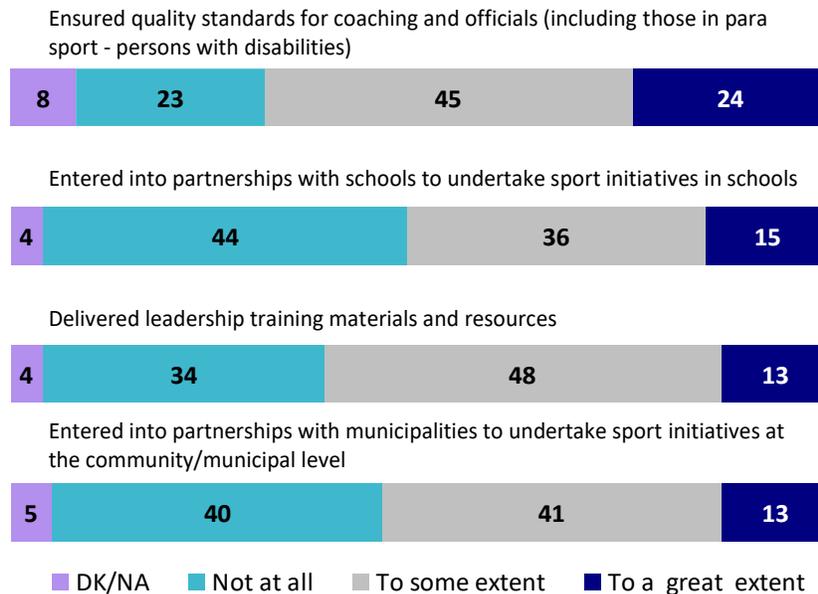
- Larger organizations with 10 or more staff, or 500 or more registrants, are more likely to have observed an increase in addressing abuse and harassment (74% each), or equity, diversity, inclusion and access (55% and 65%, respectively).

### Program-Related Activities

Among the activities measured, one in four (24%) sports organizations responding to the survey said that they have ensured quality standards for coaching and officials (including those in para sport) to a great extent. Less than one in five have entered into partnerships with schools to undertake sports initiatives in schools (15%) or with municipalities to undertake sports at the community or municipal level (13%) to a great extent. Notably, 44% and 40%, respectively, have not undertaken these activities. Nearly half (48%) have delivered leadership training materials and resources to some extent, and 13% said they have to a great extent.

Among disability related organizations that are focused on sport, there seems to be a comparatively greater proportion entering into partnerships with schools to undertake sport initiatives in schools.

**Chart 6: Program-Related Activities Undertaken (Sport Organizations)**



**Q7A,c, c,e,f,g,h.** To what extent has your organization undertaken the following activities related to sport programming?

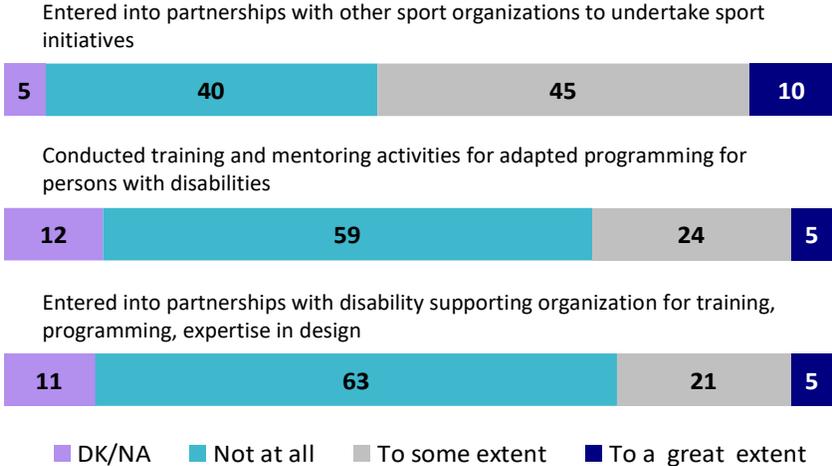
**Base:** n=554 sport organizations

- Local sports organizations are more likely than national or provincial/territorial sport organizations to say they have not undertaken activities to deliver leadership training (40%) or ensure quality standards for coaching and officials (25%).
- Organizations with no staff are apt to have not entered into partnerships with schools (55%), or other sport organizations (49%) to undertake sport initiatives, delivered leadership training and resources (49%), or ensured quality standards for coaching and officials (32%).
- Those with fewer than 150 participants are more likely to have not entered into partnerships with schools (51%) or delivered leadership training materials and resources (43%).
- Organizations in Quebec are more likely than any other region to say they have entered into partnerships with municipalities (24% to a great extent) and not at all delivered leadership training material and resources (55% have not).

One in ten (10%) have entered into partnerships with other sport organizations to undertake sport activities. Very few organizations responding to the survey have conducted the sports programming activities measured that are related to disability. Just under two in three (63%) said they have not entered into partnerships with disability supporting organization for training, programming or expertise in design, and 59% said they have not conducted training and mentoring activities for adapted programming for persons with disabilities.

Comparatively higher proportions of disability related organizations focused on sport pursue each of these (partner with other disability supporting organizations, other sport organizations and conduct training and mentoring related to sport programming).

**Chart 7: Program-Related Activities Undertaken (Cont’d) (Sport Organizations)**



**Q7A,c, c,e,f,g,h.** To what extent has your organization undertaken the following activities related to sport programming?

**Base:** n=554 sport organizations

- Local sports organizations are more likely than national or provincial/territorial sport organizations to say they have not entered into partnerships with disability supporting organizations for training, programming or expertise (66%), or conducted training and mentoring activities for adapted programming for persons with disabilities (61%). This pattern is also true of organizations with zero staff or fewer participants.

# D. TARGETED SPORT PROGRAMMING

## Specific Segments Targeted

Half of the sport organizations responding to the survey (49%) indicated that they provide programming designed for specific target populations. Of these, youth is the most likely target group according to 84%, followed by women and girls (68%). Roughly four in ten of those who provide targeted programming said this is for older adults (41%), those with lower income (40%) or persons with a disability (37%). Three in ten offer programming for Indigenous populations (31%) or new Canadians (31%), while one in four have programming for rural communities (27%), individuals identifying as 2SLGBTQI+ or parents (26% in each case). One in five offer programming intended for specific cultural groups (19%).

Among disability related organizations with a focus on sport, a similar proportion provide sport programming that is targeted. Youth, as well as women and girls are also the most often noted populations. Among disability supporting organizations that are not sport-specific, the focus much more evenly spread across all target groups.

**Table 2: Targeted Programming (Sport Organizations)**

<b>Q8. Does your organization provide sport programming that is designed to target specific populations?</b>	<b>Total</b>
<i>n=</i>	554
Yes	49%
No	40%
DK/NA/NR	10%
<b>Q8b. Which populations? [Read list and select all that apply]</b>	<b>Total</b>
<i>n=</i>	554
Youth	84%
Women and girls	68%
Older adults	41%
Individuals from lower income households	40%
Persons with disabilities	37%
Indigenous populations	31%
New Canadians	31%

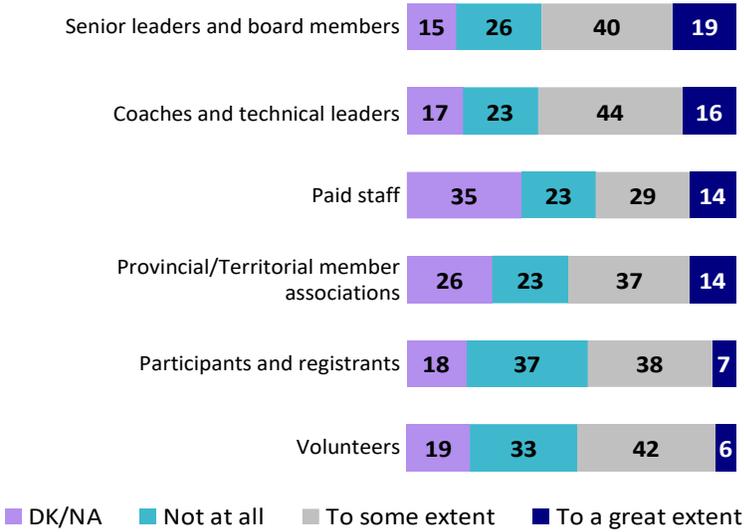
Rural and remote communities	27%
People who identify as 2SLGBTQI+	26%
Parents	26%
Cultural groups	19%
Other	7%

- Larger sport organizations, at a national or provincial/territorial level (61%), as well as those with 10 or more staff (63%), are the most likely to provide programming that is intended for specific target populations.
- National and provincial/territorial sport organizations that offer specific programming to target populations are also much more likely to offer programming to Indigenous populations (60%), persons with disabilities (60%) and new Canadians (51%) compared with community organizations where these types of programs are offered by 22% to 30% of organizations. The pattern is the same in terms of organization size based on the number of participants.

### ***Informed About Inclusion of Persons with a Disability***

Among sport organizations responding to the survey, relatively small proportions of those involved are informed about plans, strategies or initiatives to address inclusion of persons with disabilities in the organization. One in five (19%) said that senior leaders and board members are informed to a great extent and another 40% said they are informed to some extent. The same is true of 16% who said their coaches and technical leaders are highly informed, while 44% said they are informed to some extent. Results are also similar for member associations and paid staff, although 35% of responding organizations did not provide a response or said they “don’t know”. Roughly one in three organizations said that volunteers (33%) and participants (37%) are not at all informed. Roughly one in 20 said volunteers and participants are informed to a great extent.

### Chart 8: Informed About Disability Inclusion (Sport Organizations)



**Q9a,c,d,e,f,g.** To what extent would you say that the following individuals in your organization are informed about plans, strategies, or initiatives to address inclusion of persons with disabilities in the organization?

**Base:** n=554 sport organizations

- Larger organizations operating at a national or provincial/territorial level are more likely than local organizations to identify senior leaders and board members as well informed (26%). The same is also true of paid staff who are more likely to be reported as well informed by national or provincial/territorial organizations (31%), and organizations with 10 or more paid staff (49%).
- Local organizations and those without paid staff more often indicate that coaches and technical leaders are not at all informed (25% and 31%, respectively). The pattern is the same for participants being identified as not informed.

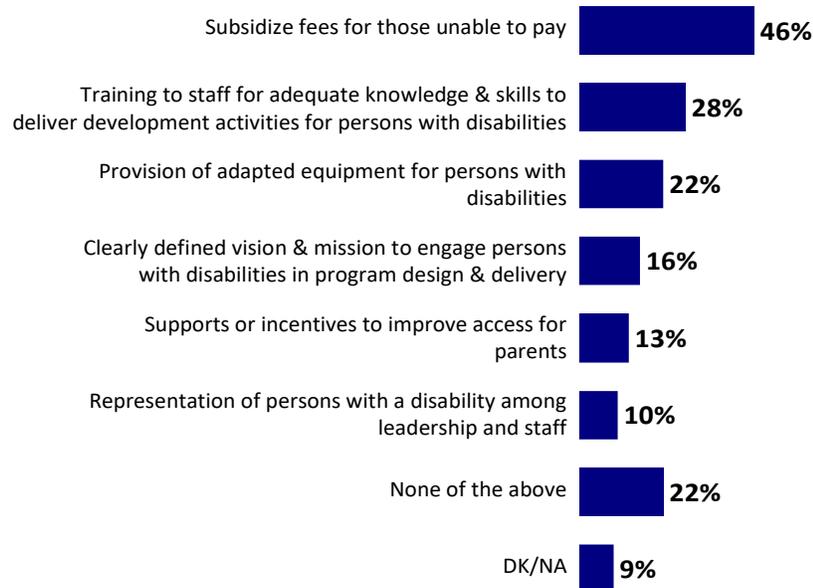
## **E. ACCESSIBLE AND INCLUSIVE PROGRAMMING**

### *Actions to Make Programming Accessible and Inclusive*

In making sport programming more accessible, equitable and inclusive, the most likely action reported by responding sport organizations is fee subsidies offered to those unable to pay (46%). Just over one in four (28%) said they provide staff with training to be better prepared to deliver activities for those with disabilities. Slightly fewer (22%) reported adaptive equipment for person with disabilities. Fewer still (16%) identified clearly defined vision and mission to engage persons with disabilities in the program design and delivery. Supports and incentives for parents were noted by 13%, and 10% said they have representation of persons with disabilities among their leadership and staff. Just over one in five (22%) said they have not taken any of these actions.

Among disability supporting organizations, those with a mandate to provide sport-related programming are much more likely than other sport organizations to take each of the actions tested, with the exception of offering supports or incentives to parents to improve access. Among those with no specific focus on sport, they are more likely to ensure representation of persons with a disability among leadership and staff.

## Chart 9: Actions Taken to Address Accessibility and Inclusion (Sport Organizations)



**Q10.** Does your organization undertake any of the following actions to make sport programming more accessible, equitable and inclusive? [Read list and select all that apply]

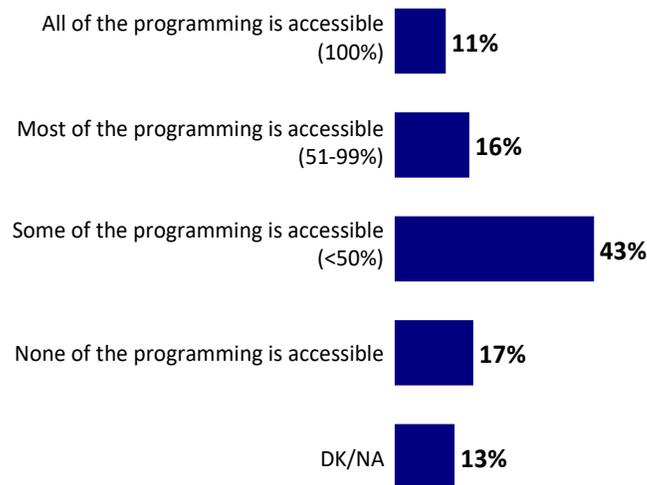
**Base:** n=554 sport organizations

- Training is more likely to be offered by national or provincial/territorial organizations (37%) than it is in local organizations. This is also the case for having a clearly defined vision and mission for engaging persons with disabilities (28%), and for ensuring representation among leadership and staff (18%).
- Training for staff is also most likely among organizations with 10 or more paid staff (41%).
- Incentives and supports for parents are more popular among Quebec organizations than they are elsewhere in Canada (22%).

### Extent of Accessible Programming

When asked about whether programming is fully, most, partially or not accessible to persons with disabilities, only 11% of responding sport organizations said that all of their programming is accessible. Another one in six (16%) said that most of the programming is accessible, however, the largest proportion said that only some of the reprogramming is accessible (43%). A further 17% said that none of it is accessible, although 13% were not sure or did not respond.

**Chart 10: Proportions of Sport Organizations with Accessible Programming (Sport Organizations)**



**Q20.** Which of the following options best describe your organization?

**Base:** n=554 sport organizations

- National or provincial/territorial sport organizations are somewhat more likely to say that most of their programming is accessible (24%).
- Organizations in Quebec are the most likely across the country to say that none of their programming is accessible (30%).

### ***Working with Others in Developing Programming***

When developing new and existing programming, most sport organizations responding to the survey said that they work with participants (e.g., athletes, parents, coaches and board members) (76%). Just over half work with not-for-profit organizations (53%) and just under half (45%) work with provincial or territorial governments or agencies. One in three (35%) work with school boards or schools at the primary, secondary and post-secondary levels, and slightly fewer (29%) work with community or municipal governments or agencies. One in five work with private industry (21%) or the federal government or agencies (19%). Fewer still work with organizations with a mandate to support persons with a disability (14%), Indigenous partners (12%) and cultural organizations (8%). In terms of sport organizations, just under half (46%) work with other national or multi-service sport organizations (46%), while slightly fewer (40%) work with other sport organizations.

Sport organizations operating at the national, or provincial/territorial level are considerably more likely than local sport organizations to be working with others, with exception of working with schools and community or municipal governments or agencies.

Among disability supporting organizations, those with a mandate to provide sport-related programming are much more likely to work with other sport organizations to develop programming.

**Table 3: Working with Other Organizations in Development of Programming (Sport Organizations)**

<i>Q11. Please indicate if your organization works with the following when developing new and existing programming? [Select all that apply]</i>	<b>Total (n=554)</b>	<b>National &amp; Provincial/Territorial (n=106)<sup>5</sup></b>
Participants (e.g., athletes, parents, coaches, officials, board members)	76%	<b>89%</b>
Not-for-profit organizations (e.g., other local sport clubs/council, service organizations)	53%	<b>67%</b>
Other national or multi-service sport organizations	46%	<b>70%</b>
Provincial - Territorial governments or agencies	45%	<b>69%</b>
Other sport organizations	40%	<b>54%</b>
Schools or school boards (including universities or colleges)	35%	40%
Community or municipal governments or agencies (e.g., transport, planning, health)	29%	29%
Industry and business, private sector	21%	<b>31%</b>
Federal government or agencies	19%	<b>34%</b>
Organizations with a mandate to support persons with a disability	14%	<b>27%</b>
Indigenous partners (e.g., band councils, Aboriginal Sport Circle)	12%	<b>29%</b>
Cultural organizations	8%	<b>18%</b>
Other	2%	2%
None of these	6%	1%
Don't know /Not applicable/No response	4%	0%

- Sport organizations with between five and nine paid staff are more likely than others to work with other national or multi-service sport organizations (65%), provincial or territorial governments (59%), and other sport organizations (49%). This is also the case for work with the federal government (36%), private industry (35%), Indigenous organizations (26%) and those with a mandate to support persons with disabilities (23%).
- Organizations with 10 or more paid staff are also more likely than smaller organizations with fewer than five staff to work with other sport organizations (58%), schools (48%), private industry (32%), and those with a mandate to support persons with a disability (23%).
- Sport organizations in Alberta and Northwest Territories are more likely than others across the country to work with not-for-profit organizations (67%). The same is true for organizations in the Atlantic working with provincial/territorial governments (67%).

<sup>5</sup> Bold font is used to indicate substantively significant differences from the overall total.

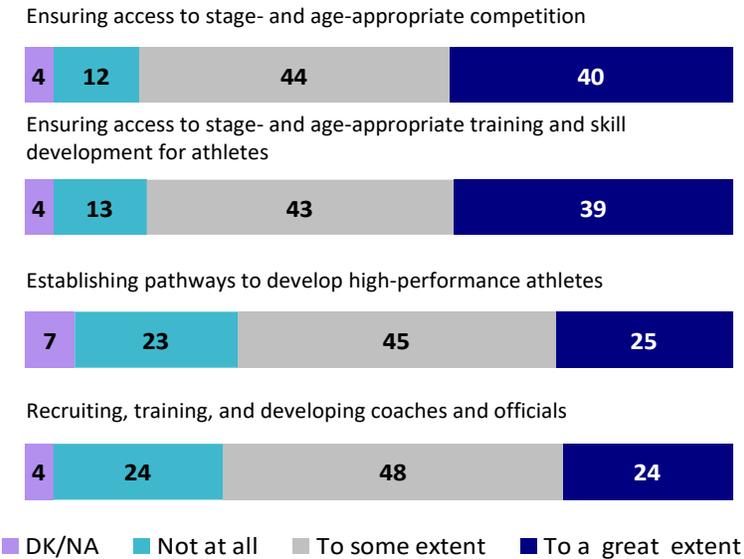
# F. PARTNERSHIPS

## Partnership Objectives

When asked about working with others to achieve a number of specific objectives, participating sport organizations most often pointed to ensuring access to stage- and age-appropriate competition as well as skill development for athletes as areas where they partner to a great extent (40% and 39%, respectively). Another 44% and 43% said they do this to some extent and relatively few (12% and 13%) say they do not do this. About one in four (25% and 24%) partner to a great extent to establish pathways to develop high-performance athletes and recruit, training and develop coaches and officials respectively, although equal proportions said they do not do this at all (23% and 24%, respectively).

Disability supporting organizations that are focused on sport seem somewhat less likely to work with partners to a great extent in most areas explored.

**Chart 11: Partnering to Achieve Key Objectives (Sport Organizations)**



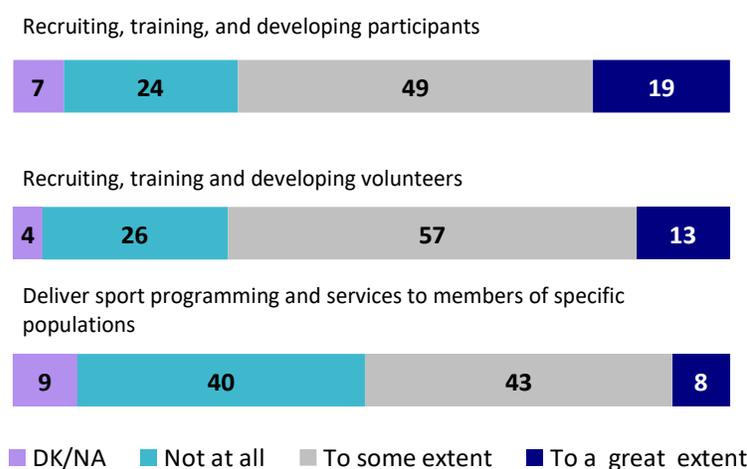
**Q12a,b,c,d,f,h,k.** To what extent does your organization work with partners to achieve the following?

**Base:** n=554 sport organizations

- National and provincial/territorial organizations are more likely than local organizations to partner to a great extent to establish pathways to develop high-performance athletes (43%) and recruit, train and develop coaches and officials (39%).
- Those organizations with five to nine paid staff are more likely to work with others to a great extent in order to ensure access to competitions (51%); ensure access to training and skill development (54%); establish pathways to develop high performance athletes (35%); and to recruit, train and develop coaches and officials (38%).

Just under one in five participating sport organizations partner with others to a great extent to recruit, train and develop participants, and 24% say they do not do this at all. Fewer still do this to recruit, train and develop volunteers (13%, while 26% say they do not do this.). Only 8% say they partner with others to a great extent to deliver programming and services to specific populations. Four in ten do this to some extent (43%) and 40% do not do this at all.

**Chart 12: Partnering to Achieve Key Objectives (Cont'd) (Sport Organizations)**



**Q12a,b,c,d,f,h,k.** To what extent does your organization work with partners to achieve the following?

**Base:** n=554 sport organizations

- National or provincial/territorial organizations are more likely than local organizations to partner to a great extent to deliver programming for specific populations (55%), and to recruit, train and develop participants (29%).
- Those organizations with 10 or more paid staff are more likely to work with others to a great extent in order to deliver programming for specific populations (56%). Those with five to nine paid staff are the most likely to partner intensively in order to recruit, train and develop participants (35%).

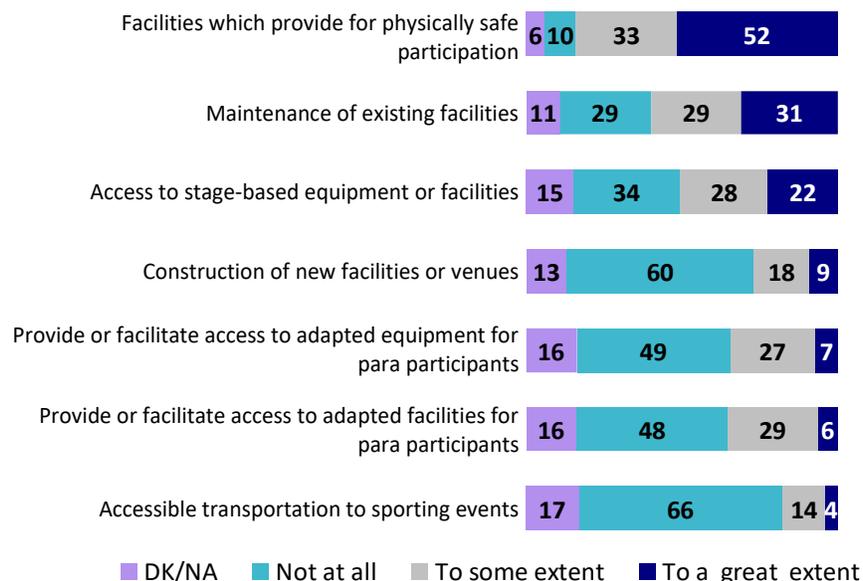
## G. FOCUS ON KEY OBJECTIVES

### Key Objectives

Participating sport organizations were asked about their efforts to ensure a number of objectives. Results show that a focus on ensuring that facilities are physically safe is the most often pursued; half (52%) say they do this to a great extent, and only 10% say they do not focus on this. Maintenance of existing facilities is a central focus to a great extent for 31%, although nearly as many (29%) say they do not make this a focus. Just over one in five (22%) focus to a great extent on stage-based equipment or facilities, however, 34% do not. Relatively few organizations focus to a great extent on constructing new facilities (9%), providing or facilitating access to adapted equipment (7%) or facilities (6%), or on accessible transportation to sporting events (4%). Half or more organizations say they do not focus on these areas.

Disability supporting organizations seem more likely than other sport organizations to focus on adapted equipment and facilities for persons with disabilities. Proportionately fewer focus on new construction, maintenance of existing facilities and providing a physically safe environment compared with other sport organizations.

**Chart 13: Focus on Achieving Specific Objectives (Sport Organizations)**



**Q14a,c,d,e,f,g**, To what extent does your organization focus on ensuring the following?

Base: n=554 sport organizations

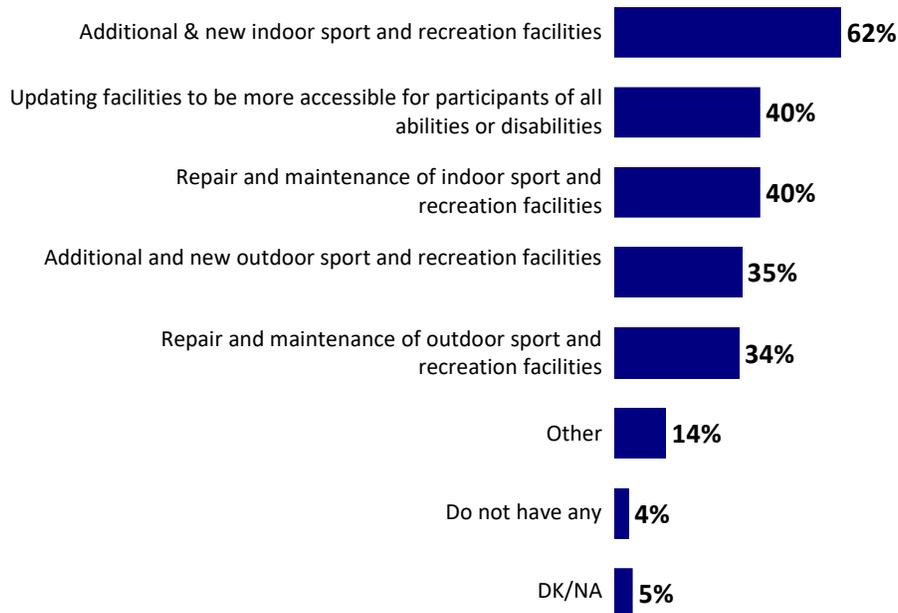
- A considerable focus on maintenance of existing facilities is more common among larger organizations (41%), but also among local organizations (36%). Conversely, 57% of national or provincial/territorial organizations say they do not do this. Similarly, national or provincial/territorial organizations do not focus at all on new construction of facilities (72%).
- More than half of organizations with no paid staff say they do not focus at all on access to adapted facilities (55%) or equipment (57%).
- Accessible transportation is an area where organizations with the largest number of participants say they do not focus at all (73%).

### ***Pressing Infrastructure Needs***

When asked about their most pressing infrastructure needs for increasing participation in sport, organizations most often pointed to the need for investment in indoor facilities. Six in ten (62%) responding organizations pointed to a pressing need for additional and new indoor sport and recreation facilities. Four in ten (40%) also said that updating facilities to be more accessible for participants of all abilities or disabilities is a pressing need. Four in ten (40%) similarly said there is a need for repair and maintenance of indoor sport and recreation. Additional and new outdoor facilities, as well as repair and maintenance to outdoor facilities is a pressing need for fewer organizations (35% and 34%, respectively).

Comparatively, more disability supporting organizations view updating facilities to be more accessible as a pressing need, although they also point to additional and new indoor facilities as an issue.

## Chart 14: Most Pressing Infrastructure Needs to Increase Participation (Sport Organizations)



**Q18.** From your organization's perspective, what are the most pressing infrastructure needs for increasing participation in your sport? [Read list and select all that apply]

**Base:** n=554 sport organizations

- Needs are largely similar across segments of organizations, although those with 10 or more paid staff are most likely to point to the need for updating to be more accessible (57%) and for repair and maintenance of indoor facilities (51%).
- Regionally results are similar, however, BC organizations are more likely than others to point to a need for repair and maintenance of indoor facilities (50%), while those in the Atlantic are more likely than others to focus on repair and maintenance (50%) as well as additional or new outdoor facilities (47%).

# APPENDICES

## A. METHODOLOGY

### *Focus Groups*

Twelve online focus groups were conducted, which included participants from all regions of the country. The source for recruitment of the focus group participants was our randomly recruited Probit panel. Panel members with one or more children under the age of 18 were sent an email invitation, with a description of the research and asked to complete a short online survey in order to indicate their interest in participating. The research team subsequently selected a subset, based on the objective of having a diversity of participants in each group (urban vs. rural community, age and gender of the child, education of the participant). Selected participants were subsequently contacted by telephone to verify key pieces of information such as age and gender of the child, region they live in and several demographic characteristics.

Eight of the 12 groups included participants who did not identify as having a child with a disability. Four of the groups were held with parents with a child with a disability. Some groups were also segmented based on age of the child (3 to 10 vs. 11 to 17), although many participants had children in both age ranges. Other groups included the full age range of children 3 to 17.

Discussions took place between January 21<sup>st</sup> and February 3<sup>rd</sup>, 2025. As per Table 4, 88 individuals participated in the discussions, of the 110 recruited. Between six and nine parents attended each session with exception of one group that included only four participants. Nine of the groups were conducted in English and three were conducted in French. Among the English focus groups five were carried out with residents of the Atlantic, Quebec and Ontario. Four were conducted with residents of one of the four western provinces or the territories. The discussions took roughly 90 minutes to conduct, and participants received an incentive of \$120.

**Table 4: Number of Participants per Discussion**

Group	Region	Language	Recruited	Attended
1	Parents/Caregivers of child 3 - 10 without a disability (Eastern provinces)	English	10	7
2	Parents/Caregivers of child 11 - 17 without a disability (Eastern provinces)	English	9	6
3	Parents/Caregivers of child 3 - 10 with a disability (Eastern provinces)	English	9	8
4	Parents/Caregivers of child 11 - 17 with a disability (Eastern provinces)	English	9	9
5	Parents/Caregivers of child 3 – 10 without a disability (Quebec & other Francophones)	French	9	9
6	Parents/Caregivers of child 11 - 17 without a disability (Quebec & other Francophones)	French	9	8
7	Parents/Caregivers of child 3 – 17 with a disability (Quebec & other Francophones)	French	8	6
8	Parents/Caregivers of child 3 - 10 without a disability (Western provinces & territories)	English	9	8
9	Parents/Caregivers of child 11 - 17 without a disability (Western provinces & territories)	English	9	7
10	Parents/Caregivers of child 3 - 17 with a disability (Western provinces & territories)	English	9	4
11	Parents/Caregivers of child 3 - 17 without a disability (Eastern provinces)	English	10	8
12	Parents/Caregivers of child 3 - 17 without a disability (Western provinces & territories)	English	10	8
--	<b>Total</b>	--	<b>110</b>	<b>88</b>

Participants logged onto a Zoom video meeting to explore parents' / caregivers' experiences with their child's participation in sport, physical activity and recreation. The discussions were guided by three very experienced moderators, each with several decades of experience, one of whom is a fluently bilingual Francophone. Video recordings, researchers' notes and observations from the focus groups formed the basis for analysis and reporting of results.

## ***Online Survey of Organizations***

This survey collected data from three different target populations:

- A wide range of sport and physical activity organizations;
- Disability supporting organizations with a focus on sport and physical activity; and,
- Disability supporting organizations with a wide support mandate un-related to sport

## ***Questionnaire Development***

Each survey instrument was developed based on a previous survey of sport-related organizations conducted by York University in association with CFLRI in 2020. New questions were added to the survey in the area of disability inclusion. Each of the three target populations received a version of the questionnaire tailored for that group. Appendix D and E present the questionnaires for sport organizations and disability supporting organizations, respectively.

Each questionnaire was designed to be completed online in roughly 15 minutes. Prior to collection of each survey, the instrument was tested with five sport organizations and one disability supporting organization to ensure that programming and language were suitable.

## ***Sampling***

The sample frame for sport organizations was developed from a previous iteration of the York-CFLRI (2020) survey, and included online sources (e.g., from Sport Canada listing), searches from online organized/structured sport groups, organizations, and clubs representing geographical areas and representing various sport. The original sample was updated to include most recent contact names or titles and contact information from online sources. The final list contained 7,189 organizations.

The sample frame for disability organizations included both sport specific (i.e., blind sports) and disability specific organizations (e.g., organizations associated with blindness that are not specific to sport). The sample frame was developed by CFLRI from online websites and groups and included, where possible, national, regional or provincial/territorial, and community level organizations. The final list contained 245 organizations.

The assembled lists were not intended to be exhaustive or comprehensive. There is no way of assessing the extent to which they are representative of the population of these types of organizations or the final sample of responding organizations is relative to the population. Therefore, results are not projectable to the broader population.

## ***Data Collection***

In advance of the initial invitation to sport and disability supporting organizations, a letter was emailed from Sport Canada to inform them of the survey and urge them to participate. In most cases the survey was directed to the President, CEO or Executive Director, however, in some cases it was sent to a specific manager or head of a section of the organization. In almost all cases a generic email for the organization was used to distribute invitations and reminders.

Each survey was conducted between February 10<sup>th</sup> and March 5<sup>th</sup>, 2025. Of the 7,189 sport organizations invited to participate, there was an indication of an invalid email address for 774, and 171 discontinued the survey before completing it. Sport organizations were sent an initial email invitation outlining with purpose of the study, along with the secure link to survey, and followed by up to three reminder emails for those who had not completed the survey. No incentive was offered to participants. The overall response rate for the 554 organizations is 8.6%.

Across the two types of disability supporting organizations, 20 of the 245 records did not have a valid email address, and 6 were screened out as ineligible. Disability supporting organizations received the advance letter, an initial survey invitation, three email reminders and two rounds of telephone calls to introduce the survey and urge participation. The participation rate for the 42 disability supporting organizations is 18.7%. Of participating organizations, 24 focus specifically on delivering sport and physical activities for persons with disabilities. Another 16 have a mandate of servicing the broader needs of persons with disabilities. An additional two neither focus on nor promote sport or physical activities to their members. Due to the small number of organizations responding to the survey, only broad statements can be made about the results, without references to percentages or proportions.

No weight was applied to these data sets since there are no population figures by which to weigh the representativeness of the survey samples. Nor is an assessment of non-response useful since the sample frames used in the survey are not random or exhaustive.

## B. FOCUS GROUP RECRUITMENT SCRIPT AND SURVEY

Sport Canada Online Group Discussions - EKOS

(La version française du message suit)

Dear member of the *Probit* research panel,

EKOS Research Inc is conducting a series of small online, 90-minute group discussions with parents/caregivers of children and youth aged 3 to 17 years, about the role that sport, physical activity and recreation may play, or may not play, in their children's lives. For example, the discussion will include perceptions of the value of physical activity and sport, or factors that may help or prevent your child's participation in physical activity or sport. This will be done through a guided conversation, section by section, and everyone will be asked to provide some opinions, although no one will be "put on the spot". There are no right or wrong answers for this, it's just your opinion.

The study is being conducted for Sport Canada in conjunction with the Canadian Fitness and Lifestyle Research Institute (CFLRI), which is a not-for-profit research organization. The discussion, with 6 to 8 parents/caregivers, will explore what motivates or supports their children and youth in, and prevent others from, participating in sport, physical activity or recreation.

The 90-minute discussions will take place between January 20 and February 6, 2025. Participation is voluntary and we are offering an honorarium of \$120.

These discussions will take place in a secure environment (e.g., password protected discussion). Your personal information will not be reported to any third party. As this study involves small group discussions, the privacy and confidentiality of the research participants cannot be guaranteed with respect to the other research participants in the discussion and the online nature of the research. You will only be referred to by your first name. Others in the discussion will not know your identity besides your first name. Anonymous excerpts or quotes from the discussion may be included in the final aggregate report to illustrate the findings, but they will not be linked to any participant. The research is being administered according to the requirements of the Privacy Act, Personal Information Protection and Electronic Documents Act and Access to Information Act). To view our privacy policy, [click here](#).

To participate in the discussion group, you will need access to a mobile phone, a computer or tablet connected to the internet. You will need both audio and a video capability, such as speakers and webcam, to participate in the discussion group. We will ask you to make sure your audio and recording equipment are working well before the day of the discussion group. and audio capability. We are also providing a Canadian call-in number for anyone without audio on their computer/tablet, but please be advised that it is not a toll-free number.

Your participation in the focus group is completely voluntary. You can stop participating in the study at any time, for any reason. You do not have to answer any questions you do not want to. If you decide to stop participating, and wish us to do so, we will destroy all the information you have provided. Sessions will be recorded for research purposes only, and will be destroyed upon completion of the study. The study results will be available six months after the completion of the data collection for the study, which can be accessed through Library and Archives Canada at <https://www.bac-lac.gc.ca/eng/porr/Pages/porr.aspx>.

In order to express your interest, please complete this 3-minute survey, where you can get details on date and time, and indicate your interest and availability to participate.

[START THE SURVEY TO REGISTER YOUR INTEREST]

If the link does not work for you, please copy the following one into your browser:

[SURVEY LINK]

If you have any questions, contact EKOS Research Inc: 1-800-388-2873 or [focusgroups@ekos.com](mailto:focusgroups@ekos.com). You can also complete these questions by calling the same 1-800 number, if this better meets your needs. This research is also registered with the Research Verification Service maintained by the Canadian Research Insights Council and can be verified at <https://canadianresearchinsightscouncil.ca/rvs/home/> by entering project code 20240909-EK964.

This study has been reviewed by Veritas Independent Review Board (IRB). If you have any questions about your rights as a research participant or the Investigator's responsibilities, you may contact the Manager of Veritas IRB 24 hours per day and 7 days per week at 514-337-0442 or toll-free at 1-866-384-4221. An IRB is a group of scientific and non-scientific individuals who perform the initial and ongoing ethical review of the research study with the subject's rights and welfare in mind. If you have any study-related comments, complaints or concerns, you should first contact the study investigator. Please call the IRB if you need to speak to a person independent from the Investigator and the research staff, and/or if the Investigator and the research staff could not be reached.'

Thank you in advance for your participation.  
Probit Inc. and EKOS Research Associates Inc.

## WINTRO

### *Online Intro*

Thank you for visiting the online registration site for the online focus groups with 6 to 8 other parents/caregivers about their child's physical activity, sport and recreation conducted for Sport Canada by EKOS Research Associates Inc in conjunction with the Canadian Fitness and Lifestyle Research Institute (CFLRI). These 90-minute discussions will explore what conditions motivate or supports their children and youth in, and prevent others from, participating in sport, physical activity and recreation. Participants will be given \$120 for attending the discussion.

Groups will be held between January 20th and February 6th. Observers from Sport Canada and CFLRI will also be in attendance, but only first names will be used in order to protect privacy as much as possible. It's important to note that the discussions will be organized among parents and caregivers of children and youth who share similar experiences in terms of children's participation in sport and physical activity (e.g., by region, age of the child).

Once you have registered, you will receive an email confirmation right away. We will select 6 to 8 parents/caregivers to participate in each session, among those who register. If you are selected, you will receive a telephone call within a few days to confirm specific questions, and provide more detail. You will also receive an email reminder with the link to the secure video conference meeting a day or two before the session.

Please note that your responses to this survey are confidential. Your personal information will not be reported to any third party. As this study involves small group discussions, the privacy and confidentiality of the research participants cannot be guaranteed with respect to the other research participants in the discussion and the online nature of the research.

The study results will be available six months after the completion of the data collection for the study, which can be accessed through Library and Archives Canada at <https://www.bac-lac.gc.ca/eng/porr/Pages/porr.aspx>. The findings will be generalized, however, and your identity will not be part of the reports.

You can also complete these questions by calling the same 1-800 number, if this better meets your needs.

This study has been reviewed by Veritas Independent Review Board (IRB). If you have any questions about your rights as a research participant or the Investigator's responsibilities, you may contact the Manager of Veritas IRB 24 hours per day and 7 days per week at 514-337-0442 or toll-free at 1-866-384-4221. An IRB is a group of scientific and nonscientific individuals who perform the initial and ongoing ethical review of the research study with the subject's rights and welfare in mind. If you have any study-related comments, complaints or concerns, you should first contact the study investigator. Please call the IRB if you need to speak to a person independent from the Investigator and the research staff, and/or if the Investigator and the research staff could not be reached.'

## SCREENING PROCESS AND CONSENT APPROVAL

### Q1

Are you responsible for one or more children between the ages of 3 and 17 who lives with you at least some of the time?

Yes	1
No	2
Don't recall	98
Prefer not to say	99

### Q1B

So that we can group parents into discussions based on age of the child, please indicate the number of children you are responsible for in each of the following age ranges?

3 to 10 years of age	1
11 to 17 years of age	2
Prefer not to say	99

### QDIS

Does <[Q1B = 3]one of your children[ELSE]your child> have a disability that limits their equal and full participation in regular activities, in the areas of movement, sensory, learning, remembering or concentrating, or in other areas related to social, emotional or mental health?

Yes	1
No	2
Prefer not to say	99

### QNATURE [1,9]

Which of the following most accurately describes the nature of your child's disability:

Select all that apply

Seeing	1
Hearing	2
Mobility (e.g., moving legs, feet, arms or hands), flexibility or dexterity	3
Learning, remembering or concentrating	4
Developmental/sensory/social	5
Emotional, psychological, mental health	6
Long term health condition	7
Pain-related	8
Other (specify)	77
Prefer not to say	99

### PREQCHILDGEN

What is the gender of your child <[QDIS = 1]with a disability and> <[Q1B = 1]aged 3 to 10[Q1B = 2]aged 11 to 17[ELSE]aged 3 to 17>? If you have more than one child <[QDIS = 1]with a disability[(AQ1BA > 0 and AQ1BB > 0)]aged 3 to 17[AQ1BA > 0]aged 3 to 10[AQ1BB > 0]aged 11 to 17>, please answer for each one in the household.

## Q2

Are you or is any member of your household or immediate family employed in:

### Q2A

Government of Canada

Yes	1
No	2

### Q2B

An advertising agency

Yes	1
No	2

### Q2C

A market research company

Yes	1
No	2

### Q2D

The media (Print, Radio, TV, Internet)

Yes	1
No	2

### QPROV

In which province or territory do you live?

British Columbia	1
Alberta	2
Saskatchewan	3
Manitoba	4
Ontario	5
Quebec	6
New Brunswick	7
Nova Scotia	8
Prince Edward Island	9
Newfoundland & Labrador	10
Yukon	11
Northwest Territories	12
Nunavut	13
Outside of Canada	99

### QRURAL

Would you describe your household as being in...

An urban/inner city environment	1
A suburban environment	2
A rural or isolated environment	3
Prefer not to say	99

## QEDUC

What is the highest level of formal education that you have completed?

Grade 8 or less	1
Some high school	2
High School diploma or equivalent	3
Registered Apprenticeship or other trades certificate or diploma	4
College, CEGEP or other non-university certificate or diploma	5
University certificate or diploma below bachelor's level	6
Bachelor's degree	7
Post graduate degree above bachelor's level	8
No response	99

## Q3

Participants in these discussions will be asked to voice their opinions and thoughts in the discussion. How comfortable are you in voicing your opinions in front of others, in <[QPROV = 6]French[ELSE]English> ? Are you...

Very comfortable	1
Comfortable	2
Fairly comfortable	3
Not very comfortable	4
Very uncomfortable	5

## Q3D

Is there anything that you would need assistance with, that we could provide in order for you to participate such as a different method of communication or having materials available to you in a different format?

Yes (please specify)	1
No	2

## Q4

Have you ever attended a focus group or one on one discussion for which you have received a sum of money?

Yes	1
No	2

## Q5

When did you last attend one of these discussions?

Please specify :	77
Months	1
Years	2
Never	999

## CALCQ5

Within last 6 months, thank and terminate	1
7 months or later, continue	99

Q5B

Have you attended 5 or more of these discussions in the past 5 years?

- Yes 1
- No 2

QINFO

Would you be interested in participating in one of these online discussions?

- Yes 1
- No 2
- It depends on the date and time 3

QLANG

Would you prefer to participate in a discussion in English or in French?

- English 1
- French 2

QFOCUS [1,2]

Replacements are not permitted. Are you able to participate in any of the 90-minute discussion on...?

Please select all that apply.

NOTE that times are listed as eastern standard time and may not necessarily be in your own time zone.

List of dates and times

Not available at any of these times. 999

QCONSENT

At the start of the discussion, you will be given some added details about the purpose and kinds of questions you will be going through. Basically, you and a small group of other parents will provide your thoughts and experiences related to your child's participation in sport, physical activity and recreation. For example, the discussion will include perceptions of the value of physical activity and sport, or factors that may help or prevent your child's participation in physical activity or sport. This will be done through a guided conversation, section by section, and everyone will be asked to provide some opinions, although no one will be "put on the spot". And, remember, there are no right or wrong answers for this, it's just your opinion. You will not need to have any special knowledge to participate. The discussion will be led by an experienced moderator and observed by officials from Sport Canada and CFLRI.

To participate in the discussion group, you will need access to a mobile phone, a computer or tablet connected to the internet. You will need both audio and a video capability, such as speakers and webcam, to participate in the discussion group. We will ask you to make sure your audio and recording equipment are working well before the day of the discussion group. and audio capability. We are also providing a Canadian call-in number for anyone without audio on their computer/tablet, but please be advised that it is not a toll-free number.

These discussions will take place in a secure environment (e.g., password protected discussion). All personal identities will be protected. You will only be referred to by your first name. Others in the discussion will not know your identity besides your first name. Anonymous excerpts or quotes from the discussion may be included in the final aggregate report to illustrate the findings, but they will not be linked to any participant.

Your participation in the focus group is completely voluntary. You can stop participating in the study at any time, for any reason. You do not have to answer any questions you do not want to. If you decide to stop participating, and wish us to do so, we will destroy all the information you have provided.

If you are selected to participate in one of the discussions, we will call you to confirm by telephone and provide a few more details about the discussion, as well as answer any questions you may have. We will then send you an email reminder the day before the discussions, including the login instructions as well as the password protected link for the discussion. We **MUST** first have the confirmation telephone call completed or we will not be able to send you these details for you to participate in the discussion.

If you want to contact us about this group, please call EKOS Research Inc, at 1-800-388-2873 or email [focusgroups@ekos.com](mailto:focusgroups@ekos.com). You may also verify this research with the Research Verification Service operated by the Canadian Research Insights Council (CRIC) at <https://canadianresearchinsightscouncil.ca/rvs/home/> by entering project code 20240909-EK964.

Sessions will be recorded for research purposes only. EKOS Research Associates Inc. is committed to maintaining the security and privacy of the information we collect from the public, and we protect your personal information through appropriate physical, organizational and technological measures. For more information about our privacy practices, please read our Privacy Policy. For questions regarding access to personal information held by EKOS, the accuracy of this personal information, or complaints related to EKOS' privacy practices, please contact our Privacy Officer at [pobox@ekos.com](mailto:pobox@ekos.com).

This study has been reviewed by Veritas Independent Review Board (IRB). If you have any questions about your rights as a research participant or the Investigator's responsibilities, you may contact the Manager of Veritas IRB 24 hours per day and 7 days per week at 514-337-0442 or toll-free at 1-866-384-4221. An IRB is a group of scientific and nonscientific individuals who perform the initial and ongoing ethical review of the research study with the subject's rights and welfare in mind. If you have any study-related comments, complaints or concerns, you should first contact the study investigator. Please call the IRB if you need to speak to a person independent from the Investigator and the research staff, and/or if the Investigator and the research staff could not be reached.'

Now that we have gone through all of the details about what is involved in the group, that sessions will be observed and recorded, and what is being done to protect everyone's privacy and personal information, are you comfortable with participating in the discussion?

Yes 1  
No 2

#### QTELE

If you are selected to participate in one of the discussions, we will contact you by telephone in a few days. Once selected and invited to participate in one of the discussions we give you a reminder telephone call and send an email to remind you and provide the link to the discussion a day or two prior to your group discussion.

What is the best telephone number to reach you?

Telephone number: 1

#### QEMAIL

<[Have email]Is \_\_\_\_\_ the best email address at which to send you an invitation to the discussion, with the secure link and 1-800 number?[ELSE]What is the best email address at which to send you an invitation to the discussion, with the secure link and 1-800 number?>

[Have email] Yes 1  
<[Have email]No, please provide alternate email :[ELSE]Email address :> 77

#### PFNAME

Please provide your first and last names. Only your first name will be used in the discussion.

#### ECONFIRM

Confirmation of registration for group discussion | Confirmation d'inscription à la discussion de groupe

(La version française du message suit)

Dear <first name> <last name>,

This is to confirm that you are registered for consideration to attend a discussion taking place on <group time/date>. The discussion will be in <group selected language: English/French>.

Thank you for expressing your interest. If you are selected to participate in one of the discussions, we will call you to confirm by telephone and provide a few more details about the discussion, as well as answer any questions you may have. We will then send you an email reminder the day before the discussions, including the login instructions as well as the password protected link for the discussion. We **MUST** first have the confirmation telephone call completed or we will not be able to send you these details for you to participate in the discussion.

If you want to contact us about this group, please call EKOS Research Inc, at 1-800-388-2873 or email [focusgroups@ekos.com](mailto:focusgroups@ekos.com). You may also verify this research with the Research Verification Service operated by the Canadian Research Insights Council (CRIC) at <https://canadianresearchinsightscouncil.ca/rvs/home/> by entering project code 20240909-EK964.

Sessions will be recorded for research purposes only. EKOS Research Associates Inc. is committed to maintaining the security and privacy of the information we collect from the public, and we protect your personal information through appropriate physical, organizational and technological measures. For more information about our privacy practices, please read our Privacy Policy. For questions regarding access to personal information held by EKOS, the accuracy of this personal information, or complaints related to EKOS' privacy practices, please contact our Privacy Officer at [pobox@ekos.com](mailto:pobox@ekos.com).

Thank you for your registration.  
Susan Galley  
Project Manager  
EKOS Research Associates, Inc.  
[www.ekos.com](http://www.ekos.com)

THNK

If you have any questions, please let us know by calling us toll-free at 1-800-388-2873 or by sending an e-mail to [focusgroups@ekos.com](mailto:focusgroups@ekos.com). Thank you for your cooperation and time.

THNK2

***Screened-out***

Thank you for your cooperation! Based on the information you have provided, unfortunately you are not eligible to participate in this survey.

## TELEPHONE RECRUITMENT

Hello, my name is \_\_\_\_\_ from EKOS Research. May I speak with \_\_\_\_\_?

I am calling because you are registered to participate in a 90-minute online discussion with parents and caregivers of children aged 3 to 17 years, about participation in sport, physical activity and recreation. These groups are being conducted for Sport Canada. Participants will receive \$120 for their participation.

Would you prefer to be interviewed in English or French?/Préférez-vous répondre en français ou en anglais?

GROUP : \_\_\_\_\_

Continue	1
Not available/refuse (THANK & TERMINATE)	2

### PRIV

This call may be recorded for quality control or training purposes.

### PH1

Do you recall that you indicated your interest in participating in a discussion?

Yes	1
No	2
REFUSED THANK AND TERMINATE	3

### PH3

The discussion will be with 6 to 8 other parents and caregivers sharing views and experiences about their child's participation in sport, physical activity or recreation. This will be done through a guided conversation, section by section, and everyone will be asked to provide some opinions, although no one will be "put on the spot". And, remember, there are no right or wrong answers for this, it's just your opinion. You will not need to have any special knowledge to participate.

Only a first name or nickname will be used during the call and no one will be identified, in the call, or later in quotes, by a full name. Are you comfortable with all of this?

Yes	1
No (THANK AND TERMINATE)	2

### QEQUIP

If you have not used them recently, please check to make sure your audio and recording equipment, such as speakers and webcam, are working well before the day of the discussion group. We are providing a Canadian call-in number for anyone without audio on their computer/tablet, but please be advised that it is not a toll-free number, although it may be in your province or region. Do you have any questions for me before the group discussion?

(Check to indicate statement read)	1
------------------------------------	---

### QCOMFORT

Now that we have gone through all of the details about what is involved in the group, that sessions will be observed and recorded, and what is being done to protect everyone's privacy and personal information as much as possible, are you comfortable with participating in the discussion?

Yes 1  
No (THANK AND TERMINATE) 2

### **PSETTRANSFER**

If you participate, your \$120 honorarium will be sent by e-transfer or by regular mail following the discussion. Which would you prefer?

Source email: \_\_\_\_\_

E-transfer to email address : 1  
Regular mail 2

### **PSMAIL**

May we have your mailing address?

Street address format: (apt #) - (Street #) (Street name) eg. 102 - 359 Kent st.

Postal Box Number format: (PO BOX #) (Station info, if applicable) eg. PO BOX 1004 STN MAIN

Rural Route format: (RR #) (Station info, if applicable) eg. RR 6 STN MAIN

### **QCONSENT**

Each session will be videorecorded. Your participation in the focus group is completely voluntary. You can stop participating in the study at any time, for any reason. You do not have to answer any questions you do not want to. If you decide to stop participating, and wish us to do so, we will destroy all the information you have provided. Confidentiality will be protected as much as possible by using only first names, although with online group discussions the privacy and confidentiality of the research participants cannot be guaranteed with respect to the other research participants in the discussion.

Can you confirm that you are you 18 years of age or older and do you consent to participate in this research?

Yes, confirmed that 18 or older and consent to participate 1  
No, have not confirmed 18 or older, or do not consent to participate (THANK AND TERMINATE) 2

### **QINFO2**

Remember that the group discussion is taking place on <group time/date> and you should already have a confirmation email with this same information. You will get a reminder email the day before the discussion with the date and time again, and a secure Zoom link to the discussion itself.

(Check to continue) 1

### **CONFIRMATION EMAIL**

## RECONFIRM

Sport and Physical Activity Discussion Group Reminder and Instructions - EKOS Research Associates, Inc.

Hello,

Thank you for agreeing to participate in our discussion with parents and caregivers about your child's participation in sport, physical activity and recreation. Please log in on <group time/date>. If you live in a different time zone, please be sure to dial in at the Eastern Standard Time.

Confidentiality will be protected as much as possible by using only first names, although with online group discussions the privacy and confidentiality of the research participants cannot be guaranteed with respect to the other research participants in the discussion.

To participate in the discussion group, you will need access to a mobile phone, a computer or tablet connected to the internet and audio capability. **Please check your audio and video in advance of the session, and login 10 minutes before the start of the discussion. Please note there will be no late admissions to the discussion group.**

To join the group online:

Please visit the following Zoom Meeting link:

<LINK>.

If using a mobile phone, you will need to download and install the Zoom app if you have not already done so.

If you are not connecting by audio through your computer you will need to dial:

<PHONE NUMBER>

and then enter the same Meeting ID & Passcode as above.

Thank you for participating in this group! If you want to contact us about this group, please contact us at 1-800-388-2873 or [focusgroups@ekos.com](mailto:focusgroups@ekos.com).

## THNK

If you have any questions or something comes up and you can no longer participate in the discussions, please let us know by calling us toll-free at 1-800-388-2873 or by sending an e-mail to [focusgroups@ekos.com](mailto:focusgroups@ekos.com). Thank you for your cooperation and time.

## C. PARENT FOCUS GROUP DISCUSSION GUIDE

### 1. Introduction

- I represent EKOS Research (reminder to only use first name of moderator and participants). These groups are being conducted for Sport Canada to explore parents' and caregivers' experiences with their child or children's participation in sport, physical activity and recreation. This will be used to help those who create policies and programs to help children participate in these activities.
- This group is part of a series of focus groups taking place online with parents and caregivers of children 3 to 17 across the country. This particular session includes parents of children (age/have a disability, in region).
- This session will last 90 minutes, and we'll just quickly go over the format and "ground rules":
  - ◇ The discussion is being recorded so I can listen to what everyone is saying and not worry too much about taking notes.
  - ◇ There are observers who have logged in from the Government of Canada and our research associates, the Canadian Fitness and Lifestyle Research Institute (CFLRI) so they can hear your opinions first-hand.
  - ◇ We will only be using first names to protect confidentiality as much as possible, and ask that no one take screen records or record to respect everyone's privacy. With online group discussions the privacy and confidentiality of the research participants, however, cannot be guaranteed with respect to the other research participants in the discussion.
  - ◇ There are no right or wrong answers here and no need for any expertise. We're looking for your own experiences.
  - ◇ Please try to speak one at a time and be respectful of one another's opinions.
  - ◇ It's okay to disagree. Please speak up even if you think you're the only one who feels a certain way. Everyone may have different experiences and different points of view.

- I'm going to raise some points for discussion, watch for time and make sure everyone has a chance to participate. We do not work for the Government of Canada.
- We may also be using the "chat" function. Some of you may know where this is, but I want to be sure everyone has access. Go to the bottom of your Zoom window and look for "Chat" and click on it to see a white panel along the right side. If you don't see Chat along the bottom, click More and look for chat in the pop-up window.

## 2. Introductions

1. Let's start by going around the group. Please introduce yourself and tell us something about yourself (# and age of children, etc).

## 3. Sport / Physical Activity in General

For this discussion, physical activity essentially involves any type of movement that your child makes in their day. It can include participation in physical activities ranging from activities that don't usually make them feel out of breath (e.g., leisurely walking, standing or moving at school, playing) to activities that can be more demanding, make them feel out of breath (e.g., dancing, team or individual sports, running).

2. Let's start by talking about the types of sports, physical activities, or recreation your child enjoys, and the role these activities have in their life
  - a. What is the benefit your child gets from these activities?
3. What kind of role do these activities have in your family life overall?
4. In your opinion, in what environment does your child participate in sport, physical activity and recreation the most? Probe for examples:
  - a. at home
  - b. in your local neighbourhood
  - c. at school
  - d. in your broader community
  - e. in a more intensive or competitive
  - f. (Groups of parents/caregivers with child with disability) Adapted sport program or groups specifically for children with my child's needs

5. To what extent have you found that the opportunities in these locations meet your child's needs?
  - a. Are they comfortable in these locations?
  - b. (Groups of parents/caregivers with child with disability) Are there specific requirements or accommodations that are needed for your child to participate fully? What are they and have you been able to find these or have these met?

#### **4. Barriers to Participation**

6. In your opinion, what are some of the important factors that make it hard or prevent your child from participating in sport, physical activity and recreation to the extent that they want to? Probe:
  - A lack of time, always rushing, trying to juggle childcare and school commitments with work or other caregiver commitments;
  - An unwelcoming environment, or concerns about their child's personal safety
  - Affordability
  - Location or other access issues
  - (Groups with parents/caregiver of child with disability) Activities, environments that address my child's special needs
7. Are there strategies that you have developed to get around these factors to help support your child's participation? What are some examples of what has worked for your family?

#### **5. Visioning**

In this last section we want to explore the role of different groups in helping to support children to participate more in sport, physical activity and recreation. We will talk about the role that your individual social circles, such as families and friends can play, the role that schools and other community organizations can play and the role that different levels of government (local, provincial/territorial and federal) can play.

8. In your opinion, is there anything at an individual level (for example support from family or other parents/friends) that would help you to support your child to participate more in sport, physical activity and recreation?
  - a. What would be most helpful and why?

9. Is there anything that schools or organizations can do to support you and other parents/caregivers to help your child participate more in sports, physical activities or recreation?
  - a. What would be most helpful and why?
  - b. What is the role of staff in facilitating participation versus the role of parents?
  - c. From your experience, are staff trained to meet the needs of the child? Does level of comfort with staff versus parents play a role?
10. Is there anything that governments at the local, provincial/territorial, or federal level can do to support and promote children's participation in sport, physical activity and recreation?
  - a. What would be most helpful and why?

## **6. Wrap Up**

11. Is there anything that we haven't talked about or that you would like to add before we go?

**THANK YOU**

## D. SURVEY QUESTIONNAIRE (SPORT ORGANIZATIONS)

### WINTRO

Si vous préférez répondre au sondage en français, veuillez cliquer surfrançais.

#### **Your participation in this survey is voluntary.**

You may skip any questions that you don't wish to answer, and you can stop participating at any time without any negative consequences.

Please read the following.

**Purpose** Increasing sport participation and physical activity levels among Canadians is essential for healthy growth and development as we age. Sport organizations play a critical role in the promotion and experience of sport participants, therefore, the opinions of sport organizations on issues such as capacity, policy development, inclusiveness, and facilities are essential. This survey provides an update on information collected about 5 years ago on these topics. Your participation in this survey is crucial in order to help give an accurate picture of these changes and to update the current situation of sport in the country. If you recommend that the survey be sent to a different member of your organization, please e-mail EKOS Research Associates at [sportsurvey@ekos.com](mailto:sportsurvey@ekos.com) and we will ensure that the survey is sent to your designated respondent.

**Who we are** EKOS Research Associates is a social research organization focused on providing market intelligence to support the best possible public policy, programming and communications. The Canadian Fitness and Lifestyle Research Institute (CFLRI) is a national, not-for-profit research organization which has monitored the physical activity and sport patterns of Canadian adults and children since 1980. EKOS Research Associates, in collaboration with the CFLRI, is currently collecting information about sport policies, programming, and facilities from the perspective of national, provincial and territorial, and community level sport organizations. This project has been made possible by the Government of Canada. This survey is being distributed to administrators in national sport organizations, such as yourself, to provide a very detailed picture of the current situation related to sport in Canada.

**Confidentiality** Your name and personal information will never be part of any of the reports about this research. The data about your sport organization, combined with information collected from other organizations similar to yours, will provide a snapshot of the current perspective of national-level sport organizations on governance, policies, programming and facilities regionally, and across Canada. Reports summarizing the grouped findings will help to inform policies and strategies. The research is being administered according to the requirements of the *Privacy Act, Personal Information Protection and Electronic Documents Act and Access to Information Act*. To view our privacy policy, [clickhere](#).

**Completing the survey** This online survey is estimated to take approximately 15 minutes to complete. You can complete the survey in either English or French, and choose to switch languages on any screen throughout the survey. Your accurate responses are very important to help us provide a complete and representative perspective from sport organizations in Canada. If there are questions which you do not wish to answer, please indicate "No answer". If you do decide to stop being part of the study, simply exit the survey. Should you wish, all information collected about your organization will be destroyed upon request. Deciding not to participate will not affect your relationship with the researchers or any other group associated with the project. This study has been reviewed by Veritas Independent Review Board (IRB). If you have any questions about your rights as a research participant or the Investigator's responsibilities, you may contact the Manager of Veritas IRB 24 hours per day and 7 days per week at 514-337-0442 or toll-free at 1-866-384-4221.

**Data retention and access** We anticipate retaining personally identifiable information in the data from this survey for one year. Your data will be treated in accordance with the provisions of the Government of Canada Privacy Policy. Your responses will be coded and kept entirely confidential.

**Next Steps** Please complete this questionnaire by **March 4th, 2025**.

**Questions** If you have any questions regarding the study on how to complete the survey, or would like to complete the survey by telephone or receive a print copy instead please call EKOS Research Associates at 1-800-388-2873 or send an email to [sportsurvey@ekos.com](mailto:sportsurvey@ekos.com). **Thank you very much** for your help. Your participation in this study will play a critical role in understanding changes in sport policies, programs, and facilities.

Please indicate "Yes, I agree to participate" if you consent to participating in this survey.

Yes, I agree to participate	1
No, I do not agree to participate	2

## **PRIV**

This call may be recorded for quality control or training purposes.

## **Q1**

To what extent does your organization have sufficient *staffing and human resources* at each of the following levels to fulfill its mandate and vision for providing quality sport programs:

To a great extent	1
To some extent	2
Not at all	3
Don't know/ Not applicable (NA)	9
No answer	8

Q1A: Administrative staff

Q1B: Managerial staff

Q1C: Executive or Board members

Q1D: Coaching, officiating, and technical staff  
Q1E: Volunteers (e.g., at events and games)

## Q2

In the context of providing *quality sport programs*, to what extent does your organization have sufficient *financial resources*:

To a great extent	1
To some extent	2
Not at all	3
Don't know/ NA	9
No answer	8

Q2A: To support the organizational infrastructure for day-to-day activities

Q2B: To support governance of the organization (e.g., Board of Directors, committees)

Q2C: To support facilities and venues

Q2D: For development of coaches and leaders

Q2E: To support athlete development

Q2F: For media exposure, promotion, and communications-related activities

Q2G: For increasing the number of participants

Q2I: To collect data and information on the organization's membership

Q2J: To address inclusion and accessibility

Q2K: To support persons with disabilities through adapted programming

Q2L: To support persons with disabilities with adapted equipment and facilities

Q2N: To ensure safe sport

## Q3 [1,13]

Does your organization have written guidelines (i.e., policy or other statements) that refer to any of the following? <[PHONE]Read list and select all that apply

Interviewer note: read full list as 'yes'/'no'. You must get a 'yes'/'no' response to each choice option[ELSE]Select all that apply>

Training in ethics or respect/integrity in sport	1
Training on safe sport for all participants	2
Training on skill development specific to the needs of persons with disabilities	3
Promoting physical activity or sport for wellness	4
Supporting equal access based on abilities or disabilities	10
My organization does not have written guidelines that refer to any of the above items	97
Don't know / not applicable	98
No answer	99

## Q5

In the past 5 years, have you observed a decrease, no change or an increase in your organization's focus on the following factors?

A decrease	1
No change	2
An increase	3
Don't know/ NA	9

No answer 8

- Q5A: Addressing abuse and harassment
- Q5C: Addressing equity, diversity, inclusion, and access to opportunities
- Q5G : Addressing discrimination based on abilities or disabilities
- Q5I: Ensuring programs are accessible to persons with disabilities
- Q5J: Encouraging fun in sport participation

## Q7

To what extent has your organization undertaken the following activities related to sport programming?

To a great extent	1
To some extent	2
Not at all	3
Don't know/ NA	9
No answer	8

- Q7A: Ensured quality standards for coaching and officials (including those in para sport - persons with disabilities)
- Q7C: Delivered leadership training materials and resources (e.g., in-person workshops, webinars, videos)
- Q7D: Conducted training and mentoring activities for adapted programming for persons with disabilities
- Q7E: Entered into partnerships with other sport organizations to undertake sport initiatives
- Q7F: Entered into partnerships with disability supporting organization for training, programming, expertise in design
- Q7G: Entered into partnerships with municipalities to undertake sport initiatives at the community/municipal level
- Q7H: Entered into partnerships with schools to undertake sport initiatives in schools

## Q8

Does your organization provide sport programming that is designed to target specific populations?

Yes	1
No	2
Don't know / not applicable	8
No answer	9

## Q8B [1,14]

Which populations? <[PHONE]Read list and select all that apply

Interviewer note: read full list as 'yes'/'no'. You must get a 'yes'/'no' response to each choice option[ELSE]Select all that apply>

Youth	1
Women and girls	2
Parents	3
Persons with disabilities	4
Individuals from lower income households	5
Indigenous populations	6

New Canadians	7
Cultural groups	8
People who identify as 2SLGBTQI+	9
Rural and remote communities	10
Older adults	11
Other (please specify)	77
Don't know / not applicable	98
No answer	99

## Q9

To what extent would you say that the following individuals in your organization are informed about *plans, strategies, or initiatives* to address inclusion of **persons with disabilities** in the organization?

To a great extent	1
To some extent	2
Not at all	3
Don't know/ NA	9
No answer	8

Q9A: Senior leaders and board members

Q9C: Paid staff

Q9D: Coaches and technical leaders

Q9E: Participants and registrants

Q9F: Volunteers

Q9G: Provincial/Territorial member associations

## Q10 [1,14]

Does your organization undertake any of the following actions to make sport programming more accessible, equitable and inclusive?

<[PHONE]Read list and select all that apply

Interviewer note: read full list as 'yes'/'no'. You must get a 'yes'/'no' response to each choice option[ELSE]Select all that apply>

Subsidize fees for participants who are unable to pay	2
Provide supports or incentives to improve access for parents (e.g., daycare services, concurrent programming for parent and child)	5
Ensure representation of persons with a disability among leadership and staff (e.g., on committees, Boards, officials)	8
Have a clearly defined vision and mission to engage persons with disabilities in the development, design, delivery of programs	9
Provide training to staff to ensure that they have adequate knowledge and skills to deliver athlete development activities for persons with disabilities	10
Ensure the provision of adapted equipment for persons with disabilities	11
None of the above	97
Don't know / not applicable	98
No answer	99

### Q11 [1,15]

Please indicate if your organization works with the following when developing new and existing programming: (Select all that apply)

Other national or multi-service sport organizations	1
Federal government or agencies	2
Provincial, Territorial governments or agencies	3
Participants (e.g., athletes, parents, coaches, officials, board members)	4
Other sport organizations	5
Industry and business, private sector	6
Community or municipal governments or agencies (e.g., transport, planning, health)	7
Not-for-profit organizations (e.g., other local sport clubs/council, service organizations)	8
Organizations with a mandate to support persons with a disability	9
Schools or school boards (including universities or colleges)	10
Cultural organizations	11
Indigenous partners (e.g., band councils, Aboriginal Sport Circle)	12
Other (please specify):	77
None of these	97
Don't know / not applicable	98
No answer	99

### Q12

To what extent does your organization work with partners to achieve the following:

To a great extent	1
To some extent	2
Not at all	3
Don't know/ NA	9
No answer	8

Q12A: Ensuring access to stage- and age-appropriate training and skill development for athletes

Q12B: Ensuring access to stage- and age-appropriate competition

Q12C: Deliver sport programming and services to members of specific populations (e.g., persons with a disability individuals living in low-income households)

Q12D: Establishing pathways to develop high-performance athletes (including para high-performance athletes - persons with disabilities)

Q12F: Recruiting, training, and developing coaches and officials (including para coaches and officials)

Q12H: Recruiting, training, and developing participants (including para participants)

Q12K: Recruiting, training and developing volunteers

### Q14

To what extent does your organization focus on ensuring the following:

To a great extent	1
To some extent	2
Not at all	3
Don't know/ NA	9
No answer	8

- Q14A: Access to stage-based equipment or facilities (e.g., modified size of nets/balls or playing fields)
- Q14C: Provide or facilitate access to adapted equipment for para participants (persons with disabilities)
- Q14D: Provide or facilitate access to adapted facilities for para participants (persons with disabilities)
- Q14E: Construction of new sport and recreational facilities or venues
- Q14F: Maintenance of existing sport and recreational facilities
- Q14G: Facilities which provide a physically safe environment for participation
- Q14H: Accessible transportation services and systems to sporting events

**Q18 [1,12]**

From your organization's perspective, what are the most pressing infrastructure needs for increasing participation in your sport? <[PHONE]Read list and select all that apply  
 Interviewer note: read full list as 'yes'/'no'. You must get a 'yes'/'no' response to each choice option[ELSE]Select all that apply>

Additional and new indoor sport and recreation facilities	1
Repair and maintenance of indoor sport and recreation facilities	2
Additional and new outdoor sport and recreation facilities	3
Repair and maintenance of outdoor sport and recreation facilities	4
Updating facilities to be more accessible for participants of all abilities or disabilities	8
Other (please specify)	77
Do not have any	97
Don't know / not applicable	98
No answer	99

**Q19**

In your organization, approximately how many individuals are in the following categories?

ENTER BEST ESTIMATE	77
Don't know/ NA	999
No answer	888

- Q19A: Paid staff
- Q19B: Board members
- Q19C: Coaches and technical leaders
- Q19D: Officials
- Q19E: Participants or registrants
- Q19F: Volunteers

**Q20**

Which of the following options best describe your organization?

<[PHONE]Read list>

All of the programming is accessible to persons with disabilities (100% of programming)	4
Most of the programming is accessible to persons with disabilities (51-99% of programming)	3

Some of the programming is accessible for persons with disabilities (1%-50% of programming)	2
None of the programming is accessible for persons with disabilities (0% of programming)	1
Don't know / not applicable	98
No answer	99

**THNK**

Thank you for your time spent taking this survey.

The findings report will be made available on the Library and Archives website (Public Opinion Research Reports) in September 2025.

If you have any questions regarding the study or the survey questions, please email EKOS Research, at [sportsurvey@ekos.com](mailto:sportsurvey@ekos.com) or call 1-800-388-2873.

THNK2

Unfortunately, based on your responses you are ineligible to participate in this survey. Thank you for your time!

## E. SURVEY QUESTIONNAIRE (DISABILITY SUPPORTING ORGANIZATIONS)

### WINTRO

Si vous préférez répondre au sondage en français, veuillez cliquer sur français.

#### **Your participation in this survey is voluntary.**

You may skip any questions that you don't wish to answer, and you can stop participating at any time without any negative consequences.

Please read the following.

**Purpose** Increasing physical activity and sport participation among people living in Canada is essential for physical, mental, and social health particularly as we age. Supporting organizations are those that may not directly offer physical activity and sport programs and services to people, but do play a critical role in the promoting these experiences to potential participants, especially individuals with disabilities. The opinions, therefore, of supporting organizations on issues such as capacity, policy development, inclusiveness, and facilities are essential. Your participation in this survey is crucial to providing an accurate picture of opportunities, to help to inform policy and practices to support an active population. If you recommend that the survey be sent to a different member of your organization, please e-mail EKOS Research Associates at [sportsurvey@ekos.com](mailto:sportsurvey@ekos.com) and we will ensure that the survey is sent to your designated respondent.

**Who we are** EKOS Research Associates is a social research organization focused on providing market intelligence to support the best possible public policy, programming and communications. The Canadian Fitness and Lifestyle Research Institute (CFLRI) is a national, not-for-profit research organization which has monitored the physical activity and sport patterns of Canadian adults and children since 1980. EKOS Research Associates, in collaboration with the CFLRI, is currently collecting information about sport policies, programming, and facilities from the perspective of national, provincial and territorial, and community level supporting organizations. This project has been made possible by the Government of Canada. This survey is being distributed to administrators in organizations, such as yourself, to provide a very detailed picture of the current situation related to physical activity and sport in Canada.

**Confidentiality** Your name and personal information will never be part of any of the reports about this research. The data about your organization, combined with information collected from other organizations similar to yours, will provide a snapshot of the current perspective of supporting organizations on governance, policies, programming and facilities regionally, and across Canada. Reports summarizing the grouped findings will help to inform policies and strategies. The research is being administered according to the requirements of the *Privacy Act*,

*Personal Information Protection and Electronic Documents Act and Access to Information Act.*  
To view our privacy policy, click here.

**Completing the survey** This online survey is estimated to take approximately 15 minutes to complete. You can complete the survey in either English or French and choose to switch languages on any screen throughout the survey. Your accurate responses will help provide us with a complete and representative perspective from sport (and supporting) organizations in Canada. If there are questions that you do not wish to answer, please indicate "No answer". If you do decide to stop being part of the study, simply exit the survey. Should you wish, all information collected about your organization will be destroyed upon request. Deciding not to participate will not affect your relationship with the researchers or any other group associated with the project. This study has been reviewed by Veritas Independent Review Board (IRB). If you have any questions about your rights as a research participant or the Investigator's responsibilities, you may contact the Manager of Veritas IRB 24 hours per day and 7 days per week at 514-337-0442 or toll-free at 1-866-384-4221.

**Data retention and access** We anticipate retaining personally identifiable information in the data from this survey for one year. Your data will be treated in accordance with the provisions of the Government of Canada Privacy Policy. Your responses will be coded and kept entirely confidential.

**Next Steps** Please complete this questionnaire by **March 4th, 2025**.

**Questions** If you have any questions regarding the study or how to complete the survey, or would like to complete the survey by telephone or receive a print copy instead please call EKOS Research Associates at 1-800-388-2873 or send an email to [sportsurvey@ekos.com](mailto:sportsurvey@ekos.com). **Thank you very much** for your help. Your participation in this study will play a critical role in understanding changes in physical activity and sport policies, programs, and facilities.

Please indicate "Yes, I agree to participate" if you consent to participating in this survey.

Yes, I agree to participate	1
No, I do not agree to participate	2

## Q0

Is your organization's mandate or mission related to:

Specifically delivering sport and physical activity opportunities for persons with disabilities	1
Servicing broader needs of persons with disabilities	2
Another type of organization	3

## Q1

To what extent does your organization have sufficient *staffing and human resources* at each of the following levels to fulfill its mandate and vision for providing or supporting quality physical activity or sport programs:

To a great extent	1
To some extent	2
Not at all	3
Don't know/ Not applicable (NA)	9
No answer	8

Q1A: Administrative staff

Q1B: Managerial staff

Q1C: Executive or Board members

Q1D: Coaching, officiating, and technical staff

Q1E: Volunteers (e.g., at events and games)

## Q2

In the context of providing or supporting *quality* physical activity and sport programs, to what extent does your organization have sufficient *financial resources* to/for:

To a great extent	1
To some extent	2
Not at all	3
Don't know/ NA	9
No answer	8

Q2A: Support the organizational infrastructure for day-to-day activities

Q2B: Support governance of the organization (e.g., Board of Directors, committees)

Q2C: Support facilities and venues

Q2D: The development of coaches and leaders

Q2E: Support participant development

Q2F: Media exposure, promotion, and communications-related activities

Q2G: Increasing the number of participants

Q2I: Collect data and information on the organization's membership

Q2K: Support persons with disabilities through adapted programming

Q2L: Support persons with disabilities with adapted equipment and facilities

Q2N: To ensure safe sport

## Q3 [1,13]

Does your organization have written guidelines (i.e., policy or other statements) that refer to any of the following? <[PHONE]Read list and select all that apply

Interviewer note: read full list as 'yes'/'no'. You must get a 'yes'/'no' response to each choice option[ELSE]Select all that apply>

Training in ethics or respect/integrity in sport	1
Training on safe sport for all participants	2
Training on skill development specific to the needs of persons with disabilities	3

Promoting physical activity or sport for wellness	4
Ensuring quality standards for coaching and officials of sports for persons with a disability	6
Supporting equal access based on race and culture	8
Supporting equal access based on gender	9
Supporting equal access based on abilities or disabilities	10
My organization does not have written guidelines that refer to any of the above items	97
Don't know / not applicable	98
No answer	99

## Q5

In the past 5 years, have you observed a decrease, no change or an increase in your organization's focus on the following factors?

A decrease	1
No change	2
An increase	3
Don't know/ NA	9
No answer	8

Q5A: Addressing abuse and harassment

Q5C: Addressing equity, diversity, inclusion, and access to opportunities

Q5G: Addressing discrimination based on abilities or disabilities

Q5I: Ensuring programs are accessible to persons with disabilities

Q5J: Encouraging fun in sport participation

## Q7

To what extent has your organization undertaken the following activities related to sport programming?

To a great extent	1
To some extent	2
Not at all	3
Don't know/ NA	9
No answer	8

Q7B: Ensured quality standards for coaching and officials (including those in para sport - persons with disabilities)

Q7C: Delivered leadership training materials and resources (e.g., in-person workshops, webinars, videos)

Q7D: Conducted training and mentoring activities for adapted programming for persons with disabilities

Q7E: Entered into partnerships with other sport organizations to undertake sport initiatives

Q7F: Entered into partnerships with other disability supporting organizations for training, programming, expertise in design

Q7G: Entered into partnerships with municipalities to undertake sport initiatives at the community/municipal level

Q7H: Entered into partnerships with schools to undertake sport initiatives in schools

**Q8**

Does your organization provide sport programming that is designed to target specific populations of persons with disabilities?

Yes	1
No	2
Don't know / not applicable	8
No answer	9

**Q8B [1,14]**

Which populations? <[PHONE]Read list and select all that apply

Interviewer note: read full list as 'yes'/'no'. You must get a 'yes'/'no' response to each choice option[ELSE]Select all that apply>

Youth	1
Women and girls	2
Parents	3
Individuals from lower income households	5
Indigenous populations	6
New Canadians	7
Cultural groups	8
People who identify as 2SLGBTQI+	9
Rural and remote communities	10
Older adults	11
Other (please specify)	77
Don't know / not applicable	98
No answer	99

**Q10 [1,14]**

Does your organization undertake any of the following actions to make sport programming more accessible, equitable and inclusive?

<[PHONE]Read list and select all that apply

Interviewer note: read full list as 'yes'/'no'. You must get a 'yes'/'no' response to each choice option[ELSE]Select all that apply>

Subsidize fees for participants who are unable to pay	2
Provide supports or incentives to improve access for parents (e.g., daycare services, concurrent programming for parent and child)	5
Ensure representation of persons with a disability among leadership and staff (e.g., on committees, Boards, officials)	8
Have a clearly defined vision and mission to engage persons with disabilities in the development, design, delivery of programs	9
Provide training to staff to ensure that they have adequate knowledge and skills to deliver athlete development activities	10
Ensure the provision of adapted equipment	11
Ensure gender representation among leadership and staff (e.g., on committees, Boards, officials)	7
Involve current and potential participants in the design and delivery of programs	1
None of the above	97
Don't know / not applicable	98

No answer

99

### Q11 [1,15]

Please indicate if your organization works with the following when developing new and existing sport programming: (Select all that apply)

Other national or multi-service sport organizations	1
Federal government or agencies	2
Provincial, Territorial governments or agencies	3
Participants (e.g., athletes, parents, coaches, officials, board members)	4
Other sport organizations	5
Industry and business, private sector	6
Community or municipal governments or agencies (e.g., transport, planning, health)	7
Community not-for-profit organizations (e.g., other local sport clubs/council, service organizations)	8
National, provincial/territorial not-for-profit organizations	9
Schools or school boards (including universities or colleges)	10
Cultural organizations	11
Indigenous partners (e.g., band councils, Aboriginal Sport Circle)	12
Other (please specify):	77
None of these	97
Don't know / not applicable	98
No answer	99

### Q12

To what extent does your organization work with partners to achieve the following:

To a great extent	1
To some extent	2
Not at all	3
Don't know/ NA	9
No answer	8

Q12A: Ensuring access to stage- and age-appropriate training and skill development for sport participants

Q12B: Ensuring access to stage- and age-appropriate competition

Q12C: Delivering sport programming and services to members of specific populations (e.g., individuals living in low-income households)

Q12D: Establishing pathways to develop high-performance athletes

Q12F: Recruiting, training, and developing participants

Q12G: Recruiting, training, and developing coaches and officials (including para coaches and officials)

Q12K: Recruiting, training and developing volunteers

**Q14 [1,3]**

In your opinion, what are the most important factors that prevent you from providing the services to persons with disabilities to the extent that your organization wants to (e.g., cost, lack of trained staff, facility design, lack of demand)?

Please specify :	77
Don't know / not applicable	98
No answer	99

**Q15**

To what extent does your organization focus on ensuring the following:

To a great extent	1
To some extent	2
Not at all	3
Don't know/ NA	9
No answer	8

Q15A: Access to stage-based equipment or facilities (e.g., modified size of nets/balls or playing fields)

Q15C: Provide or facilitate access to adapted equipment

Q15D: Provide or facilitate access to adapted facilities

Q15E: Construction of new sport and recreational facilities or venues

Q15F: Maintenance of existing sport and recreational facilities

Q15G: Facilities which provide a physically safe environment for participation

Q15H: Accessible transportation services and systems to sporting events

Q15I: Updating facilities to be more welcoming for all participants

Q15J: Updating facilities to be more accessible for participants

**Q19 [1,12]**

From your organization's perspective, what are the most pressing infrastructure needs for increasing participation in your sport? <[PHONE]Read list and select all that apply

Interviewer note: read full list as 'yes'/'no'. You must get a 'yes'/'no' response to each choice option[ELSE]Select all that apply>

Additional and new indoor sport and recreation facilities	1
Repair and maintenance of indoor sport and recreation facilities	2
Additional and new outdoor sport and recreation facilities	3
Repair and maintenance of outdoor sport and recreation facilities	4
Updating facilities to be more welcoming for all participants	7
Updating facilities to be more accessible for participants of all abilities or disabilities	8
Other (please specify)	77
Do not have any	97
Don't know / not applicable	98
No answer	99

## Q20

In your organization, approximately how many individuals are in the following categories?

ENTER BEST ESTIMATE	77
Don't know/ NA	999
No answer	888

Q20A: Paid staff

Q20B: Board members

Q20C: Coaches and technical leaders

Q20D: Officials

Q20E: Participants or registrants

Q20F: Volunteers

## Q1N

To what extent does your organization promote sport, physical activity and recreation to your members?

To a great extent	1
To some extent	2
Not at all	3
Don't know / not applicable	9
No answer	8

## Q2NX [1,7]

How do you promote sport, physical activity, and recreation to your members?

<[PHONE]Read list and select all that apply

Interviewer note: read full list as 'yes'/'no'. You must get a 'yes'/'no' response to each choice option[ELSE]Select all that apply>

Provide information on website or social media	1
Offer programming within your organization	2
Direct people to programs in the community	3
Work in partnership with other organizations who provide services	4
Other (please specify)	77
Don't know / not applicable	98
No answer	99

## Q3N [1,3]

What are the most significant factors that limit your organization from providing services to persons with disabilities at a standard that your organization wants to achieve (e.g., cost, lack of trained staff, facility design, lack of demand)?

Please specify :	77
Don't know / not applicable	98
No answer	99

**Q4N**

In your opinion, what is the current demand to increase sport, physical activity and recreation services for persons with disabilities?

No demand	1
Little demand	2
Some demand	3
Great demand	4
Don't know / not applicable	9
No answer	8

**Q5N [1,12]**

What are the priorities for sport, physical activity and recreation for your members?

<[PHONE]Read list and select all that apply

Interviewer note: read full list as 'yes'/'no'. You must get a 'yes'/'no' response to each choice option[ELSE]Select all that apply>

Access to structured outdoor sport and physical activity opportunities	1
Access to structured indoor sport and physical activity opportunities	2
Access to unstructured outdoor sport or physical activity opportunities	3
Access to unstructured indoor sport or physical activity opportunities	4
Access to parks, green spaces, and outdoor spaces	5
Access to trails (paved, natural, or waterways)	6
Access to aquatic facilities	7
Access to playgrounds	8
Access to community infrastructure like sidewalks, bicycle lanes, road crossing facilities	9
Don't know / not applicable	98
No answer	99

**Q6N**

To what extent does your organization have sufficient *staffing and human resources* at each of the following levels to *promote* or *support* quality physical activity or sport programs:

To a great extent	1
To some extent	2
Not at all	3
Don't know/ Not applicable (NA)	9
No answer	8

Q6NA: Administrative staff

Q6NB: Managerial staff

Q6NC: Executive or Board members

Q6ND: Coaching, officiating, and technical staff

Q6NE: Volunteers (e.g., at events and games)

## Q7N

In the context of *promoting or supporting quality* physical activity and sport programs, to what extent does your organization have sufficient *financial* resources:

To a great extent	1
To some extent	2
Not at all	3
Don't know/ NA	9
No answer	8

Q7NA: To support the organizational infrastructure for day-to-day activities

Q7NB: To support governance of the organization (e.g., Board of Directors, committees)

Q7NC: To support facilities and venues

Q7ND: For development of coaches and leaders

Q7NE: To support athlete development

Q7NF: For media exposure, promotion, and communications-related activities

Q7NG: For increasing the number of participants

Q7NI: To collect data and information on the organization's membership

Q7NK: To support persons with disabilities through adapted programming

Q7NL: To support persons with disabilities with adapted equipment and facilities

Q7NN: To ensure safe sport

## Q8N [1,13]

Does your organization have written guidelines (i.e., policy or other statements) that refer to any of the following? <[PHONE]Read list and select all that apply

Interviewer note: read full list as 'yes'/'no'. You must get a 'yes'/'no' response to each choice option[ELSE]Select all that apply>

Promoting physical activity or sport for wellness	1
Training on safe sport for all participants	2
Training on skill development specific to the needs of persons with disabilities	3
Supporting equal access based on abilities or disabilities	10
My organization does not have written guidelines that refer to any of the above items	97
Don't know / not applicable	98
No answer	99

## Q10N [1,8]

Does your organization undertake any of the following activities related to sport programming? <[PHONE]Read list and select all that apply

Interviewer note: read full list as 'yes'/'no'. You must get a 'yes'/'no' response to each choice option[ELSE]Select all that apply>

Ensure quality standards for coaching and officials for persons with disabilities	1
Deliver leadership training materials and resources (e.g., in-person workshops, webinars, videos)	2
Conduct training and mentoring activities for adapted programming	4
Enter into partnerships with other sport organizations to undertake sport initiatives	5

Enter into partnerships with other disability supporting organizations for training, programming, expertise in design	6
Enter into partnerships with municipalities to undertake sport initiatives at the community/municipal level	7
Enter into partnerships with schools to undertake sport initiatives in schools	8
My organization does not undertake any of the activities above	97
Don't know / not applicable	98
No answer	99

### Q11N

Does your organization promote, provide, or support physical activity or sport programming that is designed to target specific populations of persons with disabilities?

Yes	1
No	2
Don't know / not applicable	8
No answer	9

### Q11BN [1,14]

Which populations? <[PHONE]Read list and select all that apply

Interviewer note: read full list as 'yes'/'no'. You must get a 'yes'/'no' response to each choice option[ELSE]Select all that apply>

Youth	1
Women and girls	2
Parents/caregivers	3
Individuals from lower income households	5
Indigenous populations	6
New Canadians	7
Cultural groups	8
People who identify as 2SLGBTQI+	9
Rural and remote communities	10
Older adults	11
Other (please specify)	77
Don't know / not applicable	98
No answer	99

### Q12N [1,14]

Does your organization undertake any of the following actions to make physical activity or sport programming more equitable?

<[PHONE]Read list and select all that apply

Interviewer note: read full list as 'yes'/'no'. You must get a 'yes'/'no' response to each choice option[ELSE]Select all that apply>

Subsidize fees for participants who are unable to pay	2
Provide supports or incentives to improve access for parents (e.g., daycare services, concurrent programming for parent and child)	5
Ensure representation of persons with a disability among leadership and staff (e.g., on committees, Boards, officials)	8
Have a clearly defined vision and mission to engage participants in the	

development, design, delivery of programs	9
Provide training to staff to ensure that they have adequate knowledge and skills to deliver athlete development activities	10
Ensure the provision of adapted equipment	11
My organization does not undertake any of the activities above	97
Don't know	98
No answer	99

### Q13N [1,15]

Please indicate if your organization works with the following when developing new and existing sport programming: (Select all that apply)

Other national or multi-service sport organizations	1
Federal government or agencies	2
Provincial, Territorial governments or agencies	3
Participants (e.g., athletes, parents, coaches, officials, board members)	4
Other sport organizations	5
Industry and business, private sector	6
Community or municipal governments or agencies (e.g., transport, planning, health)	7
Community not-for-profit organizations (e.g., other local sport clubs/council, service organizations)	8
National, provincial or territorial not-for-profit organizations	9
Schools or school boards (including universities or colleges)	10
Cultural organizations	11
Indigenous partners (e.g., band councils, Aboriginal Sport Circle)	12
Other (please specify):	77
None of these	97
Don't know / not applicable	98
No answer	99

### Q14N

To what extent does your organization focus on ensuring the following activities related to sport, physical activity and recreation?

To a great extent	1
To some extent	2
Not at all	3
Don't know/ NA	9
No answer	8

Q14NA: Provide access to stage-based equipment and facilities (e.g., modified size of nets/balls, playing fields)

Q14NC: Provide or facilitate access to adapted equipment and facilities

Q14NE: Construct new sport and recreational facilities or venues

Q14NF: Maintain existing sport and recreational facilities

Q14NG: Ensure facilities which provide a physically safe environment for participation

Q14NH: Provide accessible transportation services and systems to sporting events

**Q15N [1,12]**

From your organization's perspective, what are the most pressing infrastructure needs for increasing participation in sport, physical activity and recreation? <[PHONE]Read list and select all that apply

Interviewer note: read full list as 'yes'/'no'. You must get a 'yes'/'no' response to each choice option[ELSE]Select all that apply>

Additional and new indoor sport and recreation facilities	1
Repair and maintenance of indoor sport and recreation facilities	2
Additional and new outdoor sport and recreation facilities	3
Repair and maintenance of outdoor sport and recreation facilities	4
Additional and new green spaces, trails, parks	5
Repair and maintenance of green spaces, trails, parks	6
Updating facilities to be more accessible for participants	8
Other (please specify)	77
None	97
Don't know / not applicable	98
No answer	99

**Q16N**

In your organization, approximately how many individuals are in the following categories?

ENTER BEST ESTIMATE	77
Don't know/ NA	999
No answer	888

Q16NA: Paid staff

Q16NB: Board members

Q16NC: Coaches and technical leaders

Q16ND: Officials

Q16NE: Members

Q16NF: Volunteers

**Q2X [1,8]**

In your opinion, why does your organization not promote sport, physical activity, or recreation to your members?

<[PHONE]Read list and select all that apply

Interviewer note: read full list as 'yes'/'no'. You must get a 'yes'/'no' response to each choice option[ELSE]Select all that apply>

Not within our mandate or scope	1
Not enough financial support to do so	2
Not enough information to do so	3
For insurance reasons	4
Not enough interest from our members	5
Other (please specify)	77
Don't know	98
No answer	99

**Q3X**

To what extent would you say that you are aware of the benefits of sport, physical activity, and recreation to your members?

Not at all aware	1
Somewhat aware	2
Greatly aware	3
Don't know / not applicable	98
No answer	99

**Q4X [1,8]**

If your organization wanted to promote or support sport, physical activity, and recreation to your members, what resources would you require in order to do so?

<[PHONE]Read list and select all that apply

Interviewer note: read full list as 'yes'/'no'. You must get a 'yes'/'no' response to each choice option[ELSE]Select all that apply>

Financial resources	1
Promotional resources (e.g., social media material, infographics, short summaries)	2
Partnerships and collaborative efforts	3
Direction from the organization	4
Direction from the membership	5
Nothing	97
Other (please specify)	77
Don't know / not applicable	98
No answer	99

**Q5X**

In your organization, approximately how many individuals are in the following categories?

ENTER BEST ESTIMATE	77
Don't know/ NA	999
No answer	888

Q5XA: Paid staff

Q5XB: Board members

Q5XD: Members

Q5XF: Volunteers

**THNK**

Thank you for your time spent taking this survey.

The findings report will be made available on the Library and Archives website (Public Opinion Research Reports) in September 2025.

If you have any questions regarding the study or the survey questions, please email EKOS Research, at [sportsurvey@ekos.com](mailto:sportsurvey@ekos.com) or call 1-800-388-2873.

**THNK2**

<[Q0 = 3]Thank you for your interest, however, this survey is directed towards organizations servicing the needs of persons with disabilities.[ELSE]Unfortunately, based on your responses you are ineligible to participate in this survey. Thank you for your time!>