EQUITY AND INCLUSION TOOLKIT

CFNU

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About This Toolkit

This toolkit has been developed to assist Member Organizations and the CFNU to implement procedures and governance structures that will facilitate the inclusion and participation of equity-seeking groups.

Labour unions have historically assisted workers in obtaining fair wages, safe workplaces, improved work-life balance and more. Over time, this representation has developed to also provide representation to marginalized groups within unions. Equity is a union issue, and this recognition is the first step to ensuring inclusion. The engagement of workers based on race, ethnicity, gender, age, sexuality, ability and Indigeneity is integral to the long-term vigour of the Canadian labour movement.

This toolkit will allow you to assess current structures and/or practices that facilitate inclusion of equity-seeking groups, thus determining any gaps that exist or improvements that can be made. Workshop templates have been developed that can be delivered to your members. These workshops will allow members to gain a better understanding of what it means to be inclusive and also provide a safe space for equity-seeking groups to speak freely about their experiences. Providing this space will allow allies to gain a better understanding of experiences, that will facilitate more holistic representation at all levels of your Member Organization.

This toolkit will assist your leadership in making equity a priority issue and ensure that every strategy and action is implemented with equity at the forefront.

Q & A

Why has this toolkit been produced?

Leadership at the CFNU recognizes the importance of the inclusion of equity-seeking groups within the union for overall growth and impact in meeting the needs of its membership.

Who has this toolkit been developed for?

This toolkit has been developed for Member Organizations and the CFNU.

What is the purpose of this toolkit?

This toolkit will assist your leadership in making equity a priority issue and ensure that every strategy and action is implemented with equity at the forefront.

What is in this toolkit?

This toolkit consists of definitions for terminology, workshop templates that can be implemented within your member organization, sample human rights and equity vision statements, an environmental scan checklist and an event accessibility checklist.

Who are the equity-seeking groups?

1.   Young workers – 30 years and younger
2.   LGBTQ2S+ workers
3.   Indigenous workers
4.   Racialized workers
5.   Workers with disabilities

How should this toolkit be used?

This toolkit is meant to be used as a guide to facilitate the conversation and implementation of the inclusion of equity-seeking groups in all programs, policies, services and campaigns of the union.

What Is an Equity Lens?

An equity lens is a tool that can help ensure that your Member Organization's policies and programs are equitable for all members. It ensures equitable treatment of members from diverse communities when planning and developing the policies, programs, campaigns and services of the Member Organization.

Equity lens questions

1. Have you considered the barriers faced by diverse groups? Which groups or populations? What is the impact of the given policy/program on diverse groups?
2. How have barriers been reduced or removed? What changes have been made to union policy/program/services to ensure diverse groups can benefit?
3. How will the impact of the policy be measured to evaluate whether barriers have been removed or opportunities have been created for diverse groups/populations?

There is both a principled approach to equity and a practical approach to equity. Geronimo provides an analysis of the two types of approaches in the table below. In order to be effective in providing representation, an overlap of these two approaches is required. This will facilitate lasting results for union growth and movement building.

A principled approach to equity	A practical approach to equity
We do equity because it's right.	We do equity because it works.
Equity is a moral imperative.	Equity is in the interest of union survival and growth.
Equity is a goal. Work for equity.	Equity is a question of strategy, a tool to grow and strengthen the union.
Equity is a goal. Work for equity.	Equity is a means to an end: we work for better contracts, with equity as one of our tools.
Equity brings justice to equity-seeking groups who are directly affected by the injustice.	Once barriers are removed, the union benefits from the greater participation of equity-seeking groups.

The Power of Inclusive Language

The following Questions and Answers have been developed into a set of discussion cards – Cards Against Inequity. These cards are available to members and will assist in facilitating discussion and exploration of equity issues.

INDIGENOUS

What is a Pow Wow?
It is a traditional First Nations' gathering and celebration of dance, song, socializing and honouring of a rich heritage, practiced in some Indigenous communities. Pow Wows are often used for healing ceremonies and can be sacred, social, intra-national, private or public. DO NOT use it to describe a meeting or group of people.

Do I say 'Indigenous' or 'Aboriginal'?
Both are umbrella terms that represent First Nations, Metis and Inuit in Canada. They are used internationally to define the original habitants of colonized countries. However, 'Indigenous' is the most modern term used.

Can I use 'Indian' to describe an Indigenous person?
No. This term is a historical misnomer with negative connotations for many Indigenous people as an imposed term. Avoid the use of this term, unless it is being used as reference to a government policy or classification (e.g., *Indian Act*, Indian status).

What is 'Turtle Island'?
This is the name given to North America by some Indigenous peoples, such as the Iroquois, Anishinaabeg and other Northeastern peoples. The term originates from their various creation stories.

Can I say 'the Indigenous culture'?
This is too broad considering that hundreds of Indigenous communities, nations, languages and cultures exist within Canada. Instead of singular, try using plural forms. Even better, try being specific about the nation to avoid pan-Indigenizing. E.g., 'the many Indigenous cultures'.

Do I say 'Canada's Indigenous peoples' or 'our Indigenous peoples'?
NEITHER. The Indigenous peoples on Turtle Island are not owned by Canada or by an individual, which is what this language infers. Try to say 'the Indigenous peoples of what we now call Canada' instead.

Why are Indigenous land acknowledgements made before meetings/conferences?
These statements show respect for Indigenous peoples and can also raise awareness about histories that are often suppressed or forgotten. This is a core and foundational component to true and authentic reconciliation within Canada. It is an acknowledgement of a people who were already here, living and thriving on these lands.

Sometimes these lands are acknowledged as unceded, which means that at no time in history have Indigenous peoples relinquished rights or title to the land to the government.

LGBTQ2S+

What is a preferred pronoun?
A pronoun refers to a person's gender, such as 'he'/'she', 'him'/'her', 'herself'/'himself', 'hers'/'his'. Assuming pronouns based on someone's appearance can lead to errors and assumptions. This is why asking is more inclusive.

Why are gender-neutral pronouns used?
Pronouns such as 'he' and 'she' come with certain expectations about how someone expresses their gender identity. This can often feel limiting to someone who doesn't fit into the binary (i.e. man/woman) identity. Using a gender-neutral pronoun such as 'they'/'them'/'ze', etc. can make a non-binary individual feel welcome and respected.

What do you do if you don't know what gender someone identifies with?
Simply ask, "What is your preferred pronoun?" If you make a mistake and misgender someone, just apologize and move on in your conversation.

Do I say 'transgender' or 'transgendered'?
- 'Transgender' or 'trans' is the correct term. 'Transgendered' is grammatically incorrect.
- Do not say, "Tony is a transgender" or "The parade included many transgenders." Do say, "Tony is a transgender person" or "The parade included many transgender people."

What is the difference between sex and gender?
- Sex is considered biological. It is the genitalia you are born with, your chromosomes, genes and hormones.
- Gender is a person's status in society as a man, woman or non-binary person. Conceptions of gender are influenced by several factors, including biological features, cultural and behavioural norms, and individual experience.

What is gender expression?
Gender expression is the way a person presents and communicates gender identity to society, through clothing, speech, body language, hairstyle, voice, and/or the emphasis or de-emphasis of bodily characteristics or behaviours and traits, used publicly to express one's gender as masculine or feminine or something else.

Gender expression IS NOT an indication of sexual orientation.

What is cisgender?
'Cisgender' refers to an individual who identifies with their sex and gender assigned at birth. For example, a cisgender man is a person assigned male at birth who identifies as a man. A cisgender woman is a person assigned female at birth who identifies as a woman.

What is non-binary and/or genderqueer and/or gender nonconforming?
These are terms used by some people who experience their gender identity and/or gender expression as falling outside the categories of man and woman. They may define their gender as falling somewhere in between man and woman, or they may define it as wholly different from these terms. The terms are not the same as 'transgender' or 'transsexual' and should only be used if someone self-identifies as non-binary and/or genderqueer.

What is sexual orientation?
Sexual orientation is the description of an individual's enduring physical, romantic and/ or emotional attraction to members of the same and/or opposite sex, and is inclusive of lesbians, gay men, bisexuals, heterosexual men and women, and other orientations, including pansexual (not limited in sexual attraction by biological sex, gender or gender identity), and asexual (a person who does not experience sexual attraction).

Do NOT use the term 'sexual preference' as it is considered offensive and is typically used to suggest that being lesbian, gay or bisexual is a choice.

What does the aronym LGBTQ2S+ represent?

L – lesbian
G – gay
B – bisexual
T – transgender
Q – queer
2S – two-spirit
+ – the plus acknowledges that not all expressions and identities are captured in the acronym, and that expression and identify are fluid and ever evolving.

What is 'two-spirit'?

Two-spirit is an Indigenous term that includes gay, lesbian, bisexual, and transgender non-conforming identities. It is also what the '2S' stands for in LGBTQ2S+; it's a person who identifies as having a spirit that is both masculine and feminine. Only Indigenous people can identify as being two-spirit.

What is homophobia?

Clinically, it refers to a fear and hatred of gays and lesbians. Homophobia ranges from derogatory comments to harassment, to violence, to silencing ("as long as they don't talk about it," etc.), to denial of human rights.

What does the rainbow flag symbolize?

The rainbow has been a symbol of LGBTQ2S+ pride since the 1970s. The following are the colours and what they signify:

- Red: life
- Orange: healing
- Yellow: sunlight
- Green: nature
- Blue: serenity
- Purple: spirit

Note: Some iterations of the Pride flag include a brown and black stripe. While great strides have been made in the queer community, Pride is still not always an inclusive space for Indigenous peoples, black people and racialized people. The new stripes are a visible symbol of the importance of these voices and experiences. This serves as a reminder that inclusion must be rooted in an intersectional approach to include those who have historically been and continue to be marginalized.

What does the trans flag symbolize?

The trans Pride flag was created in 1999. The light blue stripes at the top and bottom of the flag are the traditional colours for baby boys. The stripes next to them are pink, the traditional colour for baby girls. The stripe in the middle is white, for those who are intersex, transitioning or consider themselves having a neutral or undefined gender. The pattern is made as such so that no matter which way it is flown, it is always correct.
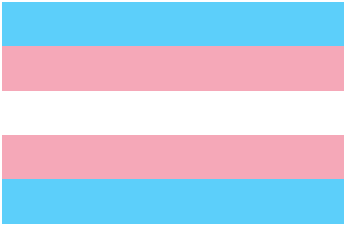
Can I say 'transsexual'?

'Transsexual' is not an umbrella term, like 'transgender'. It is an older term originating in the medical/psychological communities. Many transgender people do not identify as transsexual and prefer the word 'transgender'. It is always best to ask which term a person prefers.

DISABILITY

Do I say 'person with a disability' or 'disabled person'?

'Person with a disability' is the preferred term. It is important to use language that focuses on the person and not the disability (e.g., "Fiona uses a wheelchair for mobility" rather than "Fiona's disabled." Such language ensures that the person is not defined by their disability. DO NOT say 'handicapped', or 'retarded' – these are offensive.

What is ableism?

Ableism is discrimination against people with disabilities, including the expression of hate for people with disabilities, denial of accessibility, rejection of applicants with a disability for housing and jobs, institutionalised discrimination that perpetuates poverty amongst people with disabilities, etc.

What does accessibility mean in relation to people with disabilities?

Accessibility means ensuring that people with disabilities are able to participate without any barriers. Whether it is a physical environment, transportation, reading material and/or communication technology.

What are some common barriers faced by people with disabilities?
• A physical environment that is not accessible
• A lack of assistive technology (e.g., sign language interpreter, videos with subtitles, etc.)
• Negative attitude of people towards disability
• Services, systems and policies that don't include persons with disabilities or that hinder the participation of all people

What are attitudinal barriers?
Stereotyping – assuming that persons with disabilities have a poor quality of life or that they are unhealthy because of their impairments.

Stigma, prejudice and discrimination: these attitudes may come from people's ideas related to disability – someone may see disability as a personal tragedy or as an indication of the lack of ability to behave as expected in society.

By thinking of disability as a social responsibility to provide support to all people so they can live independent and full lives, we can work to recognize and address challenges that all people, including those with disabilities, experience.

What is an invisible disability?
Invisible disabilities are often considered hidden disabilities. People often assume that disabilities are physical or visible, when in actuality a lot of disabilities are not apparent. A few examples that could be classified as hidden disabilities are: HIV, dyslexia, multiple sclerosis, mental health problems.

It is important to note that invisible disabilities impact a person's day-to-day life, and you should not judge why certain accommodations have been put in place for the individual. For example, a person may hold an accessible parking permit and not appear to have a need for the close-proximity parking. However, here are a few invisible reasons why they may: back or brain injury, chronic illness/pain, heart condition, oxygen impairment.

RACE AND CULTURE

What is institutional racism?
Also known as 'systemic racism', it is a form of racism expressed in the practice of social and political institutions. Organizational programs, policies or procedures that work to the benefit of white people and to the detriment of people of colour, including unintentionally or inadvertently. An example of this is racial profiling.

Do I say 'coloured person' or 'person of colour'?
'Person of colour' is the preferred term. To be a 'coloured person' is to be seen as an 'other'. It's establishing that the default race is white, that white is the baseline. 'People of colour' is used in solidarity among racial groups and marginalized people across the country. Where there is solidarity, there is a sense of inclusivity, community and understanding.

What is racism?
Prejudice, discrimination or antagonism directed against someone of a different race, based on the belief that one's own race is superior.

What is anti-black racism?
Anti-black racism is prejudice, attitudes, beliefs, stereotyping or discrimination that is directed at people of black/African descent. This form of racism is rooted in their unique history and experience of enslavement and colonization.

What is antisemitism?
Antisemitism is a form of racism that includes hostility, prejudice or discrimination against people because they are Jewish.

What is islamophobia?
Islamophobia is a form of racism that includes hostility, prejudice, or discrimination against the Islamic religions and/or Muslims generally, especially in politics.

What is cultural appropriation?
Theft of cultural elements for one's own use, commodification or profit – including symbols, art, language, customs, etc. – often without understanding, acknowledgement or respect for its value in the original culture. The dominant culture will assume their right to take the non-dominant cultures elements.

For example, dressing up for Halloween with a Native headdress, turban or hijab would be offensive to someone of that culture. Another example occurs where Indigenous art is duplicated and sold by large companies rather than the artists themselves.

'Person of colour' vs. 'racialized person'?
Both of these terms are acceptable. However, someone may prefer one over the other. If so, allow them to identify themselves in their preferred manner.

'Racialized person' is more often used because it suggests that an individual or group has been ascribed a certain identity, rather than focussing on colour or the size of a community. This term recognizes that race is a social construct.

AWARENESS

What is the difference between inclusion and diversity?
People and organizations will often use the words 'diversity' and 'inclusion' interchangeably, when their meanings are very distinct. 'Diversity' is the noun and refers to the representation of various people from different experiences. It is essentially the 'who'. Whereas, 'inclusion' is the verb and refers to the act of including a mix of people.

Verna Myers says it best: "Diversity is being asked to the party; inclusion is being asked to dance."

What is the difference between equality and equity?
Equality seeks to give everyone the same opportunities. However, equity seeks to give everyone the same opportunities while recognizing their unique situation and addressing systemic barriers, such as socio-economic upbringing.

EQUALITY   **EQUITY**
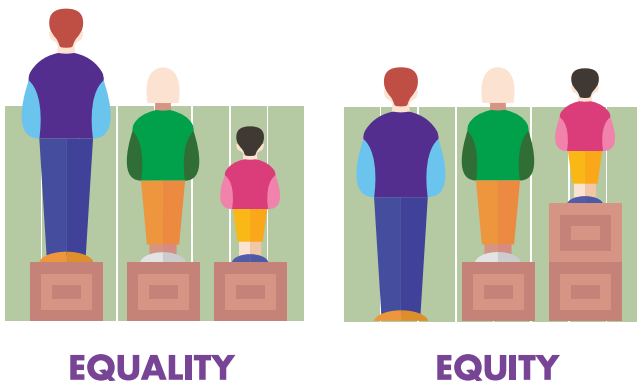
What is an equity lens?

An equity lens is a tool that can help ensure that your organizations' policies and programs are equitable for all members. It ensures equitable treatment of members from diverse communities when planning and developing the policies, programs and services of the organization.

What are systemic barriers?

These are barriers that are sometimes hidden (intentionally or unintentionally) within society that ultimately exclude certain groups or communities of people from fully engaging. These systemic barriers are often reinforced by existing policies, practices and procedures.

## The use of 'brother' and 'sister' in the union context

The use of 'brother' and 'sister' at union meetings often can alienate people and may leave them feeling like they aren't being included in the dialogue. These titles adhere to a strict gender binary and ought to be removed if we want to be inclusive of all members. Using 'my union family' would be more inclusive, or some may also prefer 'comrades'.

What is intersectionality?

It is the intersectional oppression that occurs due to a combination of oppressions that produce a distinct form of discrimination as opposed to a stand-alone form of discrimination. Keeping an intersectional approach in mind with all the work that you do ensures that the historical, social and political contexts have all been taken into account. For example, the systems of oppression faced by a self-identified white gay male will be different than that faced by a self-identified woman of colour who is a lesbian.

What is privilege?

Privilege refers to a dominant group in society or in a specific context that obtains certain rights, freedoms, benefits, advantages, opportunities and/or access over a non-dominant group. An example of this is male privilege – where men continue to be overrepresented in leadership roles or as news commentators. Most of us have privilege in some form even if we experience oppression in some other form, whether gender, sexual orientation, ability, race, class, etc.
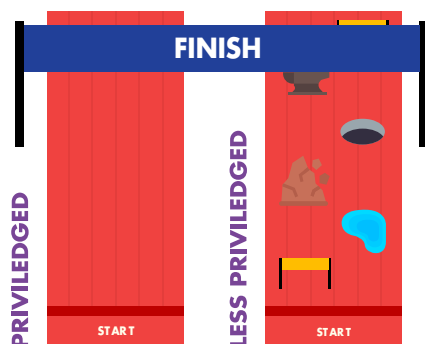
What is an ally and how can I be an ally?
An ally is a member of a privileged group, who advocates against oppression. An ally works to create social change rather than participate in oppressive actions.

You can be an ally by:

- Actively supporting the struggle
- Standing up/speaking out, even when you feel scared
- Transferring the benefits of your privileges to those who have less
- Acknowledging that the conversation is not about you
- Listening with openness

What is a trigger warning?
A statement notifying that content (as in a text, video, presentation, etc.) may be disturbing or upsetting. They can be used to protect users from content that may contribute to pre-existing mental health issues (e.g., sharing photos about an eating disorder, that might trigger or, worse, inspire someone who is currently dealing with anorexia).

What is ageism?
Ageism is a form of discrimination that involves prejudice against people based on their age. Ageism results in the invisibility of, and discrimination faced by, people outside of the preferred age range (may be younger or older).

What is oppression?
The combination of prejudice and institutional power which creates a system that discriminates against some groups (often called 'target groups') and benefits other groups (often called 'dominant groups').

Environmental Scan Checklist

An environmental scan of your Member Organization can provide a better understanding of any opportunities for improvement or gaps that exist. Ensure that your scan is done by considering intersectionality, to ensure an inclusive and holistic scan.

	Structures/operations/mechanisms	Existing? Yes/No	Active? Very, somewhat or not active
1	Committees/caucuses for equity-seeking groups		
2	Policies, position statements or mandates on equity and inclusion		
3	Equity or human rights committee/council which monitors the implementation of equity and inclusion policies		
4	Training in equity and inclusion for members		
5	Mechanisms/procedures to address barriers to participation		
6	Inclusive communications pieces (i.e. campaign materials, internal documents, training manuals, etc.)		
7	Equity campaigns		
8	Recognition/celebration of Equity Days (e.g., International Persons with Disabilities Day, Pride, Black History Month, UN Day for the Elimination of Racial Discrimination, National Day of Remembrance and Action on Violence Against Women, etc.)		
9	Events/meetings are accessible (i.e. translation, ASL, wheelchair-accessible, etc.)		
10	Other		

Sample Accessibility Event Checklist

The following is a sample event checklist that can be used to ensure your event is accessible. This is not a comprehensive list but rather a list of considerations and can be adapted to suit the needs of your Local.

Invitation		
	The writing is clear and in an easily legible font and size.	
	Appropriate icons have been used (e.g., physical access, sign language interpreter available, closed captioning, etc.).	
	Event information is embedded in an email as well as in an attachment.	
Communication		
	On-site sign language interpretation	
	Videos with subtitles	
	Assistive listening device	
	Event availability via webcast	
	Offer copies of material on a USB stick so people can use their own method of technology to view documents	
Facilities		
	Accessible facility (e.g., wheelchair, walkers, scooters, etc.)	
	Accessible bathroom	
	If transportation is provided, is it accessible?	
	Scent-free environment	
	Accessible parking available close to the main entrance of the event	

Sample Workshops

INTRODUCTION

An introduction exercise is intended to help participants to get to know each other and feel welcome and comfortable in the space.

Duration: 5-10 minutes (depending on size of group)
Materials: sign-in sheet

The facilitator will begin by welcoming everyone and listing the workshops they will be facilitating. They will explain that this will be a quick exercise for everyone to get to know each other and feel welcome and comfortable in the space. Everyone will be asked to share their name, preferred pronouns (she/her/hers, he/him/his, they/them/theirs or any other), and one word to describe how they are feeling to be here.

Facilitator should elaborate on what a pronoun is and why they are important. Pronouns are words that function in the place of a name. So instead of saying, "my sister Monica is coming to pick me up in Monica's car, and we are going to Monica's favourite restaurant," I could say, "her car/her favourite restaurants."

In English pronouns we have two sets of gendered pronouns. "She/her/hers" and "he/him/his" are two sets of pronouns that are attached to a particular gender. We likely all grew up assuming we know each other's pronouns and that we can tell just by observing an individual or knowing their gender. However, this isn't the case and, in an effort to be more inclusive of all, it is important to get out of the habit of assuming pronouns.

Note: The facilitator should begin the exercise by answering the questions themselves and then continue clockwise around the room. It would be beneficial for the facilitator to jot down the names while going around the room to make the workshop portion more personable.

R.E.S.P.E.C.T.

Participants will be asked to introduce themselves to someone they don't know in the room. Discuss the meaning of respect. What does it mean to you to "show respect"? How do you show respect to others? After the allotted 10 minutes or so (depending on the size of the group), all participants will be asked to sit and open the discussion. How did people define respect? What were some of the core concepts discussed?

Common responses will likely include:

- Eye contact
- The 'golden rule'
- Acknowledging someone's ideas, even if you don't agree with them

Participants will be asked to reflect and share where their ideas of respect come from. If any common response comes up, challenge them by asking the following:

- Is eye contact during conversation respectful in every culture?
- Does everyone really want to be treated the same way you want to be treated?
- If someone's ideas are oppressive to another group, should we still respect them?

This activity will allow participants to reflect critically on assumptions and socializations regarding respect. This will give participants the opportunity to learn from each other's differences.

This activity will assist in establishing a basis of respect within the group, helping the participants take the first steps towards creating and maintain a constructive discussion of equity and inclusion.

In concluding this workshop, the facilitator can discuss the meaning of 'safe space'. There are many ways to define 'safe space', one of which is "a physical or metaphorical place for people, usually of marginalized identities, to feel free of judgment or harm".

ALLY WORKSHOP

Participants will be asked to break out into groups of 3-4 to brainstorm a definition of the word 'ally'.

Duration: 20-30 minutes
Material: flip-chart, markers, ally definition (prepared beforehand)

Have each person count off "1, 2, 3" while going around the room. Have the 1s in one location, 2s in another and the 3s in another. Each group will be given a flip-chart and markers.

Have each group brainstorm the meaning of being an ally. Have them come up with a definition of 'ally'. Think about who an ally is and what an ally does or should do. Have one person from each group volunteer to be the recorder and write the definition on the flip-chart.

Give the group five minutes to discuss their definition. Have each group select a person to be the presenter. This person will share the group definition.

Put up the definition that was pre-written:
Ally: (n.) An ally is a member of a privileged group, who advocates against oppression. An ally works to create social change rather than participate in oppressive actions.

Now, tell the whole group to think about what an ally can do to show that they are an ally. On a sheet of flip-chart paper, write "action" at the top. Ask participants to call out their answers or raise their hands. Record their ideas on the sheet.

Wrap-up

Being an ally is more than being sympathetic towards those who experience discrimination. It is more than simply believing in equality. Being an ally means being willing to act with and for others in pursuit of ending oppression and creating equality.

An ally is someone whose personal commitment to fighting oppression and prejudice is reflected in their willingness to:

1. Educate oneself about different identities and experiences
2. Challenge one's own discomfort and prejudices
3. Learn and practice the skills of being an ally
4. Take action to create interpersonal, societal and institutional change

STEP WITH ME

Participants will stand in a circle. Someone will step into the centre of the circle and say, "Step with me if you…" and finish the sentence with something factual about themselves. For example, "step with me if you are racialized" or "step with me if you speak French fluently" or "step with me if you are enjoying convention so far."

Whoever else feels that the statement relates to them (by their perspective), will join the person in the centre. The facilitator will guide everyone to take a moment and recognize who is in the centre and who is not. The facilitator will emphasize that if someone doesn't want to step forward or is uncomfortable with doing so, they can remain stepped back.

The facilitator will begin by sharing something true about themselves as an example. Participants will be told to recognize when they step forward and when they do not, and to keep note of how they feel throughout the exercise. Continue this exercise for about 10 different statements (or until you feel participants have touched on some impactful issues) and then bring everyone back to their seats.

Ask the group how this exercise made them feel. What was hard? What was easy? What did it feel like when you stepped in? What about when you did not?

This exercise is meant to demonstrate that we are all at different points in our life, that has either been earned or we've been born into. The question to everyone is: How can we use the position we are in to become a better ally?

EQUITY AND INCLUSION WORKSHOP

Participants will work in pairs, and each person will be given three post-it notes. The participants will be given the following instructions:

- Talk to your partner and discuss/describe a personal experience in which you or a family member felt excluded. Explain why/how you were excluded and how it made you feel. Next, jot down two or three words that describe how you felt during or after this experience.

- Now, conduct the same exercise but describe a situation in which you felt included and respected.

Provide the participants with 10-15 minutes to share their experiences. Once complete, seek 2-3 volunteers who are willing to share their experiences with the group. (This is voluntary. If participants do not want to share their experience with the whole group, this is okay.)

Bring all participants together and discuss the long-term impacts of exclusion and inclusion. This exercise can be sensitive and bring up difficult feelings.

Now ask the participants to provide reasons for which someone may feel excluded. These will be taken down on a large flip-chart by the facilitator.

Now ask the participants to go back to working with their partners and discuss ways in which their organizations can be more inclusive. After 10 minutes invite the participants to report back to the group.

Note: Facilitators can also provide examples beforehand to assist the participants.

Summary

- This workshop will demonstrate that everyone has experienced feelings of exclusion.

- Those who come from marginalized communities can often feel excluded for a variety of reasons. We have a responsibility to reflect on our organizations and determine ways in which we can be more inclusive.

Sample Human Rights & Equity Vision Statement

The Canadian Federation of Nurses Union (CFNU) promotes and supports human rights and equity for all. The CFNU recognizes and values the importance in the inclusion of the voices of marginalized members who experience historic and systemic discrimination. We are committed to challenging the obstacles that prevent equity and inclusion within communities and workplaces.

Our six equity-seeking caucus groups include the: LGBTQ2+ Workers Caucus, Racialized Workers Caucus, Workers with Disabilities Caucus, Young Workers Caucus, Indigenous Workers Caucus and Francophone Workers Caucus. These caucuses have been established to provide members with the space to speak openly on issues that can often be sensitive and require the support and understanding of those who may hold similar experiences. They ultimately report to the Human Rights & Equity Council which leads the fight in developing and promoting policies and campaigns that reflect the nursing profession. The CFNU will encourage and support all Member Organizations to establish similar processes and policies as the CFNU to ensure representation and inclusion of all members. Furthermore, Member Organizations will be encouraged to participate in Canadian Labour Congress (CLC) working groups/workshops and promote campaigns produced by the CLC.

The strength of our union is reflected in the work that we do daily as nurses. To protect human rights and promote equity means fighting for people's rights, free of fear and intimidation. It means building awareness through grassroots and political action. The CFNU stands in solidarity with its members and believes that there is strength in inclusion and representation.

References and Additional Resources for Equity and Inclusion Toolkit and Cards Against Inequity

Action Canada for Sexual Health and Rights –
Caring for a diversity of populations
https://www.srhweek.ca/providers/people-and-communities/

Briskin, Linda – *A Caucus of Caucuses: The Next Stage in Union Equity Organizing.*
http://www.justlabour.yorku.ca/volume8/pdfs/14%20Briskin%20Press.pdf

Canadian Association of University Teachers – *Guide to Acknowledging First Peoples & Traditional Territory*
https://www.caut.ca/sites/default/files/caut-guide-to-acknowledging-first-peoples-and-traditional-territory-2017-09.pdf

Canadian Labour Congress (CLC) – *Islamophobia at Work: Challenges and Opportunities*
https://canadianlabour.ca/islamophobia-at-work-requires-immediate-action-say-canadas-unions/

Canadian Nursing Student Association (CNSA) – *Indigenous Allyship Position statement*
http://cnsa.ca/wp-content/uploads/2019/02/Indigenous-Allyship-Position-Resolution-Statement.pdf

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