Pearson Global Content & Editorial Policy for Business Partners

Version 1—September 2021

Pearson

Contents

Key Information

Foreword from Pearson CEO, Andy Bird

"Pearson operates in more than 100 markets around the world and serves an incredibly diverse audience of learners, educators, caregivers, families and wider communities. We've worked hard to gain the trust of our customers by developing high quality, effective content that meets their needs and expectations.

That trust—and our reputation as the world's learning company—rests on creating content that is not only relevant, factual and evidence-based, but also ethical, inclusive and developed with an appreciation for equity and diversity.

That's a high standard, and this Content & Editorial Policy will provide greater assurance that we'll meet it by establishing and implementing standard best practices and principles across Pearson."

Andy Bird
CEO, Pearson

Introduction

Pearson helps people make measurable progress in their lives through learning.

We produce high-quality educational experiences, media, and services that demonstrate effective learning outcomes through engagement and innovation. Our products and services[1] are embedded in the learning experiences of millions of people around the world, and this is a privilege we take seriously. We are proud to work with Pearson Business Partners who demonstrate their commitment to the principles outlined in this document.

This document outlines the principles that govern how Pearson, as a leading global learning company, will work to ensure the provision of high-quality learning experiences that reflect the individuals and communities we serve every day. Our approach is underpinned by our corporate purpose; global commitments to diversity, equity, and inclusion (the DE&I Commitments[2]); and Pearson's Sustainable Business Plan (SBP) 2030.

The DE&I Commitments, the SBP, and our Accessibility Framework establish objectives for ensuring diverse representation in our content and for embedding anti-racism, social equity, and environmental sustainability in teaching and learning. The Pearson Global Content & Editorial Policy (referred to throughout this document as the 'Policy') is central to achieving these goals.

This Policy has been developed to serve as the defining diversity, equity, and inclusion (DE&I) content and editorial guidelines for our products and services. It applies across Pearson's matrix, divisions, and varying operating models. It is informed by the content and editorial principles and guidelines in operation today across our business, as well as external guidelines consulted during the creation of this Policy.

As a Pearson Business Partner, you play a significant role in making this vision a reality. Through working with Partners who demonstrably share our values and our commitments, and reflect them in our work together, we will build a more exciting and equitable world of learning for all.

It is important to note that concepts, terminology, and best practices associated with DE&I are constantly evolving and are based on cultural and geographical contexts. As a result, this policy and its associated guidance will be reviewed on an annual basis, and any necessary updates will be shared with employees and business partners.

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1   This covers any Pearson content that is published for, released to, or used by the public, including (but not limited to) qualifications, platforms, assessments, courseware, textbooks, and marketing material, in both print and digital formats, as well as content described via live services, such as professional development courses and tutoring.

2   In August 2020, Pearson promised that all our products and services will incorporate anti-racist principles. We are committed to ensuring:
   1.   Everyone has an equal and lifelong opportunity to succeed through learning.
   2.   Our educational products and services represent the rich diversity of learners.
   3.   Our educational content reflects an evolution toward anti-racism and social justice.
   4.   All our employees feel a sense of belonging, both in our company and in their communities.
   5.   As a society, as a company, and as individuals, we no longer need to remind anyone that Black lives matter.
   In addition to these commitments, this Policy seeks to provide guidance that ensures all our products and services incorporate anti-bias principles, focusing on people who experience historical and contemporary marginalization, distorted representations, and exclusion.

The Policy: Statements of Principle

The Policy is classified by statements of principle under the following headings:

1. To respect human rights and strive to create content that is free from discrimination and is anti-bias
2. To develop content that embeds our commitments to diversity, equity, and inclusion
3. To provide support for learning that is based on evidence and facts
4. To create content that is ethical and adheres to legal requirements

These are fundamental principles that need to be considered to ensure that all products adhere to the Sustainability Principles and DE&I Commitments that underpin our brand. They are our collectively held principles that shape the way we think, work, and behave. In turn, these principles are reflected in our content and in our interactions with our customers, learners, caregivers, and educators.

As a Business Partner contracted by Pearson, you and those working with you (your staff, subcontractors etc.) are expected to uphold these principles In your work with us, alongside those described in the Business Partners Code of Conduct.

1. Respect for Human Rights

Pearson is a global company with strong values that produces products for a vast range of audiences. In its products, Pearson endeavors to respect human rights, including children's rights, as defined by the United Nations Declaration of Human Rights and the United Nations Convention on the Rights of the Child. These include:

- Adequate standard of living
- Culture and art
- Education
- Equality
- Fairness
- Freedom
- Health
- Humane treatment and freedom from exploitation
- Legal status
- Privacy
- Safety
- Work
- Development
- Knowledge of rights

Our content should be representative of and reflect the rights of all sectors of society. We should ensure the authentic, inclusive, and respectful representation of people, avoiding discrimination or bias on the basis of:

- Age
- Ancestry
- Appearance
- Color
- Culture, traditions, and customs
- Disability
- Ethnicity or race
- Gender
- Gender identity and gender expression
- Geography
- Language
- Marital and relationship status
- Nationality or national origin
- Neurodiversity and learning differences
- Physical and mental health
- Political views
- Religion, spirituality and religious views
- Sex
- Sexual or romantic orientation
- Socio-economic status

2. Commitment to Diversity, Equity, and Inclusion

Pearson aspires to be an inclusive company that aims to authentically presents and promotes the representation of people from diverse backgrounds and with diverse characteristics within our products.

We strive to ensure that our content³ represents the rich diversity of our global audience and that this representation is anti- racist and anti-bias, and promotes social equity and justice. We also endeavor to provide equitable access to our products and services for diverse learning needs to support the full participation of all our learners.

To achieve these goals, we will consider the aims and expected outcomes for learners in the creation of our content, as exemplified in our Diversity, Equity & Inclusion Learning Framework (Key Information—Section 1), the Pearson Global DE&I Content and Editorial Checklist, and the Content Guidelines. We aim for our content to address the Challenges that face our societies and are committed to:

- ensuring equitable and appropriate representation of the communities and identities of every person,
- presenting all people as complex and nuanced,

- telling the stories of the lives and contributions of all groups of people, ensuring inclusion of diverse and historically marginalized communities, and
- recognizing the capacity and agency of individual people, as well as systemic, structural, and institutional barriers.

In doing so, we will take into account

- the diversity of our global audience (as described in Principle 1);
- the accessibility of our products and whether they are equitable and fit for use for people with specific learning needs and preferences, including learners with disabilities, learners who are neurodiverse, and/or learners with different communication and language needs;
- language rights and identity (see the glossary in Key Information— Section 6);
- the incorporation of cultural knowledge, sensitivities, and contexts specifically with reference to indigenous communities that have been marginalized;
- that the content created does not demean, place judgment on, or stereotype individuals or groups of people based on their personal characteristics and is not derogatory toward people regardless of difference; and
- that the content created actively discourages prejudice, bias, and inequitable treatment of individuals or groups based solely on their personal characteristics, and actively encourages open, intersectional, and inclusive, approaches to the individuals and groups referred to in our content.

3 This covers any Pearson content that is published for, released to, or used by the public, including (but not limited to) qualifications, platforms, assessments, courseware, textbooks, and marketing material, in both print and digital formats, as well as content described via live services, such as professional development courses and tutoring.

3. Support of Learning That Is Based on Evidence and Facts

Pearson seeks to present the full range of factual evidence with data from reliable sources for topics including but not limited to:

- Abortion and contraception
- Disability equality and equity
- Ethnicity and race equality and equity
- Evolution
- Geo-politics, including disputes
- History and historical events, including discoveries and inventions
- Marriage equality and equity
- Neurodiversity equality and equity
- Sex and gender equality, equity, identity and expression
- Sexuality and sexual or romantic orientation
- Sustainability, including environmental sustainability, particularly climate change

In doing this, we aim to produce content that is globally referenced and culturally relevant and that deals with such topics in a way that displays:

- Compliance or alignment with international standards where these supersede local practices
- Factuality and respect for truth
- Fairness and balance
- Political impartiality
- Respect for and inclusion of diverse Indigenous governance, knowledge, languages, cultures and local customs
- Respect for privacy
- Acknowledgement of different narratives and perspectives
- Use of appropriate language as it evolves

4. Creation of Content That Is Ethical and Legal

Pearson has an obligation to produce content that is accurate, ethical, equitable, and trustworthy, and to ensure that the consultation services we provide to business partners reflect the same values. In certain cases, Pearson must also comply with relevant legal requirements. Content should align to laws and practices related but not limited to:

- Anti-bribery and corruption
- Avoidance of harm and offense
- Conflict of interest
- Data protection
- Fair and honest dealing
- Freedom of the press
- Intellectual property
- Laws of the country in which it is intended for use, including geopolitical considerations (e.g., country borders)
- Editorial freedom and integrity
- Principles of political impartiality

Guidance on picking up or re-using assets that have been rights-cleared by a different geographical region: cultural appropriateness of content

Assets such as images, video, and text should be selected with global release/distribution in mind and should reflect sensitivity to cultural representations of intended markets. Co-creation and/or co-selection of content should involve local communities served by the product or service, particularly where content is culturally sensitive and/or controversial. The Pearson Rights and Permissions (R&P) teams are able to access a diverse range of visual and written third-party content. Assets should be replaced where the adaptation of a product/content is needed in order to increase specific cultural representation or address cultural appropriateness. In general, assets themselves should not be manipulated, particularly the physical appearance of people or their clothing.

Please contact your Pearson Business Lead[4] for advice on diverse asset research and asset re-use clearances or replacements. Further information on cultural appropriateness can be found on Page 10 of this Policy.

4 The Pearson Business Lead is the Pearson employee who has contracted the Business Partner and is their named contact.

Scope of
the Policy

Pearson

Pearson is committed to diversity, equity, and inclusion (DE&I) for the benefit of learners and other consumers of our products and services. There have been occasions in the past when oversights have led to complaints from customers and potential negative impacts on learners.

Pearson's credibility as the world's learning company is fundamental to our approach. We strive to develop creative, innovative solutions that are context responsive and that authentically represent the communities we serve. Essential to this goal is our commitment to social equity at local and global levels. Content that does not reflect this commitment is ineffective in meeting the needs of learners and others who engage with our products and services and is also damaging to our customers and our business;

The Policy is intended to

- provide guidance for content and product development teams and all other people involved in content creation, development, and review to ensure that content is aligned with Pearson's SBP and DE&I Commitments,
- ensure that content reflects the principles of legality, authenticity, and human rights, including children's rights inherent in this Policy,

- develop a critical content community that takes an active role in contributing to our commitment to anti-racism and social equity,
- prevent the publication of unintentional errors or inappropriate content that may be offensive or harmful, and
- document Pearson's stance and support the enforcement of our principles with external partners and customers.

The Policy and its supporting resources apply to all of Pearson's print and digital content regardless of where it is created and by whom. The Policy encompasses Pearson employees and business partners, including freelance authors, developers, reviewers, editors, visual and audio creatives, joint venture partners, vendors, franchisees, distributors, suppliers, and employees of temporary employment agencies. The Policy applies across all platforms and business functions and includes employees not directly involved in content creation. All Pearson employees and non-Pearson content contributors are expected to be aware of this

Policy and adhere to the principles that are laid out within it as applicable to Pearson content.

Pearson is providing this Policy to you, as a Business Partner whom this Policy applies to, given that adherence to the Policy is required as part of your engagement with Pearson. All business partners must have read and understood the principles and the application of the Policy, which ensures that you can adhere to Pearson's standards and expectations.

Mandatory training will be provided to the relevant parties listed above to ensure familiarization and support in application of the Policy.

Alignment of Existing Guidelines to the Policy

It is important to note that the Policy is a set of high-level principles and best practices. We recognize that local market and division-specific guidelines may already exist in some geographies and that in some instances there will be minor adaptations in order to

- comply with local laws, and
- ensure that any content created is not locally inappropriate or offensive.

In such cases, care must be taken to ensure that the principles Pearson represents in this document remain paramount and that compliance or alignment with international standards is maintained. We have published our Policy Cultural Sensitivities Guidance to provide additional contextualized support where such challenges arise.

In 2022, Pearson will complete a review of all local content and editorial guidelines to ensure that they are aligned to the Policy. When complete and where relevant, Pearson Business Leads will provide any local supplementary guidelines to our Business Partners as needed for contracted projects.
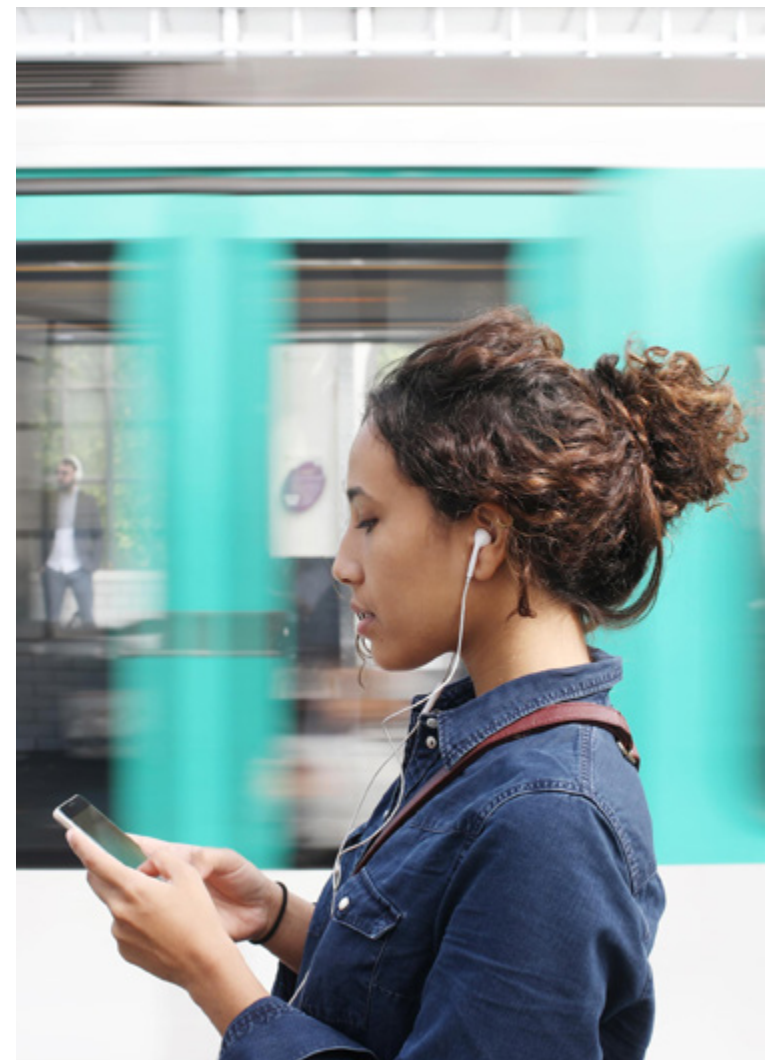
Pearson

Adhering to the Policy

Embedding a diverse, equitable, and inclusive approach demands a company-wide culture of active consideration throughout our work practices.

All Pearson employees and business partners are expected to commit to taking conscious steps in their approach to content development. This commitment requires a recognition of the bias inherent in our own and others' cultural upbringing, which may involve excluding, marginalizing, or unfairly characterizing others who do not look like us or who do not represent the dominant culture. It requires a sense of personal responsibility and an awareness of how bias translates into our work. We must carry out the necessary research and community engagement to underpin all our decision-making with a DE&I lens and embody Pearson's commitment to Learning for Life.

Best practices can be summarized as follows:

1. **Commit**—This action requires personal reflection, an examination of our own biases, and the promotion of anti-bias, anti-racism, and social equity in any content we produce.

2. **Research**—Is there a definitive perspective on an issue? What other work in the field might provide insight into this subject? Actively seek a diverse range of perspectives. Where diverse communities are represented research should include direct engagement with members of the relevant communities to obtain authentic perspectives.

3. **Engage**—Engage with broader groups to share learning, collaborate, and gain a diversity of perspectives and insights from learners, educators, communities, peers, and colleagues.

4. **Examine**—Take a critical approach to exploring the evidence for concepts we present.

5. **Develop**—Take the opportunity to continue growing our understanding and remain up to date in our area of expertise with a DE&I lens.

As an employer, Pearson is committed to supporting colleagues and partners in building an inclusive culture and to growing through our communications, processes, activities, and resources.

When should the Policy be referred to in the Pearson content development process?

The short answer is: throughout. At every stage of the content development process, individuals and teams should integrate considerations from this Policy.

Planning, development, production, and review practices differ among content, service, and product teams in different locations, regions, and parts of the business. Practices can also differ in governance depending on the project or service, or the specific terms outlined in Business Partners' contracts and agreed schedule(s) of work(s). However, everyone involved in developing content for Pearson must apply the Policy throughout the process of creating, reviewing, and publishing/releasing content. This includes employees and Business Partners, regardless of the business unit or team for whom they work.

Resolving Concerns

How will I know whether something is or could be in conflict with the principles of the Policy in the content I am working on?

Reflect—Ask yourself the following:

- **Is the content consistent with Pearson's Commitments to diversity, equity, and inclusion?**
- **Would you be comfortable** reading about the content in the media?
- **Would the content violate the spirit** of Pearson's DE&I Commitments?
- **Does the content offend** you or people who have different identities and life experiences from you?
- Can the content be interpreted by a learner to **perpetuate a bias or stereotype**, or continue the **marginalization** of a group or people?
- **Is the content legal and consistent** with Pearson's Code of Conduct?

What if a learner or customer identifies a concern or an issue with content that conflicts with the Policy?

If, during your engagement with Pearson, a learner or customer raises a concern with you and would like to report to Pearson, you can refer them to the Pearson Report Bias portal.

This weblink enables learners and educators who have concerns about Pearson material to contact us directly so that we can investigate and fix potential issues.

If you are unsure whether the individual's concern is about a direct breach of this Policy, you can direct inquiries to www.pearsonethics.com, our external-facing website for reporting suspected violations of any of our global policies or our Code of Conduct.

What if I (or a colleague) identify a concern or an issue with content that conflicts with the Policy?

If you, as a Business Partner, have any questions or are concerned that the content in any of Pearson's products seems to conflict with the statements of principle outlined in this Policy, and your escalation to an editorial or business lead in your company did not result in action or resolution, we would like to hear from you. You can contact your Pearson Business Lead directly or contact our Policy committee using this Query Form. Whichever way you choose to contact us, please include specific details about the content and your concern. Your concern will be escalated accordingly to achieve a resolution.

Issue Escalation Path

This Issue Escalation Path is provided to Pearson Business Partners to support transparency of our processes. It provides you with an understanding of how Pearson responds where there are issues identified with content that are deemed to be in Breach of the Policy. As a Pearson Business Partner, your avenue to report concerns with content is detailed in the previous section of this document.

Each team and division in Pearson is expected to keep a log of any content identified as being in breach of the Policy. This log will include the following information:

- The name of the person reporting the issue
- The product/artifact and a description of the issue
- Steps taken toward resolution, including agreed upon timeframes
- Appropriate sign-off

Are you the project/ content lead?

Yes → Check and resolve

No → **Does the product/content belong to your team/division?**

Yes → Report and recommend

No → Refer and record

Is this issue resolved?

Yes → Record and communicate

Unsure → Escalate

No → Escalate
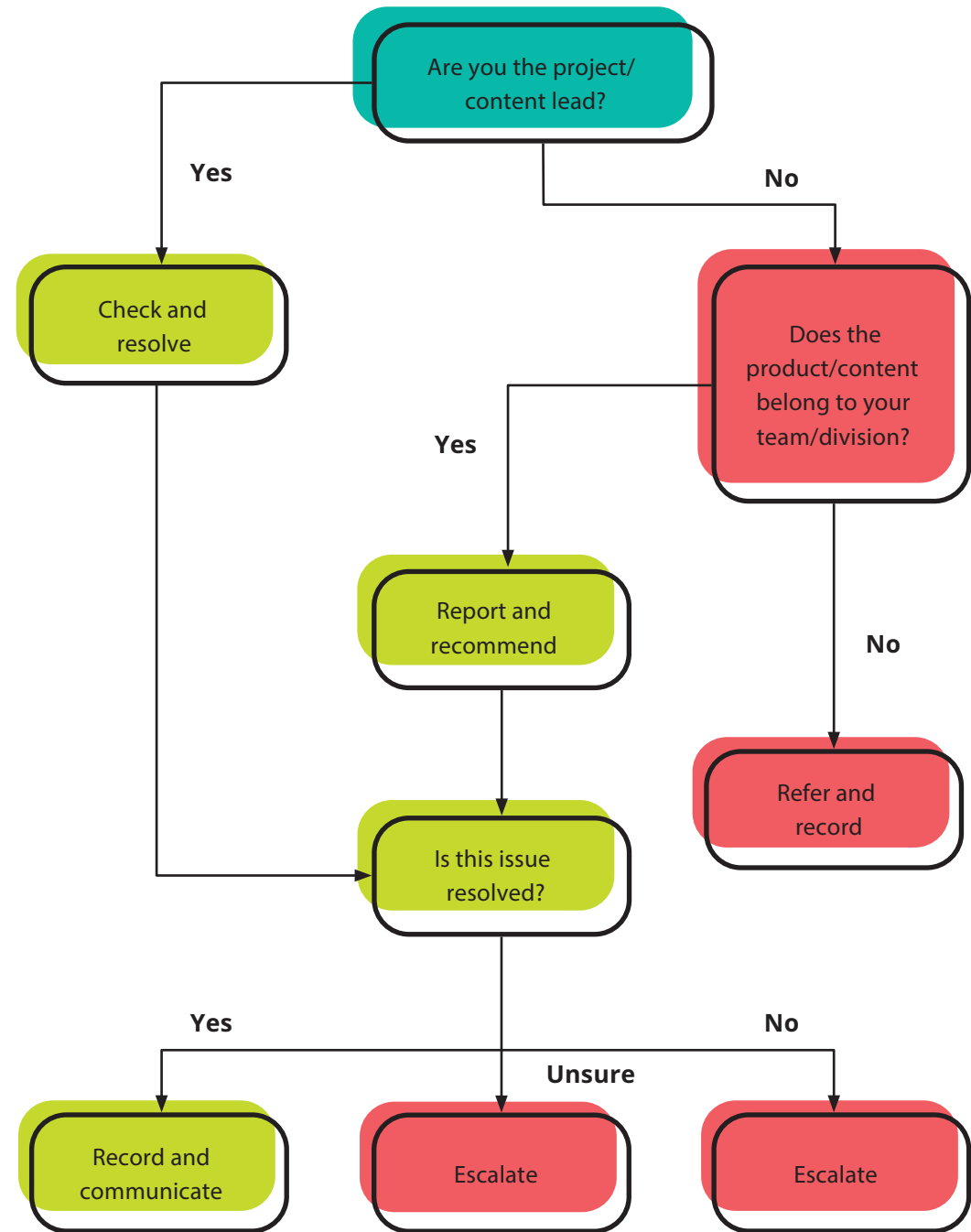
Issue escalation cont. (internal only)

Check and Resolve

It is the responsibility of the project/content lead to investigate any issues or concerns with content that is reported to be in breach of the Policy.

Project/content leads should consult the appropriate experts when looking into issues and refer the content directly back to the author/writer/editor. Leads are responsible for managing the key stakeholders and decision-makers (including Legal and Compliance representatives, where appropriate) involved to reach a resolution and making any changes to content as required.

Report and Recommend

Ensure you log the issue in your division's Policy Issues Log, stating the following:

- What the issue is and where it originated
- The content affected by the issue
- Which principle the issue breaches
- Your recommendation for a SMART[5] solution

The issue should then be directed to the product/service owner, who will **check/resolve and record/communicate—or escalate**.

5 **SMART** = **S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-bound

Refer and Record

If this content is not under your control or the control of your division and is the responsibility of another division, refer the issue to your direct line manager, stating the following:

- What the issue is and where it originated
- The content affected by the issue
- Which principle the issue breaches

Your line manager will be responsible for referring this issue to the appropriate VP/director in the relevant division.

Record and Communicate

Product/service owners[6] are also responsible for communicating the resolution with all stakeholders and the person who identified the issue, as well as ensuring the Policy Issues Log is kept up to date.

Further Support

If you are still concerned that an issue you have reported has not been resolved following your report or referral to the product/service owner, we would like to hear from you.

6 "Owner" refers to the person who is responsible for the end-to-end execution of the product or service. Typically this is a person at head/director level.

Contact the VP responsible for content standards in your division or the equivalent. Be as specific and detailed as possible so they understand your question or concerns.

Note: There may be times when an issue is complex, requiring multiple levels of intervention and sign-off. In this case, you are expected to follow your division/unit escalation policy.

Escalation

If an issue cannot be resolved or if there is an immediate risk to Pearson's reputation, escalate to the relevant party in order of hierarchy: product/service owner, vice president/equivalent, then senior vice president. At any stage of escalation, ensure that the issue is logged in the Policy issue log for the relevant Division.

Key information

Do the best you can until you know better. Then when you know better, do better.

—Maya Angelou

1

Training and Query Resolution

Training and Implementation Support

Pearson provides training and implementation support for the Policy, including:

- **Seminars and workshops** to inform and train contributors to Pearson's editorial content
- **Online learning modules for employees** in Pearson U including:
  - Policy (mandatory for all employees)
  - Pearson Bias Awareness in Content (mandatory for all employees engaging with Pearson content)
  - Pearson Diversity, Equity, and Inclusion Framework & Content Guidelines (a series of trainings mandatory for all employees working with Pearson content)
- **Online learning modules for business partners working with Pearson Content** in Pearson's secure learning & development platform[7] (which will be **mandatory** depending on the entity's role), including:
  - Policy
  - Pearson Bias Awareness in Content
  - Pearson Diversity, Equity, and Inclusion Framework & Content Guidelines (overarching training will be mandatory)

Queries

Should you have any questions relating to the Policy, please refer to your Pearson Business Lead who can provide you with further information, or contact us using this Query Form.

2

Pearson Diversity, Equity, and Inclusion Learning Framework (Extract)

A Framework for Embedding the Principles of Diversity, Equity, and Inclusion (DE&I) in the Design and Development of our Content and Learning Experiences

At Pearson, we are committed to ensuring that our content and learning experiences represents a wide range of diverse social identities, including but not limited to: **race**, **ethnicity**, **gender and gender identity or expression**, **sexual or romantic orientation**, **socioeconomic background**, **family structure/status**, **geographical location**, **cultural practices**, **religious, spiritual or political beliefs**, **language**, **age**, and **disability**.

We go beyond representation and strive to practice principles of social equity. Within this, we intend to create products and services that impact learners' engagement with social justice. Whatever we produce should be accessible to all. We aim to enable every person to achieve their potential, reflecting and meeting the needs of the diverse groups we serve. We also recognize that people have membership in multiple and intersecting groups and that new forms of exclusion will prompt renewed attention. This document outlines how our aspirational aims for our content and practices will help enable key outcomes for learners that promote social equity.

In all the content and learning experiences we produce, including marketing and promotional material and educational products, Pearson strives to

- ensure equitable and authentic representation of the communities and identities of every individual,
- present all individuals as complex and nuanced,
- tell the stories of the lives and contributions of all groups of people, ensuring inclusion of diverse and historically marginalized communities, and
- recognize the capacity and agency of individuals, as well as existing systemic, structural, and institutional barriers.

If we produce content and foster learning experiences that are aligned to these aims, we will have the opportunity to enable key outcomes for learners that promote social equity, including:

- Developing a positive social **identity** based on their membership in multiple groups in society and creating a sense of **belonging** for themselves and others within their social sphere(s) (e.g., classroom, neighborhood, workplace, team, etc.);
- Responding to diversity with **empathy** and **connection**, which enables them to work effectively with other people, both similar to and different from themselves;
- Recognizing the need to take **action** to challenge injustice and intolerance
- Empowering and valuing their unique contributions and **voice** to elevate a sense of **agency** for initiating productive change.

3

The Pearson Sustainable
Business Plan

Learning for everyone

Reducing barriers and measurably increasing equity in learning.

Product

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Access and inclusion
→ We will increase access to learning for underserved groups through new and existing products and partnerships, identifying strategies to overcome barriers. These groups include, but are not limited to, women, racial minorities, low-income groups and people with disabilities*

Representation in content
→ We will strengthen existing and create new processes, Editorial Policy, and partnerships to eliminate bias and represent the consumers we serve, including based on race, ethnicity and gender, in our products and through our content providers by 2025

</div>

Learning for a better world

Leading the transformation to build the skills to impact society and the planet.

Product

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Sustainability and social responsibility in content
→ We will integrate sustainability, social responsibility and Diversity, Equity & Inclusion (DE&I) knowledge and skills into our content, qualifications and online programmes, preparing people to make an impact in their jobs and lives*

Empowering educators, employees and suppliers
→ We will develop and disseminate tools and resources to help educators bring sustainability into their classes[1]
→ We will provide opportunities to all employees and suppliers to access content, courses and training to explore sustainability, social responsibility and DE&I issues by 2023

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1 Note: While we are already progressing work in these areas, as outlined in this section, we are also working internally in 2021 to set measurable and timebound targets that will be aligned in scale and match the focus areas of our new corporate strategy. We will release targets in these areas in our 2021 annual report or before.

Leading responsibly

Creating a culture and running a business that prioritises our impact on climate change and human rights.

People

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Human rights
→ We respect the rights of consumers, employees, suppliers and communities, and we consider the human rights impact of our business decisions
→ It is important that Pearson maintains safeguards of our customer data while also working with our customers to develop products tailored to their needs
→ We will work exclusively with suppliers who respect human rights and promote suppliers who champion DE&I

</div>

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Diversity, Equity & Inclusion
→ We are committed to representation at management levels of the company that reflects increased racial, ethnic and gender diversity where we operate by 2025.
→ We will source £500m from suppliers who are diverse accredited by 2030

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Employees & communities
→ Provide opportunities for employees to use their talent to contribute to sustainability objectives through both their business roles and volunteering

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Planet

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Net carbon zero
→ We will reduce scope 1, 2 and 3 emissions by 50% against a 2018 baseline as approved by the Science Based Targets Initiative by 2030
→ We will be net zero across scope 1, 2 and 3 by 2030

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Environmental footprint of products
→ 100% of paper products will be Forest Stewardship Council (FSC) certified by 2025
→ We will ensure all products and packaging are widely recycled or covered by a take-back programme by 2025
→ We will design digital products for energy efficiency

</div>

Our priority UN Sustainable Development Goals

4 QUALITY EDUCATION **8** DECENT WORK AND ECONOMIC GROWTH **10** REDUCED INEQUALITIES

4

The Content "House"

The Vision

Pearson is an inclusive and diverse organization whose people, products and services authentically reflect the learners we serve, whoever they are, wherever they live.

Pearson Global Content and Editorial Policy

Pearson products and services must represent the rich diversity of our global society and audience and ensure that this representation is anti-racist and anti-bias, promotes social equity and justice and a respect for human rights, is based on evidence and facts and is ethical and legal.

Accessibility Framework and Policies: Global Principles

Guidance that supports the creation of content that is Perceivable, Operable, Understandable and Robust, according to the Global Accessibility principles.

DE&I Framework

The set of aspirational standards that clearly illustrate how content produced in alignment with the Policy can promote positive outcomes for our learners and communities.

Pearson Content DE&I Guidelines and Checklists

Gender	LGBT+	Intersectional Perspectives	Additional Guidelines Focused on Areas Where Representation Is Distorted
Race & Ethnicity	Disability	Environmental Sustainability	

The set of Pearson Guidelines and Checklists that provide additional content creation and review guidance in specific areas where the representation of people is distorted—focusing on the five key Challenges that are perpetuated in educational content and media (missing stories, underrepresentation, limited positive associations, exaggerated negative associations, and the problem frame)

DE&I Related Policies & Supporting Materials

The range of policies, guidance, programs, and materials that reflect our DE&I Commitments; materials that upport content creation, development, and production in the implementation of Pearson's vision.

5

Accessibility in Pearson
Content

Accessibility Maturity in Content Design

To achieve accessibility maturity in Pearson content, we must design and develop content so that people with disabilities can use it. As shown in the graphic below, the Content Accessibility Maturity Process requires integrating accessibility into workflows, upskilling and reskilling our staff through ongoing training, and improving content accessibility over time by following the latest version of the Web Content Accessibility Guidelines (WCAG) from the World Wide Web Consortium (W3C).
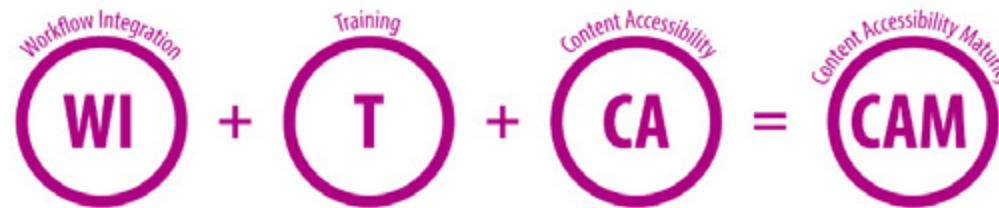
WCAG is organized across four core principles, referred to as "POUR," and defined as follows :

1. **Perceivable**—Users must be able to perceive the information being presented. Information cannot be dependent on single sensory capabilities, such as sight or hearing.
2. **Operable**—Users must be able to operate the interface. The interface cannot require interaction that a user may not be able to perform, such as mouse-only operation.
3. **Understandable**—Users must be able to understand the information as well as the operation of the user interface. The content or operation cannot be beyond the users understanding.
4. **Robust**—Users must be able to access the content with a wide variety of user agents, including assistive technologies. As technologies and user agents evolve, the content should remain accessible.

By following the WCAG principles and the Content Accessibility Maturity Process, Pearson will thoughtfully and intentionally identify bias and exclusion and eliminate them from our business practices and from our products.

Pearson has multiple resources to help content and product teams understand and make continuous improvements in accessibility. These include, but are not limited to:

Accessibility in Assessment Links:
- Pearson Accessibility Guidelines
- Accessibility Guidance for Content and Publishing Teams
- General Accessibility Resources

Higher Education Accessibility Links:
- Pearson Accessibility Training for Content Creator
- Pearson Document Accessibility Guidance
- Pearson Digital Content and Digital Design Accessibility Playbook

6

Useful Links

- [Global Policies](#)
- [Code of Conduct](#)
- [2030 Sustainability Plan](#)
- [Higher Education Accessibility Information Hub](#)
- [Accessibility for Assessments](#)

Pearson

7
The Challenges

Embedding DE&I in Our Content

Addressing the challenges below contributes to our commitment to social equity, anti-racism, and anti-bias. Whereas the descriptions below are brief, Pearson has a number of content guidelines that focus on specific sets of characteristics and provide further detail about how these challenges present themselves in content, with recommendations for action that should be taken to address them. Pearson maintains that intersectionality should be at the forefront of our approach throughout in addressing these challenges.

Challenge 1: Underrepresentation

This refers to the underrepresentation of people from groups that are marginalized, excluded, and stigmatized by society in our marketing, promotional material, and educational products.

In addressing underrepresentation, the idea is to think twice about our portrayal of what is considered "normal" and who is "aspirational." Ensuring that people from different backgrounds and with different characteristics feature consistently and authentically (especially avoiding tokenism) in content will support this inclusive approach.

Challenge 2: Exaggerated Negative Associations

This occurs when negative characteristics, behaviors, or traits are associated with specific personal characteristics repeatedly and without merit. These are often associated with stereotypes and informed by individual, structural, institutional, and societal biases. Even experts and subject specialists are susceptible to these biases. Content developers may inadvertently reinforce the stereotypes or prejudices inherent in sourced material. The validity of such assertions must be questioned. Generalization of character to a specific group is not acceptable.

When describing a person or a group with a specific set of characteristics in Pearson content, the description should allow for a nuanced interpretation of what is being represented. Specific care must be taken not to use stereotypes associated with a specific set of characteristics without allowing for nuance/recognition of contributing factors external to the individual.

Challenge 3: Limited Positive Associations

This refers to perpetuating a stereotype that on the surface may appear positive but in fact is limited or limiting. This is often done with good intent—for example, to disassociate individuals from marginalized, excluded, and stigmatized groups from negative portrayals.

Pearson content should not use these limiting depictions. Our content should consistently provide a varied and diverse approach across positive activities, roles, and careers.

Challenge 4: Missing Stories

This occurs when characteristics or attributes of people are marginalized by the systems and societies that are currently or historically world-dominant, both economically and politically. Typically, the contributions of marginalized people are rarely or only briefly presented or are presented in a context that is deliberate, indicating a level of exclusivity, anomality, or subordination. To challenge these missing stories, Pearson must take an equitable approach when producing narratives of history or societal structures and culture. We should make a concerted effort to seek these missing stories and develop more diverse, rich, and authentic narratives.

Challenge 5: The "Problem" Frame

The "problem" frame refers to the fact that "isms" are complex. They operate at the individual and interpersonal level but are perpetuated and reinforced by systems, structures, and institutions. The "problem frame" refers to a way of presenting individuals or groups as being helpless victims of their own disadvantage. This perspective ignores the reality that established systems, structures, and institutions have long granted social, economic, and political power to certain groups while leaving others powerless. The "problem frame" is often due to both distortions as well as accurate and sympathetic discussion, which labels the experience of individuals and groups in terms of their "disadvantage" and "oppression." Pearson content should recognize the capacity and agency of individuals as well as the systemic, structural, and institutional barriers that create and perpetuate inequalities or injustices in society.
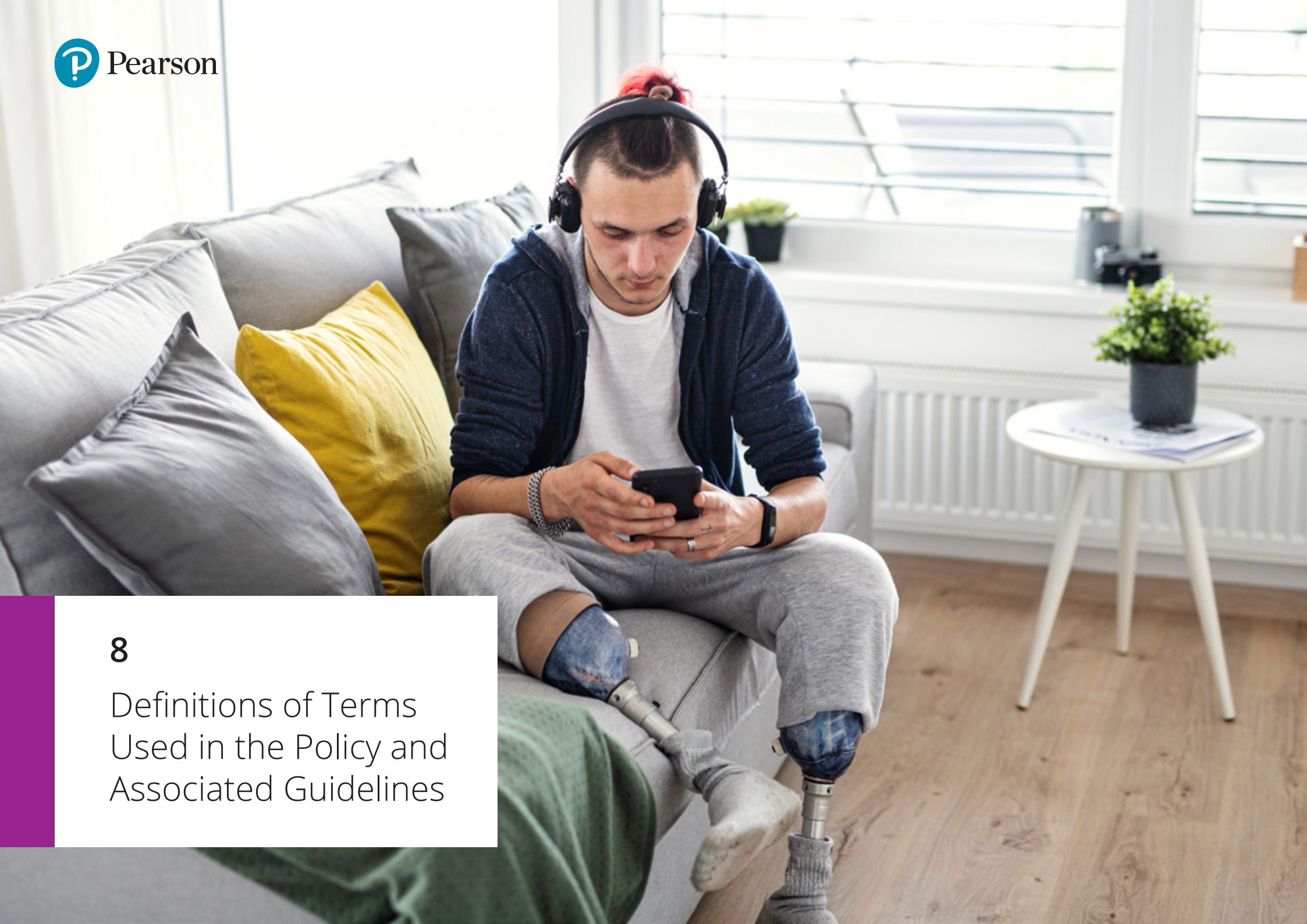
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Definitions of Terms Used in the Policy and Associated Guidelines

It is important to note that concepts, terminology, and best practices associated with DE&I are based on cultural and geographical contexts and are constantly evolving. This list of terminology and definitions reflects the cultural context at the time of production and will be updated on a regular basis in line with the rest of this Policy.

TERM	DEFINITION
AAPI/BAME/BIPOC	AAPI is North American terminology, an acronym that stands for Asian Americans and Pacific Islanders.
	BAME is UK terminology, an acronym that stands for Black, Asian, and Minority Ethnicities. BAME should not be pronounced "bāme," but rather, the initials should be pronounced in full, if used at all.
	BIPOC is North American terminology, an acronym that stands for Black, Indigenous, and People of Color.
	It is important to note that identifying a "group" of individuals solely by their collective identity (i.e., their ethnic, cultural, or religious background, as the terms AAPI, BAME, and BIPOC, particularly as acronyms, can imply to some) can reinforce the erroneous concept of homogeneity within groups, "otherness," and the idea that these groups are defined solely by their lack of belonging to the perceived majority groups—for example, in the UK those who identify as white, Christian, and British. This document acknowledges that a person's identity is not limited by their collective identity and that the concept of ethnicity and its relationship with the concept of "minority" is complex, nuanced, and sometimes fluid. Where the terms *AAPI*, *BAME*, *BIPOC*, *people of color*, and *minority ethnic groups* are used in our content, they should be flagged for consideration. Language referring to such "group" identities should be used only in the context of the institutionalized and systemic inequalities in experience and disproportionate disadvantage in outcomes experienced by individuals in these groups (with a focus on education) and not in relation to individual self-identification/definition.
Anthropomorphism	Anthropomorphism is the attribution of human characteristics to an animal, object, or other entity (e.g., alien, mystical being).
Antisemitism	The International Holocaust Remembrance Alliance defines antisemitism as "a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities."
Anti-bias	The term *anti-bias* refers to taking an inclusive approach, actively seeking opportunities to challenge bias, stereotyping, prejudice, and all forms of discrimination on the basis of personal characteristics.
Anti racism	Coined by Ibram X. Kendi, anti racism refers to making conscious and active decisions to develop a healthy, functional identity and approach to issues of race, ethnicity, and racism. It starts with the acknowledgement that ideas about White superiority are still deeply influential and prevalent in our society. Anti racism requires the challenging of popular narratives around "race" and the effort to deconstruct and dismantle individual, interpersonal, and systemic racism and race-based privilege. Being anti racist requires the recognition that the greatest challenge in creating a fair and equitable society for all is addressing institutionalized and structural racism.
Bias	Bias is an inclination toward or against a person, group, thing, or idea. It is often associated with prejudice, particularly in human contexts where it can lead to unfair judgments for or against people on the basis of their personal characteristics.
Colorism	Colorism is a term that was coined by Alice Walker in 1982. She defined it as the "prejudicial or preferential treatment of same-race people based solely on their color." It is a phenomenon that is observed worldwide, often seen as a preference for people who are lighter-skinned over people who are darker-skinned within and across different communities.
Colonial discourse	Colonial discourse is a systemic pattern of teaching, communication, and policy resulting from the formation of societal structures that place former imperial countries and their respective ethnic groups as a point of reference and in a position of power and advantage with respect to formerly colonized communities and their respective ethnic groups. This discourse seeks to perpetuate the subjugation of formerly colonized communities through an omission of narratives of the success, achievement, and progress of people from these communities, with a focus on narratives of helplessness, deficit, dependence, and exploitation.

TERM	DEFINITION
Disability	A person has a disability when the interaction between their environments and their physical, cognitive, sensory, or communication abilities impair, limit, or interfere with their completion of tasks or participation in activities.
Diversity	Diversity includes all the ways in which people differ, encompassing the different characteristics that make one individual or group different from another, including but not limited to: race, ethnicity, sex, gender, gender identity, age, national origin, religion, disability, sexual or romantic orientation, socioeconomic status, education, marital status, language, neurodiversity, and physical appearance. A person is not categorized by one diversity marker alone; collective traits combine to make the individual.
Equality	According to the Center for the Study of Social Policy, "Equality refers to the effort to treat everyone the same or to ensure that everyone has access to the same opportunities. However, only working to achieve equality ignores historical and structural factors that benefit some social groups and disadvantages other social groups in ways that create differential starting points."
Equity	Equity (and social equity) is the fair treatment, access, opportunity, and advancement for all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. Improving equity involves increasing justice and fairness within the procedures and processes of institutions or systems, as well as in their distribution of resources. Tackling equity issues requires an understanding of the root causes of outcome disparities within society.
Ethnicity/ethnic origin	These terms relate to a group of people with a shared history, culture, language, religion, and traditions; they often share skin color as well. The way that ethnic groups are defined has changed over time. Similarly, the way someone describes themselves may change as their perceptions, or society's, change. For example, there are currently 18 ethnic groups categorized by the UK government, and this is likely to expand. Pearson recognizes that people from specific marginalized ethnic groups are most at risk of prejudice and discrimination. These people are in groups we refer to in this Policy as "ethnic minorities." In the UK, for example, the term *ethnic minorities* is used to refer to all ethnic groups except the White British group. In the UK government's broad classification systems, ethnic minorities includes people in Black (such as African), Asian, White (such as Irish Travellers in the UK), Mixed (individuals with more than one ethnicity) and "other" (such as Arab) sub-groups.
Fairness	Fairness refers to ethical and just treatment or behavior without favoritism or discrimination.
Freedom	Freedom is the right of people to act or speak as they want.
Gender	Gender refers to the range of socially constructed characteristics that a culture associates with biological sex. These include roles, behaviors, expectations, and an individual's self-perception. Dependent on context, it is often associated with masculinity or femininity, though the term is also used more broadly to denote a range of identities that do not correspond to either.
Gender equality and equity	Gender equality refers to the idea that people, irrespective of gender, enjoy the same rights and opportunities across all sectors of society, including economic participation and decision-making, with the behaviors, aspirations, and needs of women and men equally valued. Gender equity refers to "filling in the gaps"—that is, when inequality is evident, meaningful action is taken to level/re-level the playing field.
Gender identity	Gender identity refers to a person's self-identification as woman, man, non-binary, a blend, or none of these. Gender identity may be the same as or different from a person's assigned sex at birth.
Genderism	Genderism is defined by GLSEN.org as "the systematic belief that people need to conform to their gender assigned at birth in a gender-binary system that includes only female and male".
Geo-politics	Geo-politics refers to the study of a country's stance on its political development, such as its borders.

TERM	DEFINITION
Global North/Global South	When referring to regions of the world, multinational organizations such as the World Bank and the UN use these neutral terms rather than using colonial/imperialist reference points, values, and terminology, such as "First"/"Third World," "Developed"/"Developing," and so on. The Global North/South are not strictly geographical regions, neither are they static or intrinsically hierarchical. They are socioeconomic and sociopolitical terms. The Global South refers to countries that are newly industrialized or in the process of industrializing, many of which have a history of being colonized by countries in the Global North. Note that there is still a lot of debate around these terms, with some researchers arguing that they still devalue and deindividualize nations in the Global South.
History	History refers to all things that happened in the past, especially the political, social, or economic developments of a place or group of people.
Human, civil and political rights	The term "human rights" refers to the inalienable moral and ethical rights of all people. Human rights range from the right to life, liberty, and freedom from persecution and harm, to the right to equal and fair treatment and dignity. They are sometimes referred to as first-generation rights. The term also covers the economic, social, and cultural rights of individuals, which are rights that concern the production, development, and management of material for the necessities of life, i.e., rights that give people social and economic security, sometimes referred to as security-oriented or second-generation rights. Security-oriented rights include the right to food, shelter, education, and health care. Civil and political rights include freedom to worship, to vote, to take part in political life, to freely associate, and to have access to information; it also includes freedom of thought and expression.
Inclusion	Inclusion is the act of creating environments in which any individual or group can fully participate and feel welcomed, respected, supported, and valued. Inclusion embraces differences and offers respect in words and actions for all people. An inclusive group, by definition, tends toward diversity. However, a diverse group, such as some communities composed of different ethnicities and genders, is not always inclusive or protective of equity for all its members. Inclusiveness requires mindful, deliberate application. It is sometimes thought of using this metaphor: "Diversity is being invited to the party; inclusion is being asked to dance."
Indigenous peoples	According to the UN, indigenous peoples are inheritors and practitioners of unique cultures and ways of relating to people and the environment. They have retained social, cultural, economic, and political characteristics that are distinct from those of the dominant societies in which they live. Examples of indigenous peoples with protected status in their countries include the Aboriginal and Torres Strait Islander peoples of Australia and the First Nations, Métis, and Inuit communities of Canada. Despite their cultural differences, indigenous peoples from around the world share common problems related to the protection of their rights as distinct peoples.
Intersectionality	*Intersectionality* is a term coined in the 1970s by Kimberle Crenshaw and other Black feminist scholar-activists, several whom were also LGBTQ. Intersectionality refers to theoretical frameworks that serve to broaden feminism's definition and scope and recognize that there are interlocking systems and identities that define women's lives. As forms of oppression and privilege, race, class, gender, and sexuality "intersect" in people's individual lives, in the cultures and communities of which they are a part, and in the institutions that give structure to their life chances. In the 21st century, the idea of intersectionality has been broadened and now refers to the complexities of multiple marginalized identities—for example, being Black, female, disabled, and gay. Intersectionality recognizes that each marginalized identity faces its specific challenges, which when combined, create unique and overlapping experiences of prejudice and discrimination.
Impartiality	Impartiality refers to not giving special approval or support to an individual or group.
Islamophobia	According to the Runnymede Trust, "Islamophobia is any distinction, exclusion, or restriction towards, or preference against, Muslims (or those perceived to be Muslims) that has the purpose or effect of nullifying or impairing the recognition, enjoyment, or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural, or any other field of public life."
Language identity	Language identity refers to how a person understands their language in relation to their world and their possibilities for that language's use in the future. It is strongly tied to a person's idea of self-identity, just as much as their race, gender, etc.
Language rights	Language rights refers to the right of people to live a dignified life according to their language identity—for example, access to native language(s) and to primary education based on native language(s), access to an official language, and the right for minoritized groups to perpetuate as a distinct group with their own languages (no forced language shift).

TERM	DEFINITION
Learning difference	*Learning difference* is a term that recognizes that the current range of defined disabilities and neurodiversity is not exhaustive.
Marginalized	According to the UK Department for International Development, marginalization "describes both a process, and a condition, that prevents individuals or groups from full participation in social, economic, and political life." The National Multicultural Institute explains that this marginalization also means that all that varies from the norm of the dominant culture(s) is devalued and at times is perceived as deviant and regressive.
Minoritization/ minoritized	Minoritization is a term that describes the actions of institutions and systems that render people from specific groups into minority status. It challenges the term "minority" to make it clear that people or groups of people are not inherently or characteristically "minorities," but rather being a "minority" is a social construct. People and groups are minoritized as a result of systemic power imbalances based on the dominance and overrepresentation of specific identities that have historically been privileged over others.
Model minority	According to *Asian American Activism: The Continuing Struggle*'s glossary from 2016, 'model minority' is a term "created by sociologist William Peterson to describe the Japanese community, whom he saw as being able to overcome oppression because of their cultural values. While individuals employing the model minority trope may think they are being complimentary, in fact the term is related to colorism and its root, anti-Blackness. The model minority myth creates an understanding of ethnic groups, including Asian Americans, as a monolith, or as a mass whose parts cannot be distinguished from each other. The model minority myth can be understood as a tool that white supremacy uses to pit people of color against each other in order to protect its status."
Neurodiversity	First attributed to social scientist Judy Singer, neurodiversity refers to the many different ways in which the human brain and mind are structured and function. Some learners experience inequity and inequality in learning experiences and outcomes due to the lack of inclusive, creative, and adaptive approaches in learning material and environments, approaches that are necessary in meeting a diverse range of neurological needs. Neurodiversity includes specific learning differences with labels such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), autism/autistic spectrum disorder (ASD), dyslexia, and dyspraxia.
Nationality and national origin	Nationality refers to citizenship or membership of a particular nation, whereas national origin refers to an individual's connection to a country or nation through birth. A person can have a nationality that is different from their national origin, and many people describe themselves as having dual or multiple nationalities and national origins. Nationality and ethnicity often have strong ties and are associated with similar experiences of prejudice and discrimination.
People of color	*People of color* is a North American term that is increasingly used on a global scale. It typically refers to people with indigenous African, Asian, Australian, North American, and/or South American ancestry evident in their skin tone, whereas minority (or, preferably, marginalized) ethnicities encompass people who are minorities in their national context, regardless of skin tone or color.
Physical or mental ill-health	Physical and mental ill-health refers to a range of health disorders or conditions that affect the brain's ability to learn or retain information or an individual's ability to maintain relationships with others. This can include conditions caused by traumatic events, including adverse childhood experiences and post-traumatic stress disorder (PTSD).
Political view	Political view refers to a set of doctrines, beliefs, or thoughts that guides an individual, social movement, institution, or group and underlies political action.
Privacy	Privacy refers to a state of being wherein the individual is able to establish boundaries and protect themselves, preventing unwarranted interference in or access to their body or personal matters.
Protected characteristics/ classes	The term *protected characteristics/classes* refers to groups of people with common characteristics who are legally protected against discrimination on the basis of these characteristics. The terminology is defined in law in the UK and North America. For example, some of the characteristics these laws can apply to include: age, disability, gender reassignment, marriage and civil partnership, national origin, pregnancy and maternity, race, religion or belief, sex, sexual orientation, and veteran status. The laws against discrimination vary across and within different countries in areas such as employment and pay, access to and participation in education, and housing.

TERM	DEFINITION
Racialization	Racialization refers to the social processes that define people, their experience, and their behavior according to their race/ethnicity or religion. This results in narrowly defined racism, where definitions of racism as individualized and violent are privileged over institutional and systematic definitions. Racism also becomes conceptualized in such a way that centers whiteness as the norm, racial inequality then becomes embedded in our social structures and systems.
Race	In legal terms in the UK, race refers to a group of people defined by their race, color, and nationality (including citizenship), ethnic, or national origins. Race refers to groups of people having differences and similarities in biological traits deemed by society to be socially significant. It is a social construct with little to no basis in any substantial biological or physiological difference; however, it is mistakenly and widely used to denote fundamental differences between human beings. When used incorrectly, the term presupposes that there are inherent physical and behavioral differences between human beings that are discrete and significant enough to categorize the human species into a small number of distinct groups on this basis. This concept has faced significant scientific and logical challenges and is widely accepted as fundamentally flawed, though the language remains in common use.
Racism	Racism, according to the *Encyclopedia of Race, Ethnicity, and Society*, generally means "believing that a person's behavior is determined by stable inherited characteristics deriving from separate racial stocks; each of these distinctive attributes is then evaluated in relation to ideas of superiority and inferiority. This implies that there is a social construction in which certain groups of people are superior to others. This social construction is the result of social, economic, and political factors that have ascribed power to some groups, while leaving others powerless." Racism is multilevel and can be internalized and individual, interpersonal, or institutionalized and structural (systemic).
Religion or belief	Religion refers to a system of beliefs along with the duties and ceremonies related to it. Belief is a broader term that encompasses religious and philosophical ideas, including the rejection of belief in deities (e.g., atheism). Generally, a belief must affect your life choices or the way you live in order for it to be included in the definition.
Sex	Sex is the biological and physiological distinction between males and females, usually assigned at birth and associated with the individual's reproductive anatomy. As with all personal characteristics, sex is not binary; some individuals are intersex, i.e., born with ambiguous characteristics. The presentation of characteristics varies widely and can be individual.
Same-sex marriage	Same-sex marriage refers to marriage between partners of the same biological sex.
Sexual choices	Sexual choices refer to a person's preferences regarding sexual attractions and behaviors.
Sexual orientation	Sexual or romantic orientation refers to a person's identity as lesbian, gay, bisexual, asexual, pansexual, or heterosexual (straight).
Social equity	Refer to definition of *equity*.
Social justice	According to the UN, social justice is "an underlying principle for peaceful and prosperous coexistence within and among nations. We uphold the principles of social justice when we promote gender equality, or the rights of indigenous peoples and migrants. We advance social justice when we remove barriers that people face because of gender, age, race, ethnicity, religion, culture or disability."
Socioeconomic status	Socioeconomic status refers to a combination of education, income, and occupation. It is commonly conceptualized as the social standing or class of an individual or group.

TERM	DEFINITION
Stereotypes	Stereotypes are defined as fixed, overgeneralized beliefs about a particular group or class of people. Stereotypes can be negative or positive but have significant implications for society and the targets of these stereotypes. By stereotyping, we infer that a person has a whole range of characteristics and abilities that we assume all members of that group have. Stereotypes typically lead to prejudices and discriminatory behaviors toward or against different groups in our society. Stereotypes have been shown to influence our academic performance, the careers we choose to follow, our experiences at work, and the amount that we are paid for the work we do.
Sustainable/ sustainability	Sustainability refers to any structures and systems that sustain life, or the quality of life, and how effective and long-lasting these structures/systems are. In development terms, sustainability is used not only to refer to environmental sustainability but also to economic and social sustainability—that is, the measure of whether a structure/system for economic growth and development enables the long-term health and well-being of the people affected by this structure/system. For example, if a company decides to expand its operations into a community to use their natural resources (such as oil), socioeconomic impact studies and risk mitigation should be performed to determine how the community will be affected. These studies should determine what the company must do to manage and minimize any negative impact, as well as provide solutions that will ensure people have access to appropriate infrastructure, jobs, education, health, and welfare services in order to enable healthy growth and development.
Systemic racism, structural racism, institutionalized racism	These terms refer to the fundamental societal systems—including structures and institutions—whose establishment and development began during periods of the oppression of minoritized individuals and communities in such societies. The function of these systems relies on upholding the majority ethnicity's dominance or control, while ensuring other groups remain oppressed. The dominant discourses in these systems are often enshrined in law, favoring the majority ethnicity and disenfranchising and punishing others. As time has progressed, these inequalities are retained in these systems, typically in ways that are invisible to people in the White dominant culture (this does not refer only to white individuals). Systemic racism recognizes that racism goes beyond a framework of individual attitudes and is perpetuated in people's daily lives as they interact with the institutions in systems of education, health, welfare, policing, criminal justice, civil justice, economics and politics. Therefore, solutions to resolving racism need to be systematic. They need to be at the structural and institutional level, and not just at the individual level.
Tokenism	Tokenism refers to the conscious selection of people to fulfill some imagined ideal of diversity or to avoid criticism. It is an inauthentic approach to inclusion. In content, tokenism may take the form of representing people with specific marginalized characteristics in a context that is absurd/unlikely or by exaggerating characteristics to establish that diverse groups/individuals are represented.
Truth	Truth refers to the actual, verifiable facts, as opposed to what is false, imagined, or guessed.
Unconscious Bias	Unconscious bias is a way of thinking (a cognitive frame) that people are not consciously aware of. Unconscious biases in favor of or against a thing, person, or group form through socialization. Such stereotypes are so deeply internalized that people act on these beliefs and views without conscious awareness of what has motivated their behaviors and the impact on the person/people on the receiving end. Behaviors in this context include words as well as actions.
Western imperialism	Western imperialism refers to the domination of countries in Europe over countries in Africa, Asia, Australia, North America, and South America. This colonial domination took the form of political, economic, sociocultural, and physical control over people in the countries in these regions, their resources, and their labor in a period ranging from the 1400s to the late 20th century. Many Western imperialist ideas and structures remain in the former colonies. The impact on the descendants of the people who were colonized, including those subjected to chattel slavery, and the impact on descendants of colonizers, can still be seen today throughout the world.
Xenophobia	Xenophobia is a fear or hatred of that which is perceived to be foreign or strange. Xenophobic rhetoric and behavior are typically used to express distrust or conflict between an "in group" and "out group," and in the context of ethnicity specifically. It is aimed toward ethnic groups perceived not to be native to or belonging to the majority ethnic group of the community they are in.