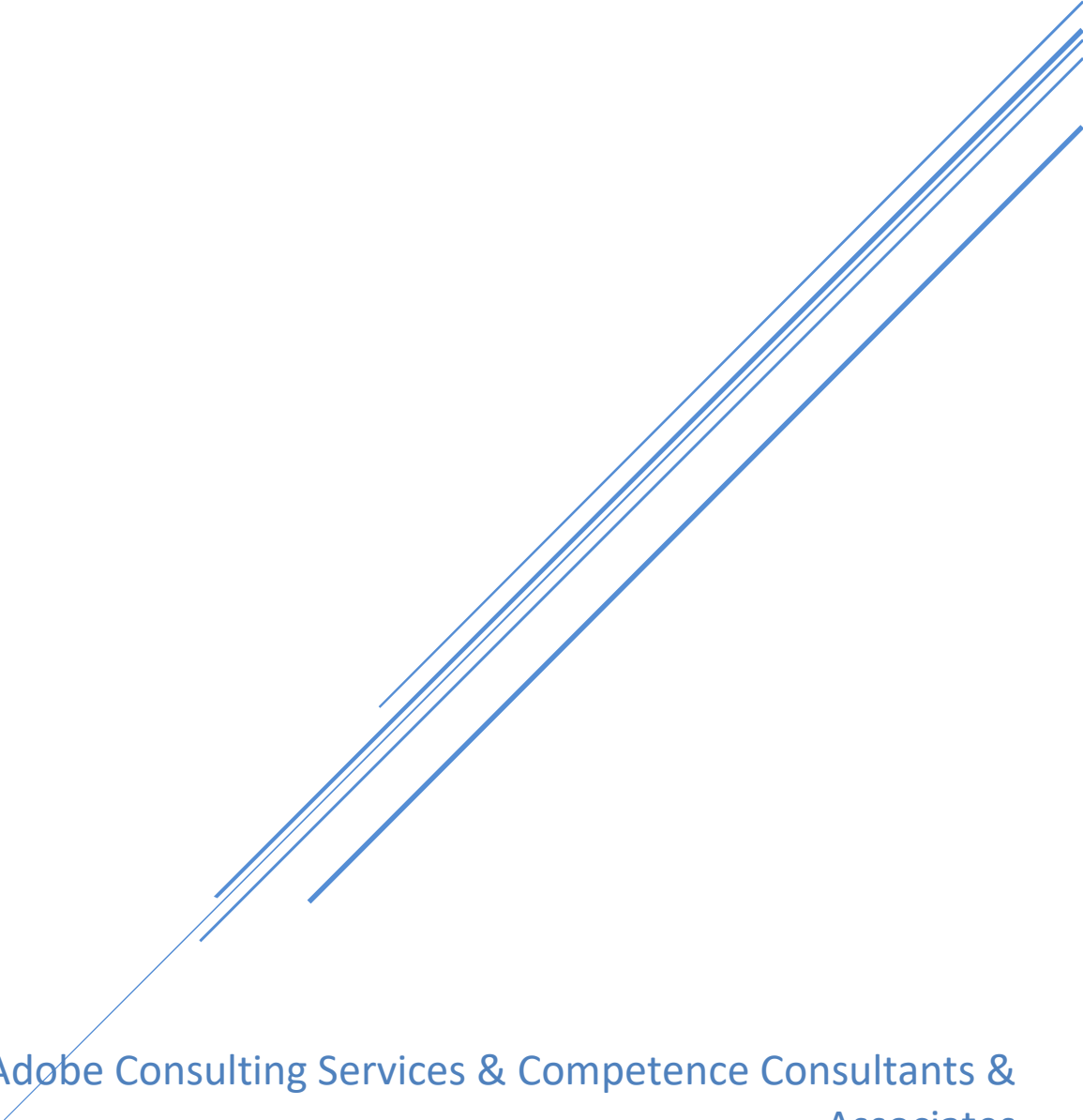




# TORONTO HIV/AIDS NETWORK VOLUNTEER HIV CORE TRAINING (THN)AR, AO MODULE

Slides with Notes & Workbook

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Adobe Consulting Services & Competence Consultants &  
Associates  
Antiracism, anti-oppression framework

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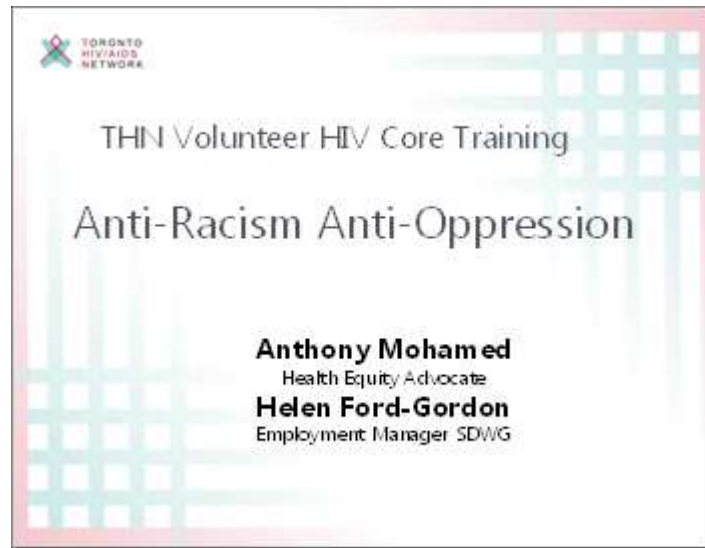
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## Anti Racism, Anti Oppression Framework Slide 1

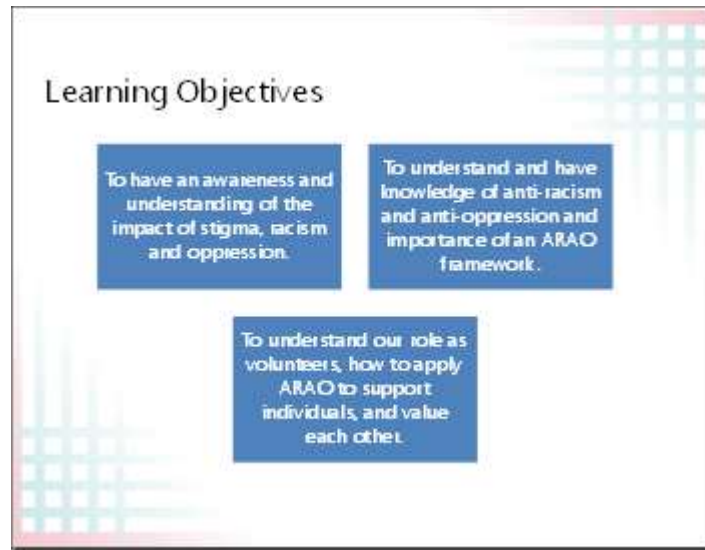


### Acknowledgements & Thanks



*THN partner organizations and members who provided invaluable work and input in the development of this training module. Thanks to the developers Douglas Stewart of Competence Consultants & Associates and Beth Jordan of Adobe Consulting Services Tony Nobis– We remember Tony Nobis (OAHAS) who gave great support to the training program, an original leader on this module and gave the Life to this module to it.*

### Learning Objectives - Slide 3

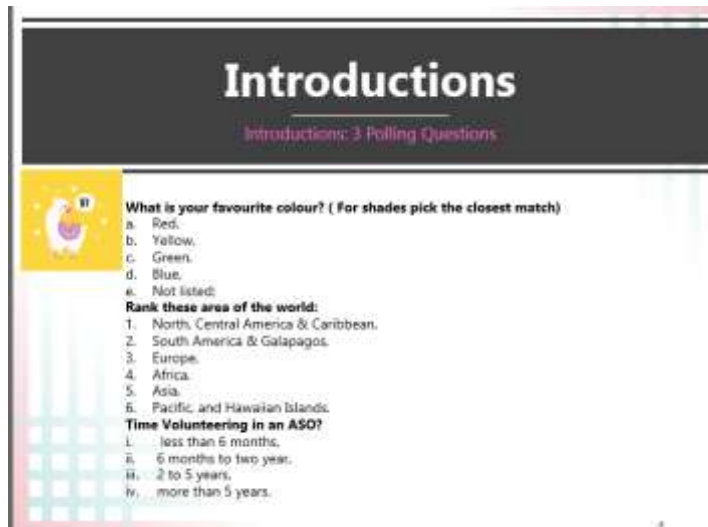


Reinforce Ground Rules/Expectations – ARAO Principles. Introduce the Ground Rules as a tool to communicate ARAO expectations and the intended interactions and environment. Remind participants of the potential emotional impact and possibly challenging dialogue and learning. Reinforce the Ground Rules as key tools for everyone to be mindful of and follow to help the group to not only move constructively and respectfully through the training but to also model culturally competent ARAO practice. *[Ground rules reviewed opening session- highlight again for this module- they will be in front of their binders]*

5. Encourage participation in introduction – important way to help participants learn and to learn with people from diverse agencies.

6. Introductory Exercise – to assess where the participants are in their knowledge of AR/AO

## Introductions Slide 4



What is your favourite colour? Red, Yellow, Green, Blue, Not listed.

Rank these area of the world- North America Caribbean, South America, Europe, Africa, Asia, Pacific and

Time Volunteering in an ASO? - less than 6 months, 6 months to two year, 2 to 5 years, more than 5 years.

## Land Acknowledgement Slide 5



The initial goal is to deliver the Land Acknowledgement.

- I acknowledge the land I am standing on today is the traditional territory of many nations including the Mississaugas of the Credit,



the Anishnabeg, the Chippewa, the Haudenosaunee and the Wendat People and is now the home to many diverse First Nations, Inuit, and Métis peoples.

- I also acknowledge that Toronto is covered by Treaty 13 signed with the Mississaugas of the Credit, and Williams Treaty signed with multiple Mississaugas and Chippewa bands.
- T'karonto is built on sacred land that is part of an agreement between Indigenous peoples and then extended to allied nations to peacefully and respectfully care for it by personally making a land acknowledgement you are taking part in an act of reconciliation, honouring the land and Indigenous heritage, which dates back over 10,000 years.

### **Secondary DO NOT FOREWORN THE PARTICIPANTS Demo of Privilege by Position, Toxic Male Masculinity, and "Karen" Attitude.**

Facilitators will talk over and correct a proper response to 1 male, 1 female and the 4<sup>th</sup> respondents.

It's important to note that the terms "toxic masculinity," "privilege by position," and "Karen attitude" are subjective and can be interpreted differently by different people. However, I can provide a general idea of how these concepts might be discussed within an anti-racism and anti-oppression framework.

### **Toxic Masculinity:**

- Toxic masculinity refers to cultural norms and expectations surrounding traditional male behavior that can be harmful, such as the suppression of emotions, dominance, and aggression.
- In an anti-racism framework, toxic masculinity may manifest as behaviors that perpetuate stereotypes or contribute to a culture that marginalizes certain racial or ethnic groups.
- For example, expressions of dominance and aggression may be used to assert racial superiority, reinforcing power imbalances.

**Privilege by Position:**


- Privilege by position acknowledges that certain individuals, often due to their social identity or position, may enjoy unearned advantages in society.
- In an anti-racism framework, privilege by position can be exemplified by individuals in positions of power who may not be aware of or acknowledge the systemic racism affecting others.
- This could involve individuals benefiting from a system that disadvantages people of color, without recognizing or actively addressing the inequities.

**"Karen" Attitude (Chad)**

- The term "Karen" is colloquially used to describe a person, often a white woman, who is perceived as entitled or demanding, especially in situations involving customer service.
- In an anti-racism context, a "Karen" attitude might manifest as a refusal to recognize or accept the experiences of people of color, dismissing their concerns or perpetuating racial stereotypes.
- This behavior can contribute to an oppressive environment by reinforcing the notion that certain individuals or groups are not deserving of respect or consideration.

In an anti-racism and anti-oppression framework, the goal is to promote awareness, understanding, and active efforts to dismantle systemic inequalities. Discussions around toxic masculinity, privilege by position, and "Karen" attitudes within this framework aim to highlight how these behaviors and attitudes can perpetuate oppression and contribute to an unequal society. It's crucial to approach these discussions with empathy, education, and a commitment to fostering positive change.

Group Guidelines Slide 6




### THN Group Guidelines

1. Respect for diversity; welcome and respect people where they are.
2. Have factual, realistic understanding of the group and differences within the group.
3. Be open and non-judgmental.
4. Fair and equitable treatment towards all.
5. Recognize power and privilege.
6. Information and process must be accessible to all.
7. Group members' commitment to participation.
8. Respectful attitude and behaviours towards all; this includes good listening.
9. Behaviours should reflect ethical conduct:
  - ☐ Acting with honesty;
  - ☐ Flexibility;
  - ☐ The willingness to be self-reflective;
  - ☐ The willingness to be self-critical;
  - ☐ To learn from others is a way of ensuring our own personal conduct is ethical.

Remind participant to use the slide back and forth to see all the options.


#### Group Guidelines Part 2 Slide 7



### THN Group Guidelines continued

10. Practice confidentiality:
  - o Inside the trainings and after they are over.
  - o Take care not to name others in your stories – individuals or agencies.
  - o Share your own HIV status if you wish; do not share the HIV status of others.
  - o Do not assume people are out about their HIV status. People may share their HIV status in one setting and not in another, for example, inside a program or agency but not outside of that.
11. Commitment to learning.
12. Classism, Racism, Ableism, Heterosexism, and Ageism, Sexism or any other form of oppression will be named and processed by the group and/or individually. In addressing an oppressive incident, we will identify, act, educate and sanction.


## THN Group guidelines PART 3 - Slide 8



### THN Group Guidelines continued

- 13. All people are accountable for their actions, gestures, mannerisms and words. People who cannot follow this ground rule will be asked to leave the session.
- 14. Cell phones on vibrate, take calls/texts outside of the training space.
- 15. Actively Listen
  - o Listen in silence
  - o Share the air - give others a chance to speak.
  - o Please avoid cross-talk or side conversations.
- 16. Use "I" statements – Let's each speak for ourselves, not others.
- 17. Take Care of Yourself
  - o Do what you need to do to feel comfortable and participate openly, with consideration for others.
- 18. Please help us to keep on time – for start time and returning from breaks.

## Polls Slide 9



### Polls

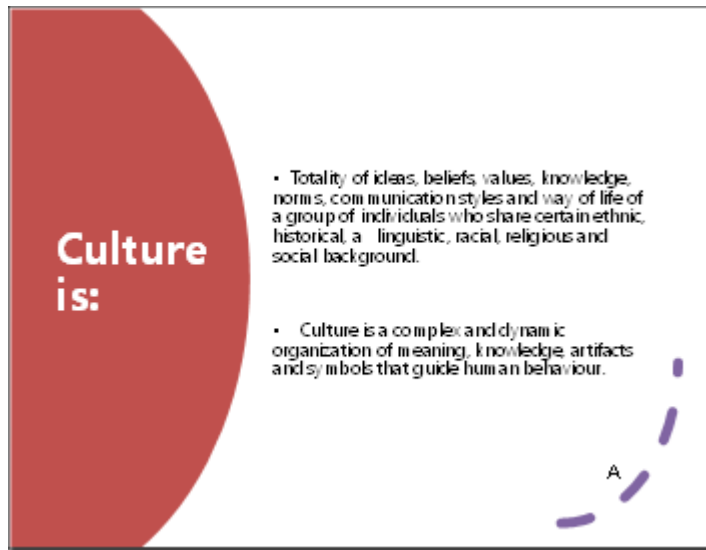
Question 1: - What number talks about "Respect for Diversity?"

Question 2: - What number talks about "Confidentiality?"

Poll Question 1 - What number talks about "Respect for Diversity?" 1, 5, 11; 13.

Question 2 - What number talks about "Confidentiality?" 3, 7, 10, 14.

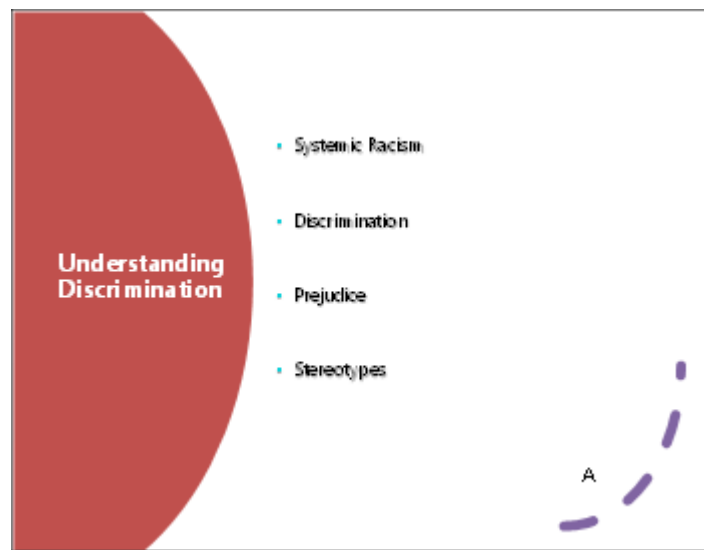
## Culture is - Slide 10



- Totality of ideas, beliefs, values, knowledge, norms, communication styles and way of life of a group of individuals who share certain ethnic, historical, linguistic, racial, religious, and social background.

Culture is a complex and dynamic organization of meaning, knowledge, artifacts, and symbols that guide human behaviour.

## Understanding Discrimination Slide 11



Discrimination is the **act of making unjustified distinctions between people based** on the groups, classes, or other categories to which they

belong or are perceived to belong. People may be discriminated against based on race, gender, age, religion, or sexual orientation, as well as other categories.

- Race
- Colour
- Ancestry
- Marital status
- Place of origin
- Family status
- Citizenship
- Record of offences (employment only, must have been pardoned)
- Ethnic origin
- Sexual orientation
- Age
- Creed (religion)
- Disability
- Receipt of social assistance (housing only)
- Sex (includes being pregnant, sexual harassment)
- Gender identity

#### Gender expression

Discrimination means unequal or different treatment or harassment that causes harm. The Ontario Human Rights Code is a provincial anti-discrimination law that applies to workplaces, housing, services, facilities, and to contracts or agreements. In most cases the Code only applies to discrimination that happened in Ontario. If you want to take legal steps to address an incident of discrimination, the deadline to do so is generally one year from the last discriminatory event or conduct.

People have the right to equal treatment and opportunities, without discrimination or harassment, in the areas covered by the *Code*. Not all unfair treatment and not all harassment is covered by the *Code*. The treatment or harassment must have been based on a ground and in an area covered by the *Code*.

The **areas** covered by the *Code* are:

- Employment

- Housing
- Contracts
- Services, goods, and facilities
- Unions or occupational/professional associations

If possible, refer to the initial exercise.

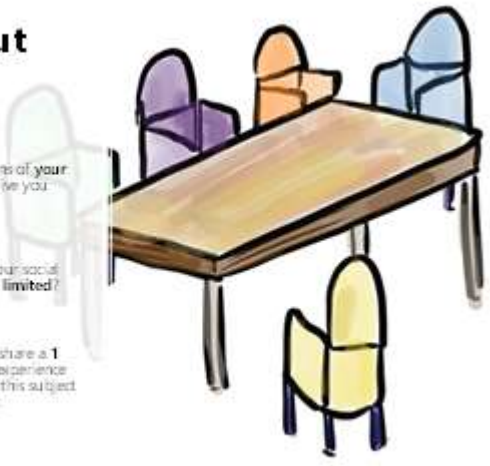
## Dimensions Of Cultural Diversity Slide 12



Think about your own identity - are there others?

The diverse world in which we live is a composite of many cultures, values, and ways of interacting with one another. The dimensions of diversity include gender, religious beliefs, race, marital status, ethnicity, parental status, age, education, physical and mental ability, income, sexual orientation, occupation, language, geographic location, and many more components. Understanding the dimensions of diversity and world cultures in Extension audiences will help ensure the development of instructional competencies that will connect with groups and individuals interacted with.

## Breakout Room Slide 13



**Breakout Rooms**

- What dimensions of your **own** diversity give you social power?
- Where might your social power may be limited?
- If comfortable, share a **1 minute story**, experience or thoughts on this subject with each other.

## What is an ARAO Framework? Slide 14



**What is an Anti-Racism Anti-Oppression Framework?**

- An approach that confronts all aspects of injustice & inequality within society's institutions, structures, systems and practices.
- The approach is intended to help us understand and get rid of racism and oppression in all its forms.
- **Active not passive!**

What do you think it is?

It is not a passive framework.

Many organizations make this mistake i.e., they create policies that contain this kind of language but do not realize the active and shifting nature of the framework.

### What is an ARAO Framework?

An anti-racism anti-oppression framework is a perspective or way of being in the world that confronts all aspects of injustice & inequality within society's institutions, structures, systems,



and practices, and is intended to understand and eradicate racism and oppression in all its forms.

ARAO is active not passive!

## It is Personal, Professional and Political

Over the course of the training, you will often hear the facilitator(s) refer to the three P's – personal, professional, and political.

Given that ARAO change work is not static, and it is an active form of resistance it is important to understand that this positive resistance happens at three levels each equally important and interconnected with each other.

### Personal

□ □ How we use our power and privilege in our day-to-day interactions with other individuals

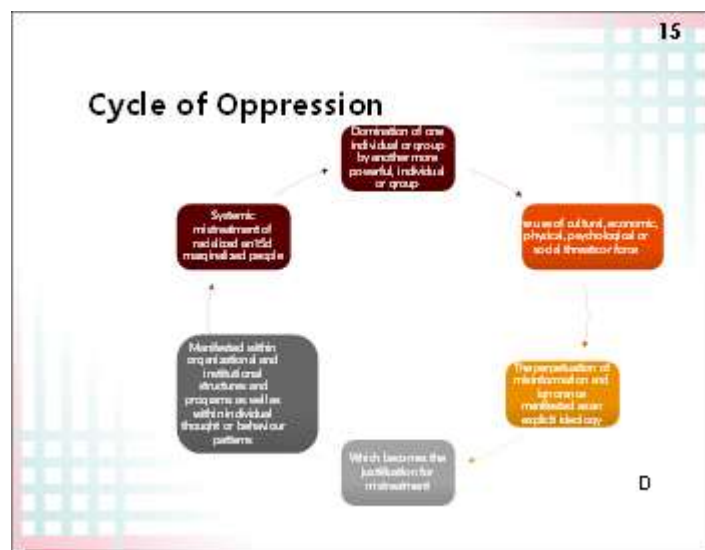
### Professional

□ How we use our power and privilege to ensure access for others, culturally competent practice, and organizational accountability

### Political

□ Action at the institutional level to address systemic inequality

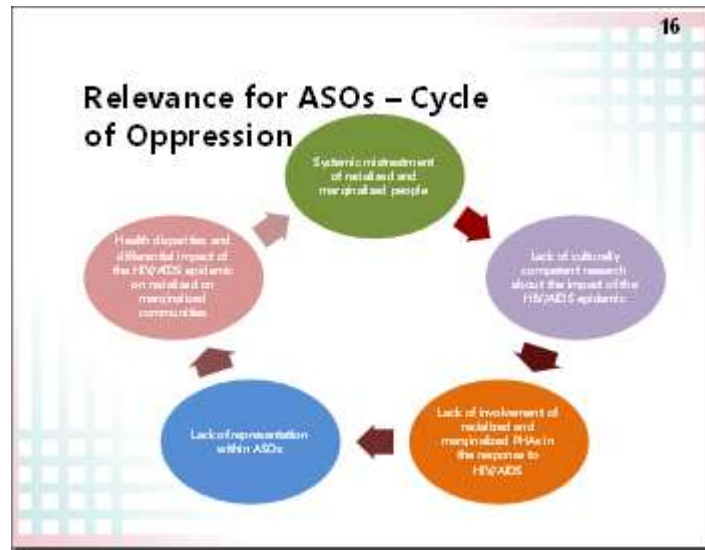
## Cycle of Oppression Slide 15



## Cycle of Oppression

1. **Stereotype** A preconceived or oversimplified generalization about an entire group of people without regard for their individual differences. While often negative, stereotypes may also be complimentary. Even positive stereotypes can have a negative impact however, simply because they are broad generalizations. The stereotypes we hold form the basis of our prejudices.
2. **Prejudice** A conscious or unconscious negative belief about a whole group of people and its individual members. When the person holding the prejudice also has and uses the power to deny opportunities, resources, or access to a person because of their group membership, there is discrimination.
3. **Discrimination**, Prejudice plus power. Discrimination can take many forms, including racism, sexism, heterosexism, ableism, ageism, etc. Many acts of discrimination build up over time, perpetuated against one relatively less powerful social group by a more powerful social group, leading to a group of people being in a state of oppression.
4. **Oppression** The systematic subjugation of a group of people by another group of people with access to social power, the result of which benefits one group over the other and is maintained by social beliefs and practices. Because oppression is institutionalized in our society, target group members often believe the messages and internalize the oppression.
5. **Internalized Oppression** The "buying into" the elements of oppression by the target group. When target group members believe the stereotypes, they are taught about themselves, they tend to act them out and thus perpetuate the stereotypes which reinforces the prejudice and keeps the cycle going.

Relevance for ASO's Cycle of Oppression Slide 16



## Cycle of Oppression

### Stereotype

A preconceived or oversimplified generalization about an entire group of people without regard for their individual differences. While often negative, stereotypes may also be complimentary. Even positive stereotypes can have a negative impact however, simply because they are broad generalizations. The stereotypes we hold form the basis of our prejudices.

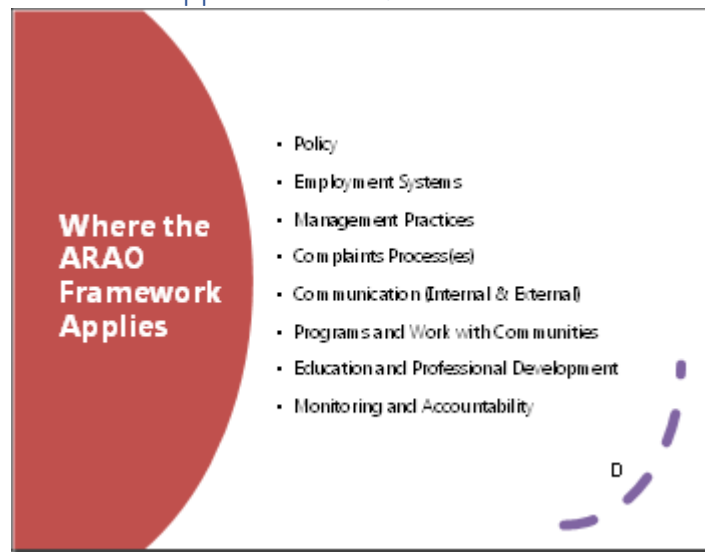
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**Internalized Oppression** The "buying into" the elements of oppression by the target group. When target group members believe the stereotypes, they are taught about themselves, they tend to act them out and thus perpetuate the stereotypes which reinforces the prejudice and keeps the cycle going.

#### Where The ARAO Framework Applies - Slide 17



- Society operates within a socially constructed hierarchy of difference where some people are valued and privileged and others are marginalized and exploited. For example, people living with a disability are devalued by society and their contribution to society is not recognized, solely because of their disability.

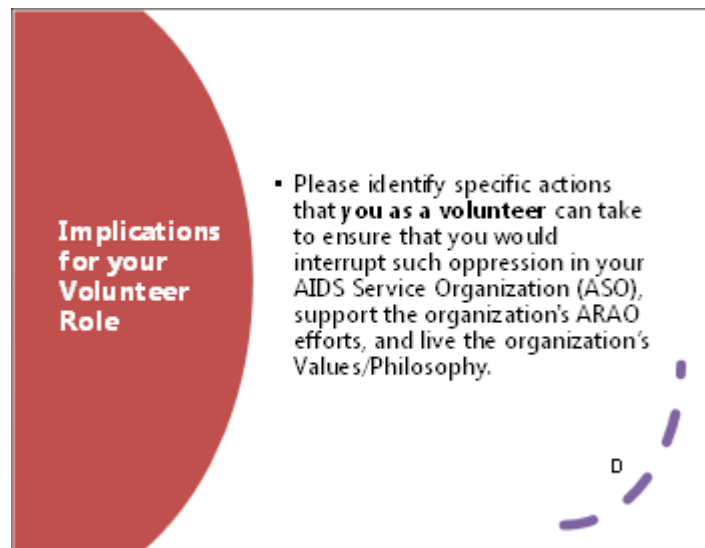
People do not belong to just one category or social location. Our identities are complex and multiple, fluid rather than fixed. As a result, we can both be victims of 4 organizations since they are extremely busy doing the work and do not have time to develop their own materials.

Introduction and perpetrators of oppression. We often re-create the relations of social power and control that also oppress us. For example, one may experience oppression because of female gender but at the same time experience white skin privilege.

- The ideas, thoughts and beliefs of people who "belong" to groups that are highest on the social hierarchy create "dominant culture". Dominant culture becomes the standard or norm by which everyone is compared. For example, in Canada the dominant culture norm of women's clothing does not include wearing the hijab, as a result wearing the hijab is considered unusual and abnormal.

- People who are members of privileged groups have the power to control access to resources and information. This perpetuates the cycle of power and oppression for people who are not members of these groups. People who are marginalized and exploited experience limited access to the power to shape their own past, present and future. For example, Canadian history has been written from the perspective of white skinned, European descent colonialists. This historical perspective is perpetuated through dominant education institutions as the only true view of history.
- Not everyone from the same social group has the same experiences because people have many different lived experiences. When people have multiply marginalized identities, they do not merely face extra barriers; their lived experience is entirely different.
- Integrated anti-oppression work requires that individuals accept responsibility for their role in perpetrating oppression both interpersonally and systemically. To bring about change, individuals and systems must be changed.

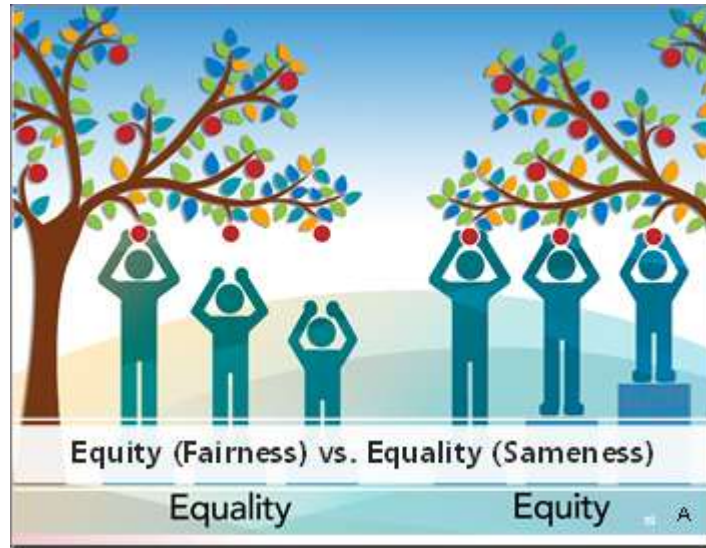
#### Implications for your volunteer Role - Slide 18



**Implications for your Volunteer Role**

- Please identify specific actions that **you as a volunteer** can take to ensure that you would interrupt such oppression in your AIDS Service Organization (ASO), support the organization's ARAO efforts, and live the organization's Values/Philosophy.

#### Equality, Equity Justice Slide 19



*There is nothing more unequal than the equal treatment of unequal people.*

When we seek **equality** or equal conditions for the people, we try to give each person the same thing. Maybe we try to provide equal circumstances for each person by giving them the same form of access. Or perhaps we give them the same information to glean information from, or provide the opportunity to listen to the same doctor, same assignment deadline, etc. Ironically, despite our best efforts to provide equal conditions in our agency, true equality does not benefit each client equally. We inherently know that each of our clients enter our agency in a different place: different cultural backgrounds, socioeconomic status, confidence levels, developmental stages, motivation, and expectations, and so on. Yet, despite these known and unknown differences, we often work incredibly hard to make our agency into “equal” playing fields. Of course, when we give everyone the same thing, as we surmise from his quote, our clients still find themselves in different places.

We may want to shift towards providing you with **equity**, or equitable resources. In essence, equity means giving each person what they need to be successful, which may be more or less than another person.

*What is missing?*

**Liberation** - the act of setting someone free from imprisonment, slavery, or oppression; release.

**Equity** - the quality of being fair and impartial.

**Equality** - the state of being equal, especially in status, rights, and opportunities.

**Reality** - the world or the state of things as they exist, as opposed to an idealistic or notional idea of them.

## Feedback - Slide 21



# Anti-Racism and Anti-Oppression Principles<sup>1</sup>

## Group Agreements

1. Respect for diversity
2. Have a factual, realistic understanding of the group and differences within the group.
3. Be open and non-judgmental.
4. Fair and **equitable** treatment towards all
5. Recognize **power** and **privilege**.
6. Information and process must be **accessible** to all.
7. Group members **commitment** to participation
8. **Respectful** attitude and behaviours towards all, this includes **listening**.
9. Behaviours should reflect ethical conduct:
  - ❑ Acting with **honesty**.
  - ❑ Flexibility.
  - ❑ The willingness to be **self reflective**.
  - ❑ The willingness to be self critical.
  - ❑ To learn from other ways of **ensuring one's conduct is ethical**.
10. Practice **confidentiality**, the basis of this skill is trust and respect. However, confidentiality cannot always be maintained and so there must be honesty in sharing what can or cannot be held as confidential.
11. Commitment to **learning**
12. Classism, Racism, Ableism, Heterosexism, Ageism, Sexism, or any other form of oppression will be named and processed by the group and/or individually. In addressing oppressive incidents, we will **identify, act, educate** and **sanction**.
13. All people are **accountable** for their actions, gestures, mannerisms, and words. People who cannot follow this ground rule will be asked to leave the session.
14. "Shake not shout" – cells phones on vibrate, take calls/texts outside of the training space

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<sup>1</sup> Developed by Akua Benjamin as part of ARAO organizational development training for Nellie's Shelter in Toronto.



## What is an ARAO Framework?

An anti-racism anti-oppression framework is a perspective or way of being in the world that confronts all aspects of injustice & inequality within society's institutions, structures, systems, and practices, and is intended to understand and eradicate racism and oppression in all its forms.

### ARAO is active not passive!

**It is Personal, Professional and Political**

Over the course of the training, you will often hear the facilitator(s) refer to the three P's – personal, professional, and political.

Given that ARAO change work is not static, and it is an active form of resistance it is important to understand that this positive resistance happens at three levels each equally important and interconnected with each other.

### Personal

- Our own behaviours, beliefs
- How we use our power and privilege in our day-to-day interactions with other individuals

### Professional

- How our own behaviours and beliefs manifest at work.
- How we use our power and privilege to ensure access for others, culturally competent practice, and organizational accountability

### Political

- Action at the institutional level to address systemic inequality.

## Oppression in society

### Triangle Exercise<sup>2</sup>

#### Task

Complete the triangle to illustrate how the oppression you are working on happens **in our society**, outside of our organizations. One way to help prepare for this exercise is to discuss the following in your group.

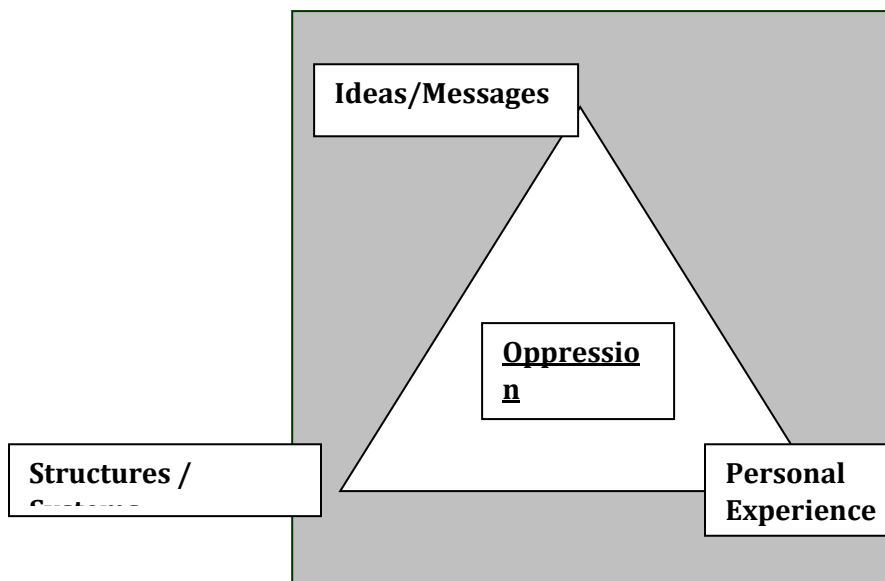
“When I see, hear, feel these things in the external environment, I know oppression is happening.”

The three points on the triangle are:

**Ideas/Messages e.g., media images, misinformation (myths, stereotypes)**

**Personal Experience e.g., impact on targeted people, feelings and thoughts experienced by the target group.**

**Structures/Systems e.g., institutions, processes**




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<sup>2</sup> The triangle model was adapted for use by Adobe Consulting Services from the incredible work of Rick Arnold, Bev Burke, Carl James, D’arcy Martin and Barb Thomas in Educating for a change, Between the Lines Press 1991.

## Glossary

The following is a list of commonly used terms in Anti-Oppression Anti-Racism work. Terms and definition are tricky in this work because they are always changing and evolving, as does the work. The terms below are the writer's best assessment of the definitions now and should not be considered exhaustive and or even correct. It is always important to check in with people, groups, and co-workers about how they understand these terms and most importantly how they themselves wished to be defined or identified. The definitions below come from a variety of sources, most notably the work done by the University of Toronto, *Department of Public Health Sciences – Cultural Competency Handbook*, R. Degano, and Dr. M. Disman, and have been adapted for use by Adobe Consulting Services.

### Ableism

The systematic oppression of a group of individuals because of what they can or cannot do with their minds or bodies.

### Ageism

Discrimination against people on the grounds of age.

### Ally

An ally is a member of the dominant group who acts against oppression out of a belief that eliminating oppression will benefit the targets of oppression and dominant group members. In the struggle against racism, White peoples are allies who take leadership from activists who are people of colour and Aboriginal people.<sup>3</sup>

### Anti-racism

A process that acknowledges the existence of systemic racism and, through policies and practices, seeks to actively identify, challenge, and reduce systemic racism in all its various forms.

### Anti-racism education

A perspective that confronts all aspects of the educational systems and practices (e.g., curriculum), and is intended to understand and eradicate racism in all its forms.

### Anti-Semitism

The systematic discrimination against Jewish people, Jews, Judaism, and the cultural, intellectual, and religious heritage of Jewish people.

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<sup>3</sup> Lopes, Tina and Thomas Barb, *Dancing on Live Embers Challenging Racism in Organizations*

## Assimilation

A process by which a person or group totally adopts (or is absorbed by) the culture, values, and patterns of another linguistic, national group, religious or social group.

## Bias

An inclination, learning, opinion, perspective, preference, prejudice formed without reasonable justification that then influences a person's or group's ability to evaluate a particular situation accurately or objectively, an unfounded preference for or against. It must be noted, however, that every piece of writing, image, and audiovisual production has a bias, and it is important that authors, readers, or viewers be able to identify this bias.

## Classism

Discrimination of groups of persons sharing a similar social position and certain economic, political, and cultural characteristics.

## Colonialism

A process by which a foreign power dominates and exploits an indigenous group by seizing their land and resources, extracting their wealth, and using them as cheap labour. Also refers to a specific era of European expansion into the overseas territories between the sixteenth and twentieth centuries. Racial dogmas that reinforced patterns of superiority and inferiority have often been invoked to explain, justify, and promote the exploitation of indigenous minorities.

## Corporate Globalization

Refers to the rising power of transnational companies to increase their profits by influencing and controlling governments around the globe. Of the one hundred largest economies in the world today, fifty-two are multinational corporations. International trade policies are strengthening corporate economic and political control, which is felt in communities and workplaces across Canada and other countries.<sup>4</sup>

## Culture

Totality of ideas, beliefs, values, knowledge, norms, communication styles and way of life of a group of individuals who share certain ethnic, historical, linguistic, racial, religious, and social background. Culture is a complex and dynamic organization of meaning, knowledge, artifacts, and symbols that guide human behaviour. It accounts for shared patterns of thoughts and action, and contributes to human, social and physical survival.

## Cultural Competence

A set of congruent attitudes, behaviours, and policies that come together in an agency, system, or among professionals to enable them to effectively work on cross-cultural issues.

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<sup>4</sup> Lopes, Tina and Thomas, Barb, Dancing on Live Embers Challenging Racism in Organizations

## Cultural Diversity

This refers to the existence of several cultures among a group of people.

## Cultural Pluralism

Members of a pluralistic society recognize the contributions of each group and encourage the ambivalence and development of different lifestyles, languages, and beliefs. There is a commitment to deal cooperatively with common concerns.

## Cultural Racism

Embedded in the value system of society. It symbolizes the tacit network of beliefs and values that influences and justifies discriminatory actions, behaviors, and practices.

## Diaspora

A historical dispersion of a group of people deriving from similar origins, i.e., the African Diaspora includes African Americans, Africans, Caribbeans, Afro-Russians, Black Brazilians, Afro Latinos, etc.<sup>5</sup>

## Disadvantage

Unfavourable and unequal access to resources such as education, employment, health care and social services.

## Discrimination

The manifestation of prejudice. The granting and/or denying of civil liberties and opportunity to individuals or groups with respect to access to services, goods and facilities, education, employment, and health care. Discrimination may occur based on age, developmental or mental disability, ethnicity, gender, marital or family status, nationality, physical, race, religious or political affiliation, or sexual orientation. Discrimination becomes more blatant when two or more factors (e.g., economic status, class and/or racial visibility) coincide. This behaviour results in minorities being maltreated/mistreated or excluded.

## Dominant Group

Refers to people whose social identity confers on them unearned power and privilege. Most of us have one or more dominant identities. In most parts of Canada, dominant identities are White, male English-speaking, heterosexual, able-bodied, Christian, affluent and middle class, thirty to sixty-five years of age, university educated, from central Canada.<sup>6</sup>

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<sup>5</sup> Overcoming the Backlash: Telling the Truth about Power, Privilege, and Oppression Exploring Gender-Based Analysis in the Context of Violence Against Women A Resource Kit for Community Agencies

<sup>6</sup> Lopes, Tina and Thomas, Barb, Dancing on Live Embers Challenging Racism in Organizations

## Equality

Treating people, the same based on the assumption that everyone is the same and has the same needs.

## Equity

Treating people differently based on their different needs to ensure their equality of access.

## Employment Equity

A program designed to identify and eliminate discriminatory policies and practices that act as barriers to fair employment. Networks, friendships, and favouritism have shaped employment practices to exclude those who would otherwise merit the job. Employment equity promotes fair hiring and personnel practices to ensure that employees are hired for only one reason, their qualifications to do their job.<sup>7</sup>

## Essentialism

A practice of unconsciously or consciously privileging a certain ethnic group over others. This involves judging other groups by the values of one's own group.

## Ethnicity

A social and political contract used by individuals and communities to define themselves and others. Ethnicity is also a process, which is changed over time both by social conditions and individuals. Ethnicity tends to be based on common culture, language, or nationhood.<sup>8</sup>

## Ethnocentrism

An inclination to view events from the perspective of one's own culture, with a coinciding inclination to misunderstand or diminish other groups and regard them as inferior.

## Eurocentrism

A process of disempowering, degrading, and disenfranchising a group by discriminatory practices and behaviours and/or systemic barriers. This process is supported by an implicit ideology of superiority.

## Feminism

A movement or movements to end sexism and sexist oppression.

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<sup>7</sup> “

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<sup>8</sup> PDHRE, Passport to Dignity – Working with the Beijing Platform for Action for the Human Rights of Woman, New York: PDHRE

## Genocide

Deliberate decisions made and actions taken by one nation or group of people to exterminate another nation or group.

## Ghettoization

The conscious exploitation of segregating members of an ethnic or racial minority group from the larger community.

## Harassment

The *Ontario Rights Code* defines harassment as a vexatious (“hard to cope with”; “troubling to the nerves or peace of mind”) comment or behaviour that is known or ought to be known to be unwelcome. Harassment includes words, actions and/or gestures which are offensive to an individual and which insult, humiliate, demean, and/or undermine a person’s worth and dignity.<sup>9</sup>

## Hegemony

Social, cultural, religious, or moral traditions and ideas that reinforce the power of the dominant group at the expense of other groups.

## Homophobia

Describes oppression based on Sexual Orientation and experienced by people who are Gay, Lesbian and Bisexual, as well as those who are perceived to be GLB. Homophobia refers to the irrational fear, hatred, prejudice or negative attitudes towards homosexuality and people who identify as GLB.

## Heterosexism

refers to homophobia on a systems level in social institutions and cultural norms that reinforce these negative attitudes, devalue the experiences of GLB people, and assert heterosexuality as the normal and preferred sexual orientation.

## Identity

A subjective sense of coherence, consistency, and continuity of self, based in both personal and group history.

## Ideology

A complex set of ideas that strive to explain, justify, legitimate, and perpetuate the circumstances in which a collectivity finds itself. It provides a basis for explaining situations, guiding behaviour, imparting meaning to life, instilling a common bond among group members, and making sense of the world.

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<sup>9</sup> OAITH, Creating Inclusive Spaces, Plain Language Version 2000

## Imperialism

The policy and practice of extending a country's power, influence, and control through colonization, use of military force, and other means. At its most basic level it means taking what is not yours to take, taking land from others who already occupy it and the process by which that happens.

## Indigenous

Originating from a culture with ancient ties to the land in which a group resides.

## Individual Racism

A form of racial discrimination that derives from conscious, personal prejudice.

## Institutional Racism

Racial discrimination that stems from persons carrying out the dictates of others who are prejudiced or of a prejudiced society.

## Institutions

Organizational arrangements and practices through which collective actions are taken (e.g., business, courts, government, religious communities, schools, police, and unions).

## Integration

The process that allows groups and people to become full participating members in the cultural, economic, political, and social life of a society while at the same time permitting them to maintain their won cultural identity. This term refers to the renegotiation of a more equitable power sharing equation in society.

## Intolerance

An unwillingness to consider, endure and /or respect the beliefs and practices of an individual or group. Conversely, tolerance may encompass willingness to endure and/or respect the beliefs and practices of others. Racial intolerance refers to the unwillingness to permit equal opportunity and full societal participation to members of other racial groups; religious intolerance is the unwillingness to accept, endure or respect those of other religious beliefs.

## Intercultural communication

The communication process that occurs between/among individuals or representatives of different cultural backgrounds (e.g., differing codes, linguistic, non-linguistic, non-verbal, or verbal communication). Culture has a major influence on the communication process.



## Internalized Dominance

Occurs when members of the dominant group accept their group's socially superior status as normal and deserved, and when they deny the oppression experienced by target groups.<sup>10</sup>

## Internalized Subordination

Occurs when members of an oppressed social group accept the superior status of the dominant group and their own subordinate status as deserved, natural and inevitable.<sup>11</sup>

## Mainstream

In the context of anti-racism, the dominant culture, and the cultural, educational, economic, political, and social institutions through which its power is maintained.

## Mainstreaming

In recent years the United Nations and other organizations have adopted a strategy to mainstream crosscutting issues such as gender, environment and human rights into their programs and policies. A mainstreaming strategy emphasizes the importance of addressing the different impacts and opportunities that a particular program or policy may have in society. The strategy focuses on making gender equality, human rights, and environmental concerns etc. central to policy formulation, legislation, resource allocations, and planning and monitoring of programs. Using a gender mainstreaming strategy to achieve gender equality requires changes in awareness and capacity of all personnel and implies strong management commitment. A knowledge based on the linkages between gender equality and the substantive issues and processes in organizational programs needs to be developed, and practical analytical skills fostered.

## Marginal

The status of groups who do not have full and equal access to the cultural, economic, political, and social institutions of society.

## Marginalization

Behaviours, actions, policies, and social institutions that serve to keep various forms of power and privilege away from specific individuals and groups. Denying individuals and groups access to educational, social, legal, and economic resources ensures that they remain "on the margin" or disadvantaged.<sup>12</sup>

## Meritocracy

This concept is connected to the idea of white privilege. Meritocracy assumes that if you work hard, you get what you deserve. While working hard is an important concept in general, meritocracy purports that

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<sup>10</sup> Lopes, Tina and Thomas, Barb, Dancing on Live Embers Challenging Racism in Organizations

<sup>11</sup> “ ”

<sup>12</sup> OAITH, Creating Inclusive Spaces, Plain Language Version 2000

if someone doesn't succeed it is because they haven't worked hard enough – this ideology blames the victim as opposed to looking at the systemic barriers that have been a major factor in that person's life.

<sup>13</sup>

## Misogyny

A term used to describe women hating. It is sometimes used to describe sexism and sexist oppression.

## Oppression

The domination of one individual or group by another, more powerful, individual or group, using cultural, economic, physical, psychological, or social threats or force, and frequently using an explicit ideology to justify the oppression.

## Prejudice

A frame of mind that tends to prejudge a person, or a group, unfavourably, by attributing to every member of a group characteristics falsely attributed to the group. These unfavourable assumptions are frequently not recognized as such because of the frequency with which they are widely accepted and are used to justify acts of discrimination.

## Race

A social category used to classify large groups of people according to common ancestry and reliant on differentiation by distinctive hereditary physical characteristics such as colour of skin and eyes, hair texture, stature, and facial features.

## Racialization

Racial identities are not fixed categories. They are shaped by history, nationality, gender, class, and identity politics, and racial designations often differ from country to country. The term “racialization” makes explicit that this is not about inherent characteristics but about the ways in which we are socialized to differentiate groups of people based on physical characteristics. It emphasizes the active process of categorizing people while at the same time rejecting “race” as a scientific category.<sup>14</sup>

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<sup>13</sup> Overcoming the Backlash: Telling the Truth about Power, Privilege, and Oppression Exploring Gender-Based Analysis in the Context of Violence Against Women A Resource Kit for Community Agencies

<sup>14</sup> Lopes, Tina and Thomas, Barb, Dancing on Live Embers Challenging Racism in Organizations

## Racism

A system in which one group of individuals exercises power over another group based on skin colour. A set of actions, erroneous assumptions and implicit or explicit beliefs based on an ideology of inherent superiority of one racial group over another. Racism is manifested within organizational and institutional structures and programs as well as within individual thought or behaviour patterns.

## Racist

A person, institution, or organization whose actions, beliefs, or programs imply or state that certain races have distinctive inferior or negative characteristics.

## Racist Ideology

Includes a whole range of concepts, ideas, images, and institutions that provide the framework or interpretation and meaning for racial thought in society. It creates and preserves a system of dominance based on race and is communicated and reproduced through agencies of socialization and cultural transmission such as the art, literature, mass media, music, religious doctrines, schools, and universities, symbols, and images.

## Sexism

Any action, attitude, behaviour, or language that depicts women as inferior. It is attitudinal and institutional.

## Social Class

The hierarchical order of a society is based on such indicators of social rank (i.e., education, family, income, occupation, ownership of property, religious and political relationships etc.).

## Social construction

– A perception of an individual, group, or idea that is “constructed” through cultural and social practice but appears to be “natural” or “the way things are”. For example, the idea that women “naturally” like to do housework is a social construction because this idea appears “natural” due to its historical repetition, rather than it being “true” in any essential sense.<sup>15</sup>

## Social Justice

A concept based upon the belief that each individual and group within a given society has a right to civil liberties, equal opportunity, fairness, and participation in the educational, economic, institutional, social, and moral freedoms and responsibilities valued by the community.

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<sup>15</sup> Overcoming the Backlash: Telling the Truth about Power, Privilege, and Oppression Exploring Gender-Based Analysis in the Context of Violence Against Women A Resource Kit for Community Agencies

## Structural Adjustment

As a condition of international loans to support countries through economic difficulties, international lenders impose 'structural adjustment' policies, supposedly to make the debtor country more likely to repay its debt. These policies include 'balanced budgets', 'fighting inflation', and 'cost reduction'. In practice these are achieved through cutbacks in necessary public education and health services, the imposition of school fees and medical fees, the end of support to subsistence farming, 'privatization' of social services, an emphasis on the production of goods for export.

## Systemic Discrimination

The institutionalization of discrimination through policies and practices which have become historically entrenched in systems (systemic), resulting in barriers to equality of opportunity for members of minority groups.

## Systemic Racism

Consists of practices and policies, entrenched in established institutions, which result in the advancement or exclusion of specific groups of individuals. It manifests itself in two ways: (1) institutional racism; (2) structural racism.

## Transgender

Transgender is frequently used as an umbrella term, which serves as a banner to cover all those who transgress society's notions of how biological sex, gender, and sexual orientation link together, i.e., anyone who crosses society's gender norms. A transgendered person may feel society is limiting his or her personal expression by maintaining two distinct gender constructs.<sup>16</sup>

Travesty (Brazil); Hijra (India); Vestido (Mexico); Binabe (Filipino); Mke-SIMume (Swahili); Katoeys (Thai); Faka Fafini (Polynesian); Transformista (Spanish); A few of the many terms used to describe "trans", or "alternate" gender roles.<sup>17</sup>

## Transphobia

Fear or hatred of TS/TG people, as well as those cross-gender elements that exist within all people.<sup>18</sup>

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<sup>16</sup> The 519 Church Street Community Centre TS/TG 101 by the Meal Trans Programme

<sup>17</sup> Creating Inclusive Spaces Provincial Training Series - Information Package

<sup>18</sup> “ “ “ “

## Transsexual

This term is typically reserved for those who want to change, or who have changed their body to be more in line with how they identify themselves.<sup>19</sup>

## Two-Spirited

A term which aboriginal or native communities use to describe a person who possesses both the male and female spirit. A two-spirited person might not use the terms gay, lesbian, bi, or trans.

## White Supremacy

White supremacy is a constructed system that is based on assumptions/messaging and systemically embedded/enshrined beliefs that White people are better than everyone else in the world. The resulting effect is that White people benefit from political, economic, and social systems that provide them with more privilege and power than racialized people. Many of us think of the term “White Supremacy” as only being linked to extreme racist group such as the Heritage Front or the KKK. The reality is that wherever there is a social hierarchy, this includes Canada, where white people are on top, there is white supremacy.

## World Majority People

This term reminds us that racialized people are 70 to 80 percent of the world’s population. It is a helpful name that links racial equity work in organizations to global struggles for justice.<sup>20</sup>

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<sup>19</sup> “ “ “ “

<sup>20</sup> Lopes, Tina and Thomas, Barb, Dancing on Live Embers Challenging Racism in Organizations