**ICMM** Mining with Principles

# Inclusive Language Guide

ICMM Tools for Diversity, Equity and Inclusion

## Acknowledgement

We gratefully acknowledge the collective efforts that have gone into the creation of this Inclusive Language Guide, which was initiated by the content of Hydro's internal Inclusive Language Guide and input from ICMM's Diversity, Equity and Inclusion Working Group.

This guide includes words and phrases to avoid, some of which may be linked to discrimination and historical oppression, and examples of recommended alternatives. This content could be distressing to those who have experienced identity-based discrimination, harassment, and bullying. While confronting these issues is crucial, we understand it can be emotionally charged; we recommend approaching this material with sensitivity and recognising that ongoing work needs to continue in this space. Please prioritise your and others well-being while reading and using this guide.

This guide is written in English and so may not be applicable to all contexts and geographies.
The following are examples of inclusive language guides in other languages that can be used:

— Guía Para El Uso De Lenguaje Inclusivo[1]

— Gender-inclusive writing – Guidelines for writing in French[2]

— Inclusive Language in Portuguese[3]

— Inclusive Language in German[4]

— Inclusive Language in Italian.[5]

1. Codelco (n.d.), *Guía Para El Uso De Lenguaje Inclusivo*, [PDF]. Available at: https://www.codelco.com/prontus_codelco/site/docs/20170705/20170705101623/gu__a_interna_lenguaje_inclusivo_rt_versi__n_2_0_2019.pdf
2. Translation Bureau (2024), *Gender-Inclusive Writing – Guidelines for Writing in French*. [Online]. Available at: https://www.noslangues-ourlanguages.gc.ca/en/ressources-resources/ecriture-inclusive-writing/principes-francais-guidelines-french-eng; Amnesty International (2022), *Guide de langage inclusif*, [PDF]. Available at: https://www.amnesty.ch/fr/sur-amnesty/langage-inclusif/langage-inclusif/20210210_guide-langage-inclusif-fr.pdf
3. The University of Warwick (n.d.), *Inclusive Language in Portuguese*. [PDF]. Available at: https://warwick.ac.uk/fac/cross_fac/iatl/sharing-practice/all-project-support/gonzalez-abbatelli/portuguese_-_inclusive_language_guide.pdf; University of Westminster (n.d.), *Inclusive Language in Portuguese*, [PDF]. Available at: https://uwm.edu/spanish-portuguese/wp-content/uploads/sites/216/2023/04/Website-Inclusive-Language-in-Portuguese.pdf
4. Amnesty International (n.d.), *Leitfaden inklusive sprache*, [PDF]. Available at: https://www.amnesty.ch/de/ueber-amnesty/inklusive-sprache/inklusive-sprache-uebersicht/leitfaden-inklusive-sprache-de.pdf; Universität Konstanz (n.d.), *fair sprechen fair schreiben*, [PDF]. Available at: https://www.uni-konstanz.de/securedl/sdl-eyJ0eXAiOiJKV1QiLCJhbGciO iJIUzI1NiJ9.eyJpYXQiOjE3MjQ3NDkwMjgsImV4cCI6 MTcyNTQ0MDIyOCwidXNlciI6 MCwiZ3JvdXBzIjpbMCwtMV0sImZpbGU iOiJmaWxlYWRtaW4vaW5mb2tvc21veX AwL2d sZWljaHN0ZWxsdW5nL3N0YW5kYXJkcy9MZWl0bGluaWVffenVfaW5rbH VzaXZlcl9TcHJhY2hl_hY2hlXzIwMjEucGRmliw icGFnZSI6MT E3ODg4 fQ.UP8Xd6nbC-Xo5Z5uZXLaZMkiHmyOjd--HXeylpmgXlc/Leitlinie_zu_inklusiver_Sprache_2021.pdf
5. Università di Genova (n.d.), *Linee guida per l'utilizzo di un linguaggio inclusivo*, [PDF]. Available at: https://intranet.unige.it/sites/intranet.unige.it/files/Linee_Guida_per_pubblicazione_corretto.pdf; Thornton (n.d.), *Per un uso della lingua italiana rispettoso dei generi*, [PDF]. Available at: https://www.univaq.it/include/utilities/blob.php?item=file&table=allegato&id=4925

# Introduction

Words hold significant meaning and can greatly impact wellbeing and safety in the workplace. They express simple and complex values, emotions, beliefs, and experiences. They help build connections with others and create a sense of community. Given the impact of language on others and society, it is important that it is used consciously and with care.

The mining industry has traditionally been male dominated, with a lack of representation from various demographics, such as women, Indigenous Peoples, racial and ethnic minorities, people living with disabilities, members of LGBTQIA+ communities, neuro minorities and others.[6]

Employing clear, inclusive language in both internal and external communications is crucial for fostering an environment where all individuals feel respected and valued. This approach extends to using appropriate terminology when addressing diversity related topics such as race, gender, sexual orientation, and disability. Through inclusive language, companies can contribute to creating an environment that optimises all workers' participation thereby enhancing collaboration, encouraging creativity, and attracting talent from a wide range of backgrounds while driving overall organisational performance.

This tool is designed to support companies, leaders, and employees to navigate inclusive communication in the workplace and beyond.

6. The UN provides a comprehensive list of vulnerable groups here: United Nations (n.d.), *Vulnerable Groups – Who are They?*, [Online]. Available at: https://www.un.org/en/fight-racism/vulnerable-groups

# What is Inclusive Language?

Inclusive language includes choosing words and phrases that ensure communication is respectful, accurate and relevant to all intended audiences.[7] It ensures that interpersonal interactions are welcoming and free of assumptions or stereotypes. Inclusive language does more than prevent marginalisation and exclusion. It provides a safe space for people to be comfortable and empowered to be their authentic selves, which can often lead to increased engagement and contribution in the workplace.

## Respectful language

Respectful language fosters acceptance and appreciation of all people. It is free from words, phrases or tones that demean, insult, exclude, stereotype, infantilise or trivialise certain groups of people.[8] The ways we speak about historically marginalised communities is as important as the ways we act towards them. For example, using plural language when referring to Indigenous Peoples (e.g. 'histories', 'perspectives', 'ways of being', 'contributions') acknowledges and respects the diversity and varied experiences of Indigenous Peoples and that Indigenous Peoples are not all homogenous.[9]

## Gender-inclusive language

Gender-inclusive language avoids discrimination against a particular sex, social gender, or gender identity, and does not perpetuate gender stereotypes. Given the key role of language in shaping cultural and social attitudes, using gender-inclusive language is a powerful way to promote gender equality and eradicate gender bias.[10] Phrases like '*man*power', '*man*-hours', or choosing the 'right man for the job' reinforce the stereotypes that certain jobs, skills, or workplaces are only available and suited to a particular gender.

7. Diversity Council Australia (2017), *Words at Work – Building Inclusion Through the Power of Language*, [Online]. Available at: https://www.dca.org.au/research/project/wordsatwork-building-inclusion-through-power-language

8. Tasmanian Government (n.d.), *Info Sheet: Respectful Language*, [PDF]. Available at: https://www.dpac.tas.gov.au/__data/assets/pdf_file/0028/186814/Gender_-_Respectful_Language_Fact_Sheet_FINAL.pdf
9. Reconciliation Australia (n.d.), *Demonstrating Inclusive and Respectful Language*, [PDF]. Available at: https://www.reconciliation.org.au/wp-content/uploads/2021/10/inclusive-and-respectful-language.pdf.
10. United Nations (n.d.), *Gender Inclusive Language*, [Online]. Available at https://www.un.org/en/gender-inclusive-language/index.shtml
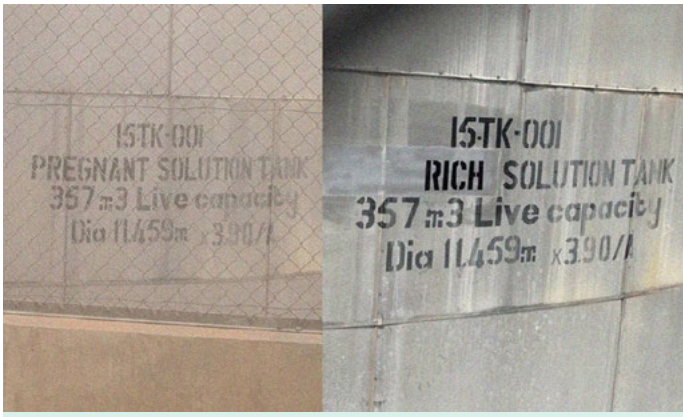
## Case Study: Newmont

Since 2018, Newmont worked with various teams across its global operations to remove symbols of exclusion, including exclusionary language and making facilities more inclusive. For example, they eliminated 'Men at Work' signs; revised such titles to 'foreperson'; and changed terms such as 'pregnant solution' to 'rich solution' and 'virgin carbon' to 'fresh carbon'.



## Person-first language

Person-first language emphasises the humanity of the person before the characteristics or traits that may be used to identify them. It prevents the categorisation and segregation of people into groups. Person-first language recognises differences in people, while respecting their humanity. For example, replacing 'disabled person' with 'person with a disability' emphasises the personhood of the individual. It is important to also consider that while person-first language is common in formal settings many individuals with disabilities, especially in the autistic community, prefer identity-first language. They consider autism as an integral part of their identity and take pride in it. It is important to respect individual preferences in self-identification and not correct or admonish those who choose identity-first language.

## Accessible Language

Accessible language (and accessible communication) benefits all audiences by making information accurate, clear, and direct. Accessible language accommodates people of all ages and abilities, including those with cognitive disabilities, literacy levels, and official language proficiency levels.[11] In sites where multiple languages are spoken, it is important to ensure communication is accessible and understood despite language differences. To ensure inclusivity, company systems should include applicable languages in daily communications. This can involve multilingual signs, translation services for meetings, and written materials in all languages, and regularly updating these practices to meet the changing needs of the workforce.

11. Perego (2020), *Accessible Communication: A Cross-Country Journey*, [PDF]. Available at: https://library.oapen.org/bitstream/id/1ceffc90-6da9-4f89-9fc4-d12b5443c342/Perego_Accessible_Communication.pdf

# Aligning Intent with Impact

Accounting for differences in authority and experiences in language and communication choices crucial to creating an inclusive environment. The way certain terms are understood can vary, so it is important to be mindful of how they may be perceived by others. Thoughtful communication bridges these gaps, fostering respect and inclusion across all levels of an organisation.

## Power Distance

Power distance refers to the extent to which the members of a society accept that power in institutions and organisations is distributed unequally.[12] The perception of who has power, and why they have power is shaped by the values and culture of the society, and these values trickle down into communication in the workplace. In high power distance contexts, individuals are more likely to keep silent and less likely to provide direct feedback to higher-ups, while individuals in low power distance contexts are more open and direct with feedback.[13]

## Social Constructs

Social constructs are ideas we have about the world around us. These have been formed through human interaction. Changing the language, we use signals a change in our external environment. Language changes and evolves as people change and evolve. This means the power to change our surroundings lies with us. Societies that were once not inclusive and marginalised certain groups, can now be societies in which everyone has a voice and a right to be heard. Words take on different meanings and new phrases are introduced by every generation.

## Connotations of Words

The historical connotation of words and phrases can be offensive to some (particularly members of underrepresented groups). Some words may also have different meanings in different countries. A word that may have positive connotations in one country, may be used in a derogatory manner in another. It is therefore important to be aware of what your words and phrases mean. Even though something may seem innocent to you, to another it may be hurtful. Phrases such as 'black sheep' inadvertently perpetuates negative associations with racial blackness.

It may not be someone's intent to offend since a word or phrase may have a different meaning or application in their context. Being aware of this and collaborating with one another to choose more inclusive language will help create the work environment we strive towards.

12. Alper (2019), *Power Distance*, [Online]. Available at: https://doi.org/10.1007/978-3-319-28099-8_1888-1
13. Dai et al., (2022), *Power Distance Belief and Workplace Communication: The Mediating Role of Fear of Authority*, [Online]. Available at: https://doi.org/10.3390%2Fijerph19052932

# How Language Impacts Different Groups of People

## Age

— Ageist language discriminates against people based on their age. It is based on preconceived notions and ideas of the abilities that different generations either possess or lack.

— Examples of ageist language include 'old school', and 'young'un' and examples of stereotyping based on age can be promoting the idea that younger employees are less focused and experienced, and senior employees are more rigid and lack the willingness to adapt to digitalisation.

## Disability

— Language that insinuates persons with disabilities are less capable and inferior to persons without disabilities is called ableist.

— Persons with disabilities should primarily be referred to as persons (person-first language) as opposed to first being identified by the disability that they have. This would, for example, mean saying 'a person with a disability' instead of 'a disabled person'.

— Ableist language also implies that it is unusual for persons with disabilities to be successful and productive and to live happy and fulfilling lives. Descriptions of persons with disabilities as 'courageous' or 'brave' or as having 'overcome' their disability can be patronising and should be avoided.[14]

## Gender

— Examples of how language of gender impacts people can be found in gender-biased language or unnecessarily gendered terms that favour one gender over another and promotes stereotypes around cisgender men and women. They foster preconceived notions about cisgender women and men and their capabilities.

— Although gender specifications in job advertisement are not allowed in many jurisdictions, gender preferences can still be conveyed with more subtle cues such as traits and stereotypes typically associated with certain genders. For example, words such as competitive, dominant or leader are associated with male stereotypes, while words such as support, understand and interpersonal are associated with female stereotypes.[15]

— Gender identity is complex, and it is important to recognise that there are differences between sex, gender identity, gender expression and sexual orientation. The use of language is evolving to be more inclusive and go beyond simple binary gender (male/female only). [16]

14. UN Geneva (2021), *Disability-Inclusive Language Guidelines*, [PDF]. Available at: www. ungeneva.org/sites/default/files/2021-01/Disability-Inclusive-Language-Guidelines.pdf

15. Gaucher et al., (2011), *Evidence That Gendered Wording in Job Advertisements Exists and Sustains Gender Inequality*, [Online]. Available here: https://gap.hks.harvard.edu/ evidence-gendered-wording-job-advertisements-exists-and-sustains-gender-inequality
16. British Columbia Public Service Agency (2018), *Words Matter: Guidelines on Using Inclusive Language in the Workplace*, [PDF]. Available at: https://heritagebc.ca/wp-content/ uploads/2019/05/Words-Matter-May182018.pdf

## Sexual Orientation & Sexual & Gender Minorities (SGM)

— Sexual orientation and gender identity or expression have different meanings and are subjective and circumstantial to the individual. It is also important to note that the commonly used acronyms (LGBTQIA+, LGBTQ2S+, LGBTQ etc.) represent many, but not all, groups and the '+' recognises that there are many more identities as well.[17]

— LGBTQIA+ biased language typically includes phrases and terms that are cis/hetero-normative and promote the idea that gender is binary. For example, asking colleagues to invite their 'husbands' and 'wives' reinforces the bias that heterosexuality is the preferred way of being.

— 'Queer' is sometimes used as an umbrella term to refer to all people with non-heterosexual sexual orientations. Although it is a reclaimed term within the LGBTQIA+ community, it is considered offensive in some contexts, and therefore it is encouraged to only be used if necessary and appropriate.[18]

## Ethnicity and Culture

— Language that is ethnically and culturally biased assumes that one nationality, culture or religion is superior. Preferred terms change as language evolves and as awareness increases. It is important to respect a group's or an individual's preference on how they wish to be addressed and referred to.[19]

— Stereotypes are perpetuated and language can create in-groups and out-groups, often excluding members of the nondominant ethnic or cultural group. However, in-group terms are accepted and used by members of the same group but are most often not appropriate for use by people who are not members of the group. In-group terms sometimes form as an act of resilience and re-appropriation.[20]

— Language should be representative of different groups of people; members of historically marginalised groups are less likely to feel included when their ethnic or cultural group is only described through the lens of the dominant ethnic or cultural group.

## Neurodiversity

— Language that excludes people who are neurodivergent is based on societal norms and expectations which outline what is 'normal' and often insinuate that people who are neurodiverse are less able than those who are neurotypical.

— Examples of non-inclusive neurodiverse phrases include referring to mental or psychosocial conditions in a joking or casual manner such as referring to a preference for tidy surroundings as obsessive-compulsive disorder (OCD).[21]

— Exclusive language towards neurodivergence results in a limit to understanding and appreciating the varying ways in which individuals cognitively process differently than what society considers to be the norm, sometimes resulting in people socialising and expressing themselves differently. It may also contribute to the misconception that neurodivergence is synonymous with a disability, which can result in further discrimination and 'othering.'

17. Ibid.
18. GSMA (2020), *Inclusive Language Guide*, [PDF]. Available at: https://www.gsma.com/aboutus/wp-content/uploads/2020/11/GSMA-Inclusive-Language-Guide_2020.pdf
19. British Columbia Public Service Agency (2018), *Words Matter: Guidelines on Using Inclusive Language in the Workplace*, [PDF]. Available at: https://heritagebc.ca/wp-content/uploads/2019/05/Words-Matter-May182018.pdf
20. Ibid.

21. Hydro, (n.d.), *The Power of Words: A Guide to Inclusive Language* [Internal Document].

# Checklists

## Written Communication

— Use gender-neutral pronouns (such as 'they' and 'them') or an intentional balance of pronouns when not referring to a specific individual. Alternatively, use the person's name as a pronoun instead, as some people may not use pronouns.

— Ensure gender diverse people are represented in examples, case studies and materials and that all genders are quoted as experts and authorities.

— Avoid describing people in a way that reinforces gender and other stereotypes. In scenarios that relate to inclusion of women in male dominated industries, the key messages should represent women as agents of change and avoid language that portrays women as passive recipients of aid or as victims.

— Depict different genders actively participating in diverse aspects of public and private life (at home, school, the workplace, in public and family life and in the community) and be mindful of people's many complementary identities at work and in the home.[22]

— Use of inclusive language tools such as Develop Diverse or Textio [23] for job ads but also for other types of written communications.

— Organise content with descriptive headings to guide readers through the document and include brief summaries at the beginning or end of documents to outline key points. This ensures accessibility for audiences that include people with cognitive disabilities or those who use assistive technologies like screen readers.

## Audio and Visual Content

— Choose images that show all genders in non-traditional and non-stereotypical roles and professions. Show women in positions of power and authority as the norm and not an exception.

— Ensure at least proportionate numbers of women and men in image selection.

— Consider posture, expressions, gestures, positioning and clothing within a picture or image to convey balance, equal status, and authority. For example, avoid portraying a man explaining something to a women-only group.

— Try not to reinforce traditional or dominant ideologies of beauty – focus on the roles of the people in the images and a variety of representative appearances. Include representations of intersectional marginalisation (disability, first language, race, sexuality, age, etc.).

— Do not limit communication solely to visuals; incorporate audio as well. Additionally, provide audio and visual descriptions for any images.

— Include alt-text captions and image descriptions to make audiovisual materials more understandable and accessible.[24]

22. International Labour Organization (2022), *Gender-Inclusive Service Provision*, [PDF]. Available at: https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/documents/publication/wcms_837254.pdf
23. Suggestive* inclusive writing platforms that detect biased words and sentences and suggests inclusive and non-stereotypic alternatives for job ads and other employer branding content.

24. International Labour Organization (2022), *Gender-Inclusive Service Provision*, [PDF]. Available at: https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/documents/publication/wcms_837254.pdf

# Examples of Inclusive Language in Conversation

| Non-Inclusive Conversation | Inclusive Conversation |
|---|---|
| Person A: Hey! So good to see you! How was your weekend?<br><br>Person B: Oh! It was amazing! We had such a crazy time together at dinner. It was an insane evening. | Person A: Hey! So good to see you! How was your weekend?<br><br>Person B: Oh! It was amazing! We had such a good time at dinner. It was such a fun evening. |
| Person A: That is good. Glad to hear you had a nice weekend. I was thinking, perhaps it would be great for us to create an inclusive communication guide for the office?<br><br>Person B: I agree! We need to have discussions about how we can be more inclusive of the disabled, the transgendered and minorities. | Person A: That's good. Glad to hear you had a nice weekend. I was thinking, perhaps it would be great for us to create an inclusive communication guide for the office?<br><br>Person B: I agree! We need to have discussions about how we can be more inclusive of persons with disabilities, transgender persons, and other underrepresented communities. |
| Person A: I'm glad you're on board. We can't turn a blind eye to these things any longer.<br><br>Person B: Should our guide also include a blacklist of terms, so people have practical examples of non-inclusive language?<br><br>Person A: Yes, great idea. I'll be working from home tomorrow, so email me your preliminary ideas and we can present them to the guys at the office next week. | Person A: I'm glad you're on board. We can no longer be insensitive to these things.<br><br>Person B: Should our guide also include a list of terms to exclude, so people have practical examples of non-inclusive language?<br><br>Person A: Yes, great idea. I'll be working from home tomorrow, so email me your preliminary ideas and we can present them to the team at the office next week. |

# Examples of Phrases to Replace[25]

| Instead of | Say | Why |
|---|---|---|
| Abbreviations (ATSI, TSI, IP) | Consider writing in full | Abbreviations used to describe people, especially Indigenous Peoples, may cause offense and should not be used in either verbal or written communication. |
| Basket Case | Nervous | The origin of the term: WWI veterans who lost all their limbs were sometimes referred to as 'basket cases' as a reference to the baskets they would be carried around in. |
| Blacklist/Whitelist | Blocklist/Allowlist | Though not intentionally discriminatory and not directly race-related, the phrases can have racial connotations that associate 'black' with negative emotions and 'white' with positive emotions. |
| Crazy/Insane/Nuts (as expressions) | Unbelievable, over the top | Offensive to people with psychosocial disabilities. |
| Crazy/Insane/Nuts/Psycho | Person with a psychosocial disability | Offensive to people with psychosocial disabilities. |
| Differently abled | Person with a disability | Inaccurate identification for persons with disabilities as we are all differently abled and have different skillsets, strengths etc. |
| Disabled person | Person with a disability | Does not prioritise the humanity of the person over the disability/an identity trait. |
| First World versus Third World | Specific country names | Racist connotations as it is commonly used to refer to global south countries and to imply that 'Third world' signifies a backwardness as compared with others. |
| He/Him/She/Her | Ask the person which pronouns they prefer (Alternatively: 'They', for example) | The person may not identify themselves using these pronouns. |
| Illegal immigrant/Alien (Used outside of legal context) | Undocumented person/ undocumented immigrant | The term is considered to be demeaning and primarily aimed at targeted marginalised groups. |
| Ladies and gentlemen | Colleagues/Team/People | Does not recognise that there may be people in the audience who do not identify within those categories. |
| Lame/Paralytic | Person with a disability | Offensive term to people with mobility related disabilities. |
| Man up | Be brave | Implies that being courageous and strong is a trait associated primarily with masculinity. |
| Mentally disabled | Person with a mental disorder | Emphasises people's humanity by placing the person before the disability – disabilities do not define who a person is. |
| Pow Wow | Quick meeting, chat, etc. | Using this phrase which is associated with an Indigenous Peoples ceremony to refer to a quick business meeting denigrates the long, cultural significance of Pow Wows. |

25. Some phrases do not directly translate from the English language and may not be culturally relevant depending on geographical location.

| | | |
|---|---|---|
| Racial Descriptors (e.g., Black, Latino, Indian, Asian, etc.) | Consider the necessity of using race within your text or speech. | |
| Sexual preference | Sexual orientation | The term implies that sexuality is a choice. |
| Suffering from | Living with/Being treated for | May suggest powerlessness and a poorer quality of life. |
| Tone-deaf | Ignore/be insensitive to | Can be insensitive towards people with hearing impairments. |
| Turn a blind eye | Ignore/be insensitive to | Can be insensitive towards people with blindness. |
| Wheelchair bound | Person in a wheelchair/Person who uses a wheelchair | Does not prioritise the humanity of the person over the disability/an identity trait. |
| White collar/Blue collar | Frontline workers/Support office; Operator/Office worker | May be considered classist. Such terms may impact whether employees feel valued. |

# Glossary of Key Terms & Concepts

**Ableism**
Stereotyping, prejudicial attitudes, discriminatory behaviour, and social oppression toward people with disabilities to inhibit and infringe on their rights and well-being.[26]

**Ageism**
Stereotyping and discrimination against individuals or groups based on their age.[27]

**Ally**
An individual in a position of privilege or power who makes consistent efforts to understand, uplift, empower, and support equity deserving groups.[28]

**Antisemitism**
Prejudiced belief or behaviours towards people of Jewish faith. This can take the form of promoting negative stereotypes, social exclusion, or violence.[29]

**Asexual**
(Of a person) not experiencing sexual attraction or a desire to have sexual relationships.[30]

**Belonging**
A state of being where people feel welcomed, included, and appreciated.[31]

**Bias**
The conscious (explicit) or unconscious (implicit) opinion, preference, prejudice, or inclination formed without reasonable justification that prevents a balanced or even-handed judgement.[32]

**Bisexual**
Sexually attracted to people of more than one gender.[33]

**Bullying**
Repeated mistreatment: abusive conduct that is threatening, humiliating, or deliberately intimidating, work sabotage, or verbal abuse.[34]

**Cisgender**
Describing or connected with people whose sense of personal identity and gender is the same as their birth sex.[35]

**Classism**
The institutional, cultural, and individual set of practices and beliefs that assign differential value to people according to their socioeconomic class in a social system characterised by economic inequality.[36]

**Colourism**
Prejudice or discrimination against individuals with darker skin tones, typically among people of the same ethnic or racial group.

**Conscious Bias**
When a person is very clear about and aware of their feelings and attitudes. Related behaviours are conducted with intent.

**Disability**
Broadly defined as the interaction of physical, psychological, intellectual, and socioemotional differences or impairments with the social environment.[37]

**Discrimination**
Any distinction, exclusion or preference made based on race, colour, sex, religion, political opinion, national extraction, or social origin, which has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation.[38]

**Diversity**
The variety of similarities and differences among people, often called diversity dimensions, including, but not limited

26. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].
27. Ibid.
28. Canadian Centre for Diversity and Inclusion (2022), *Glossary of Terms*, [PDF]. Available at: https://ccdi.ca/media/3150/ccdi-glossary-of-terms-eng.pdf
29. Oxfam (2023), *Inclusive Language Guide*, [Online]. Available at: https://policy-practice.oxfam.org/resources/inclusive-language-guide-621487
30. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].
31. Ibid.
32. Canadian Centre for Diversity and Inclusion (2022), *Glossary of Terms*, [PDF]. Available at: https://ccdi.ca/media/3150/ccdi-glossary-of-terms-eng.pdf
33. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].
34. International Labour Organization (2020), *Safe and Healthy Working Environments Free from Violence and Harassment*, [PDF]. Available at: https://www.ilo.org/sites/default/files/wcmsp5/groups/public/@europe/@ro-geneva/@ilo-ankara/documents/publication/wcms_751977.pdf
35. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].
36. Harvard (2020), *Foundational Concepts & Affirming Language*, [PDF]. Available at: https://www.hsph.harvard.edu/social-and-behavioral-sciences/wp-content/uploads/sites/66/2022/07/foundational_concepts_and_affirming_language.pdf
37. Ibid.
38. International Labour Organization (n.d.), *C111 – Discrimination (Employment and Occupation)*, [Online]. Available at: https://normlex.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:55:0::NO::P55_TYPE,P55_LANG,P55_DOCUMENT,P55_NODE:CON,en,C111,/Document

to: gender, sex, gender identity and expression, ethnicity, race, native or indigenous identity/origin, age, generation, disability, sexual orientation, culture, religion, belief system, marital status, parental status, pregnancy, socio-economic status/caste, appearance, language and accent, mental health, education, geography, nationality, work style, work experience, job role and function, thinking style, and personality type.[39]

## Empowerment
Increasing the personal, political, social, or economic strength of individuals and communities. Empowerment of women and girls concerns women and girls gaining power and control over their own lives.[40]

## Equality
The fact of being equal in rights, status, advantages, etc.[41] Not to be confused with 'equity.' (See below)

## Equality of Outcome/Substantive Equality
Substantive equality is a legal principle that refers to the achievement of true equality in outcomes. It is achieved through equal access, equal opportunity and, most importantly, the provision of services and benefits in a manner and according to standards that meet any unique needs and circumstances, such as cultural, social, economic, and historical disadvantage.[42]

## Equity
Parity in policy, process, and outcomes for historically, persistently, or systematically marginalised people and groups while accounting for diversity. It considers power, access, opportunities, treatment, impacts and outcomes in representation and resources.[43] Not to be confused with 'equality' (see above).[44]

## Ethnicity
A dynamic set of historically derived and institutionalised ideas and practices that (1) allows people to identify or to be identified with groupings of people on the basis of presumed (and usually claimed) commonalities including language, history, nation or region of origin, customs, ways of being, religion, names, physical appearance and/or genealogy or ancestry.[45]

## Gay
(Of people) sexually, romantically, emotionally, physically, and/or spiritually attracted to people of the same sex.[46]

## Gender
A social and cultural construct, which distinguishes differences in the attributes of people.[47]

## Gender-based Constraints
Constraints that people face that are a result of their gender, eg. Barriers to land access, male dominated negotiations etc.

## Gender-based Violence (GBV)
An umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (gender) differences.[48]

## Gender Equality
The equal rights, responsibilities, and opportunities for all genders.[49]

## Gender Equity
The process of being fair to all genders and importantly the equality of outcomes and results. Gender equity may involve the use of temporary specific measures to compensate for historical or systemic bias or discrimination.[50]

39. Molefl, O'Mara and Richter (2021), *Global Diversity & Inclusion Benchmarks*, [Online] Available at: https://dileaders.com/gdeib/
40. UNICEF (2017), *Glossary of Terms and Concepts*, [PDF]. Available at: https://www.unicef.org/rosa/media/1761/file/Genderglossarytermsandconcepts.pdf
41. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].
42. Government of Canada (2019), *Jordan's Principle: Substantive Equality Principles*, [Online]. Available at: https://www.sac-isc.gc.ca/eng/1583698429175/1583698455266#chp1
43. The University of British Columbia (2023), *Equity and Inclusion Glossary of Terms*, [Online]. Available at: https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms/#E
44. University of British Columbia (2023), *Equity and inclusion glossary of terms*, [Online]. Available at https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms/#:~:text=Equity%20%2F%20Equitable,groups%20while%20accounting%20for%20diversity.

45. University of Pittsburgh (n.d.), *Glossary of Terms*, [Online]. Available at: https://www.diversity.pitt.edu/education/glossary-terms
46. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].
47. UNICEF (2017), *Glossary of Terms and Concepts*, [PDF]. Available at: https://www.unicef.org/rosa/media/1761/file/Genderglossarytermsandconcepts.pdf
48. Ibid.
49. United Nations Women (n.d.), *Concepts and Definitions*, [Online]. Available at: https://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm#:~:text=Equality%20between%20women%20and%20men,men%20and%20girls%20and%20boys
50. UNICEF (2017), *Glossary of Terms and Concepts*, [PDF]. Available at: https://www.unicef.org/rosa/media/1761/file/Genderglossarytermsandconcepts.pdf

## Gender Parity

Another term for equal representation of all genders in each area, for example, gender parity in organisational leadership or higher education. Working toward gender parity (equal representation) is a key part of achieving gender equality.[51]

## Gender Spectrum

The concept that gender exists beyond a simple man/woman binary model, but instead exists on a continuum. Some people fall towards more masculine or more feminine aspects, some people move fluidly along the spectrum, and some identify off the spectrum entirely.[52]

## Harassment

A range of unacceptable behaviours and practices, or threats thereof, whether a single occurrence or repeated, that aim at, result in, or are likely to result in physical, psychological, sexual, or economic harm, and includes gender-based violence and harassment.[53]

## Heterosexual

(Of people) Sexually or romantically attracted to people of the opposite sex.[54]

## Homosexual

(Of people) Sexually or romantically attracted to people of the same sex.[55]

## Hostile work environment

Created by pervasive harassment and discriminatory conduct that leads to an intimidating, offensive, threatening, or humiliating work environment; or causes a situation where a person's psychological well-being is adversely affected.[56]

## Hyper-masculine

An exaggeration of traditionally masculine traits or behaviour. This can include 'a callous sexual attitude towards women', 'the belief that violence is manly', and 'the experience of danger as exciting'.[57]

## Inclusion

A dynamic state of feeling, belonging, and operating in which diversity is leveraged and valued to create a fair, healthy, and high-performing organisation or community. An inclusive culture and environment ensure equitable access to resources and opportunities for all.[58]

## Inclusive Language

Inclusive language helps us interact with others in a respectful way and employs words and phrases which are welcoming, unbiased, and not based on assumptions or stereotypes.[59]

## Intersectionality

Intersectionality refers to overlapping social identities and the related systems of oppression, domination, and/or discrimination. The idea is that multiple identities intersect to create a whole that is different from the component identities.[60]

## Intersex

Describing or relating to a person that has both male and female sex organs or other sexual characteristics; born with sexual characteristics that do not fit the categories of either 'male' or 'female.'[61]

## Islamophobia

Discrimination or prejudice towards people of Muslim faith. This can take the form of promoting negative stereotypes, social exclusion, or violence.[62]

51. United Nations Women Training Centre (n.d.), *Gender Equality Glossary*, [Online]. Available at: https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey&sortorder&fullsearch=0&page=1
52. Harvard (2020), *Foundational Concepts & Affirming Language*, [PDF]. Available at: https://www.hsph.harvard.edu/social-and-behavioral-sciences/wp-content/uploads/sites/66/2022/07/foundational_concepts_and_affirming_language.pdf
53. International Labour Organization (2019), *C190 – Violence and Harassment Convention*, [Online]. Available at: https://normlex.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C190
54. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*. [Internal Document].
55. Ibid.
56. Society for Human Resource Management (n.d.), *HR Glossary*, [Online]. Available at: https://www.shrm.org/topics-tools/tools/hr-glossary

57. International Labour Office (2013), *Men and Masculinities – Promoting Gender Equality in the World of Work*, [PDF]. Available at: https://www.ilo.org/sites/default/files/wcmsp5/groups/public/@dgreports/@gender/documents/publication/wcms_232755.pdf
58. Molefi, O'Mara and Richter (2021), *Global Diversity & Inclusion Benchmarks*, [Online] Available at: https://dileaders.com/gdeib/
59. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].
60. UNICEF (2017), *Glossary of Terms and Concepts*, [PDF]. Available at: https://www.unicef.org/rosa/media/1761/file/Genderglossarytermsandconcepts.pdf
61. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].
62. Oxfam (2023), *Inclusive Language Guide*, [Online]. Available at: https://policy-practice.oxfam.org/resources/inclusive-language-guide-621487

**Lesbian**
(Of a woman) sexually or romantically attracted to other women.[63]

**LGBTQIA+**
An acronym for lesbian, gay, bisexual, transgender, queer and intersex. The plus sign represents people with diverse SOGIESC (sexual orientation, gender identity, gender expression, sex characteristics) who identify using other terms.[64]

**Micro-aggression**
Brief and commonplace verbal, behavioural, or situational indignities that communicate hostile, derogatory, or negative slights or insults, especially toward members of minority or oppressed groups.[65]

**Microaffirmation**
Small gesture of inclusion, caring or kindness. They include listening, providing comfort and support, being an ally and explicitly valuing the contributions and presence of all. It is particularly helpful for those with greater power or seniority to 'model' affirming behaviour.[66]

**Minority**
A minority group is a population subgroup (e.g., ethnic, racial, social, religious, or other group) with differential power than those deemed to hold the majority power in the population.[67]

**Misgender**
To refer to someone, especially a transgender or gender-expansive person, using a word, especially a pronoun or form of address, which does not correctly reflect the gender with which they identify.[68]

**Neurodivergent**
A term representing individuals who cognitively process differently than what society considers the norm (or Neurotypical). A term that evolved from the advocacy movement on behalf of Autistic individuals and has been embraced by other groups of individuals with neurologically based conditions (e.g., ADHD, Tourette's syndrome, dyslexia, learning disabilities [LDs]).

**Non-binary**
(Of a person) not identifying as either male or female.[69]

**Othering**
Categorising a group of people according to perceived differences, such as ethnicity, skin colour, religion, gender, or sexual orientation, and using an 'us vs. them' mentality to alienate the group.[70]

**Pansexual**
Sexually attracted to people without regard to their sex or gender identity.[71]

**Patriarchy**
Social system in which men hold the greatest power, leadership roles, privilege, moral authority and access to resources and land, including in the family. Most modern societies are patriarchies.[72]

**Prejudice**
A dislike of or preference for a person, group, custom, etc., especially when it is based on their race, religion, sex, etc.[73]

**Psychosocial**
Emphasise the close connection between psychological aspects of experience and wider social aspects of experience, inclusive of human capacity, social ecology, and culture and values.[74]

63. Ibid.
64. United Nations Migration (2021), *Glossary of Terms*, [PDF]. Available at: https://www.unhcr.org/sites/default/files/legacy-pdf/6163eb9c4.pdf
65. American Psychological Association (2023), *Microaggression*, [Online]. Available: https://dictionary.apa.org/microaggression
66. Harvard Human Resources (n.d.), *Glossary of Diversity, Inclusion and Belonging (DIB) Terms*, [PDF]. Available at: https://edib.harvard.edu/files/dib/files/dib_glossary.pdf
67. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].
68. Harvard (2020), *Foundational Concepts & Affirming Language*, [PDF]. Available at: https://www.hsph.harvard.edu/social-and-behavioral-sciences/wp-content/uploads/sites/66/2022/07/foundational_concepts_and_affirming_language.pdf

69. Ibid.
70. Curle (2020), *US vs. Them: The Process of Othering*, [Online]. Available at: https://humanrights.ca/story/us-vs-them-process-othering
71. Harvard (2020), *Foundational Concepts & Affirming Language*, [PDF]. Available at: https://edib.harvard.edu/files/dib/files/foundational_concepts_and_affirming_language.pdf
72. UNICEF (2017), *Glossary of Terms and Concepts*, [PDF]. Available at: https://www.unicef.org/rosa/media/1761/file/Genderglossarytermsandconcepts.pdf
73. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].
74. Meyer (2013), *UNHCR's Mental Health and Psychosocial Support*, [Online]. Available at: https://www.unhcr.org/media/unhcrs-mental-health-and-psychosocial-support-persons-concern

## Psychosocial Hazard

Factors in the design or management of work that increase the risk of work-related stress and can lead to psychological or physical harm.[75]

## Race

One of the main groups that humans can be divided into according to their physical differences, for example the colour of their skin; the fact of belonging to one of these groups.[76]

## Racism

The unfair treatment of people who belong to a different race; violent behaviour towards them; the belief that some races of people are better than others, or a general belief about a whole group of people based only on their race.[77]

## Sex

Refers to the biological and physiological reality of being males or females.[78]

## Sexual Harassment

Unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature.[79]

## Sex disaggregated data

Data that is cross classified by sex, presenting information separately for different sexes. When data is not disaggregated by sex, it is more difficult to identify real and potential inequalities.[80]

## Sexism

Any act, gesture, visual representation, spoken or written words, practice, or behaviour based upon the idea that a person or a group of persons is inferior because of their sex, which occurs in the public or private sphere, whether online or offline.[81]

## Sexual orientation

A component of identity that includes a person's sexual and emotional attraction to another person and the behaviour and/or social affiliation that may result from this attraction.[82]

## Stereotype

A fixed idea or image that many people have of a particular type of person or thing, but which is often not true and may cause hurt and offence.[83]

## Structural Discrimination

A form of discrimination resulting from policies, despite apparently being neutral, that have disproportionately negative effects on certain societal groups.[84]

## Transgender

Describing or relating to people whose gender identity does not match the sex they were said to have at birth.[85]

## Unconscious Bias

An unfair belief about a group of people that you are not aware of and that affects your behaviour and decisions.

## Xenophobia

A strong feeling of dislike or fear of people from other countries.[86]

75. Work Safe Victoria (n.d.), *Psychosocial Hazards Contributing to Work-Related Stress*, [Online]. Available at: https://www.worksafe.vic.gov.au/psychosocial-hazards-contributing-work-related-stress
76. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].
77. Ibid.
78. UNICEF (2017), *Glossary of Terms and Concepts*, [PDF]. Available at: https://www.unicef.org/rosa/media/1761/file/Genderglossarytermsandconcepts.pdf
79. United Nations Women (n.d.), *What is Sexual Harassment*, [PDF]. Available at: https://www.un.org/womenwatch/osagi/pdf/whatissh.pdf
80. UNICEF (2017), *Glossary of Terms and Concepts*, [PDF]. Available at: https://www.unicef.org/rosa/media/1761/file/Genderglossarytermsandconcepts.pdf

81. Council of Europe (2019), *Recommendation CM/REC(2019)1 of the Committee of Ministers to Member States on Preventing and Combating Sexism*, [Online]. Available at: https://search.coe.int/cm#{%22CoEIdentifier%22:[%220900001680936a%22],%22sort%22:[%22CoEValidationDate%20Descending%22]}
82. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].
83. Ibid.
84. Pinicus (1996), *Discrimination Comes in Many Forms: Individual, Institutional and Structural*, [Online]. Available at: https://doi.org/10.1177/0002764296040002009
85. Hydro (n.d.), *The Power of Words: A Guide to Inclusive Language*, [Internal Document].
86. Ibid.

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