

Voices from the Community:

A Summary of the Listening Sessions on
Accessing Sport, Coaching Opportunities,
and Coaching Education

March 2023



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Executive Summary

The Coaching Association of Canada (CAC) is a partner-based organization comprised of 66 National Sport Organizations and all 13 Provinces and Territories (P/Ts). The organization is mandated to develop coach education and training, as well as set minimum standards for coaching programs, in collaboration with Canadian Tire Jumpstart Charities. In 2022, both organizations jointly applied for funding from Sport Canada to facilitate Listening Sessions. The goal of these sessions was to gather insights from coaches and sporting participants about the barriers faced by underserved communities and individuals in accessing sport and coaching opportunities, as well as coach education. The information collected would help CAC and sport partners to understand and address these barriers, ultimately leading to improvements in their programming. After being granted funding, Sayid Consulting Inc. was contracted by Sport Canada to design and facilitate the listening sessions.

Sayid Consulting Inc. is a consultancy that specializes in human-centered design and aims to address complex systems challenges while remaining grounded in the needs of people. They provided guidance on the session process, which involved hosting five individual listening sessions in February 2023, each in a different time zone to accommodate people from across the nation.

The listening sessions were attended by a total of 172 participants, including community sport leaders, coaches, and youth participants. Sayid Consulting Inc. captured feedback and viewpoints from these participants to form recommendations included in this report.

The objectives of the Listening Sessions were to create a safe and respectful space for open and honest dialogue about the needs and concerns of the participants, to gain knowledge from community participants in sport, coaching, and accessing coach education, and to use this information to address the most important and high-priority concerns regarding barriers in coaching.

The Approach of the Listening Sessions

Sayid Consulting Inc. selected *Mural*, an online platform that would be suitable for the sessions, keeping the focus and objectives in mind. *Mural* is a virtual whiteboard that allows for anonymity and was used to capture the input of the participants and to analyze the Listening Session data, while qualitative software *NVivo* and *Qualtrics* were used to validate and refine emerging themes.

Key Findings and Emerging Themes in Each of the Categories

Things Going Well with CAC and its Sport Partners Services

- a) Availability and accessibility of online learning modules.
- b) A variety of coaching resources are available on the CAC website.
- c) Partnerships with organizations like Jumpstart and the YMCA, that help fund courses and provide opportunities.
- d) Values - coaching emphasizes the importance of good character and participation in sports, respecting each other and the game.
- e) The Positive Coaching Alliance (PCA) and CAC promote and are active on social media which raises awareness.

Opportunities for Improvement

- a) The cost and time required for coach education is a significant barrier and there is a lack of flexibility in course offerings and length for completion.
- b) Inequality & Discrimination – racism, gender bias and bias against marginalized communities.
- c) Accessibility – limited access to sports beyond popular ones.
- d) Organizational Issues – lack of top-down support and lack of accountability.

How CAC and its Sport Partners Can Attract More Diverse Individuals to Become Coaches

- a) Outreach – reaching out to communities, social service centres, community organizations, faith-based organizations, cultural institutions to attract diverse individuals to become coaches.
- b) Funding – sport organizations to reduce or subsidize costs to take coaching courses.
- c) Creating a diverse and inclusive culture – CAC, its sport partners and local sport organizations should influence, promote, and educate on how to create a culture of belonging within sport clubs.

Supports Needed by New Coaches to Better Coach Diverse Athletes

- a) Training and education on different racial, moral and religious backgrounds provided to coaches.
- b) Communication & community – more round table discussions and listening sessions are necessary, and more workshops and zoom sessions for new coaches to share ideas and create a community to support one another are helpful.
- c) Inclusiveness – efforts on CAC and its sport partners to strive toward building a culture of inclusiveness within their organization.
- d) Mentorship & support – development of mentorship networks to help coaches connect with others who coach similar groups in order to exchange trainings and ideas.

Where Do We Go from Here

The following are recommendations that should be given intentional consideration by CAC and its National Sport Organization (NSO) and P/T sport partners:

1. Leadership and Governance
2. Organizational Climate, Culture, and Representation
3. Training and Education

4. Mentorship and Support Network
5. Financial Support

Introduction

In 2019, the CAC conducted a survey on Diversity and Inclusion Programming, asking its program delivery partners to rank their priority level for including specific underserved groups in their organization. The survey revealed gaps in the prioritization of visible minority and new coaches in Canada, with regards to awareness, policy, programs, and services. This highlighted the need for the CAC to gain a better understanding of the experiences of visible minority coaches to provide improved support to them and their program delivery partners.

As a result of the survey's findings, the CAC has been working to advance intersectionality in coaching by exploring the topic of diversity. The CAC is committed to supporting visible minority coaches, encouraging individuals from visible minority populations in Canada to become coaches, and helping Caucasian coaches understand the needs of all their athletes and sport partners. A key step towards enhancing equity, diversity, and inclusion (EDI) is utilizing a structured process to evaluate CAC's strengths and areas for improvement. To attract talent and new coaches from underserved communities, such as newcomers, Indigenous coaches, coaches with disabilities, and visible minority coaches, the CAC and its sport partners are conducting Listening Sessions.

The purpose of this report is to provide feedback to the CAC and its sport partners on the barriers faced by underserved communities and individuals in accessing sport and coaching opportunities, as well as recommendations on how to address these barriers to foster a more diverse and inclusive sporting culture. This report is based on an analysis of survey data and information collected from five Listening Sessions.

Methodology

Site Selection

The choice of site for conducting the Listening Sessions was a critical aspect of the study's methodology. In this case, virtual meetings using the Zoom platform was selected as the primary site for engagement. Several important considerations led to this decision:

1. **Geographical Accessibility:** Zoom offers a virtual environment that enables participants to join discussions from anywhere in Canada. This choice expanded the scope and reach of data collection beyond physical boundaries, making it inclusive and accessible to a broader range of participants.
2. **Virtual Facilitation:** Virtual platforms like Zoom provide the technology and features necessary for effective facilitation of group discussions, ensuring that participants have an equitable opportunity to engage and contribute through both breakout sessions and plenary discussions.
3. **Data Collection Reach:** The ability to host virtual meetings allowed for a more comprehensive and diverse collection of data by facilitating participation from a broader and more geographically dispersed group of individuals.

Participant Selection

The process of selecting participants was integral to the success of the Listening Sessions. In this study, CAC and Jumpstart undertook specific steps to ensure the selection of an engaged and diverse group of participants:

1. **Outreach and Communication:** CAC and Jumpstart communicated the study to their partners and community organizations. This outreach served to raise awareness of the study and extend invitations to potential participants, creating a network of interested individuals.
2. **Voluntary Registration:** Those individuals who expressed an interest in participating in the discussions registered for one of the five Listening Sessions. The voluntary nature of

registration ensured that participants were genuinely interested in the study, which contributes to the quality of data collected.

3. **Appreciation and Compensation:** To show appreciation for their attendance, participants were compensated with gift cards. This token of gratitude served as a form of compensation for their time and contributions.

Listening Sessions

The Listening Sessions themselves were carefully structured to achieve specific objectives and to facilitate open and honest dialogue among participants.

1. **Respectful and Safe Space:** The primary objective of the Listening Sessions was to create a respectful space for open and honest dialogue. This ensured that participants felt comfortable sharing their thoughts and experiences without fear of judgment.
2. **Guided Discussion:** To maintain a focused and productive discussion, predetermined objectives and agendas were shared with participants in advance. Additionally, predetermined questions provided a framework for the discussions.
3. **Group Dynamics:** Consideration was given to group dynamics to encourage open conversation and address sensitive topics in a non-confrontational manner. The aim was to foster collaboration and constructive discussions among participants.

Data Analysis

Once the Listening Sessions were completed, the collected data underwent a thorough analysis process.

1. **Qualitative Analysis Tools:** The data was analyzed using specialized qualitative data analysis tools, namely NVivo and Qualtrics. These tools facilitate the systematic organization and analysis of qualitative data.

2. **Thematic Analysis:** A thematic analysis approach was used to identify recurring themes and patterns within the data. This process involves identifying commonalities, differences, and emerging themes.
3. **Analytical Insights:** The analysis aimed to provide analytical insights based on the themes identified in the data. These insights helped draw meaningful conclusions and recommendations.
4. **Attaining Full and Comprehensive Theme Coverage:** The project lead, Manal Sayid, ensured the potential for comprehensive theme coverage, which means that a clear and complete pattern of emergent data was established. This is a key step in ensuring that the data analysis was widespread.

In summary, there were a total of five Listening Sessions that was thoughtfully organized to create an inclusive and respectful environment for discussions. The data collected was then thoroughly analyzed to derive insights and conclusions from the perspectives and experiences shared by the 172 participants who engaged in the Sessions.

Participation – Who Participated in the Listening Sessions?

Number of Participants by Role

Community Coaches	26.2%
Community Sport Leaders	30.8%
Community Sport Participants	13.3%
Youth Sport Participant	19.2%
Other	10.5%

Figure 1 Displays the number of participants by roles held in their respective sport clubs.

Number of Participants by Language Spoken

English	167
French	5

Figure 2 Displays the number of participants by spoken language.

Number of Participants by Gender

Man	96
Woman	67
Non-binary/Gender Fluid	3
Prefer not to disclose	6

Figure 3 Displays participants by gender.

Number of Participants by Province and Territory

Alberta (AB)	13
British Columbia (BC)	18
Manitoba (MB)	15
New Brunswick (NB)	0
Newfoundland and Labrador (NL)	0
Northwest Territories (NT)	0
Nova Scotia (NS)	4
Nunavut (NU)	1
Ontario (ON)	106
Prince Edward Island (PE)	0
Quebec (QC)	14
Saskatchewan (SK)	0
Yukon (YT)	1

Figure 4 Displays the number of participants by province and territory.

Percent of Participants by Ethnicity

Black	15%
White	31%
Latino	19%
Indigenous and Native Canadian Persons	1%
Asian	14%
Other	15%
Prefer not to disclose	5%

Figure 5 *Displays the percent of participants by ethnicity.*

Percent of Participants by Citizenship

Newcomers to Canada (within the last 5 years)	8.1%
Immigrant	47.7%
Refugee	5.2%
Born in Canada	32%
Prefer not to disclose	7%

Figure 6 *Displays the percent of participants by citizenship.*

Percent of Participants by Community

Persons Living in Rural Communities	9.2%
Persons Living in Urban Communities	52.9%
Persons Living in Suburban Communities	33.9%
Prefer not to disclose	4%

Figure 7 Displays the percentage of participants by community.

Participants Profiles

"A lifelong athlete sports coach, volunteer, and part-time contractor."

"27 years coaching wrestling, 15ish years cross-country, 9 years baseball, 8 years hockey volunteer, 10 years grass-roots admin (inner-city kids' soccer and multi-sports), board member on amateur sports associations and PSOs."

"Come from amazing parents and neighbors who committed 60 (parents) combined years at least in volunteering in amateur sports (football, hockey, baseball)."

"We are community centre that focuses on children and youth afterschool care, but have other programs and activities offered as well. My role is to create and organize sports and fitness programs. Currently, we offer a basketball league and "All Sorts of Sports" league for youth ages 13-18. I also run a fitness program focusing on gym workouts and training for the same age group."

"In my volunteer time I play and coach men's league soccer in our community."

"I am a youth sport participant, and I would like to provide my feedback on my experience in women's soccer."

"I started coaching more disabled athletes and they make a lot of necessary comments that I would like to address here."

Voices from the Community

"I love sports; I've been an athlete for the better part of 30 years and transitioned into coaching about 8 years ago."

"I work with kids to provide several after school programs involving soccer and basketball. I work in a diverse community in the GTA and have noticed discrepancies with how we receive funding vs. other clubs."

"I am a community coach and as such I train young people to become coaches."

"I'm a Program Manager with a national sport organization for athletes with disabilities and I'm very aware that our current membership is not nearly as diverse as it should be. We have a lot of strong female leaders in all roles (except coaching), which I'm very proud of, and we are starting to see more athletes with disabilities moving into leadership roles, but we don't have much diversity beyond this."

"I'm here to give CAC feedback on my coaching certification process."

What We Heard – Discussion Results

Although participants in each of the Listening Sessions reported some unique experiences, the participants shared more similar overarching themes as described in the following Listening Session summaries. This section summarizes collective interests and common themes across groups.

What is Going Well

Partnerships Partnerships with organizations like Jumpstart and the YMCA help to fund coaching courses and provide opportunities for individuals who might not otherwise have access to coaching education.	Availability & Accessibility Most of the coaching courses and programs are offered online and accessible, making it easy for individuals to manage their time and participate from anywhere. The CAC website coach.ca is easy to use, and certain courses are always offered.	Variety of Classes A variety of classes are offered, and coaches can tailor their coaching at any level. Environmental support courses are available, which are not specific to any sport.
Social Media The Positive Coaching Alliance (PCA) is a great example of an organization that hosts a multitude of online courses, workshops and education. The PCA and CAC promote and are active on social media, which makes coaches aware of what is happening in other spaces and of other opportunities.	Values Coaching emphasizes the importance of good character and participation in sports, respecting each other and the game. Coaches are trained to inspire and teach character development to athletes, including responsibility, accountability, communication, discipline, fairness, team building, equality, inclusion, perseverance, and respect. Coaches who enjoy what they do and focus on enjoyment rather than just success tend to have better outcomes. Furthermore, there is a focus on burnout prevention in coaching programs.	

Figure 8 Displays a summary of what participants have identified as successful and hope to see sustained, with a particular emphasis on access to sports, coaching prospects, and coach education.

Availability and Accessibility

Feedback from several participants in the Listening Sessions revealed that they were pleased with the online delivery model for training, specifically the use of Zoom to deliver course materials. This online approach was found to be especially helpful for less popular sports (such as lawn bowling, hockey, football, and wrestling) as well as for courses that are not offered frequently, which often require significant travel expenses and can present financial barriers. The online delivery of training also provides greater access to information on how to become a coach, with coaching that can be tailored to any level.

"We converted to online delivery for our NCCP courses during the pandemic and this has helped make the training much more accessible. As a small sport, we don't offer courses that often and coaches might have to travel far to attend, which can be a barrier. We are also piloting a mentorship program for female coaches to provide them with support, exposure to the high-performance training + competition environment, access to training and opportunities to develop their skills and move along the coaching pathway."

In addition, accessible locations such as the YMCA were mentioned, with many of these locations being close to schools and major gymnastics centers. This has provided people with greater access to coaching resources within their individual communities without having to travel long distances. Several participants also mentioned the ease of use of the coach.ca website and praised the CAC's social media presence, which was described as brief, to the point, and informative.

Variety of Classes

Participants in the Listening Sessions expressed appreciation for the CAC and its sport partners for their combination of education and experience in the coaching profession, which allows coaches to progress from one level to the next. The organization/programs do not assume that all coaches want to be elite coaches, and there is a great willingness for coaches to educate themselves on supporting athletes at all levels and abilities.

There are several opportunities available for coaches to learn and develop, including coaching courses that are relevant to their studies for those with post-secondary degrees in Kinesiology or Health and Human Performance. Additionally, there are various trainings and workshops available, such as those offered by the PCA, which provides multiple online courses and workshops.

Participants noted the abundance of available resources and materials for becoming a coach. One individual shared that they are piloting a mentorship program specifically for female coaches to provide them with support, exposure to high-performance training and competition environments, access to training, and opportunities to develop their skills to move along the coaching pathway. While the Coaches Association of Ontario (CAO) provides opportunities for coaches, participants noted that some of the other provinces lack these types of resources.

Social Media

The PCA serves as an exemplary organization in the realm of coaching education and development. PCA offers a wide range of online courses, workshops, and educational resources, providing coaches with accessible avenues to enhance their skills and knowledge. Additionally, both PCA and the CAC actively engage with their communities through social media platforms. This proactive social media presence serves as a conduit for coaches to stay informed about events and opportunities in the coaching world. It also helps coaches become aware of developments and initiatives happening in other spaces, facilitating the cross-pollination of ideas and best practices, ultimately contributing to their continuous growth and development.

“CAC promoting and being active on social media keeps me informed of what is happening in other spaces and of other opportunities. It’s also how I found out about the Listening Sessions.”

Partnerships

Partnerships with organizations like Jumpstart and the YMCA are instrumental in expanding access to coaching courses and opportunities. These collaborations provide financial support, making coaching education more affordable and, in some cases, entirely accessible for individuals who might not have the means to cover the costs independently. By doing so, they actively promote inclusivity and diversity within the coaching community, ensuring that coaching education is not limited to those who can afford it. These partnerships engage with local communities and identify individuals interested in coaching, regardless of their financial situation, creating a more representative coaching workforce. This approach not only provides immediate benefits but also has the potential for a lasting impact, as individuals from diverse backgrounds

become coaches and mentors within their communities, perpetuating the cycle of growth and empowerment.

Values

Participants expressed that coaching plays a pivotal role in instilling essential life values and character development in athletes. It goes beyond just the technical aspects of a sport. Coaches receive training to inspire and teach these values, ensuring that athletes not only excel in their chosen sport but also become responsible, accountable, and respectful individuals.

The values coaches emphasize encompass various attributes, such as responsibility, accountability, effective communication, discipline, fairness, team building, equality, inclusion, perseverance, and respect. Coaches act as mentors and role models, imparting these qualities to their athletes, helping them grow as both sportspeople and responsible citizens.

A noteworthy aspect of effective coaching is the emphasis on enjoyment. Coaches who prioritize the joy of participation over mere success tend to achieve better outcomes. When athletes find genuine pleasure in what they do, they are more likely to excel and continue their participation in sports. This approach helps to prevent burnout, ensuring that athletes maintain their enthusiasm and motivation, rather than experiencing exhaustion and fatigue.

In essence, coaching programs strive to create well-rounded athletes who not only perform well in their respective sports but also contribute positively to society by embodying strong character values. This approach fosters holistic development, ensuring that the impact of coaching goes beyond the playing field and into athletes' lives.

Opportunities for Improvement

Cost and Time • The cost and time required for coaching education is a significant barrier, and there is a lack of flexibility in course timing and length. • Some courses are too long, making it difficult for women coaches with other responsibilities to attend. • High cost of sporting equipment, training, and registration fees.	Inequality and Discrimination • Racism, gender bias, and bias against marginalized communities. • Some women coaches feel like they don't belong and are not heard. • Lack of EDI training and courses for coaches to learn how to work with diverse groups.
Accessibility • Limited access to sports beyond popular ones like soccer, basketball, golf, flag football and floor hockey. • Limited geographical coverage of classes, and lack of access to resources. • This theme also includes concerns around language barriers, transportation, and space limitations that some communities face.	Organizational Issues • Lack of top-down support, and lack of accountability. • Limited class offerings, unclear pathways to becoming an official coach, and challenges with scheduling courses. • Mandatory coaching standards are in place in some sports, but there are issues with finding qualified facilitators to deliver the content.

Figure 9 Displays a summary of opportunities for improvement that participants currently see with participating in sports and coaching opportunities.

Cost and Time

Opportunities for improvement in coaching education include addressing cost and time constraints, particularly for women coaches with multiple responsibilities. Shorter, more flexible courses can enhance accessibility. High costs associated with equipment, training, and registration fees are barriers that require attention. Providing cost-effective options and reducing financial burdens can attract a more diverse coaching demographic. Flexibility in

"The costs of training qualifications and required coaching education is unaffordable, especially for those who just want to volunteer".

"There are many youths in my community who are willing but unable to participate in sports because of costs. Lower costs need to be considered in order to increase participation among groups that are not as well off".

course scheduling is crucial, allowing individuals to pursue coaching without compromising work or personal commitments.

Accessibility

Limited access to sports beyond popular ones like soccer, basketball, golf, flag football, and floor hockey is a challenge. This issue includes the restricted variety of sports offered in communities. Additionally, the limited geographical coverage of coaching classes, language barriers, transportation issues, and space limitations hinder access to sports and coaching resources. Addressing these concerns is crucial for fostering inclusivity and expanding opportunities for a more diverse range of participants.

Inequality and Discrimination

The issues related to discrimination, gender bias, and bias against marginalized communities are prominent concerns. Discrimination, particularly racism, remains a challenge in sports, affecting both athletes and coaches. Women coaches often struggle with feelings of not belonging and being unheard in a predominantly male-dominated field. Additionally, there is a lack of EDI training and courses for coaches to equip them with the necessary skills and knowledge to work effectively with diverse groups. Addressing these issues involves fostering a more inclusive and equitable sporting environment, promoting EDI training, and providing support for underrepresented coaches and athletes.

Participants suggested that CAC and its sport partners should play a more proactive role in encouraging young girls to join sports, which could ultimately lead to more women being interested in coaching. Schools were also criticized for not promoting girls in sports, and there is a growing concern about the alarming rate at which girls are leaving sports in recent years. Participants expressed the need for representation in coaching, specifically for educators who are not representative of racialized communities. They emphasized the importance of youth seeing female coaches as role models.

“Research suggests that young girls don’t get involved in sports past the 10th grade”.

Furthermore, participants shared their experiences of exclusion and discrimination in sporting environments among marginalized communities, such as people of color, disabled, 2SLGBTQIA+ and Indigenous individuals. Some participants highlighted racism towards black individuals, and discrimination based on social status, with one example mentioning bias from referees against children from marginalized communities. The lack of provision for youth with disabilities who have a passion for sports was also raised as an issue. Overall, there was a consensus that the sporting community needs to foster a culture of inclusivity and diversity.

Organizational Issues

Participants expressed that the challenges within coaching and coach education stem from various sources. First, the lack of top-down support and accountability within sports organizations means that there aren't always clear guidance and enforcement of coaching standards. This can lead to disparities in coaching quality and access to opportunities.

Second, the limited availability of coaching classes, unclear pathways to becoming an official coach, and scheduling difficulties create obstacles for individuals interested in coaching. Without a well-defined route to becoming a coach, aspiring coaches may struggle to find the right courses and training.

Finally, mandatory coaching standards in certain sports are hampered by the difficulty of finding qualified facilitators to deliver the required content. This bottleneck in the coaching education system can hinder the implementation of standards and certification programs. Addressing these challenges involves improving coordination, offering more courses, and ensuring a clearer and more accessible path for those interested in coaching.

How Sports Can Attract More Diverse Individuals to Become Coaches

Outreach	Funding	A Diverse & Inclusive Culture
CAC, its sport partners and local sport organizations should reach out to communities, social service centres, community organizations, faith-based organizations, cultural institutions to attract diverse individuals to become coaches.	- Sport organizations to reduce or subsidize costs to take coaching courses. - Sport organizations to pay coaching courses for volunteers. - CAC and its National Coaching Certification Program (NCCP) partners to revisit and potentially revise the list of requirements to become a coach.	- CAC, its sport partners and local sport organizations should influence, promote, and educate on how to create a culture of belonging within sport clubs. - Representation: having underrepresented populations sitting in decision making tables to have a voice and capacity to generate points of view into legislation and decision making.

Figure 10 Displays a summary of how sport can attract more diverse individuals to become coaches.

Outreach

The participants recommended that CAC and its sports partners collaborate to enhance coaching recruitment strategies by advocating, promoting, and campaigning for the younger population's interest in coaching. To expand the pool of candidates from a diverse background, several approaches were suggested, including educating players about coaching, which may inspire athletes to pursue coaching in the future. Other methods such as in-person outreach at local grocery stores, universities, grade schools, utilizing social media, and promoting with posters and print material in community spaces were discussed. However, since coaching recruitment is outside of CAC's jurisdiction, participants suggested creating a flyer of these suggestions for CAC's partners.

Additionally, there was a suggestion to involve community members at the grassroots level by establishing partnerships with health centers, social services, community organizations, faith-based organizations, cultural institutions, and other groups to attract more youth participants.

A Diverse & Inclusive Culture

The participants recommend that CAC initiates change by promoting a culture of equality, diversity, and zero tolerance for racism. They believe that by reinforcing this culture, CAC can attract a diverse pool of candidates. It was agreed that developing cultural competencies is crucial in attracting candidates from diverse backgrounds.

Funding

Participants suggested enhancing the accessibility of coaching education by actively engaging in reducing costs associated with coaching courses. Offering subsidies or covering the course fees for volunteers is a promising strategy to foster a diverse coaching community. Additionally, close collaboration between the CAC and its NCCP partners is necessary. They should collectively reevaluate and potentially amend the requirements for becoming a coach, ensuring that these prerequisites don't pose undue financial or logistical challenges. This collaborative effort aims to promote a more inclusive and diverse pool of coaches, removing barriers related to affordability and criteria for entry into coaching programs.

Supports Required for New Coaches

What supports (education, training, etc.) do new coaches need to better coach diverse athletes?

Education and Training - Coaches should undergo effective communication training, periodic training and workshops to improve their skills, be equipped with technical know-how and special skills, and be sent for special training on how to deal with cultural differences. - Non-technical education opportunities for coaches, subsidies for coaching education and training, and grants for training are also important.	Communication & Community - More round table discussions and Listening Sessions are necessary, and more workshops and zoom sessions for new coaches to share ideas and create a community to support one another are helpful. - More video content on social media can be useful to attract youth, and ensuring greater publicity and a positive public image can also help create a better-connected and diverse sports community.
Inclusiveness Efforts on CAC and its sport partners to strive toward building a culture of inclusiveness within the organization.	Mentorship/Network for Coaches Mentorship programs from former successful coaches and creating an organization/community of teachers who support one another can be helpful.

Figure 11 Displays a summary of the supports participants would like to see for new coaches to better coach diverse athletes.

Training

During the discussion, several participants mentioned the need for coaches to receive education and training on various topics such as dealing with cultural differences, unconscious bias, coaching athletes with a disability, mental health, antiracism, and EDI training. The participants believe that increasing coaches' cultural knowledge will help them become more aware of the challenges faced by others and enable them to tailor their coaching style to accommodate cultural differences. For instance, new coaches should be mindful of particular events or cultural milestones that may affect certain communities' participation levels.

Mentorship/Network for Coaches

It was suggested that new coaches would benefit greatly from having a mentor. In order to transfer knowledge and skills, new coaches should participate in coaching education programs or mentorship programs led by more experienced coaches. By establishing mentorship networks, coaches can connect with others who work with similar groups, such as para-athletes, and exchange ideas to improve their coaching skills.

"Promoting physical activity and sport across all diverse groups and teaching athletes that everyone deserves respect which includes an intolerance to derogatory behavior/language will support coaches to better support diverse athletes".

Inclusiveness

The participants recommended that CAC adopt a policy and culture of inclusiveness that serves as a template for sporting organizations to follow. By doing so, CAC would appeal to a diverse range of coaches and set an example for others to follow. The policy and culture of inclusiveness should be grounded in the principles of EDI, ensuring that everyone has access to opportunities, regardless of their background. The policy should outline the steps that CAC is taking to promote diversity and inclusion within its organization, including its recruitment processes, training programs, and mentorship opportunities. CAC should also ensure that this policy is communicated to all stakeholders, including staff, coaches, and partners, so that everyone understands the organization's commitment to creating an inclusive environment.

"CAC should create a candidate profile to use in a structured interview process in order to ensure that bias does not set in during the recruitment process".

Communication & Community

Participants expressed how it's crucial to facilitate more opportunities for open dialogue and collaboration within the coaching community. Round table discussions and Listening Sessions serve as platforms where coaches can exchange ideas, share experiences, and address common challenges. This not only fosters a sense of community but also leads to the development of innovative coaching approaches.

Furthermore, there were comments that the use of video content on social media is a dynamic way to engage and attract youth to coaching. It provides a visually appealing and easily shareable

format to convey coaching concepts, making them more accessible and relatable for younger generations. This, in turn, contributes to the broader goal of creating a more diverse and connected sports community.

To achieve these objectives effectively, ensuring greater publicity and maintaining a positive public image for coaching programs is essential. This can help generate interest and participation in coaching while projecting a welcoming and inclusive image, which, in turn, contributes to the creation of a supportive and interconnected coaching network.

Conclusion

The purpose of this summary of the Listening Sessions is to highlight the common themes that emerged from the discussions with youth participants and coaches regarding the barriers faced by underserved communities and individuals in accessing sport and coaching opportunities. The participants emphasized that EDI work is a complex and evolving process that requires strong collaboration among numerous partners within CAC. To be effective, EDI initiatives must involve both vertical and horizontal action and cannot be done in isolation.

The majority of the youth participants and coaches recognize that sustained and intentional effort, along with realistic benchmarks and goals, are necessary for meaningful change to occur. They stressed the importance of holding the entire CAC accountable for progress in EDI initiatives. The following are some internal and external actions that CAC can take to promote EDI:

Internally:

- Adopt a policy and culture of inclusiveness to guide recruitment, training, and mentorship programs.
- Promote the increase in diversity in the board of directors and staff in sporting organizations in order to ensure different perspectives are represented in decision-making processes.
- Promote education and training for coaches on topics such as unconscious bias, cultural competence, antiracism, and mental health.

Externally:

- Forge partnerships with community organizations, schools, and health centers to increase accessibility to sport and coaching opportunities for underserved communities.
- Develop outreach programs, such as in-person and digital campaigns, to promote coaching opportunities and encourage diverse candidates to apply.

- Implement feedback mechanisms to evaluate the effectiveness of EDI initiatives and adjust as necessary.

These actions will require dedicated time and effort, but they will ultimately create a more inclusive and equitable sporting community that benefits everyone involved.

Where do we go from here?

Leadership and Governance:

- Governance and leadership represent the diversity of the community.
- Leaders are Diversity Champions, personally accountable for inclusion using performance indicators.
- Non-dominant groups sit at decision making tables such as Board and Leadership.

Outcomes:

- Non-dominant groups are valued partners in organizational planning and overall business outcomes (not just diversity issues).

Organizational Climate, Cultural, & Representation

- Representation refers to the idea that if people see others like them in positions of authority, they are more likely to identify with and be able to imagine themselves as belonging in the field. Through representation, the lives and voices of those disenfranchised by discrimination are supported and validated.

Outcomes:

- Non-dominant groups successfully meet or exceed workforce availability, including in leadership. Stakeholders being served feel empowered and supported and affinity groups are well resourced and help the organization innovate and grow strategically.

Training and Education

Training:

- Included, but not limited to; effective communication, cultural sensitivity, unconscious bias, knowledge of inclusion of para-athletes, antiracism and EDI.

Education:

- Regular mechanisms to collect input from staff/stakeholders.
- Inclusion and equity are well understood both internally and externally.
- CAC regularly engages community partners in ways to understand needs, concerns, and emerging trends.

Outcomes:

- When there are education and training on diversity, people can make decisions from a more informed place.
- Policies and procedures are proactive, well-resourced, and updated through stakeholder input.
- Reduces inequity and bias.
- Enhance inclusion metrics.

Mentorship / Support Network

- Establishment of a coaching mentorship program that allows for a network of coaches to share experiences of coaching diverse athletes.
- Mentors typically have more experience and knowledge in the field. Mentors are seen as being positioned as benefiting professional growth to new coaches.

Outcomes:

- New coaches are better supported to learn, share, grow, develop and ultimately be effective in dealing with diverse athletes.

Financial Support

- Commit to funding programs that make sporting activities more affordable for families and empower under-represented children and youth.
- Making training for coaches affordable for coaches who are mostly doing this on a volunteer basis.

Outcomes:

- Reducing barriers to participation such as the cost of equipment and transportation.

Appendices

Appendix A: Definitions

Established definitions allow issues using a shared language, thereby minimizing the possibility of confusion.

- i. Inclusive workplace: An environment where all people feel they matter and belong, incorporating the following five principles.
- ii. Barrier-Free: Nurturing a barrier, discrimination and harassment-free environment.
- iii. Relationship-building: Developing authentic relationships is the core driver of organizational change and development, regardless of personal, professional or positional background.
- iv. Universal Design: Physical construction of organization as well as norms and systems are designed for the broadest spectrum of users.
- v. Community: Collaboration and fairness regarding the surrounding community, be that local, national or global.
- vi. Accommodation: Any modification or adjustment to a job or the work environment that will enable a qualified applicant or employee to participate or perform essential job functions. Reasonable accommodation can be requested on a variety of grounds including disability, religion, age, gender or care-giving status.
- vii. Equity, Diversity, and Inclusion (EDI): In this continuum, diversity refers to the demographic make-up. Inclusion is the feeling of “mattering and belonging” and raises awareness of the climate and culture of the organization. Equity is the underlying principle of fairness, which recognizes that certain individuals and groups may require different treatment in order to succeed and flourish.

Appendix B: Listening Session Questions

Dialogue 1: Identifying the Barriers

When it comes to opportunities for accessing sport and coaching education:

- 1) What is currently going well?
- 2) What is not going well? What feels most challenging? What frustrates you?

Dialogue 2: Addressing the Barriers

- 1) How can sport attract more diverse individuals to become coaches?
- 2) What supports (education, training, etc.) do new coaches need to better coach diverse athletes?

Appendix C: Session Summaries

Session One Summary

When it comes to opportunities accessing sport and coaching education, what is going well?

- 1) Access to Resources:
 - Availability of resources, including access to history, and the ease of using websites for information.
- 2) Variety of Coaching Courses:
 - Variety of coaching courses offered, which can be tailored to different levels.
- 3) Accessibility and Tailoring:
 - Accessibility of coaching education and the ability to customize it to specific needs.
- 4) Benefits of Sports:
 - Recognition of the value of sports as a place for young people to grow, learn, and enhance physical skills, especially with the guidance of good coaches.
- 5) Social Media Engagement:

- Effective and informative use of social media, particularly by organizations like CAC.
- 6) Encouragement for Girls:
 - Encouragement and support for female coaches and athletes.
 - 7) Access to Coaching Courses:
 - Availability of coaching courses, which are offered twice a year.

Summary: The themes emphasize the accessibility of coaching resources and courses, the flexibility to tailor coaching education, the benefits of sports for personal growth, and the positive role of social media in disseminating information. The support for female coaches and the regular availability of coaching courses is also highlighted.

When it comes to opportunities accessing sport and coaching education, what is not going well? What feels most challenging? What frustrates you?

- 1) Accessibility and Class Scheduling:
 - Need for improved physical access, more consistent class scheduling, and wider geographical coverage for coaching classes.
- 2) Barriers and Challenges:
 - Cost, transportation, substandard facilities, and bias against participants from marginalized communities.
- 3) Empathy and Shared Understanding:
 - Importance of coaches empathizing and sharing a common vision with their athletes.
- 4) Expanding Sport Options:
 - Need to explore additional sports beyond the current offerings, considering the demographics of different regions.
- 5) Gender Inclusivity:
 - Challenges and experiences of female coaches and the importance of promoting girls in sports.

6) Financial Support and Outreach:

- Financial burden, suggesting that CAC should take the lead in reaching younger girls who tend to disengage from sports.

7) Retaining Passionate Coaches:

- Difficulty in retaining passionate coaches who can build lasting connections.

8) Lack of Access to Different Sports:

- Desire for access to a wider range of sports opportunities.

Summary: The themes reflect the need for better access to coaching classes and more consistent scheduling. They also address the various barriers that affect participation, including financial challenges and gender-related issues. Expanding the range of sports available and promoting inclusivity are key concerns. Additionally, there's an emphasis on the importance of passionate and dedicated coaches and the need for CAC to take a lead in outreach and support for aspiring athletes and coaches.

How can sport attract more diverse individuals to become coaches?

1) Diverse Demographics Encouragement:

- Diverse coaching staff can inspire individuals from various demographics to join sports.

2) Emphasis on Coaching in High School:

- Increased focus on coaching as a career option in high schools, not just athletic participation.

3) Instilling a Love of the Game:

- Importance of nurturing a passion for sports in young people.

4) Career Aspect of Coaching:

- Greater emphasis on the career prospects of coaching when targeting youth.

5) Resource Allocation and Funding:

- Challenges in obtaining funding and resources, particularly for non-profit organizations.

6) Promotion and Recruitment:

- Promoting coaching opportunities, including social media, community newsletters, and outreach in public spaces.

7) Incentives and Payment:

- Significance of providing incentives such as fair compensation to attract coaches.

8) Volunteer and Mentorship Opportunities:

- Connections with older athletes and individuals as mentors, and volunteer opportunities.

9) Inclusivity and Shared Understanding:

- Sports clubs to communicate their appreciation and welcome to diverse coaches and athletes.

10) Certification Accessibility:

- Expanding the availability of coaching certifications across different clubs.

Summary: The themes revolve around encouraging diversity in coaching by promoting inclusivity and providing greater opportunities for individuals to pursue coaching as a career. Strategies include outreach through social media and community channels, providing incentives, and emphasizing the importance of mentorship and volunteer opportunities. It also addresses the need for resource allocation and certification accessibility to make coaching more accessible and appealing to a broader range of individuals.

What supports (education, training, etc.) do new coaches need to better coach diverse athletes?

1) Training and Sensitivity:

- Training in EDI and being sensitive to different coaching methods.
- Mandatory sensitivity training for coaches.

2) Understanding and Resource Allocation:

- Understanding different demographics and allocating appropriate resources equitably.

- 3) Diversification of Content:
 - Creating more video content on social media platforms to engage and attract youth to coaching.
- 4) High School Engagement:
 - Offering community service hours for high school students as a way to nurture a love for coaching and introduce more diverse individuals to the field.
- 5) Collaboration and Open Policy:
 - Group meetings with coaches from different organizations and emphasizes the creation of an open-door policy for parents to discuss concerns.
- 6) Safe and Inclusive Environment:
 - Providing a safe, respectful, and inclusive environment for all athletes, with a focus on teaching respect and prohibiting derogatory language.
- 7) Accessibility of Coaching Classes:
 - Variety of cost-appropriate coaching classes and sessions available at all times to support both coaches and young athletes.
- 8) Equity, Diversity, and Inclusion Training:
 - Significance of EDI training, with a focus on life challenges, sexual orientation, and cultural training.
- 9) Implementation of EDI Training:
 - Better follow-through and implementation of EDI training in organizations.
- 10) Representation and Diversity:
 - Increased representation of coaches with backgrounds similar to the athletes they coach and a diverse board of directors for recruiting diverse coaches.

Summary: The themes address the need for coaching programs to incorporate EDI training and promote sensitivity to various coaching methods. Ensuring a safe and inclusive environment for all athletes is essential, with an emphasis on respect and prohibiting derogatory language.

Collaboration, engagement with high school students, and open policies for parents are encouraged. Additionally, the themes highlight the importance of diverse representation and the implementation of EDI training within organizations to foster a welcoming and equitable coaching environment.

Session Two Summary

When it comes to opportunities accessing sport and coaching education, what is going well?

1) Accessibility and Flexibility:

- Coaching seminars via Zoom during the active season for level 1 community softball enhance accessibility.
- Self-paced eLearning modules through "the locker" allow learning at one's convenience.

2) Information and Awareness:

- Active engagement on social media, especially through CAC, keeps individuals informed about developments in various spaces and opportunities; social media was instrumental in discovering the Listening Sessions.

3) Holistic Support:

- Appreciation for "environmental support courses" that cover topics like nutrition and respect in sports, extending beyond the confines of a specific sport.

Summary: These themes highlight the significance of accessibility and flexibility in coaching education, facilitated by Zoom seminars and self-paced eLearning. Additionally, staying informed and discovering opportunities through active social media engagement, especially CAC's presence, is crucial. The appreciation for holistic support, encompassing various aspects of sports, is also emphasized.

When it comes to opportunities accessing sport and coaching education, what is not going well? What feels most challenging? What frustrates you?

1) Limited Teaching Resources:

- Scarcity of certified instructors for specific courses, exemplified by only one person certified to teach the level 1 course for on-field sports.
- 2) Connectivity Challenges:
- Overcoming the isolation and reliance on unstable internet connections for training and communication.
- 3) Facilitation and Coaching Challenges:
- The need for standardized coaching practices, addressing common challenges in coaching, and establishing clear coaching directions and outcomes.
 - Participants not adhering to guidelines and questioning the applicability of coaching methods in their communities.
 - Difficulty in refraining from imposing the coach's perspective on athletes.
- 4) Organizational Confusion:
- Confusion regarding responsibility for scheduling and delivering coaching programs, involving sporting governing bodies and government entities.
- 5) Facility Availability:
- The impact of limited access to sports facilities on training and development opportunities.
- 6) Mandatory Coaching Standards:
- Challenges arising from recent mandatory coaching standards in sports, including the lack of qualified learning facilitators.
- 7) Timing and Accessibility:
- The need for courses, like level 1, to align with participants' schedules, avoiding situations where courses finish just days before significant events.
 - The importance of coaching individuals rather than focusing solely on coaching issues.
 - Issues related to accountability and the availability of funding.

- The significance of making coaching support available to all sports, not only the popular ones.

Summary: These themes shed light on challenges in coaching and sports development, from limited teaching resources to connectivity issues. Facilitation and coaching challenges, along with organizational confusion, underscore the need for standardized practices. Facility availability and the timing of courses are vital considerations. Moreover, addressing coaching issues, ensuring accountability, and broadening support to all sports are critical aspects of sports development.

How can sport attract more diverse individuals to become coaches?

- 1) Community Engagement and Partnerships:
 - Collaboration with health centers, doctors' offices, social services, community organizations, faith-based institutions, and cultural institutions.
 - Utilizing municipal or regional events calendars and e-newsletters for outreach.
- 2) Local Champions and Mentors:
 - Identifying local champions who can guide individuals in setting up NCCP accounts and offer support.
 - Encouraging individuals to take the first step by providing mentorship and assistance.
- 3) Visibility and Recognition:
 - Creating posters and print materials in community spaces and boards to promote sports and athletes.
 - Recognizing and celebrating athletes and events to increase awareness and participation.
- 4) Succession Planning:
 - Importance of succession planning to ensure the long-term success of sports.
 - Addressing specific needs to make sports successful, such as support for Inuit sports.
- 5) Youth Focus and Mentorship:

- Prioritizing youth engagement and preparation for coaching roles, with mentor programs for young coaches.
 - Equipping young coaches with recognized courses and skills for the future.
- 6) Support for Officiating:
- Providing support and guidance for individuals interested in becoming officials, scorekeepers, and umpires.
 - Leveraging word of mouth and identifying individuals knowledgeable about the rules and officiating.
- 7) Cultural Competence and Diversity:
- Emphasizing the importance of cultural competence and valuing diversity in sports.
 - Raising awareness about cultural values, biases, and the ability to work with diverse cultures.
- 8) School Initiatives:
- Implementing initiatives within schools and athletic departments to foster diversity.
 - Analyzing workplace values and traditions and offering diversity training.
- 9) Promotional Strategies:
- Announcing sports programs at other events and promoting them in specific social media groups and local community pages.
 - Leveraging event websites like Eventbrite and Meetup for promotion.

Summary: these themes and key points collectively contribute to the strategies for increasing diversity and inclusion in sports by engaging the community, providing mentorship and support, promoting sports visibility, and fostering cultural competence.

What supports (education, training, etc.) do new coaches need to better coach diverse athletes?

- 1) Funding and Hopefulness:

- The importance of available funding, particularly in grassroots sports, to support individuals in their development, fostering hope for progressing to the next level.
- 2) Expertise in EDI:
- The need for organizations to have EDI experts to guide their efforts.
 - Emphasizing the requirement for EDI knowledge within associations like NCCP, CAC, and government bodies, encouraging diverse thinking.
- 3) Collaboration and Liaison:
- Encouraging collaboration between organizations like CAC and government entities to explore opportunities for developing coaches.
 - Recognizing the existence of best practices from other sectors, such as onboarding programs, that can be adapted for the sports industry.
- 4) Board Representation:
- The significance of having individuals with coaching knowledge on various boards, including counselors, mayors, sport association directors, and local recreation committees, to drive progress.
 - The challenge of individual coaches effecting change within their organizations without broader support.
- 5) Organizational Alignment:
- The necessity of aligning the entire organization, including the Board of Directors, leadership teams, and staff, with goals and objectives to drive meaningful change.
 - The importance of proper education, understanding, and the establishment of policies and practices to support EDI efforts.
- 6) Ongoing Communication:
- Need to maintain communication with participants and younger generations for continuous improvement.

Summary: These themes highlight the significance of funding and hope, the need for EDI expertise, collaboration and repurposing of best practices, board representation, organizational alignment, and ongoing communication in advancing EDI and coaching development within the sports sector.

Session Three Summary

When it comes to opportunities accessing sport and coaching education, what is going well?

- 1) Coach Enthusiasm and Burnout:
 - Coaches display enthusiasm and enjoyment in their roles despite experiencing burnout.
 - The positive attitude of coaches encourages people to participate in sports.
- 2) Access to Resources and Learning:
 - Access to resources within individual communities and eLearning opportunities.
 - Utilization of free e-learnings for coaches.
 - Zoom meetings facilitate idea sharing and community growth.
- 3) Values and Life Skills:
 - Sports serve as a platform for teaching key values, including responsibility, accountability, communication, and discipline.
 - The ability to teach values such as fairness, teambuilding, equality, discipline, inclusion, perseverance, and respect.
 - Sports contribute to the development of soft skills necessary for responsible citizenship.
- 4) Post-COVID Enthusiasm:
 - Increased enthusiasm for sports and engagement in extracurricular activities among students post-COVID.
 - The introduction of different activities and facilities, such as swimming lessons and parent workouts.

- The importance of enhancing sport performance through effective coaching.

Summary: These themes emphasize the role of coach enthusiasm and their ability to instill values and life skills through sports. Access to resources, learning opportunities, and post-COVID enthusiasm in sports and extracurricular activities are highlighted as well.

When it comes to opportunities accessing sport and coaching education, what is not going well? What feels most challenging? What frustrates you?

1) Limited Opportunities:

- Scarcity of coaching opportunities on the ON basketball website, often relying on word of mouth.
- The need for a more holistic approach to discovering coaching opportunities.

2) Lack of Clarity and Certification:

- Lack of clarity regarding coaches' education, background, and experience levels.
- Unclear certification process for parents interested in coaching.

3) Support for Female Coaches:

- The need for more support and incentives to encourage female coaches.
- Encouragement for players interested in transitioning into coaching.

4) Access to Educational Resources:

- Difficulties in accessing educational resources and understanding the coaching process.
- Lack of benefits or incentives for coaches.

5) Networking and Communication:

- Desire for a hub to communicate with coaching peers through channels like email, group chat, and Discord.
- Suggestion for regular virtual and in-person workshops in different areas.

6) Collaboration and Integration:

- More collaboration with provincial associations.
- Desire for better integration of provinces by CAC to streamline coaching processes and resources.

Summary: These themes encompass challenges related to limited coaching opportunities, a lack of clarity in certification and education, the need for female coaching support, access to educational resources, and enhanced networking and collaboration among coaches and provincial associations.

How can sport attract more diverse individuals to become coaches?

1) Diversity and Inclusion:

- Sports to be less rigid, white-dominated, and male-dominated.
- The need to challenge the status quo, welcome "outsiders," and be receptive to diverse opinions and perspectives.
- The issue of masking and experiencing microaggressions and racism in sports spaces.
- Encouragement to attract diverse candidates by reinforcing a culture of diversity and respect.

2) Support and Resources:

- Support for underserved sports, addressing rigidity and sanctions that lead to a loss of players.
- Providing communities with language barriers resources to participate in coaching opportunities.
- Offering opportunities for professionals to become coaches.
- Providing outreach to communities to educate them about available resources.
- Ensuring there are no lengthy procedures for participation in sports groups.

3) Education and Outreach:

- Educating members on coaching opportunities and education within sporting organizations.

- Increasing accessibility to coaching education through social media, word of mouth, and advertisements.
- Emphasizing the importance of teamwork and diversity in sports.

4) Cultural and Identity Barriers:

- Addressing cultural barriers, expectations, and parental influences on participation.
- Encouraging coaches to engage in conversations about identities, differences, and respect.
- Considerations regarding centralized locations, transportation, and remote communities.

5) Safe and Inclusive Environment:

- Creating emotionally safe spaces for players to express themselves.
- Equipping players with tools to manage emotions and encourage cooperation.
- Fostering a love of the game and promoting caring over winning.
- Addressing challenges related to transportation and the location of sporting events.

Summary: These themes highlight the importance of diversity and inclusion in sports, support for underserved sports, education, and outreach. Cultural and identity barriers, as well as the need for a safe and inclusive environment, are emphasized within the context of sports.

What supports (education, training, etc.) do new coaches need to better coach diverse athletes?

1) Anti-Racism and EDI Training:

- More awareness and repercussions for racism.
- Suggests in-person job shadowing with diverse groups and clubs.
- Greater integration of clubs to facilitate collaboration and diverse experiences.
- Need for more customized coaching education based on the type of coaches and non-technical education opportunities.

2) Subsidized Coaching Education:

- Coaching education and training should be subsidized and cost-effective.
- The importance of providing knowledge of different cultures in an increasingly diverse Canada.

3) Community and Collaboration:

- More workshops and Zoom sessions for new coaches to share ideas and create a supportive community.
- The idea of establishing an organization or community of teachers who support each other in coaching opportunities.
- More Listening Sessions focused on minority groups and round table discussions to foster reflection and discussions.

4) Inclusivity and Policy:

- The need for adopting a policy of inclusiveness.
- Encouraging coaches to take their careers to the next level through advanced education.
- Importance of communication and positive reinforcement in coaching.
- Addressing gender and sport and physical activity participation.

Summary: These themes underscore the importance of anti-racism and EDI training, subsidized coaching education, community and collaboration, inclusivity, and policy. They also emphasize the significance of knowledge of different cultures and the role of communication and positive reinforcement in coaching.

Session Four Summary

When it comes to opportunities accessing sport and coaching education, what is going well?

1) Proactive Talent Sourcing:

- Actively sources talent from underrepresented groups.

- Adding historically black colleges or sororities to search strings and personalized outreach messages.
- 2) Access to Coaching Resources:
- Availability of abundant materials and resources for coaching, such as eLearning and platforms like coach.ca.
 - The importance of networking and connecting with coaches nationwide.
- 3) Diversity in Sports Participation:
- Inclusivity of different ethnicities in sports like curling.
 - Opportunities for coaches in various provinces, with mentions of Ontario Coaching Association, Manitoba, Alberta, and the Scottish Curling Association.
- 4) Availability of Sports and Coaching Opportunities:
- Abundance of sports for people of all ages and abilities in the province of Nova Scotia.
 - Willingness among coaches to educate themselves to support athletes at all levels and abilities.

Summary: These themes emphasize proactive talent sourcing, access to coaching resources, diversity in sports participation, and the availability of sports and coaching opportunities in various provinces. The discussion also underlines the willingness of coaches to educate themselves and support athletes across different levels and abilities.

When it comes to opportunities accessing sport and coaching education, what is not going well? What feels most challenging? What frustrates you?

- 1) Recruitment and Diversity:
- Need to set goals for recruiting diverse talent.
 - The importance of promoting conversations and understanding surrounding identity, differences, and diversity, including race and neurodiversity.
- 2) Racism and Awareness:

- Racism and favoritism against people of color, especially Black individuals.
 - Lack of awareness of available programs and the need for greater publicity and a more positive public image.
- 3) Funding and Financial Issues:
- Financial challenges associated with coaching and sports participation.
 - Concerns about the costs associated with taking coaching courses and access to information.
- 4) Volunteer Commitment and Indigenous Communities:
- Time-consuming nature of volunteering to become coaches.
 - Challenges of obtaining commitment from volunteers.
 - Need for cultural sensitivity when coaching Indigenous communities.
- 5) LGBTQ+ Support:
- Lack of support for the LGBTQ+ community in sports.
- 6) Access to Sports and Restrictions:
- Availability of various sports but emphasizes the challenge of getting people to try them.
 - Restrictions in sports and the liability coaches face.
- 7) Parental Involvement:
- Issues related to parental involvement and expectations.
- 8) Financial Resources and Reimbursement:
- Differentiates between higher-end sports that can reimburse coaches and smaller clubs with limited financial resources.
- 9) Retaining Female Athletes:

- Discusses the alarming rate at which girls have left sports and the need to attract them back.

10) Special Needs Education:

- Lack of education for coaches to assist athletes with special needs.

Summary: These themes cover a range of challenges and concerns related to recruiting diverse talent, addressing racism and awareness issues, financial challenges, volunteer commitment, Indigenous communities, LGBTQ+ support, access to sports, parental involvement, financial resources, retaining female athletes, and education for coaches regarding athletes with special needs.

How can sport attract more diverse individuals to become coaches?

1) Addressing Financial Barriers:

- The importance of addressing financial barriers to make sports opportunities more easily accessible.
- The need for a variety of sports options that are financially feasible.

2) Awareness and Outreach:

- Raising awareness and conducting outreach to diverse communities to educate them about coaching opportunities.
- Importance of low-cost access to coaching education.

3) Specialized Training:

- Specialized training for coaches to recognize and navigate cultural, social, and economic differences.

4) Coach Liability and Recognition:

- Perception of coaches being highly liable and under scrutiny.
- Need to recognize and celebrate the many good coaches who make a positive impact.

5) Structured Interview Process:

- Creating a structured interview process to ensure fairness and prevent bias in the recruitment of diverse talent.

6) Sports in Schools:

- In order to increase sports involvement, opportunities should be introduced at the school level.

7) Invitations and Word of Mouth:

- General invitations and word of mouth in getting people involved in sports.

Summary: These themes focus on addressing financial barriers and increasing access to sports, raising awareness through outreach, providing specialized training for coaches, recognizing the contributions of coaches, implementing structured interview processes, introducing sports at the school level, and using invitations and word of mouth to expand sports involvement.

What supports (education, training, etc.) do new coaches need to better coach diverse athletes?

1) Education and Awareness:

- Need for better education on coaching LGBTQ+ community members.
- Increasing positive public image and publicity for inclusivity.

2) Public Support and Volunteering:

- Importance of increasing public support and the volunteer base for coaching programs.

3) Specific Education:

- Coaching programs that are specific to LGBTQ, BIPOC, para, and special needs communities.

4) Tax Benefits:

- Coaches should be able to claim mileage, training fees, etc., on their taxes if not reimbursed by their clubs.
- 5) Retaining Female Participants:
- Issue of girls leaving sports and the need to make changes to ensure their comfort and retention.
- 6) Rewards and Reimbursements:
- Rewards for volunteers and making coaching work affordable and accessible.
 - Reimbursements from clubs for club fees incurred by coaches.

Summary: These themes focus on improving education and awareness, increasing public support and volunteers, providing specific education for various communities, considering tax benefits for coaches, addressing the retention of female participants, and offering rewards and reimbursements for coaches and volunteers.

Session Five Summary

When it comes to opportunities accessing sport and coaching education, what is going well?

- 1) Online Accessibility:
 - Online and accessible nature of coach education.
- 2) Character and Values:
 - Importance of character, values, and human qualities in athlete success and the need to base coach education on teaching these qualities.
- 3) Uniform Delivery:
 - Delivery and content of coaching education are consistent across the country.
- 4) Free Opportunities:
 - Availability of numerous free coaching opportunities.

5) Youth Development:

- Training young individuals to become effective coaches.

6) Effortless Youth Involvement:

- Ease in involving youth in coaching efforts.

7) Inclusive Sport Participation:

- Involvement of individuals of all age groups in sports.

8) Team Spirit Maintenance:

- Successful maintenance of team spirit among athletes.

9) Engaging Sport Participation:

- Sport has become more interesting and engaging to people.

10) Specific Education:

- Specialized education for coaches.

11) Networking Opportunities:

- Opportunity for coaches to connect with their peers.

Summary: These themes address the online accessibility of coaching education, the importance of character and values, uniform content delivery, free opportunities, youth development, effortless youth involvement, inclusive sport participation, team spirit maintenance, engaging sport participation, specific education, and networking among coaches.

When it comes to opportunities accessing sport and coaching education, what is not going well? What feels most challenging? What frustrates you?

1) EDI Training:

- Importance of EDI training and courses for coaches.

2) Financial Challenges:

- Coaches often pay out of pocket for education, particularly for higher and elite training, leading to financial challenges.
- 3) Flawed Education System:
- Flaws in the education system, where basic courses are extensive, leaving limited room for advanced training.
- 4) Realistic Training:
- Need for more realistic and practical training, especially concerning working with young children.
- 5) Rural vs. Urban Sports:
- Rural and urban sports should be approached differently, considering their unique needs and challenges.
- 6) Financial Support and Security:
- Need for financial support and human security provisions to help coaches in various ways.
- 7) Youth with Disabilities:
- Concern about the lack of provision for youth with disabilities who are passionate about sports.
- 8) High Cost of Sporting Equipment:
- High costs associated with sporting equipment.
- 9) Personal Awareness:
- Need for building personal awareness among coaches.
- 10) Opportunities for Minority Coaches:
- More opportunities should be given to minority coaches to become head coaches.

11) Registration Fees:

- High cost of registration fees, which can hinder individuals from participating in sports.

12) Inclusiveness:

- Lack of access to essential resources and limited connections among coaches.

13) Financial Aid:

- Implementation of financial aid programs to support coaches.

14) Incentives:

- Absence of incentives for coaches.

Summary: These themes address challenges related to EDI training, financial burdens on coaches, flaws in the education system, the need for more practical training, different approaches for rural and urban sports, financial support, and recognition. They also touch upon inclusiveness, support for youth with disabilities, high equipment costs, personal awareness, opportunities for minority coaches, registration fees, financial aid, and incentives in coaching.

How can sport attract more diverse individuals to become coaches?

1) Creating Inclusive and Welcoming Spaces:

- Need to foster open and safe spaces to welcome individuals back to sports, particularly as coaches.

2) Demystifying Stigmas:

- Dismantling of stigmas related to race, gender, physical abilities, and more.

3) Accessibility:

- Advocates for more accessible sporting facilities, such as ramps, to accommodate diverse individuals.

4) Equality:

- Perception of all humans as equals, regardless of race and gender.
- 5) Communication and Diversity Training:
- Importance of training in communication, empathy, and diversity, which can facilitate challenging conversations.
- 6) Recognition and Reward:
- Recognizing and rewarding passion can motivate individuals to engage in sports.
- 7) Engaging Programs:
- Development of engaging programs in sports.
- 8) Connected and Diverse Sport Community:
- Create a more connected and diverse sports community.
- 9) Direct Engagement:
- Talking directly to various groups, inviting them to join sports as participants or coaches to create a welcoming environment.
- 10) Community Leaders' Support:
- Reaching out to different community leaders to gain their support and endorsement.
- 11) Promoting Diversity:
- Promoting diversity by showcasing diverse teams of players.

Summary: These themes revolve around creating inclusive and welcoming environments, breaking down stigmas, ensuring accessibility, promoting equality, providing training in communication and diversity, offering recognition, developing engaging programs, fostering community connections, engaging directly with various groups, gaining community leader support, and promoting diversity in sports.

What supports (education, training, etc.) do new coaches need to better coach diverse athletes?

- 1) Access to Specialized Professionals:
 - Importance of having access to specialists in fields such as ADHD, mental health, and learning disability support within sports.
- 2) Financial Support for Professionals:
 - More financial resources to support these specialized professionals.
- 3) Mutual Respect:
 - Focus on mutual respect within teams.
- 4) Cultural Sensitivity Training:
 - Providing cultural sensitivity training to coaches.
- 5) Effective Communication:
 - Need for coaches to be trained in effective communication.
- 6) Continuous Learning:
 - Coaches should never stop learning and should engage in periodic training and workshops to improve their skills.
- 7) Cultural Differences:
 - Special training for coaches on how to deal with cultural differences, including racial, moral, and religious backgrounds.
- 8) Mentorship Programs:
 - Mentorship programs for new coaches, facilitated by former successful coaches.
- 9) Direct Engagement:

- Talking directly to various groups and inviting them to join sports or become coaches, fostering a welcoming environment.

10) Community Leader Support:

- Reaching out to different community leaders to gain their support, possibly by showcasing diverse teams of players.

Summary: These themes revolve around providing access to specialized professionals, financial support for their services, promoting mutual respect and cultural sensitivity, improving coaches' communication and skills through continuous learning, and offering guidance on dealing with cultural differences. Additionally, mentorship programs and direct engagement with various groups and community leaders are suggested to foster diversity in sports.

Appendix D: Description of CAC and Jumpstart

About Coaching Association of Canada

The Coaching Association of Canada unites stakeholders and partners in its commitment to raising the skills and stature of coaches and ultimately expanding their reach and influence. Through its programs, the CAC empowers coaches with knowledge and skills, promotes ethics, fosters positive attitudes, builds competence, and increases the credibility and recognition of coaches. For more information, please visit www.coach.ca, follow us on [Facebook](#), [X](#) (formerly Twitter) and [Instagram](#).



About Jumpstart

Canadian Tire Jumpstart Charities is a national charity committed to ensuring kids in need have equal access to sport and recreation. With an extensive, national network of more than 1,000 grantees and 289 local chapters, Jumpstart helps eligible families cover the costs of registration,



transportation, and equipment, and provides funding to selected organizations for recreational infrastructure and programming. Supported by Canadian Tire Corporation, Jumpstart has provided more than 3 million opportunities for Canadian kids to get in the game since 2005.

For more information, visit jumpstart.canadiantire.ca.