

Our Journey Begins

Historical Impact and Key Terms

The content, terms and resources shared in this summary document will assist in building an understanding of how our past impacts our present experiences. Reflecting upon the many aspects of our shared history and evolution through time will be informative, reaffirming and/or taxing. The content in this summary is extremely heavy. It could introduce new perspectives, question what we have come to know or be a trigger for some. In the spirit of supporting your expressed desire for open exploration, we encourage that you be mindful as you progress through this document and exercise self-care.

Revisiting how the past has shaped societal structures and in particular the world of work will help to develop insight into the inherent systemic advantages and disadvantages that create inequities and limit our individual and collective potential today. Exploring concepts within the context of our shared history will build greater understanding of such topics as the common human occurrence of unconscious bias and the benefit of adopting a Gender-based Analysis Plus (GBA+) approach to bolster your journey through the six steps to create a customized inclusive hiring strategy to meet your needs.

Colonization and Colonialism in Context

Understanding the deeply rooted beginnings of the Canada we know today is how we will reconcile our shared past and build a bridge to the Canada we want to pass on to future generations. Coming together to honour and celebrate our strengths and create an inclusive society where all can thrive is at the foundation of creating a customized inclusive Person-centric Hiring Strategy.

- Long before the arrival of European explorers and traders, North America was occupied by Indigenous Peoples. Indigenous Peoples have been in North America since time immemorial. In recent times, remains have been found which date back to between 21,000 and 10,000 B.C. (approximately 23,000 to 12,000 years ago.)
- It is said that everyone comes from somewhere, and the vast majority of Canada's population is descended from European immigrants who arrived in the 18th century or later.
- From ancient times to the beginning of the 20th century, powerful countries openly expanded their influence through colonialism.
- Colonialism is the practice of one country taking full or partial political control of another country and occupying it with settlers for the purposes of expanding their reach and profiting from its resources and economy.
- By the outbreak of World War I in 1914, European powers had colonized countries on virtually every continent. While colonialism is no longer so aggressively practiced, some might say there is evidence that it remains a force in today's world.

In Canada, colonization occurred when large groups of European immigrants migrated to our shores. Some may describe the early relationship as mutually beneficial for settlers and the Indigenous Peoples, but as numbers grew and differing fractions emerged, the relationship changed. Each group had its competing priorities based on fundamentally different values such as:

- The role and place of women
- Ownership and use of the land
- Who should govern and run the society
- Education and child-rearing
- Religious and spiritual pursuits

As is the practice of colonization, the group taking control imposes its cultural values and religion, and make laws and policies that typically do not favour the Indigenous Peoples. They seize the land and control access to resources and trade. As a result, the Indigenous people are often displaced and ultimately forced to become dependent on colonizers.

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Today, Canadians have begun to acknowledge that we are all the product of our history and more specifically the lasting impact of colonization and generational trauma on our Indigenous families and communities. To redress the legacy of residential schools and advance the process of Canadian reconciliation, the Truth and Reconciliation Commission of Canada introduced the [Calls to Action](#) in 2015. The progress has been slow; however, with the establishment of a National Council for Reconciliation to work in consultation and collaboration with our Indigenous Peoples across all levels and sectors of the Canadian society, we are beginning to see some tangible action. There is much more work to be done, and there is much that can be learned from the enduring resilience of the Indigenous Peoples. It is a testament of the strength of their ancestors that the Indigenous People and their culture remain at the foundation of our evolution as a Nation.

In the continued evolution of our nation, the fundamental societal structures born out of our colonial roots not only continue to impact our First Peoples, they create inequities and challenges for the vast majority of Canadians who are descended from European immigrants who arrived in the 18th century or later. Descendants from enslaved Africans, and other immigrant groups and marginalized communities have through time faced the devastating impact of biased policy and practices upheld through what we recognize as systemic racism today.

Re-evaluating entrenched practices with an anti-racism perspective based on the fundamental belief that all humans deserve equitable treatment; Canada will right the wrongs of the past and build a nation that fully celebrates the rich diversity of all Canadians that are the product of vibrant immigrant cultures through time. Systemic Racism and anti-racism are defined further under the key terms and definition segment of this document.

Source:

[The Canadian Encyclopedia – Indigenous Peoples in Canada](#)

[Colonization Pulling Together: Foundations Guide](#) -Kory Wilson and Colleen Hodgson (MNBC), Kory Wilson is licensed under a Creative Commons Attribution-Non Commercial 4.0 International License, except where otherwise noted.

[Thought Company - What is Colonialism Definitions and Examples](#)

[Truth and Reconciliation Commission of Canada introduced the Calls to Action](#)

[National Council for Reconciliation](#)

Actions and Activities to Explore

To learn more about what actions individuals and organizations can take to initiate or promote positive change through inclusion, diversity, equity and access, check out the following resources.

- [Actions for Individuals, Leaders and Organizations](#) – Solution Summary of General Actions to Promote IDEAS
- [Three Steps to Understanding Racism in Canada](#) – Solution to Promote Anti-racism in the Workplace
- [10 Actions You Can Take](#) – Government of Canada 50–30 Challenge: What Works Toolkit (WWTK).
- Understanding Advantage and Disadvantage – Solution Self-Reflection Exploring Inequities in daily Life
 - [Advantage and Disadvantage Self-reflection Activity EN](#)
 - [Self-Reflective Questionnaire EN](#)
 - [Advantage and Disadvantage Self-reflection Activity FR](#)
 - [Self-Reflective Questionnaire FR](#)
 - [YouTube Privilege Walk Video](#)

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Gender Equality through Time

Gender equality is the belief that all individuals deserve the same rights and privileges, regardless of their gender.

As civilization evolved through the hunting and gathering, agricultural, industrialization and technology eras, many cultures, around the world, assigned different roles and responsibilities to different genders. It is important to recognize that gender roles are created and imposed by a society onto individuals. Further, every aspect of an individual's experience is influenced by their assigned gender roles and associated socialization.

Most western societies emerging from colonialism developed concepts of gender, based upon the perspective that there are two genders (women/men), two sexes (female/male), and two sexualities (heterosexual/homosexual). Indigenous cultures have revered their Two Spirit gendered persons who embody both the male and female spirit assigning gender roles distinct from the traditional binary female/male gender roles. Hundreds of distinct societies around the globe have their own long-established traditions for multiple genders.

Today, many different groups continue to debate the specific relationship between [biological sex and gender](#). No matter the relationship, what is clear is that a person's sex and gender greatly influence the way they understand themselves, as well as how others treat them and how they interact with society.

Exploring gender equality through time with this in mind provides insight into how to create an equitable person-centric workplace that is free of restrictive gender-based biases.

Throughout the 19th century in Canada, gender roles and responsibilities were assigned based on the assumption that one gender, often the male gender, was superior, and granted rights and privileges not available to persons of other genders. This assumption was reinforced through religious and cultural beliefs and seen in tangible ways. For example, only (white) men could own property, vote in elections or hold public office. There was a prevailing belief that men were better suited to public life and that women were more suited to private or domestic life that included, household duties, child rearing, and being caregivers and supporters to men. There was a belief that women could not contribute to political life as their assigned role was seen to be inconsistent with politics. They were further, thought to lack the knowledge essential to casting an informed vote, considered too weak, and too easily led, not logical in their thinking and overly emotional. It was feared that wives and daughters would vote the same way as their husbands and fathers and so provide an unfair advantage.

In 1916, suffragettes, (mainly white middle and upper class women) organized, mobilized, coordinated their efforts and made their voices heard. Recognizing that women made up approximately 50 percent of the population and represented untapped votes for political parties, white women in some provinces were granted the right to vote. Manitoba was the first province to give women the right to vote, with Quebec not gaining the vote until 1960. It is recognized that the early suffragette movement was not inclusive and that experiences, rights and privileges of white middle/upper class women in Canada today remain different from those of an Indigenous, Black, or Women of Colour.

Many people assume that gender equality is a women's issue, about the women's rights movement or feminism. The women's rights movements is seen as focusing specifically on supporting women in their quest for equal access to opportunities. Today, most but not all feminists support gender equality and seek to improve circumstances for all individuals, regardless of gender. On the other hand some supporters of gender equality do not consider themselves to be feminists.

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Historical Milestones for Gender Equality

- In 1916 women first gained the right to vote in Manitoba, with Quebec being the last province to secure the vote for women in 1960.
- The “Persons Case” in 1929 where the Famous 5: Henrietta Muir Edwards, Nellie McClung, Louise McKinney, Emily Murphy and Irene Parlby, succeeded in having women defined as "persons" in Section 24 of the British North America Act and thereby, became eligible for appointment to the Senate is a historical milestone.
- During the First World War, women took on a number of jobs previously reserved for men. Women proved that their abilities had been underestimated. After the war, women also gained the right to vote in both the United Kingdom and the United States.
- Gradually ideas began changing about gender equality, fairness and the positive contribution of women to Canadian public life.
- Today women and non-binary genders are more active in Canadian political life, however, they are still underrepresented in the House of Commons and face obstacles to full participation in political life.

Gender equality is not about treating all genders the same, erasing the differences between genders, eliminating gender as a concept, or devaluing the contributions of the different genders. Gender equality is about celebrating all genders and ensuring that all persons deserve the same rights and privileges, regardless of their gender.

Equity refers to a feeling or perception of justice in relation to a given situation. It designates an approach to correct the historical disadvantages existing between groups. For example, according to UNESCO, gender equity means "differentiated treatment, aimed at restoring gender balance, and granted to women or men in order to compensate for the historical and social imbalance that prevent them from participating actively and equally in the development of their society. Equity is a means used to achieve equality”.

Source: [Gender Equality – The Canadian Encyclopedia](#)

[Voting Rights Through Time – Elections Canada](#)

[The Embryo Project Encyclopedia – Biological-Sex-and-Gender](#)

[Introduction to Gender-Based Analysis Plus Self-directed course](#)

Disability Rights Movement in Canada

The Canadian disability rights movement arose in the latter half of the 20th century. It includes multiple social movements that take a similar but distinct approach, advocating civil rights for almost four million people with physical, sensory and cognitive impairments — nearly 14 per cent of the Canadian population.

Disability rights activists and their allies lobby all levels of government to enact barrier-free policies and legislation for people with disabilities, mainly in the areas of employment, transportation, education and housing. Activists work to build a sense of identity within the disability community by highlighting common experiences of inaccessibility and discrimination. Canadian disability activists have been remarkably successful on both fronts, promoting greater awareness of disability issues that has led to the enactment of progressive legislation to secure certain rights and opportunities.

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Accessibility in the broadest terms is about making a commitment beyond creating an inclusive physical environment to encourage, attitudes, behaviours and procedures that facilitate equity and diversity and optimizes the contributions of everyone in the organization.

A summary of the Disability movement, activities and progress across the 'Late 19th and Early 20th Centuries' through to the 21st Century in Canada is outlined in [The Disability Rights Movement in Canada article published by Dustin Galer](#), updated on April 23, 2015.

Source: Galer, Dustin."Disability Rights Movement in Canada" published in [The Canadian Encyclopedia, 23 April 2015.](#) - [Accessed 20 June 2023.](#)

Additional Resources to Explore:

- [Canadian Museum for Human Rights](#) - The Canadian Museum for Human Rights is the first museum solely dedicated to the evolution, celebration and future of human rights. Check out the gallery themes, educational resources and their blog for the latest news on exhibits and programs.
- [Council of Canadian with Disabilities](#)
- [Toronto Metropolitan University](#) - Over two decades, the School of Disability Studies has moved the needle on discussions about disability to something beyond accessibility and access to buildings
- [Disability Rights Promotion International](#)
- [A Benefit without Barriers: Co-creating Principles and Recommendations for Canada Disability Benefit Administration](#) - March of Dimes and Prosper Canada

Understanding How Key Concepts and Terms Evolve Over Time

As we explore our journey through time, we gain an appreciation for the reality that history isn't set in stone. As civilization evolves and new facts emerge, it is revisited. It is in this spirit that we explore how key concepts, practices and terms take shape. Further, many terms used in the Canadian media or in legal and/or legislative policies and practices have evolved over time and for the most part have been an external creation, thrust upon persons and groups of people from outside their communities.

Respecting how terms came about, that they are fluid and can be used differently by different persons in different context will assist you in defining your role description and posting. Further, understanding how terms are tied to an individual or group's identity is an important first step toward an informed application within your hiring strategy and daily discourse in the workplace.

Indigenous

Many terms have been used by the Canadian media to refer to the original inhabitants of Canada: Indian, First Nations, Native, Aboriginal and Indigenous. However, the term used in public discourse is important because it's tied to identity and it matters whether this identity is provided by outside officials or by the group itself.

The term "Indian" might be the most obvious example of a name being thrust upon First Nations from those outside their communities. The term "Aboriginal" was also considered to be an external creation and prompted the Association of Manitoba Chiefs and the Anishinabek of Ontario to reject it in 2014. As well, "Aboriginal" continues to carry legal ramifications as it is used in the 1982 Canadian Constitution in Section 35 and in the Charter of Rights and Freedoms.

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Recently, the term “Indigenous” has gained credence as a more appropriate terminology since it refers to rights laid out in the United Nations Declaration of the Rights of Indigenous Peoples. Both terms, Aboriginal and Indigenous, are tied to legal documents with important consequences regarding consultation and rights, although Indigenous carries a more global undertone.

Source: [From Aboriginal to Indigenous: Changing Terms - 2018 Maclean's](#)

In the 50-30 Challenge [Publicly Available Specification document Section 3.5](#), Aboriginal and/or Indigenous Peoples as adapted from *Statistics Canada (2013) Statistics on Indigenous Peoples*, is defined as follows:

3.5 “Aboriginal” and/or Indigenous Peoples

Indigenous Peoples refers to the original peoples of North America and their descendants. Indigenous Peoples refers to individuals identifying themselves as ‘First Nation Peoples, Métis Nation or Inuit’. These are distinct Peoples with unique histories, languages, cultural practices, and spiritual beliefs.

NOTE 1: The term ‘Aboriginal’ continues to be used in legislation and international definitions.

NOTE 2: Indigenous Peoples may self-identify as such or may be defined by their own relations to their communities

Source: Adapted from: [Statistics Canada \(2013\), Statistics on Indigenous Peoples](#)

Systemic Racism and the Stats

Canada, like many colonial states, experiences the lingering impact of systems put in place to benefit white European colonists while disadvantaging the Indigenous populations. In the form of what is defined as systemic racism the deeply rooted power dynamics are upheld and reinforced in every system of this country to extend its impact on racialized descendants and new racialized citizens.

Systemic racism, also known as institutional racism, refers to the ways that whiteness and white superiority become embedded in the policies and processes of an institution. This results in systems that provide advantages for white people and disadvantage Indigenous, Black and Persons of Colour (IBPOC), notably in employment, education, justice, and social participation.

According to a 2016 report from *Statistics Canada*, both Black women and men were less likely to obtain post-secondary education compared to the rest of the population in Vancouver, with a difference of about 10%. And the unemployment rate for the Black population was approximately one and a half times higher than for rest of the population. In terms of socioeconomic impact of COVID-19, around one-quarter of Indigenous people living in Canadian urban areas were in poverty, compared to 13% of non-Indigenous population in the same areas.

Source: [Red River College Polytechnic Library and Academic Services](#)

Anti-racism work is based on the fundamental belief that all humans deserve equitable treatment. That no matter who you are, you have a right to be treated fairly, without bias. In addition, when we talk about Indigenous, Black, and persons of colour, we often refer to them as “equity-seeking” groups. The emergence of the term “equity-deserving” groups is gaining recognition as a fundamental shift to address entrenched power dynamics.

Think about it. To seek something is to ask for something from someone else. And if equity is a right, which it is, no one should be put into the position of having to ask for it. The act of asking for something puts the asker in a vulnerable position. The asker assumes all the risk: the risk of appearing needy and the risk of giving control over to someone else.

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And what of the person or group put in the position of needing to respond to the ask. The “askee” becomes the one with all the power – the power to give, the power to deny, and the power to look the other way. Creating equitable systems, policies and practices helps to remove this dynamic and barriers of bias to promote the equitable treatment for all. Equity-Deserving and Equity-Seeking is explored further under terms and definitions section of this document.

Source: [Queens University Human Rights and Equity Office – Key Terms](#)

According to the [Canadian Race Relations Foundation](#) (CCRF), some of the many incidents, legislations, movements, genocide, etc. that inform how systemic racism has evolved and currently operates in Canada, include:

- [Colonialism and Colonization](#)
- [Residential Schools \(1886-1996\)](#)
- [Refusing entry to South Asians \(1914\)](#)
- [Slavery \(1628-1800s\)](#)
- [Immigration Policies](#)
- [Exclusion of Jewish Refugees \(1939\)](#)
- [Indian Act \(1876-Present\)](#)
- [Chinese Head Tax \(1885-1949\)](#)
- [Japanese Internment Camps \(1941-1949\)](#)

Additional Resources

You are also encouraged to read the following articles to help you to navigate difficult conversations about racism for more guidance on this topic.

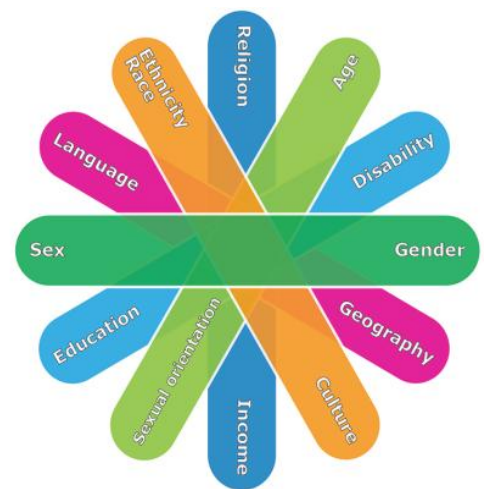
- [An Anti-Racism Reading List from Penguin Random House Canada](#)
- [NPR: ‘Not Racist’ Is Not Enough: Putting In The Work To Be Anti-Racist](#)
- [Chatelaine: What Is Systemic Racism?](#)
- [There’s No Racism in Canada — A timeline](#)

Gender-based Analysis Plus (GBA+)

We all experience the world from our own gendered perspective, and our gender intersects with many different identity factors that make us who we are.

Gender-based analysis (GBA) is an analytical process that provides a rigorous method for the assessment of systemic inequalities, assesses the potential impacts of policies, programs, services, and other initiatives on diverse groups of women and men, taking into account all genders and related identity factors.

The “Plus” in the name highlights that GBA+ goes beyond gender and includes the examination of a range of other intersecting identity factors (such as age, education, language, geography, culture, abilities and income etc.).



We often assume that our work or our policies apply to everyone equally and there are no gender or diversity issues to consider. A GBA Plus approach helps us to check our assumptions. It provides a thorough method of assessment to uncover potential systemic inequalities, as well as a means to assess how diverse groups of women, men, and gender diverse people may experience policies, programs and initiatives differently.

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GBA Plus helps us recognize and move beyond our assumptions, to uncover the realities of people's lives, and find ways to address their needs. Looking at issues and assumptions from a broad perspective and gathering facts to build understanding can help us develop options that honour our diversity and promote inclusion.

Source: [Women and Gender Equality Canada](#) and the free self-directed [GBA+ Online Course](#)

Think of using a Gender-based Plus Lens as putting on spectacles to consider the different life situations and socio-economic realities, and more. Using a gender lens that is different from our own lived experience, can provide a clearer picture, so that we can see better the participation, needs and realities of all genders and all diverse intersecting identity factors

To create happy, healthy families and communities in all their rich diversity, we need to develop equal, respectful collaborative partnerships between women, men and all genders living the full range of intersecting diversity in Canada.



In [this video produced by the city of Edmonton](#) we see how using a GBA+ approach will help to build understanding of how different genders and diverse people experience policies, programs and services. A GBA+ approach can assist in creating an inclusive hiring practice that works well for everyone.

Source: [Beyond sex and Gender](https://women-gender-equality.canada.ca/en/gender-based-analysis-plus/microlearning-videos/gbaplus-beyond-sex-gender.html) <https://women-gender-equality.canada.ca/en/gender-based-analysis-plus/microlearning-videos/gbaplus-beyond-sex-gender.html>

Equity and Equality

Equity: is ensuring that everyone gets the support and resources they need to be successful and fully participate. It offers intentional approaches to correct the historical disadvantages existing between genders and groups.

Equality: is achieved through the equitable distribution of tools and resources, and provides access to required information, knowledge and training. It recognizes that not everyone benefits when everyone is treated exactly the same and are offered the same supports.

Equity vs. Equality



Equal Treatment – Equal Resources



Equitable Treatment – Equitable Resource Allocation



Systemic Barriers Remove This is Equality

Equity is about identifying and removing barriers so that everyone has the equal opportunity to thrive.

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According to UNESCO, gender equity means "differentiated treatment, aimed at restoring gender balance, and is granted to women or men in order to compensate for the historical and social imbalance that prevent them from participating actively and equally in the development of their society. Equity is a means used to achieve equality".

Equity Seeking and Equity Deserving Defined

In Canada, groups generally considered to be historically "**equity-denied groups**" include women, Indigenous people, and people living with disabilities, people who are part of LGBTQ2+ communities, religious minority groups and racialized people. The types of equity-denied groups may vary based on factors such as geography, socio-cultural context or the presence of specific subpopulations.

Some people may prefer using the term "**equity-deserving groups**" because it highlights the fact that equity should be achieved from a systemic, cultural or societal change and the burden of seeking equity should not be placed on the group. Others argue that this term could be seen to imply that not all people are deserving of equity.

NOTE: The foundational premise of an Inclusive Person-centric Hiring Strategy is that all persons deserve equity and that through intentional inclusion, diversity, equity and access efforts we will achieve a more equal and prosperous society for all.

In the [Publicly Available Specification \(PAS\) document](#) developed by the Diversity Institute, and sponsored by the Standards Council of Canada in support of the Government of Canada's 50 – 30 Challenge in the [WWTK – 10 Actions You Can Take - Section 3.1](#) Equity-Deserving Groups are discussed as follows:

3.1 Equity-Deserving Groups

The Challenge's equity-deserving groups include those identifying as: Racialized, Black, and/or People of Colour ("Visible Minorities"), People with disabilities (including invisible and episodic disabilities), 2SLGBTQ+ and/or gender and sexually diverse individuals, and "Aboriginal" and/or Indigenous Peoples. The program and participants recognize First Nation Peoples, Métis Nation, and Inuit as founding Peoples of Canada and under-represented in positions of economic influence and leadership.

Equity-seeking groups work on behalf of persons or a group of people who, because of systemic discrimination, face barriers that prevent them from having the same access to the resources and opportunities that are available to other members of society, and that are necessary for them to attain just outcomes. These groups identify barriers to equal access, opportunities, and resources due to disadvantage and discrimination and actively seek social justice and reparation.

The term "equity-seeking group" is also defined in the context of public service staffing in the Public Service Employment Act. Some people may prefer using the term "equity-seeking group" because it highlights the actions of the communities that fight for equal access to resources and opportunities by actively seeking social justice and reparation.

Equity-deserving and equity-seeking should not be confused with "**designated groups**" as defined in the Employment Equity Act, which are women, Indigenous people, persons with disabilities and members of visible minorities.

Source: [Publications Guide on Equity, Diversity and Inclusion](#)

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Gender Terms and Definitions

It is important to acknowledge that when confronted with a series of new terms and concept it is easy to become overwhelmed and/or question the benefit developing a broader understanding of terms that may be foreign to us. These terms and concepts are very personal elements of our very personal gender identity. Each of us will determine what, when and with whom we may choose to share this part of ourselves. To be an inclusive ally we do not need to commit these terms to memory, but instead to use them to support your journey when an individual self-identifies and shares some aspect of their gender identity with you. A workplace attempting to be inclusive will want to ensure these terms are not used to label or judge others, but to help us respect the complexities of how gender shapes who we are.

Gender Identity: An individual's sense of their own gender, typically identified as man, woman, or nonbinary.

Gender Expression: The way an individual expresses their gender to the outside world, through clothing, hairstyle, interests, mannerisms and movement. It is typically labeled as masculine, feminine, or androgynous.

Sexual Orientation: The part of an individual's identity that describes to whom they are sexually attracted.

2SLGBTQAI+: The acronyms or initialism were created to reflect the evolving diverse and complex nature of all members of the LGBT2SQIA* and other communities. Each letter or grouping represents a specific identity within the diverse range of sexual orientation, gender expression and gender identities.

Often, the terms gender and sexual diversity (GSD) or sexual and gender minority (SGM) persons can be used to describe 2SLGBTQAI+ issues and persons (the order and acronym itself may vary based on the organization or context of use.) i.e. Two Spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Asexual, Intersexual and sometimes a plus or asterisk to indicate that other sexual or gender minority identities can be read in.

2-Spirit or Two-Spirit: An English umbrella term to reflect and restore identities and roles honouring the fluid and diverse nature of gender and attraction and its connection to community and spirituality in Indigenous traditions forcibly stamped out by colonization.

Lesbian: A person who identifies as a woman and experiences attraction to people of the same sex and/or gender.

Gay: A person who experiences attraction to people of the same sex and/or gender as themselves. Gay may be used by individuals of a diversity of genders, or may refer specifically to men who are attracted to other men.

Bisexual: A person who experiences attraction to both men and women. It may also describe the experience of attraction to individuals of the same sex and/or gender and individuals of different sexes and/or genders.

Transgender or Trans: A person, whose gender identity does not correspond with what is socially expected, based on their sex assigned at birth. It can be used as an umbrella term to refer to a range of gender identities and experiences.

Queer: This term has been reclaimed by some LGBTQ communities as a term of pride and affirmation of diversity. It can be used to encompass a broad spectrum of identities related to sex, gender, and attraction, or by an individual to reflect the interrelatedness of these aspects of their identity.

Questioning: Is often included in the initialisms to remind us to embrace the fact that for many people understanding one's identity is an ever-changing process that can take place over be a long period of time.

Asexual: A person who does not experience sexual attraction, or who has little to no interest in sexual activity.

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Intersex: A person, whose chromosomal, hormonal or anatomical sex characteristics fall outside of the conventional classifications of male or female.

NOTE: Acknowledging the fluid and changing nature of the 2SLGBTQAI and other commonly used terms related to sexual orientation, romantic attractions, gender identity and gender expression you are invited to check out this online list shared by Egale Canada <https://egale.ca/awareness/terms-and-definitions/>.

Source: Human Rights Trust. [LGBTQI2S Glossary of Terms. Egale](#) and [Humber College](#)

Additional Thoughts and Resources

How to Share Knowledge and Commitment to Inclusion, Diversity & Equity

In an article published (July 21, 2020) by [Humber College](#), we are reminded that while many of these terms/acronyms are provisional and can be used differently by different persons in different contexts. It is further, important to remember that individuals identify themselves and will share aspects of their diverse identities at a time of their choosing. Making assumptions or labeling of others does not foster promoting culture of inclusion, diversity, equity and access. Equity is a collaborative process that requires the involvement of people from both equity-seeking groups (persons historically and/or currently underrepresented or underserved) and the dominant group who differ in their power, privilege and lived experiences and share a commitment to increasing equitable outcomes.

Commitment Statement Example: Inclusion, Diversity and Equity ([Example extracted from Humber College](#))

(Insert Company's Name) is committed to ensuring that principles of equity and diversity are instilled as values throughout ()'s culture. Increasing the use of inclusive language in all communications throughout the organization can enhance inclusion in our learning, working and living environments. "Inclusive language strives to promote all people – regardless of difference – as full and valued members of society by selecting vocabulary that avoids exclusion, the use of false stereotypes, and the use of descriptors that portray groups of certain people as dependent, powerless, or less valued than others".

Canadian Human Rights Act: The human rights of all persons are universal and indivisible. Everyone should enjoy the same fundamental human rights, regardless of their sexual orientation and their gender identity and expression. ([Article 1](#), [Article 2](#))

Source: [Canadian Human Rights Act](#)

Catalyst: [LGBTQ+](#)

[Egale Canada Human Rights Trust](#)

[The 519](#)

The Savvy Ally: A Guide to Becoming a Skilled LGBTQ+ Advocate, Jeannie Gainsburg (2020) offers readers a wide range of relevant information and techniques for respectful dialogue and how to navigate difficult conversations. Rowman & Littlefield ([Preview](#))

Resources/Links: See the detailed list of the resources and citations used in the development of this step on the [Resource Citations Page](#).