



SOCIAL INCLUSION IN SPORT & RECREATION



FOREWORD

Community sport and recreation is one of the best tools we have to drive inclusion in Western Australia. Sport is a great unifier on so many levels - whether bringing people together to cheer on our national athletes at the Olympic Games, or getting together at the local oval for a social kick on a Sunday afternoon.

We know that people with disability, Aboriginal and Torres Strait Islander people, teenage girls, and those from culturally and linguistically diverse backgrounds are far less likely than the general population to participate in community sport.

Resources such as this are aimed at assisting communities to see value in all community members and encourage all people to obtain a valued role in their local sporting club or community group.

Encouraging more women into sport has been a particular focus for the McGowan Government. In 2018, we set aside specific funding to assist community sport clubs to fit out ageing male-only change rooms to be able to cater for both women and men. Participation in women's sport has been booming in recent years and the popularity of the fund in its first year has shown how much the community has been calling out for better support for women's sport.

Further, the State Government has embarked upon a push for more women's representation in sports leadership, backing a new policy to encourage sports boards to have 50 per cent female members.

We also introduced the Australian-first Multicultural Uniform Guide, to educate sports on the dress requirements of women from different cultural backgrounds, making it easier for those women to get involved in local sport.

Community sport and recreation in Western Australia has never been as open and inclusive as it is today, and it will continue to be our focus to empower people from all walks of life to get involved in their local clubs. The ultimate goal of grassroots sport should always be to bring people together, celebrating our shared passions rather than focussing on what makes us different.

Hon. Mick Murray MLA

*Minister for Seniors and Ageing; Volunteering;
Sport and Recreation*

"The ultimate goal of grassroots sport should always be to bring people together, celebrating our shared passions rather than focussing on what makes us different."

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Funding Acknowledgement

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Disclaimer

This resource has been developed by Inclusion Solutions and should be considered a resource document only. The intent of this resource is to provide the reader with a series of frameworks that can be used to develop inclusive sporting clubs and community groups.

About Inclusion Solutions

Launched in 2016, Inclusion Solutions is a not-for-profit organisation. We work to facilitate, educate and influence individuals, organisations and communities on the benefits of social inclusion. We work to identify opportunities that connect people at risk of social exclusion and isolation within their community.

We work with local governments, sporting clubs, community groups, state sporting organisations and businesses of all sizes to develop strategies and initiatives to achieve inclusive outcomes. We achieve this by providing personalised training, mentoring and consultancy services.

As an organisation, it is our belief that all people should have the opportunity to live a rewarding life and participate in a welcoming community. We want everyone to feel welcome, have choice and control, share ordinary places and feel a sense of belonging within their community.



INTRODUCTION TO THE RESOURCE

Human beings have an innate but powerful need to feel connected. Without the understanding of social inclusion and its impact on individuals and communities, this need will go unmet.

Through the partnership of four local governments, this resource has been co-designed by community, for community. This comprehensive suite of resources will assist local governments, sporting clubs and community groups in achieving a more inclusive community for all.

This resource has been structured into two main components:

1. Social Inclusion in Sport & Recreation

- **Understanding Social Inclusion**

Addressing the key theories and research that underpins social inclusion.

- **Inclusive Clubs & Groups**

Sharing the stories of sporting clubs and community groups from around Western Australia, who have achieved inclusive outcomes and how they did it.

2. My Perspective of Inclusion

These modules share the experiences and stories from people of different backgrounds, and how they can be included within community. Every story is deeply personal to each individual, and will provide practical tips and advice for the reader.

The resource has been developed to give the reader the opportunity to understand the theory behind inclusion. It includes practical elements such as checklists and activities that the reader can engage in, to further develop their understanding of inclusion.

Inclusion Solutions wishes to acknowledge the following partners who have contributed to the development of this resource:

Funding Partner

- Department of Communities

Metro Local Government Focus Group

- City of Belmont
- City of Cockburn

Regional Local Government Focus Group

- City of Bunbury
- City of Mandurah

Sporting Clubs & Community Groups

- Ascot Eagles Junior Cricket Club
- Mandurah Mustangs Football Club
- Mandurah Surf Life Saving Club
- Peel & Districts Little Athletics

Partner Organisations

- Youth Disability Advocacy Network (YDAN)

Individual Contributors

- John Armstrong

Want to learn more?

To complement the resource, Inclusion Solutions has developed Professional Development sessions for community members looking to gain a deeper understanding of social inclusion. These sessions are intimate, allowing a small number of people to obtain personalised support in the theory of social inclusion. The second half of the session involves practical activities that support the personalised goals of the members of the group.

To book a session, please contact Inclusion Solutions by calling (08) 9443 7226 or email info@inclusionsolutions.org.au



What is Social Inclusion?

Inclusion in its simplest form is defined as the state of being included. Of course, it is a much deeper concept, but let's start with the basics. Inclusion means **ALL** people.

The Programme of Action of the World Summit for Social Development (1995) defines social inclusion as:

Inclusive society is defined as a society for all, in which every individual has an active role to play. Such a society is based on fundamental values of equity, equality, social justice, and human rights and freedoms, as well as on the principles of tolerance and embracing diversity.

It is not a theory that is restricted to one group of people, but rather something that is of great importance to all human beings.

Social inclusion is giving all people the opportunity to participate within all aspects of community, resulting in:

- having a sense of belonging
- obtaining a valued role
- giving of themselves and;
- being accepted and respected

within all aspects of community.

What is exclusion?

The ability to participate in community without discrimination and disadvantage is a basic human right. When a person is discriminated against or disadvantaged, they can experience exclusion.

Exclusion is defined as the restriction of, or the denial of access to opportunities within community.

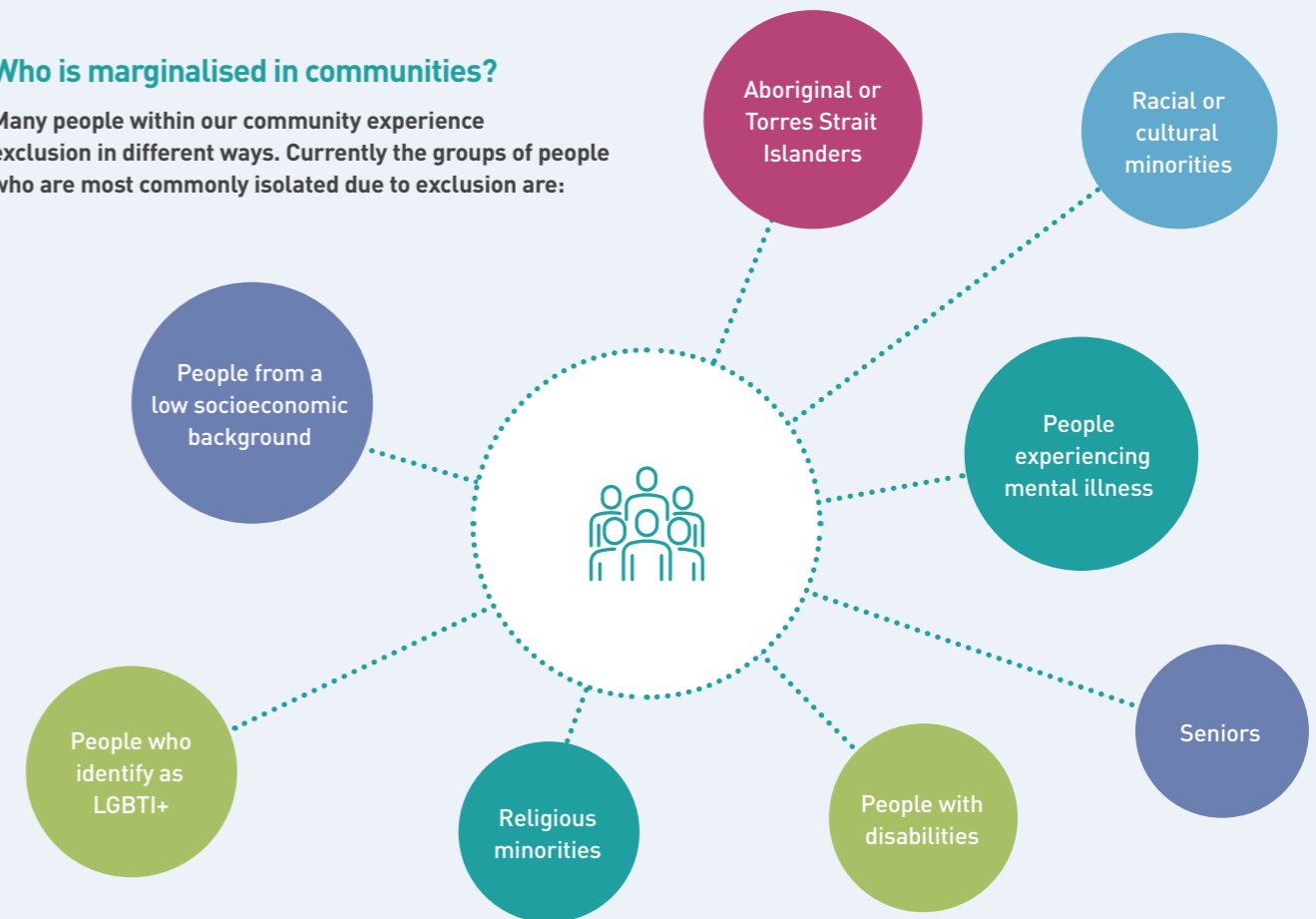
Exclusion can happen in many different forms including;

- **Social:** discrimination against gender, ethnicity or age
- **Cultural:** discrimination against values, norms and ways of living
- **Economic:** discrimination against employment opportunities and other financial benefits
- **Political:** discrimination due to the rule of law and the inability to exercise freedom

These forms can overlap and are due to the different experiences and differences each person has. Any one person can experience exclusion.

Who is marginalised in communities?

Many people within our community experience exclusion in different ways. Currently the groups of people who are most commonly isolated due to exclusion are:



- **People with disabilities**

In 2011, the *World Health Organisation* conducted its first ever World Report on Disability. It stated that people with disabilities experience social isolation more often which causes stress (*World Health Organisation 2011*).

- **Aboriginal or Torres Strait Islanders**

Beyond Blue (2014) conducted a survey on the Discrimination Against Indigenous Australians and it concluded that discrimination against Indigenous Australians is considered one of the most prevalent forms of discrimination in Australia.

- **Racial or cultural minorities**

In 2018, *The Scanlon Foundation*, in partnership with the Australian Multicultural Foundation and Monash University, held their annual Mapping Social Cohesion Survey (*Markus 2018*). In one section of the survey, respondents were asked whether they have experienced discrimination in the last twelve months because of their skin colour, ethnic origin, or religion (*Markus 2018*). 19% of respondents said yes (*Markus 2018*). To put this in perspective, the average yes response for the first five surveys (2007-2012) was 11.8%, while for the last six surveys (2013-2018) a much higher 18.3% said yes (*Markus 2018*).

- **Religious minorities**

Exclusion can be both indirect and direct. People are commonly marginalised due to fear, lack of understanding and differences.

- **Seniors**

The *Australian Human Rights Commission (2013)* states that more than a third of Australians aged 55+ years have experienced age-related discrimination. With the most common types of age-related discrimination being turned down from a position, being ignored, being treated with disrespect and being subjected to jokes about ageing.

- **People experiencing mental illness**

- **People from a low socioeconomic background**

- **People who identify as LGBTI+**

The *Australian Human Rights Commission (2014)* reported in 2014 that almost half of all gay, lesbian, bisexual and transgender people hide their sexual orientation or gender identity in public for fear of violence or discrimination.

Intersectionality

People can be part of multiple marginalised groups at the same time. This is called Intersectionality. Intersectionality, a term coined by Kimberlé Crenshaw, is a holistic way of looking at people's identities (*International Women's Development Agency 2018*). This means that one person can have multiple intersecting identities that influence the way they experience the world (*International Women's Development Agency 2018*). A person with a disability may also be someone from a culturally or linguistically diverse background, they can't be one without being the other, they are both of these identities at the same time (*International Women's Development Agency 2018*).

Why is social inclusion important?

Social inclusion not only benefits us as individuals, but also the wider community. When we are included, we allow ourselves to connect through our similarities rather than our differences. We connect through passions and skills, and although we may have many differences, this allows us to develop a richer, more diverse community.

Benefits to individuals:

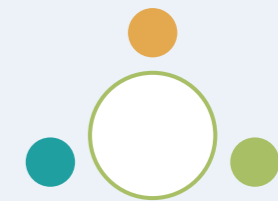
- Improved physical & mental health
- Development of social & support networks
- Obtaining a sense of purpose
- Increase in connectivity to community
- Development of new skills & confidence

Benefits to sporting clubs and community groups:

- Increased membership
- Increased volunteerism
- Better retention of members
- Improved club culture
- Diverse skills & ideas
- Increased community profile
- Increase in connectivity to the wider community

Benefits to the community and society:

- Reduction in crime rates, greater safety levels
- Reduced dependency on government systems (health, welfare etc)
- Improved community cohesion
- Increased participation rates
- Increase in connectivity and social networks



What is inclusion?

- Feeling welcome
- Everyone having the same opportunities
- Being valued for who you are and your contribution
- Being accepted socially
- Being able to choose and make decisions
- Belonging to a community
- Having facilities and areas that are accessible to all
- Mixed ability groups and pathway programs

What is exclusion?

- Feeling secluded, isolated or lonely
- No opportunity to participate in everyday activities
- Being seen as a burden
- Being discriminated against
- Being controlled or told what to do, with who and when
- Feeling separated from the real world
- No access or limited access to a facility
- Segregated or 'special' groups

Dimensions of Inclusion

The Dimensions of Inclusion is a framework developed by John O'Brien, a world renowned advocate of people with a disability. The five Dimensions of Inclusion play an important role in shaping every person's quality of life.

Sharing Ordinary Places

It is important that all people have the opportunity to be an active community contributor, not just a community tourist. This means all people can be present and be active participants in regular places, with regular people. Sharing an ordinary places allows people to form personal relationships based on common interests and passions, rather than professional relationships where an individual is a recipient of a service (i.e. customer, client, patient etc.)

Services often bring people together and group them based on their labels (e.g. migrant, person with a disability) which makes it difficult for individuals to build connections with the community (Simmons 2016). It is important to have spaces that people can be physically included but also socially included and be seen as very different individuals with differing skills and interests (Simmons 2016).

Practical

- Is the venue/facility where you host your events and activities accessible to all people?

Considerations

- » Physical access
- » Public Transport
- » Parking
- » Safety
- » Individual Perceptions & Life Experiences (i.e. if someone has had a bad experience in a religious institution they may feel uncomfortable attending an event at a church)
- Are your events and activities held at a time when community is happening?

Choice & Control

Who we are is based on the decisions we make, including big, small and seemingly insignificant choices. By offering people choice, we are enabling them to make informed decisions based on their life experiences and allowing people to experience the dignity of risk.

We can often, without noticing, take over decision-making and make the rules without giving people a chance to make their own choices in life. It is important to encourage individuality and reduce the dependency on others (Simmons 2016).

Practical

- List some of the ways that people can be involved in your club or group

Considerations

- » Participation
- » Volunteering
- After listing the ways people can be involved, how many of these opportunities are promoted?
- If you aren't promoting these opportunities, what are some of the ways you could promote them?

Contributing

The ability and freedom to give of ourselves; whether that be contributions of time, money, help, support or one of our personal and unique gifts.

There is a big difference between participating in a community for the hour/day etc. and actually contributing one's own gifts and skills. We need to recognise, encourage and value everyone's unique strengths, gifts and contribution that they can make – including our own (Simmons 2016).

Practical

- List some of the ways people can contribute to your club or group

Considerations

- » Time
- » Money
- » Support
- » Gifts & Talents



Being Someone

Having qualities that relate to being a person who has individuality. Being someone means you are considered to be someone who is valued and matters to others.

We must ensure we aren't grouping others on the basis of a single 'label' (e.g. migrant, person with a disability) and note that there are more interesting things about them that makes them an individual (Simmons 2016).

Practical

- List some of the ways you can welcome & celebrate individuality

Considerations

- » Gender
- » Cultural Background
- » Religious Beliefs
- » Sexuality
- » Age
- » Disability

Belonging

Feeling accepted and valued by people who we choose to be with, and who would also choose to be with us. It is not about learning to cope with being "put" with others who are perceived to be like us, rather we are connected with others based on our passions and interests.

Full inclusion of individuals is achieved when our own values and attitudes respect and honour a person's unique individuality and perspective. Physically being in community is important but we should aim to help people be a part of and belong to communities, not just day visitors to them (Simmons 2016).

Practical

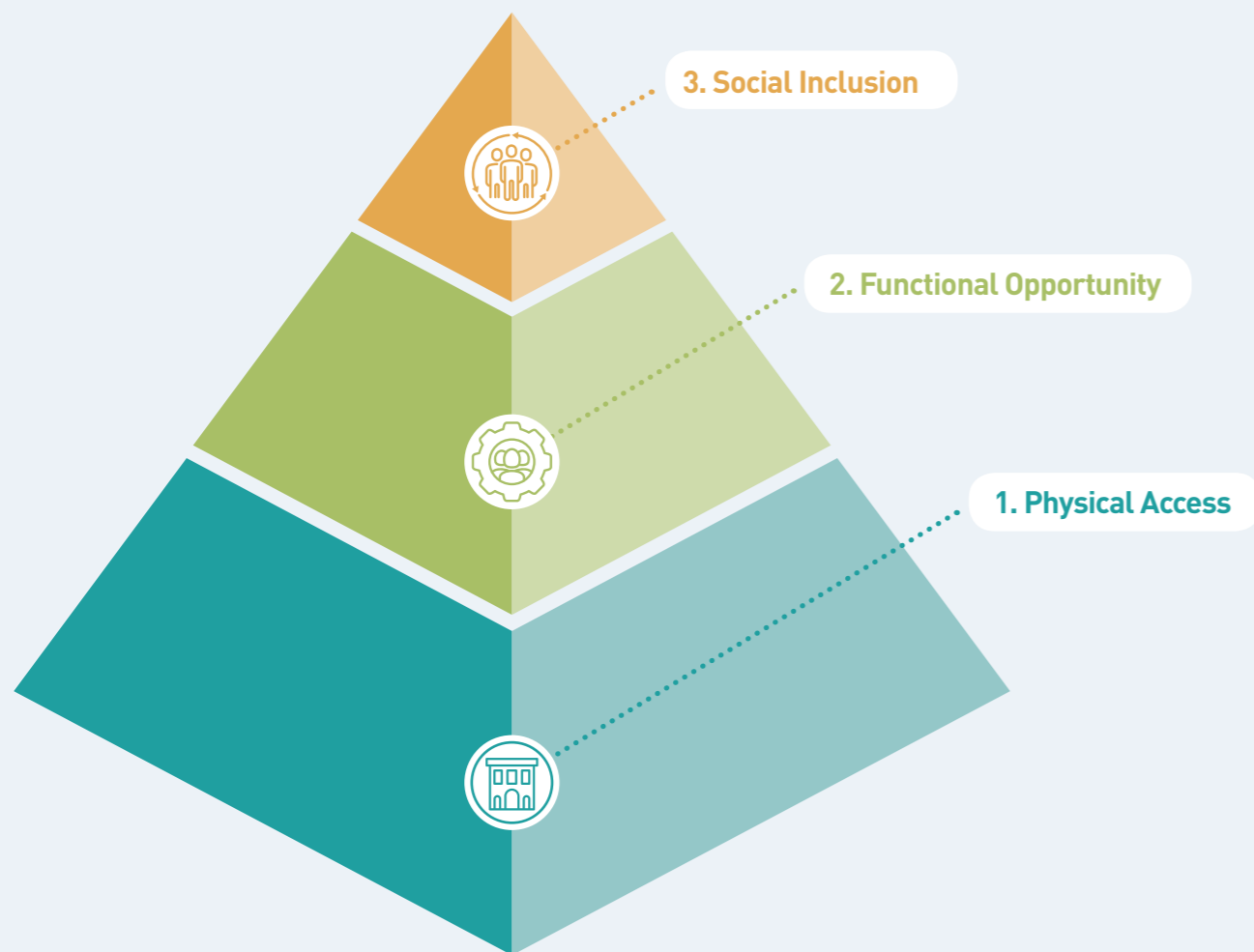
- Ask your members and volunteers the following questions:
 - » Do you feel you are valued?
 - » Do we give you the opportunity to contribute?
- If your members respond negatively to these questions, ask them how the club or group change this

Inclusion Pyramid

Until the 1990's, inclusion was thought of as only in terms of participation. The consensus around the research community was that if marginalised people were allowed to participate in regular community activities, they would start building connections with the general population.

At the beginning of the 1990's, researchers noticed that participation wasn't yielding the results that they had theorised, and thus the Inclusion Pyramid was born. The Inclusion Pyramid sought to understand how people with marginalised identities could become part of the wider community.

In the article "Making friends within inclusive community recreation programs", *Schleien, Green and Stone (2003)* outlined how the three aspects of the pyramid could be used to include people with disabilities.



Physical Access

The first step towards inclusion is physical access. In order for everyone to have the same opportunities to participate in community life, the facilities we are utilising must cater to the access requirements of all people.

Access to buildings and facilities is governed by the Access to Premises Standards (Premises Standard). This has been developed to ensure that dignified, equitable, cost-effective and reasonably achievable access to buildings, facilities and services within buildings is provided.

However, it is important to note is that the Premises Standards only came into effect 1 May 2011 and will only apply to new builds and renovations on existing buildings that had a building permit issued after this date. An existing building not undergoing any new work could still be subject to the current complaint mechanisms of the law should someone be unable to access the services provided out of that building.

It is important to note that access goes beyond the physically entering the building. For example, someone may be able to enter the building without assistance but due to cluttered corridors cannot access the toilets.

Identified access limitations within your club or group should not be considered the barrier to inclusion, but more of an opportunity to work with your facility manager (Local Government, Strata or Building Owner) to find solutions.

Practical Element

Is my club or group physically accessible?

This checklist has been based on a *You're Welcome WA Access Initiative* resource.

- Clearly signed accessible parking close to the main entrance
- Drop-off bay close to the main entrance
- Firm, continuous path free of obstructions and without steep slopes
 - Parking to the main entrance
 - Throughout the facility
- Good lighting
 - Parking area
 - Around the facility
 - Within the facility
- Unisex, accessible toilets
- Unisex, accessible change rooms
- Walkways & Corridors free of obstructions
- Spectator seating area
- Clear directional & informative signage
 - Large font size
 - Clear, easy-to-read print
- Ramps
 - Parking area
 - Drop-off bay
 - Entrance
 - Within the facility



Functional Opportunity

The next level of the Inclusion Pyramid is Functional Opportunity. Functional Opportunity occurs when there is a chance for someone with a marginalised identity to participate and connect with other people within their community by doing the same activity with the community members.

This is the second level of the pyramid because there needs to be physical access to a shared space before someone with a disability or a marginalised identity could be given the chance to partake in that shared activity. Without physical access, there is limited opportunity given to functional participation roles.

It's important to note that functional opportunity isn't only limited to the chance for someone to participate in a shared activity within their community, it also refers to the opportunities that are given to people with marginalised identities to hold valued roles.

The valued roles within a community will differ and change depending on the members of that community. However, it is important nonetheless that these opportunities are given to those who have historically been excluded, othered, and marginalised.

These valued roles allow people who have been excluded and marginalised an opportunity to contribute to the communities with which they choose to belong to. The focal point of this level of the pyramid is that people who have been excluded need to be given the choice and control of when and how they want to participate in the shared activity and that these activities would be the conduit for them to occupy valued roles that allow them to contribute their time, skills, talent, and interests.

This aspect of the pyramid is also legislated to a degree. The Disability Discrimination Act of 1992 (*Australian Human Rights Commission 2014*), for example, states that people with disabilities must always be given the same access and opportunities to participate as those who do not have any disability. This means that specific modifications within reason, at times, must be made.



Practical Element

Is my club or group providing functional opportunity?

This checklist has been based on *Inclusion Solutions' Nine Pillars of Inclusion* resource.

- We promote all volunteering roles to our members
- We promote all participation roles to the wider community
- We promote all volunteering roles to the wider community
- We give members choice and control on how they would like to contribute
- We are willing to make variations to traditional participation & volunteering roles
- We actively seek to identify the skills and talents of our members
- We utilise the skills and talents of our members

Social Inclusion

Finally, at the top level, we find Social Inclusion. Social Inclusion happens when someone is accepted into the community as one of its members. They are able to participate in the same activities as everyone else and they are able to do it with everyone else (not in a separate area, away from everyone else). True social inclusion is a cultural change. It is the change of attitude towards those who have historically been excluded.

Allowing someone to gain physical access and giving them functional opportunities enable the community members around them to be welcoming of historically excluded people. This is the level of the pyramid that people who have historically been excluded find belonging. This change in attitude only happens when community members see that people with marginalised identities are just that, they are people.

The institutionalisation of people with disabilities, the segregation of people of colour, and the exclusion of people with marginalised identities have resulted in a society that has collectively dehumanised those who were different. This dehumanisation, whether it was intentional or an inevitable result of the historical treatment of people with marginalised identities, have been perpetuated in the systems that we have built, and the communities that we have created.

When we allow those who have historically been excluded to consistently and constantly have physical access to shared spaces while giving them multiple and varying functional opportunities, we start changing the perceptions and experiences of community members towards them. This allows those who have been excluded to find belonging in a community. This results in true social inclusion—where anybody is welcome, everybody is given the opportunity to participate in shared activities, and everyone is accepted not despite of their marginalised identities, but simply because they are people.

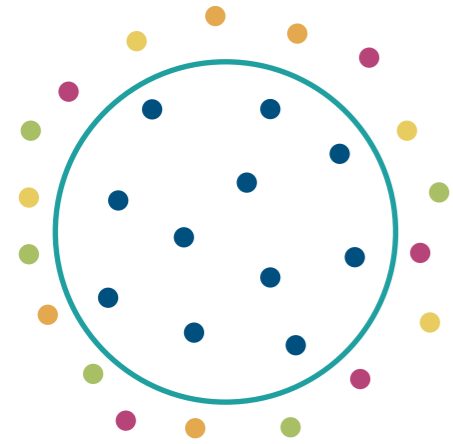


Practical Element

Here are some suggestions on how you can create an inclusive environment at your club.

- Nominate a "Welcomer"
- Develop a Code of Conduct
- Host regular social events around common interests (i.e. food based)
- Acknowledge volunteer contributions with awards
- Acknowledge inclusive behaviours with awards
- Develop partnerships within your community to strengthen your club
- Treat all members equally
- Participate in Professional Development opportunities (i.e. Social Inclusion Training)
- If you are unsure, ask for help!
- Develop relationships with other inclusive clubs
- Strengthen your relationship with your local government staff
- Utilise various communication methods
- Promote inclusive language
- Respect the diverse backgrounds of all people
- Get to know your members (ask them what they are knowledgeable, skilful and passionate about!)
- Give members to opportunity to contribute their knowledge, skills and passions
- Provide development opportunities for your volunteers
- Actively seek feedback from your members
- Give your members a voice in decision making (i.e. strategic planning)
- It's okay to make mistakes - Learn from them!
- Celebrate your success and share it with the wider community

Inclusion Spectrum



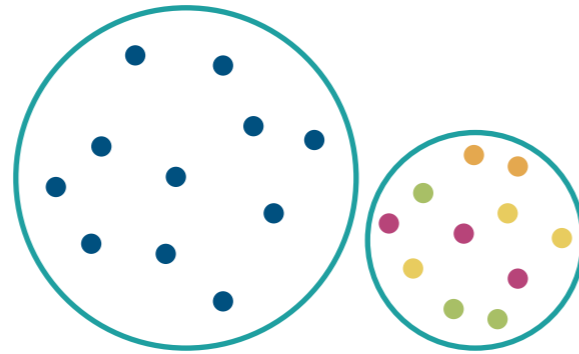
EXCLUSION

Exclusion: Denied access to community

Exclusion is defined as the restriction of, or the denied access to opportunities within community. Exclusion does not allow individuals to share an ordinary place, contribute or have any choice and control.

The ability to participate in community without discrimination and disadvantage is a basic human right. When a person is discriminated against or disadvantaged, they can experience exclusion.

Exclusion can also occur in different degrees. It can be deliberate and explicit, where people purposefully are excluded, or it may be implicit and unintentional, as a result of people adhering to perceived norms, values, and established forms of social interaction.



SEGREGATION

Segregation: Grouping based on similarities

Segregation is a system that separates groups of people from each other, based on similarities such as religion, race, disability, or gender.

Segregation is the system that resulted from an evolutionary need where humans would historically travel in small, segregated groups. This was so that people could become parts of groups that have the same characteristics, in order to survive. As we have evolved as human beings, there are less and less valid reasons for us to be segregated. This is not to say that there aren't benefits to segregation.

For example, a disability-specific sports program, would allow people with disabilities to connect with each other while reaping the benefits of physical exercise. This may also be a safe space for them to be part of a community without being in an environment that they may not be comfortable in. However, this may prevent the participants from branching out and connecting with people in the wider community.

It's important to note that these types of programs have been called "inclusive", but we now understand that this is segregation. This is still, however, better than an alternative of social exclusion.



INTEGRATION

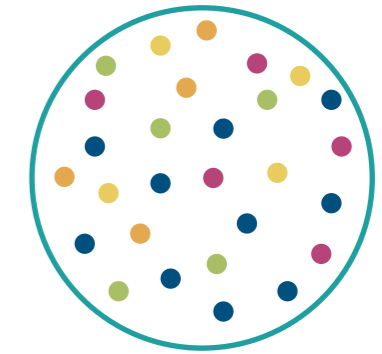
Integration: Opportunities based on skill level

Integration is when a group of people participate within the boundaries of a greater community, without having the opportunity to be fully included in all aspects of community life. An integrated model groups individuals together, based on skills within a specific activity.

Integration can be used as a pathway to achieving inclusion. In an integrated program, those who are typically excluded are able to share an ordinary place with others, have the opportunity to contribute and are given choice and control over what they want to do and how they want to do it.

An example of an integrated program is the Integrated Football League. In this program, people with disabilities are given the opportunity to participate in the sport within an established club structure. This means, they practice on the same night as the other teams in the club, wear the same uniform as everyone else and have the opportunity to develop their skills.

Integration being used as a pathway to inclusion offers people a safe environment to develop their skills while simultaneously giving them the opportunity to progress into any skill appropriate team -regardless of disability- if they choose to do so.



INCLUSION

Inclusion: An active role in community

Inclusion is when all people have the opportunity to be involved and play an active role within their community.

For example, a person who is experiencing inclusion would be able access their local club, with the rest of the community. Not only would they be able to participate within the club, but they are given choice and control as to how they participate. They would have the ability to contribute their skills, knowledge and passions. They are made to feel like they truly belong and are valued by their club.

Including someone who traditionally has been marginalised or excluded due to factors such as disability, language, culture, or gender, enables them to find a valued role within community life.

Practical

Using the table on the right, list some of the opportunities that are currently happening at your club or group and where they fall on the Inclusion Spectrum.

What is currently happening at our club/group?	Where in the spectrum does this fall?	What are the benefits of this model?	What are the barriers of this model?	What are the opportunities to progress model?
Class for children on the autism spectrum	Segregation	Children can learn the basics skills of our sport in a quiet environment, with coaches with specialised training	Children (and their families) do not have the opportunity to interact & develop connections with other members of our club	Explore option of moving class to a day & time that runs alongside current class structures
Annual General Meeting	Inclusion	All members have the opportunity to obtain a role on the committee	Very few people attend the meeting	Personally invite members to attend and join the committee



Social Role Valorization



About the Author: John Armstrong

John Armstrong has a long involvement in the lives of people with disabilities, in informal advocacy and friendship roles as well as formal roles of service provider, teacher, adviser, and service planner.

John is one of two senior Social Role Valorisation trainers in Australia. He is particularly interested in uncovering and highlighting the reasons behind the abuse of vulnerable people. He is intent in understanding the qualities that have beneficial influence on a person's life instead of detrimental factors.

John seeks to increase consciousness and the development of qualities needed by people who intend to act with integrity and leadership.

As a society in the 70's and 80's we realised that isolating people in institutions due to a mental health or disability diagnosis was detrimental to individuals and did not positively impact communities. They were expensive places that completely failed to yield any benefits. We have also been given a concept called Normalisation, which had transformed the way we viewed the institution and its treatment of people.

Normalisation compared institutionalisation to the way the rest of us lived and found there was nothing similar, only wasted lives and loss of hope. In the early 80's, Normalisation was further developed into a concept known as Social Role Valorization or SRV for short. SRV uses a wealth of well-established ideas and knowledge about how humans evaluate and treat each other and what is required if people are to lead better lives. It is a concept that people with disabilities, families, agencies and service systems the world over have used to further develop the quality of today's services.

We all want to fit in and belong with others. No one likes to be left out. We have all been rejected at some point in our lives, whether at school, at work or in our relationships. Some classes of people can receive rejection as a relentless and universal experience, largely because of how others see them. For example, all children, especially teenagers, experience doubts about their place within their peer group.

Three important questions about their identity need to be answered:

1. Am I good?
2. Am I competent? and;
3. Am I worthy of love?

If the answer to any of these questions is uncertain, then this will impact a person's social standing. The need to know how one fits in with others is important. The higher one is in the hierarchy, the better one feels; the lower one is in the hierarchy, the more likelihood that they will feel dreadful.

Who do we perceive as devalued in community?

Think about a negative label that is used to describe a person/groups of people in our society. For example, a person who receives welfare payments may be referred to as a "dole bludger". Create a list of some of these devalued roles.

For people who have characteristics judged negatively, as for example:

- Dangerous
- Chronically ill
- Permanently incompetent or;
- Eternal children,

their social standing or status is severely under threat.

SRV shows us how easy it is to treat people badly who are perceived in such negative or **devalued** ways. These views can be held by any of us without really being aware of it and can be used as a way for us to elevate our own sense of superiority and importance over others. It helps define who we are by separating our identity from others we see as less worthy. Only with awareness of these perspectives might we personally be able to question our own judgements and alter our responses.

SRV draws our attention to how humans evaluate, identify and treat each other. For instance, a negatively valued identity or roles:

- Menace
- Sick or diseased organism
- Object of ridicule
- Object of dread etc.

invites negative or bad treatment.

Acquiring positive roles such as:

- Citizen
- Neighbour
- Employee
- Team Member
- Church goer
- Athlete etc.

invites respect and positive treatment because of the value placed on those who hold such roles.

The question then becomes, how might such individuals with a **spoiled identity** as Erving Goffman coined, obtain a better life? And, if we were to try and make changes in ourselves and our community to achieve that, what changes are likely to work?

Erving Goffman was one of the most influential sociologists of the twentieth century. He described stigma as a phenomenon whereby an individual with an attribute, which is deeply discredited by his/her society, is rejected as a result of the attribute. Goffman saw stigma as a process by which the reaction of others spoils normal identity.

In Goffman's theory of social stigma, a stigma is an attribute, behaviour, or reputation which is socially discrediting in a particular way: it causes an individual to be mentally classified by others in an undesirable, rejected stereotype rather than in an accepted, normal one.

Goffman, Erving (1963). *Stigma: Notes on the Management of Spoiled Identity*.

"We all want to fit in and belong with others. No one likes to be left out."

The Good Things in Life

Write a list of five things that you consider essential to live a fulfilled life. These could include a mixture of intangible and material things, and ultimately anything that is important to you.

We can see that the concept of the “good things of life” represents something that everyone aims for in many individual ways. SRV uses the “good things of life” as its number one goal. All people commit their effort into achieving the “good things of life” - whether that be employment, or being invited over to dinner, or even having friends - and it can also be said that any action that won't result in helping one achieve these things would be avoided.

How do we obtain the good things of life? In order to be seen as valuable enough to invite investment from others, we must obtain valued roles.

Understanding your roles

Write a list of some of the roles you currently hold. These roles may include:

- Daily roles (i.e. Cook, Driver, Listener)
- Less frequent roles (i.e. Cleaner, Counsellor, Organiser)
- Relationship roles (i.e. Friend, Husband, Aunt)
- Civic roles (i.e. Committee member, Neighbourhood Watch member)
- Passion-based roles (i.e. Hockey player, Musician, Gardener)
- Work roles (i.e. Manager, Colleague, Cashier)

Now create a list of some of the ways these roles assist you in living a fulfilled life. For example, by working as a cashier, this role gives me financial benefit and social connections.

Many factors influence the status others give to us, and central to this are the roles we hold. Notice from your discussion of the impacts of your roles, that many of these relate directly to the ‘good things of life’!

In fact, obtaining a valued social role is the number two goal of SRV, because there is a probabilistic relationship between the roles a person holds and the likelihood that they will experience the good things of life.

Using the empiricism of social science, we can say that:

The more roles a person holds
And the more valued are those roles
The more likely they are
To have access to the good things of life

And conversely, not having many roles or only holding **devalued** roles means that a person is less likely to be given access to the “good things of life”. If you want the life, you have to get the roles.

Treating someone badly or beneficially also has a feedback loop. If a person treats someone badly, the perpetrator will further devalue them afterward (to justify their bad treatment of the victim); if we treat someone well, we tend to value/like and even love them more.

SRV enables us to confront our own perceptions that we carry towards people with spoiled identities and challenge us to see whether they affect whether or not they could achieve the “good things of life”. For instance, if we perceive a person as incapable of further learning, this could lead us to reduce challenge and risk for them as a means of protection, and reduce their ability to obtain a valued role. SRV challenges us to focus on what people **can** do, and acquire valued roles based on skills, passions and knowledge.

Roles are composed of two main features:

1. the **competencies** needed to perform the role
2. the **images** associated with that role

Recall some of the roles you wrote down earlier. You can probably picture what you need to do or be able to do to successfully fill these roles. You also know some roles carry an image, perhaps related to your appearance, equipment, or punctuality or speed associated with tasks that present an image of competence, finesse and mastery.

In the same way, we can assist and facilitate others to build these same valued roles by enhancing opportunities to learn and to perform the requisite skills, habits and disciplines associated with a role. Additionally, we think about the uniforms, punctuality and the presence of other relevant people that enhances the image of a role.



Preparing for the perceptions of roles

Think about your sporting club or community group and the roles that are available. If a person is entering into a new role, what would they need to look the part and feel competent?

For example, when thinking about a participant or a volunteer at your club:

- do they need a uniform?
- do they need equipment?
- do they need experience/skills?
- do they need any other requirements to succeed?

For roles to be truly valued, they need to be performed in the context of other valued people who can perceive and affirm the legitimacy and value of the role. For example, although a prisoner may study or work within a prison, the value of these roles may be considered less than of those who obtained the roles within a community setting. Therefore, SRV incorporates the physical and social integration of devalued people alongside valued people, because it is such integrated contexts that the valuation of a person's roles and therefore of the person, can take place.

It's only through valued roles that (formerly) devalued people can **participate** in a community. No roles = no participation, only a distant presence. In other words, roles allow a context where contacts, interaction and participation can take place and the potential to form relationships.

Relationships that are **the** bridge from the devalued world to the valued world **and** the strongest safeguard for protecting the wellbeing of that person.

SRV is not a set of values. It doesn't tell people why they should try and improve the lives of others, it simply shows them what to do if people's lives are to truly improve. Learning about SRV may help us clarify the values we wish to live by and provide us with the guidelines on how to assist others in obtaining a valued role. However, it is important to note that SRV only influences our values, rather than dictate them.

SRV is a reliable, empirically based set of guidelines anyone can use to bring lasting change to a person's life – especially if that party is someone with the potential for a **spoiled** identity.



INCLUSIVE CLUBS AND GROUPS

Sharing the stories of sporting clubs and community groups from around Western Australia, who have achieved inclusive outcomes and how they did it.



COOLBINIA BOMBERS JUNIOR FOOTBALL CLUB



★
The Starkick program has now been adopted by 4 other clubs within the Perth metro area. The club has been invited to share their story with not only federal politicians at Parliament House in Canberra but also the CEO of the Australian Football League.

“What I hope to get across to people is: Don’t wait for someone else. Just be the one. Be the leader. Whether you’re a club of 10 people, you’re a local government, don’t wait for the state government. If you’re the state government, don’t wait for the federal government. You guys be leaders. And I think from our little story, anyone can achieve something and make a big difference.”

– Rob Geerson, President

>> SITUATION

In 2014, Coolbinia Bombers Junior Football Club made the decision that they wanted to engage, support, and include children with disabilities within their club. The President of the club, Rob Geerson, noticed a family within the club that had three children: Two were playing members of the club while the other watched from the sidelines. This boy had a disability and never participated in any club activities. Rob recognised this gap and wanted to make sure everyone could find a sense of belonging within their club.



>> SOLUTION

Coolbinia Bombers Junior Football Club wanted to drive change within their community by leading the fight for social inclusion. The Starkick program was created as a program run by the community for the community. The team and the families would be treated equally to all other club members, including same uniforms, same training/game locations and there would be no “special treatment” such as registration fee waivers.

This program was targeted towards boys and girls who by circumstance or choice couldn’t participate in “mainstream” teams. The club did not want to create a segregated team for those who couldn’t participate in the “mainstream” teams. They wanted to create an environment that would foster, support, and include children who did not previous have the opportunity to be a part of the club.

They developed a simple motto –

“If you wanna play, we’ll find a way”.

TIPS

1. Engaged with Inclusion Solutions to see if an inclusive pathway can be created for kids with disabilities.
2. Targeted families with kids who have disabilities as well as kids who were already involved in the club.
3. Ensured that there would be no “special treatment” would be given for kids with disabilities.

10%
of total club membership are Starkick participants

>> SUCCESS

Coolbinia Bombers Junior Football Club saw the following achievements during this program:

60
new volunteers contributing over
\$75,000
in value

Improved engagement and retention of club members

139
New members contributing over
\$30,000
to the club

Community Service Excellence Award Winner

Principal Partners of the Fremantle Dockers Football Club

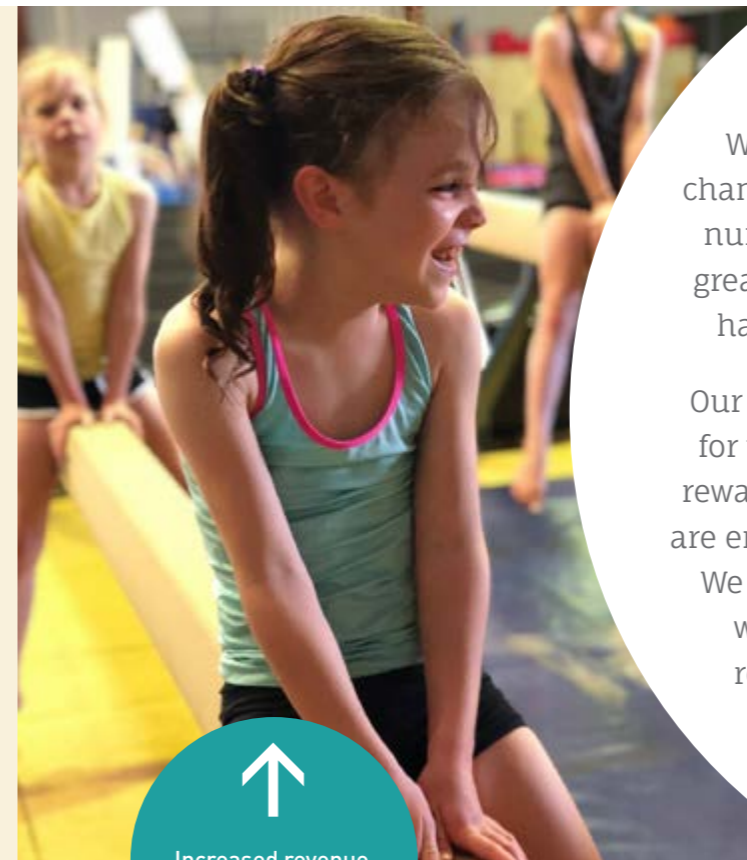
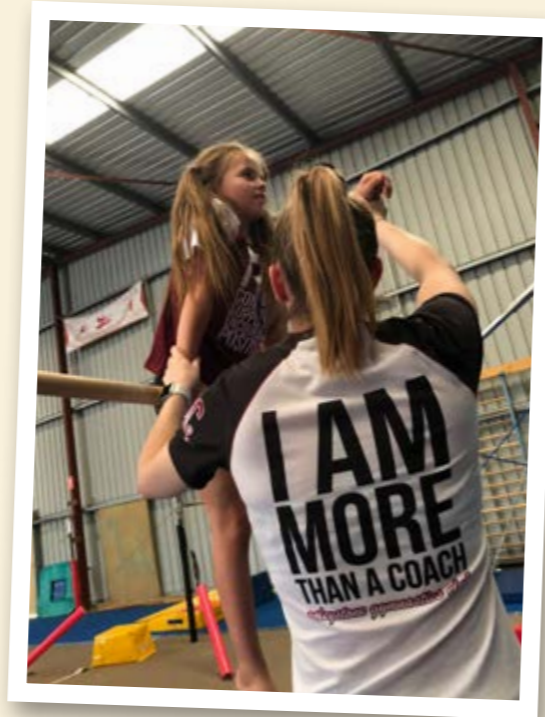
400%
increase in sponsorship and grants

1/14
members have a disability

Department of Sport and Recreation Participation Award Winner

National Disability Awards Finalist

ROLEYSTONE GYMNASTICS CLUB



“It really has been a remarkable year for us. We’ve come a long way and made many positive changes. As a result our club has thrived with member numbers increasing, retention rates up, as well as a greater number of volunteers getting involved...some have even enquired about joining the committee!

Our committee is stronger than ever, and our passion for the club has been reignited. It has also been very rewarding watching our coaching staff flourish as they are enjoying being part of what is now an amazing club. We really need to be thanking you for a lot of this as without the mentoring and inspiration we have received from Inclusions Solutions we certainly wouldn’t be the club we are today.”

- Carly Smith, Club Manager

>> SITUATION

After an incident that resulted in a child being excluded from the club, Club Manager, Carly Smith and Club Coach, Kiri Penter were eager to be make changes within their club to ensure all people could participate in gymnastics. With good intentions, the club developed a segregated class for children with disabilities, but they soon realised this was not allowing the participants to develop their skills or find a sense of belonging in the wider club structure.



>> SOLUTION

Roleystone Gymnastics Club wanted to make changes to ensure they were welcoming of all people and sharing their love of gymnastics with the community. They developed a club ethos - 'More Than Gymnastics' - to encompass all the elements that the Club can provide.

The club began to grow their membership base through Gym Motion, a pathway program for children with Autism Spectrum Disorder. The class is coordinated by qualified coaches that take the time to get to know the participants and what works for each of them to get the most benefit out of their individual gymnastics experience. Each participant has a 'safe space' in the gym that they are encouraged to use if they start to feel overwhelmed.

Although the GymMotion is specific to children who have ASD, it also provides a Pathway into the mainstream classes.

TIPS

1. Created a role for volunteers as the door welcomer.
2. Created "safe spaces" for kids who might need them to cope with stress.
3. Coaches within the club took a personal approach to get to know each student to ensure that their needs are met.

Increased revenue streams & successful grant applications

Increased volunteerism and improved volunteer engagement

Winners of the Gymnastics WA Club Excellence Awards

>> SUCCESS

Roleystone Gymnastics Club has had some great achievements, including:

Delivery of **3** public presentations including at Department of Sport & Recreation's Disability Sport Forum on the topic 'Developing opportunities at a grass-roots level'

Improved parental engagement

Improving strategic connections

Considerably increasing their community profile

Revamp of pathway models to engage many new members

State-wide promotional opportunities for the club

QUINNS ROCK JUNIOR CRICKET CLUB



"Quinns Rock JCC wants to be an inclusive club, so providing opportunities for children with disabilities is a part of that goal. It's really added another positive dimension to our club and it's helped our club support and interact with children and families who weren't previously a part of a local sporting club. Being able to pass on our knowledge and love for the game to people who haven't had the opportunity to experience cricket before is proving to be life changing for them and their families. Our whole club has embraced it and we love that more people are finding a sense of belonging at our club."

Serena Spadaro – Vice President

>> SITUATION

Due to their success in engaging young female cricketers, Quinns Rock Junior Cricket Club (QRJCC) set a goal to increase the participation of children with disabilities within their club.

The club discovered that very few of their members identified as having a disability, and those who did were at risk of disengaging from the sport for reasons such as increased competitive nature in the older age groups.

After discussions with the staff at the Western Australian Cricket Association, QRJCC were awarded a mentoring opportunity with Inclusion Solutions to assist them in achieving their goals.



>> SOLUTION

QRJCC underwent a thorough review of the club, and identified the need to increase the knowledge and education of their committee and members around social inclusion and disability awareness. After a training session with Inclusion Solutions, the club made the decision to reach out to the community and increase opportunities within their club for people with disabilities.

QRJCC hosted a Come and Try Day and approached the local schools and the education support units in their area. After a successful Come and Try Day, the club realised that there was a need to begin two new programs to increase participation levels of people with disabilities.

Two programs were developed to ensure that the club could increase participation. The first program was Star Blast, a program designed for younger children to develop their skills in cricket in a fun environment. The second program was the Integrated Cricket League (ICL) which was designed for teenagers to assist in the development of their skills in cricket. Both programs were designed to run on the same day and at the same location as the other QRJCC programs.

>> SUCCESS

- TIPS**
1. Self-reflected on the status of their membership within the club.
 2. Hosted a Come and Try Day in local schools around their area.
 3. Participated in mentoring opportunities to equip them of knowledge when engaging with kids with disabilities.



Within the first season, both programs had 7-8 regular participants. The ICL program had enough players to form a team and play against other clubs.

The successes of QRJCC have not gone unnoticed with the club winning multiple awards which includes:
 Club of the Year award, Western Australian Cricket Association
 Junior Club of the Year, Cricket Australia
 Program of the Year (Star Blast), Cricket Australia
 Junior Coach Champion Award, Cricket Australia

QRJCC has increased the amount of participants with a disability within their club as well as changed the culture of the whole club to welcome those with a disability.

NORTHERN CITY FOOTBALL CLUB



“The goal is to make sure that everyone can belong and to remember why the club started in the first place”

– Yahye Sheikh-Abdi

>> SITUATION

Northern City Football Club was formed to unite people for based on their love of soccer. The club founders Yahye Sheikh-Abdi, Abdul Mohamud and Dini Sheikh-Abdi, noticed that many community groups in Mirrabooka were based around ethnicity and young children were excluded from sharing their talents and skills within the wider community. Yahye, Abdul and Dini recognised this gap and wanted to make sure everyone had the opportunity to belong within their community.

TIPS

1. Spoke to their community and parents within their community about starting a new club that welcomes everyone.
2. Held an Open Day for the club that was open to everyone.
3. Built a relationship with their local government to ensure support.

>> SOLUTION

NCFC wanted to create change in their community by breaking down the barriers to social inclusion and becoming role models to younger children. Yahye, Abdul and Dini noticed the community was naturally engaging when they were meeting and began to speak to parents and children about creating a club. They explained to parents the importance of young children being integrated within the wider community and participating in community sport.

The NCFC was formed rapidly grew to 180 members after their first Open Day. The club aimed to give back their skills and knowledge to kids in the community and teach them leadership and life lessons.

The club hosted a 10 Week Football Program supported by Inclusion Solutions and a part of the Mirrabooka One Project. The program was targeted at disengaged youth in the Mirrabooka area. The club wanted to create an environment that would foster, support, and include children who did not previous have the opportunity to be a part of a club.

>> SUCCESS



UNITED IN DIVERSITY



"Create opportunities for people to come together. Let them interact in a fun, friendly and relaxed environment. And see magic happen. They will exchange cultures and skills. They will learn from each other. That is integration and it is the precursor to social cohesion."

- Mamta Kochhar, Founder of UID

>> SITUATION

In 2014, United in Diversity (UID), then known as HUSCS reached out to Inclusion Solutions because they wanted to engage, support, and include Culturally and Linguistically Diverse (CaLD) community members. The Founder of the group, Mamta Kochhar, noticed that many of the CaLD community members from Armadale did not have the opportunities to share their talents and skills with the community. Mamta recognised this gap and wanted to make sure everyone in their group would feel valued.

TIPS

1. Held a brainstorming session that help craft their identity as a group.
2. Used the skills within their group to give back to their community.
3. Partnered with other clubs and groups within their community who share their vision.

>> SOLUTION

HUSCS wanted to drive change within their group by leading a custom made initiative that would suit the unique needs of its members. The group participated in a brainstorm session facilitated by Inclusion Solutions to create their vision, mission and to determine their values. The group also had a logo designed and decided a new name under which to get incorporated under. Thus, United in Diversity WA Inc. was born.

United in Diversity did not want to go 'shopping' for ideas. They wanted to showcase their own cultures, skills and abilities as that would foster social cohesion and cultural integration.

They developed a simple motto -

"Social cohesion and Integration through employment and contribution".

>> SUCCESS

UID started by participating in Inclusion Solution's 'Club Abilities' Project in Armadale at the start of 2018 thus initiating a relationship with Armadale LGA. In the last four months of 2018, UID members prepared and presented four monthly multicultural dining evenings in Armadale for approximately 250 people and displayed their ability to deliver Tastes of Diversity project in the Armadale community

'Tastes of Diversity' produced meaningful social interaction for CaLD UID members in the local community, developed English language skills and social confidence, increased work experience and developed potential employment pathways

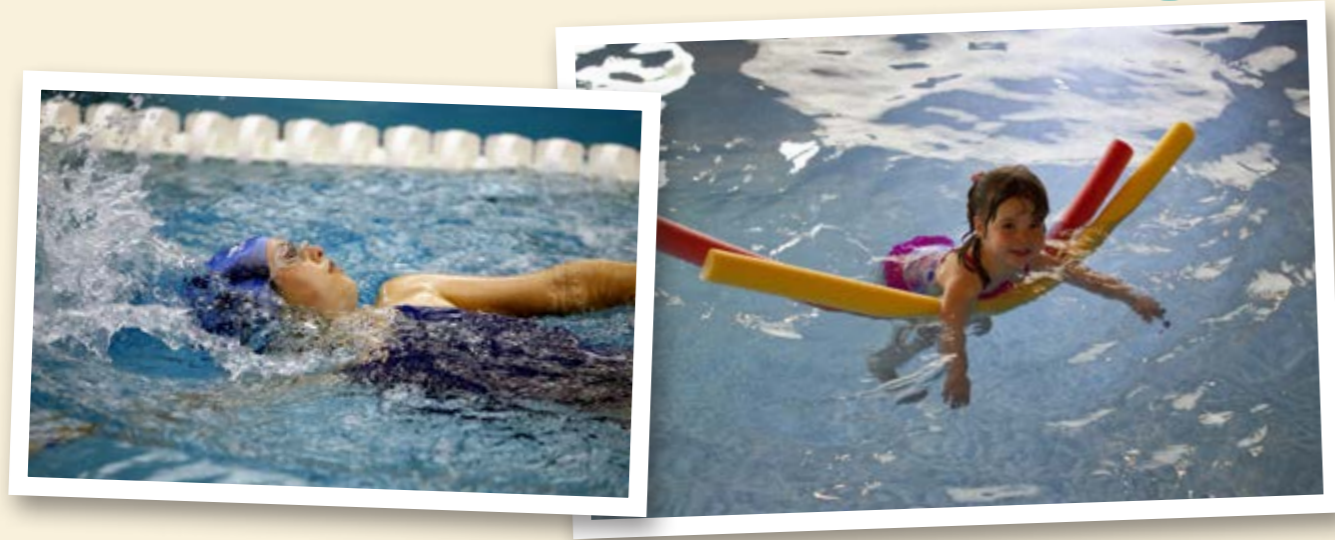
United in Diversity WA Inc has created many opportunities for social inclusion including:

UID members are now involved in activities in three LGAs and UID in running programs in collaboration with like-minded community organisations and corporate houses

'Kitchen of Diversity' is a catering service started by CaLD UID members in December 2018 and is an exciting catalyst to achieving greater social integration through employment and engagement with the wider community



PARABURDOO AMATEUR SWIMMING CLUB



>> SITUATION

In 2015, Inclusion Solutions worked in Paraburadoo with a number of community groups and sporting clubs. The Paraburadoo Amateur Swimming Club (PASC) wanted to connect with more community members in the town of Paraburadoo. They wanted the club to be the hub of the town while connecting with the FIFO workers who resided at the camp in town. A young wheelchair user had an experience where he felt excluded from the club because of poor club culture.



>> SOLUTION

The club wanted to create a more welcoming inclusive club for all community members to feel valued and have a sense of belonging in the community. The club focused on having social events and promoted social swimming. They focused on promoting their club at council events and by connecting with the community online. They received training from Inclusion Solutions to equip the Paraburadoo Amateur Swimming Club with the necessary skills to achieve their goals.

TIPS

1. Held social events that promoted social swimming.
2. Engaged with their community online to promote their club.
3. Participated in trainings that up-skilled their committee and volunteers.

>> SUCCESS

★

PASC was Swimming WA's first Affiliated Club to be awarded the Membership Growth Incentive. They also received a **\$500 Scody voucher** from Swimming WA for this achievement. They estimated an economic benefit of **\$17,000** over the year.

🏊

PASC started a Junior Dolphins Squad which bridges the gap between learn-to-swim programmes and club membership for children aged four years and above.

♿

The young man in the wheelchair became a member and the hoist was used regularly at the pool.

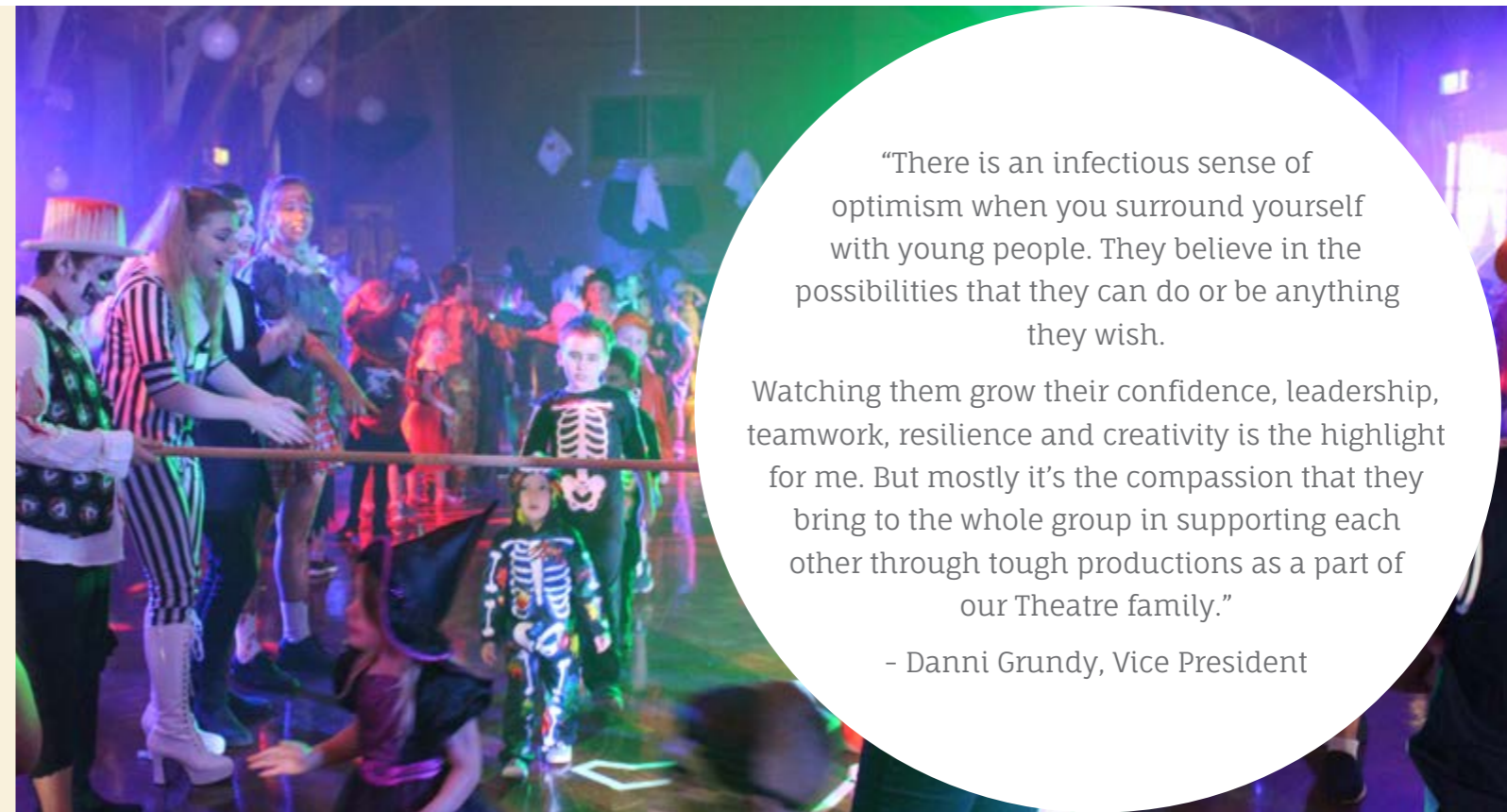
👥

The club received **10 new volunteers**, increased sales in their merchandise, and attracted new committee members.

FIFO workers became active members of the club, attending the club's social events.

In one year the club increased their membership by **140** new members in a town of 1600 people a **148%** increase

TOODYAY THEATRE GROUP



“There is an infectious sense of optimism when you surround yourself with young people. They believe in the possibilities that they can do or be anything they wish.

Watching them grow their confidence, leadership, teamwork, resilience and creativity is the highlight for me. But mostly it’s the compassion that they bring to the whole group in supporting each other through tough productions as a part of our Theatre family.”

- Danni Grundy, Vice President

>> SITUATION

The Toodyay Theatre Group restricted their memberships to adults. However, after noticing that their members were ageing, they decided that they needed a fresh approach to the group’s activities. When the production of their new musical, *Footloose*, started, they decided to engage children. Through this, they soon noticed a significant increase in ticket sales and a significant change in the group culture. The Toodyay Theatre Group was then approached by the Shire of Toodyay to participate in the Inclusive Community Program to which they accepted.



>> SOLUTION

The Toodyay Theatre Group engaged more young people in their group by creating opportunities for school-aged children to learn theatre skills during the school holidays at the Toodyay Inclusive Community Program.

As a result of the increased interest from young people, they began by offering \$5 annual memberships to encourage a youth-only production where young people could access lead roles in performances.

This opportunity not only brought in a number of new performing members, but also their families and friends who would assist in backstage roles. The flow on effect of this meant that adult members began to engage more with young people within the community and the group began to flourish.

TIPS

1. Created opportunities for kids to learn performing skills during school holidays.
2. Introduced youth concession membership pricing to ensure that their club is accessible for the youth.
3. Partnered with other community services to encourage young people to run more activities and events in the community.

>> SUCCESS

The Toodyay Theatre Group found value in the changes their young members had implemented. They began to partner with other outside services to encourage younger people to run more activities and events in the community, ensuring that outside of the youth performance they could still have a valued role in the theatre community. Young members are encouraged to run events such as street performances and flash mobs to encourage new members to join the group.

Some of their other achievements include:

Increase youth engagement resulting in increased mental health benefits and sense of belonging within members

Increased community presence

Increase in memberships

The Toodyay Theatre Group was able to open new income streams which resulted in major upgrades to their audio visual equipment, costumes and set design.

Increase in performance ticket sales (Over 800 tickets sold in 2018!)

Partnerships with organisations such as the Shire of Toodyay’s Toodyay Community Program, Toodyay District High School, Toodyay Community Resource Centre & Toodyay Chamber of Commerce.

JOURNEY TO INCLUSION - WHAT'S NEXT?

It's time to start your inclusion journey, but where do you start?

The best place to start is by completing the practical elements in this resource, and breaking inclusion into to three steps:

1. **Physical Access**
2. **Functional Opportunity**
3. **Social Inclusion**

PHYSICAL ACCESS

Is my club or group physically accessible?

This checklist has been based on a You're Welcome WA Access Initiative resource.

- Clearly signed accessible parking close to the main entrance
- Drop-off bay close to the main entrance
- Firm, continuous path free of obstructions and without steep slopes
 - Parking to the main entrance
 - Throughout the facility
- Good lighting
 - Parking area
 - Around the facility
 - Within the facility
- Unisex, accessible toilets
- Unisex, accessible change rooms
- Walkways & Corridors free of obstructions
- Spectator seating area
- Clear directional & informative signage
 - Large font size
 - Clear, easy-to-read print
- Ramps
 - Parking area
 - Drop-off bay
 - Entrance
 - Within the facility

Does my club or group give people the opportunity to share an ordinary place?

- Review physical access checklist
- Review parking options
- Review public transport options
- Review times of our events & activities
- Consider the community perception of our club or group & areas we can improve

If you can't tick all of these boxes, don't be hard on yourself. Social inclusion is still achievable without ticking all of the physical access boxes!

If you are looking for guidance to improve your physical access, you can:

- Approach your local government
- Research grants opportunities to improve access
- Use the skills within your membership base to make small changes (i.e. a Carpenter to widen a doorway)



FUNCTIONAL OPPORTUNITY

Does my club or group give people the ability to contribute and have choice & control?

Create a list of all of the ways people can be involved in our club or group

- Participation roles
- Volunteering roles

After creating this list:

- Promote all volunteering roles to our members
- Ask members to obtain roles that match their knowledge, skills and passions
- Promote all participation roles to the wider community
- Promote all volunteering roles to the wider community

Not sure how to find out the knowledge, skills and passions of your members? Try this!

Head, Heart, Hands is a skills and passions audit. It seeks to inspire and support people to discover their strengths and gives your club or group the opportunity to apply individual passions and interests to specific roles and tasks.

Simply ask your members these questions to unlock all of the skills and passions within your club or group!

Head	Heart	Hands
What are you knowledgeable about? e.g. history, emotional intelligence, finance	What are you passionate about? e.g. social justice, music, cooking	What are you good at doing? e.g. listening, welcoming others, gardening

SOCIAL INCLUSION

Social Inclusion is a cultural & attitudinal change. The smallest change, can make the biggest difference to the culture at your club or group.

- Nominate a "Welcomer"
- Review your Code of Conduct to reflect the culture you are looking to achieve
- Host regular social events around shared interests (i.e. food based)
- Acknowledge volunteer contributions with awards
- Acknowledge inclusive behaviours with awards
- Develop partnerships within your community to strengthen your club
- Treat all members equally
- Participate in Profession Development opportunities (i.e. Social Inclusion Training)
- Develop relationships with other inclusive clubs
- Strengthen your relationship with your Local Government staff
- Utilise various communication methods
- Promote inclusive language
- Respect the diverse backgrounds of all people
- Get to know your members using *Head, Heart, Hands*
- Give members to opportunity to contribute their knowledge, skills and passions
- Provide development opportunities for your volunteers
- Actively seek feedback from your members
- Give your members a voice in decision making (i.e. strategic planning)
- Celebrate your success and share it with the wider community
- It's okay to make mistakes - Learn from them!

For further advice, support or guidance around how you can be more inclusive, give Inclusion Solutions a call!

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