RÉSAL 3rd annual conference

February 15, 2023

PREVENTION OF
CYBERVIOLENCES

RÉSAL

CENTRE FOR THE PREVENTION OF RADICALIZATION LEADING TO VIOLENCE

membre organisateur

The 3rd annual conference of the Réseau d'échange et de soutien aux actions locales (RÉSAL) was held on February 15, 2023, at the Centre Saint-Pierre in Montreal. This one-day event aimed to bring together practitioners, researchers, and educators concerned about the issue of cyberviolence in Montreal. After a two-year interruption due to the pandemic, it was also an opportunity for those involved in violence prevention to meet and assess new cyberviolence challenges.

The rise of information and communication technologies (ICTs) has profoundly transformed the social landscape of our time. While technological progress allows for the dissemination of information, innovation, the creation of communication channels, or the establishment of means of artistic expression, there are various detrimental effects, including cyberviolence, which affect young people, in particular, as they use the internet extensively.

Therefore, to respond to frequent observations by intervenants, who identify a certain lack of knowledge of cyberviolence, but also the difficulties associated with intervening in or in connection with this new space, the RÉSAL decided to organize a conference on the prevention of cyberviolence among young people. The objective of this event was to bring together specialists on questions of cyberviolence from different institutional and organizational backgrounds to develop a portrait of the underlying issues, assess the current situation in Montreal, inform the public and those working directly or indirectly with Montreal youth about the implemented approaches and intervention methods, and finally, initiate discussion among participants concerning ways to prevent this type of violence.

Topics such as sexual cyberviolence, cyber dating violence, cyberviolence in social media, cyberbullying in schools, cyberstalking, online hate acts, and cyber hygiene were the focus of the discussions.

Opening remarks

The day began with a word of welcome from Roselyne Mavungu, Executive Director of the Centre for the Prevention of Radicalization Leading to Violence (CPRLV), a member organization of RÉSAL responsible for organizing this year's conference. In her presentation, Ms. Mavungu highlighted the importance of networking to change the world, one project at a time. The RÉSAL, funded by the Prévention jeunesse program of the Québec Ministère de la Sécurité publique, supports the development and improvement of local initiatives to prevent violence among Montreal youth aged 12 to 25. The RÉSAL's actions cover three areas: raising awareness and sharing knowledge and promising practices, strengthening the capacity of local actors, and supporting communities in prioritizing their issues.

The RÉSAL is composed of the following institutions: the Centre for the Prevention of Radicalization Leading to Violence, the Centre de services scolaire de Montréal, the International Centre for the Prevention of Crime, Batshaw Youth and Family Centres, the Centre intégré universitaire de santé et de services sociaux de l'Ouest-de-l'Île-de-Montréal, the Direction régionale de santé publique, the Institut universitaire Jeunes en difficulté, the Centre intégré universitaire de santé et de services sociaux du Centre-Sud-de-l'Île-de-Montréal, L'Anonyme, the Office municipal d'habitation de Montréal, the Regroupements Tandem, PACT de rue, the Regroupement des organismes communautaires québécois pour le travail de rue, the City of Montreal's Service de la diversité et de l'inclusion sociale, and the Service de police de la Ville de Montréal.

Roselyne Mavungu thanked the members of the conference's organizing committee, as well as all the participants and partners of RÉSAL for their dedication and passion. She also thanked members of the RÉSAL who have made their mark on the organization in recent years, as well as the Ministère de la Sécurité publique for its financial support. She invited participants to join her in an exploratory journey of some of society's poignant challenges by fully participating in the conference programming. She said she was convinced that everyone would leave enriched by knowledge, exchanges, and connections at the end of the day.

The second presentation was by Pier-Alexandre Lemaire of the City of Montreal's Service de la diversité et de l'inclusion sociale. Mr. Lemaire spent many years at the International Centre for the Prevention of Crime (ICPC), including as Program Director. He also coordinated the RÉSAL from 2018 to 2020, in addition to working with a multitude of Montreal organizations. During his speech, Mr. Lemaire recalled the importance of creating spaces for exchange and knowledge sharing by professionals from various backgrounds.

The day was animated by Khaoula El Khalil, Research Advisor at the CPRLV.

Morning panel: Diverse perspectives on cyberviolence

To kick off the day, three cyberviolence specialists spoke at a panel titled, "Diverse Perspectives on Cyberviolence," to share their resources and knowledge with the audience.

"Cybercrime investigations and cyberviolence interventions in social media"

by **Maya Alieh,**
Detective Sergeant of the Service de police de la Ville de Montréal (SPVM)

The **Cybercrime investigation unit**, the first initiative of its kind, was created in October 2017 to support the operations of the Service de police de la Ville de Montréal (SPVM). The Cybercrime investigation team is mobilized when crimes recognized in the Criminal Code of Canada transit through the internet and social networks. The unit, led by a commander and supervised by Detective Sergeant Maya Alieh, is composed of a hybrid team of 12 members (police and citizens) that is always active. It has nine Investigation Officers, one Research Officer (civilian), and one Planning Advisor (civilian), whose job it is to develop the main strategic directions. The main mission of the unit is to develop expertise in cybercrime, monitor emerging trends, and popularize and disseminate knowledge related to cyberviolence, in addition to supporting SPVM investigations related to social networks and the internet.

The unit has been responding to a growing cyberviolence presence, which manifests in many forms and has real and severe physical, mental, and emotional consequences. Maya Alieh points out that the concept of "cyberviolence" is not explicitly found in the Criminal Code, but it cuts across several criminal offences, including:

› hate crimes, that is, repeated derogatory statements about others;

› sexual and physical assault, which often starts online and then progresses to real life;

› making threats, one of the most common crimes dealt with by the Cybercrime investigation unit;

› criminal harassment, which is particularly difficult to show because victims bear the burden of proof; and

› bullying.

600
investigations related to cyberviolence

In 2022, the team conducted more than 600 investigations related to cyberviolence out of a total of 1,630 cases handled in the same year, of which more than 68% concerned the social networks TikTok, Instagram, Snapchat, Facebook, and YouTube. The unit has seen a 20–30% annual increase in cases, particularly those related to firearms. In fact, in 2018, the unit recorded only three cases of youth displaying a firearm on the internet, while the number of incidents rose to 208 in 2022. The largest increase occurred during the pandemic. Moreover, 12% of the cases handled as part of cybercrime investigations were categorized as cyberviolence because they concerned firearms. Maya Alieh explains this phenomenon in part by citing the extreme trivialization of cyberviolence and the fact that popular platforms are mainly owned by companies based in the United States. As a result, because gun control and access are very different in the United States and Canada, children are more exposed to these images. However, requests for investigations related to robbery increased the most,

In summary, Detective Sergeant Maya Alieh encourages the public to exercise caution in social networks and to become better informed about cyberviolence to be able to recognize the different phenomena. She noted that it is always possible to report information or situations one has witnessed or to file a complaint with the police. When doing so, it is important to adopt good practices, such as noting the identities of offending accounts, taking screenshots of problematic messages or comments, and keeping them in a file. In terms of prevention, it is essential to activate two-factor authentication, limit the visibility of our profiles, and remove geolocation from our mobile applications to reduce the risk of being a victim of cyberviolence.

"Cyberbullying in schools"

by **Stéphane Villeneuve**,
Director of the Integration of digital technologies in schools program for the continuing education of digital technologies teachers in Québec, Université du Québec à Montréal (UQAM)

Stéphane Villeneuve's presentation focused on cyberbullying in schools and was based on various recent sources, with pre-pandemic data being considered within a perspective of a social context that has changed significantly. According to the evidence presented, Canadian children express less concern about cyberbullying than their counterparts around the world, with 44% of Canadian children reporting it, compared to 59% elsewhere. Top themes associated with bullying included appearance (34%), dress (22%), and friends (19%). Canadian parents are also less active than those in other countries in protecting their children, with only 78% taking action to protect their children, compared to 85% in the rest of the world (Cyberbullying Pulse Survey, 2022).

Canadian children are less likely to seek help when faced with cyberbullying and talk less about it to their friends (50% vs 62% globally). Although questionnaire results on the existence of cyberbullying in schools in Montreal are difficult to obtain , responses from Canadian children show that common examples include: hateful messages between students in social networks and classroom platforms such as TEAMS, the dissemination of unflattering images of other students on the web, the creation of groups or pages to disparage other students, and the use of another person's account to send inappropriate images or messages (Cyberbullying Pulse Survey, 2022).

With respect to practices related to cyberbullying, workshops conducted in collaboration with a specialist educator, videos, the use of a text or children's literature, and games are some examples of frequently mentioned practices. Changes observed include greater student awareness, a stronger sense of involvement, fewer incidents, greater sensitivity, and more reporting (Cyberbullying Pulse Survey, 2022).

Stéphane Villeneuve presented the draft Culture and Citizenship in Québec program, which emphasizes the importance of developing critical knowledge among students about digital technology and caring relationships. Students are encouraged to reflect on the different forms of knowledge available in the digital space, to search for reliable information, and to be attentive to the sources of information.

Students are also encouraged to reflect on their relationship with digital technology, their uses of it and experiences, and the challenges of online sociability. Among other things, young people are led to reflect on altruism and caring practices that can be applied to different aspects of life, including intergenerational relations, support for people experiencing a loss of autonomy, animals, and the environment (Gouvernement du Québec).

In addition, Stéphane Villeneuve pointed out that Bill 56, an Act to prevent and stop bullying and violence in schools, requires that every educational institution, public or private, adopt and implement an anti-bullying and anti-violence plan (Gouvernement du Québec, 2012). According to a study conducted with some colleagues in 2017, Villeneuve also noted that teachers can be victims of cyberbullying. In fact, 60% of elementary school teachers reported being bullied by parents, while 60% of secondary school teachers reported being bullied by their students (Villeneuve, 2021).

"Preventing youth cyber dating violence"

by **Dominique Gagné** et **Dave Poitras**,
Violence Prevention and Safety Promotion Advisors at the Institut national de santé publique du Québec (INSPQ)

> The increased use of technology by young people to develop and maintain romantic relationships creates new opportunities to perpetrate or experience violent behaviour. It should be noted that cyber dating violence is defined as the use of technology to control, monitor, harass, verbally assault, isolate, or pressure (ex)partners.

Based on a study by Smith et al. (2018) conducted in Québec, more than one third (35.8%) of the young people surveyed had experienced it in the 12 months preceding the survey, and one third (33%) had perpetrated it. This phenomenon is now being studied more, but prevention and best practices in terms of intervention remain under-explored.

› **Cyber control** or **surveillance** (for example, geolocating or using a partner's passwords without their permission);

› **Cyberbullying** (repeatedly texting or calling an (ex)partner);

› **Emotional and verbal cyberviolence** (e.g., sending or posting offensive, threatening, or humiliating comments on an (ex)partner's social media channels or via email); and

› **Sexual cyberviolence** (pressuring an (ex)partner to send intimate photos or videos or threatening to share or publish these images via social networks).

Cyberviolence is part of a continuum of offline violence. However, it has certain specific features, such as:

› A lack of temporal, geographical, and physical boundaries;

› Speed and accessibility of communications (exponential spread of rumours);

› A longer time elapsed between exchanges during a conversation (provides the opportunity to not answer); and

› A lack of emotional and physical cues (the reaction of the person being targeted is not available).

The INSPQ has conducted a knowledge review on the prevention of youth cyber dating violence to guide prevention measures and take early action. More specifically, the objectives of the study were to document programs specifically targeting the prevention of youth cyber dating violence that have already been evaluated, to report on their effectiveness and propose courses of action to further prevent this phenomenon.

The literature review identified two programs that measured an effect on cyberviolence perpetration: Brief ITP (brief interventions in schools) and Real Talk programs (brief individual and personalized interventions).

Several programs did not observe effects on cyberviolence that had been experienced and perpetrated, but effects on other types of violence associated with the dating context: sexual violence, serious physical violence, or bullying. Studies have also shown an effect on risk factors associated with youth cyber dating violence (aggressive behaviours toward peers, sexist attitudes, acceptance of beliefs associated with romantic myths), and protective factors (self-esteem, ability to regulate emotions).

Various findings pointing to a course of action to improve the prevention of youth cyber dating violence were drawn from these studies:

› The prevention of youth cyber dating violence fits into a general program for preventing youth dating violence. As cyberviolence is a continuation of offline violence, these programs have a real impact on the online behaviour of young people. Nevertheless, it would be relevant to develop and evaluate programs specifically dedicated to the prevention of cyberviolence.

› The programs evaluated target only young people, in terms of their individual behaviours and attitudes. However, it would be appropriate to integrate living environments (school, family) into prevention strategies.

› Resource workers are from various professions and receive a range of training. It would also be relevant to involve more students as facilitators in prevention programs.

› Knowledge acquisition (to better identify cyberviolence, which is sometimes insidious) is the most-mobilized intervention method by programs. However, the development of skills (e.g., knowing and understanding the steps for getting out of an unhealthy relationship, learning to manage one's emotions) is essential for knowledge integration to be sustainable.

Publications to read:

Poitras, D., Lachapelle, M., Roy, M.P., Gagné, D. (2022). Youth Cyber Dating Violence: Knowledge Synthesis on the Effectiveness of Prevention Programs. Available online: https://www.inspq.qc.ca/sites/default/files/publications/3313-youth-cyber-dating-violence-knowledge.pdf

Laforest, J., Poitras, D. (2020). Analysis report on deaths related to domestic violence in Québec between 2008–2018. Available online: https://www.inspq.qc.ca/sites/default/files/publications/2766_deces_violence-conjugale.pdf

"Braindates" discussion session

Participants also had the opportunity to join discussion groups on general topics related to cyberviolence issues as well as informal "braindates" to foster exchanges and mutual learning. The Braindate platform was made available to them to facilitate research on topics of interest, share ideas, and invite others to participate in small groups or one-on-one discussions.

The conference attracted a total of 150 people, including 60 (40%) who joined online. Among them, 68 (94%) attended at least one "braindate," while 53 (74%) attended at least two of these informal meetings. A total of 21 topics were created on the Braindate platform, of which 19 were discussed in groups and two in one-on-one encounters.

The topics discussed in the morning focused on the influence of online conflict on offline life and vice versa, youth cyber dating violence, innovations to prevent cyberviolence and its consequences in 2023, and the rise of the online Far Right and its consequences for community life in Montreal.

Topics discussed in the afternoon included: risk and protective factors related to our online behaviours, ways to combat cyberviolence and help victims, links between social media and armed violence, how to prevent radicalization, tools to prevent online hate, and the manosphere and online hate against women.

On the topic of the manosphere and online hate, participants discussed potential mental health issues among individuals associated with this movement, links with the Far Right, and the prevention of online misogyny.

Testimonials were collected on the community impact of braindates, which underscored that this was an excellent way to access those in the field, that this experience was relevant to the work being carried out, and that the small group exchanges were intimate and conducive to in-depth discussions.

Overall, this informal meeting format was successful and will be repeated in the future. You can also watch the promotional video of the 3rd conference of the Réseau d'échange et de soutien aux actions locales available at the following link: https://www.youtube.com/watch?v=0APEcdO4Zg4.

Afternoon workshops

In the afternoon, participants were able to attend four concurrent workshops organized by four organizations. Two time slots were offered to give the public the opportunity to attend two workshops of their choice.

"Connecting to equality: the pursuit of a more egalitarian sharing of cyberspace"

Workshop by **Léna Gauthier-Parquette**,
Support officer for L'Anonyme's sex education program

L'Anonyme is a community organization that has existed since 1989. It has a mobile unit (local intervention at night); a mobile supervised consumption site; a sex education program; an urban safety program for individuals, communities, and communities of practice; and a housing program with a high threshold of acceptability.

Its mission is to promote safe behaviour and egalitarian relations, as well as to prevent the transmission of STBIs through a local humanitarian approach.

Léna Gauthier-Paquette's presentation focused on the "Se connecter à l'égalité" project (2019–2021), funded by the Secrétariat à la condition feminine. This project was launched in a context in which studies highlight that gender stereotypes are entrenched (in the public, private, and virtual spheres), resulting in discriminatory attitudes, sexism, harassment, and bullying. However, L'Anonyme noted that there was little or no data available on the prevalence of these problems online in Québec. The context of the pandemic linked to the overuse of screens in 2020 (#MeToo post) propelled the project.

L'Anonyme surveyed a sample of 483 youth aged 12 to 25 about cyberbullying related to gender or sexual orientation. The results showed, among other things, that almost 2/3 of young people reported having experienced some form of cyberviolence in the past 12 months, with an over-representation of young people belonging to the LGBTQIA+ community; that the age group most affected by cyberviolence is 15–17 years old; and that 74.3% of young people surveyed said they knew someone who had experienced online violence.

The study resulted in:

› a written report;
› a scientific article;
› participation in a conference;
› videos to raise awareness among the general public;
› workshops given in the community (topics covered: equality in society, power dynamics, sexism in "real" and virtual public spaces);
› discussions on various online platforms, especially Twitch.

The goal of using a broad range of diffusion methods was to reach as many people as possible, especially young people who use Twitch for informal exchanges, and to offer the opportunity for the public to comment directly on the discussion. The exchanges took place between Léna Gauthier-Paquette and influencers (or "streamers") who had an interest in discussing online sexism with their community. The discussions are available for viewing (see Appendix A on page 21).

The workshop gave rise to discussions, especially about raising awareness via networks such as Twitch, a method that is out of the ordinary and that provides us with something to discuss. For prevention to have a real impact, it seems essential to target spaces where young people "find themselves" and where cyberviolence actually takes place. Virtual socialization spaces are an important part of young people's lives, and L'Anonyme favours a risk-reduction approach. As is the case for topics related to sexuality or consumption, it seems wiser to support and equip users to create a dialogue with young people, rather than deny them access to certain platforms and infantilize them. During the workshop, the audience highlighted the speed of network evolution, which professionals sometimes find difficult to adapt to. In this context, it would be relevant to consider young people as specialists who can teach us and help us to get "on the same page."

The issue of moderating comments on Twitch was also discussed. How to prevent things from boiling over? Should we exclude "trolls," people who make hateful comments? Or dialogue with them? Léna Gauthier-Paquette advises professionals to communicate in advance with the streamer to agree on an approach since their community often moderates comments. You can also opt for the presence of other professionals to moderate and respond to live comments.

In addition, the audience discussed how the neutrality of organizations could be undermined by the political orientations of some streamers. Ms. Gauthier-Paquette again stressed the importance of selecting the person you are addressing by watching videos, for example, before the meeting to become aware of sensitivities and discuss them beforehand and prepare for the exchange.

Takeaways from this workshop include:

› Learn about the platforms used by the target population;

› Do not only adapt the content to the virtual context: build the content for the platform being used;

› Survey the needs and use that targeted people make of different platforms;

› Offer interactive activities and tools adapted to the age of the audience in particular (L'Anonyme's social networks are mainly intended for partners, but humorous videos are used as discussion starters during awareness workshops with young people);

› Ally yourself with people who use and have mastered the platform; and

› Question blind spots and prejudices.

Between 2023 and 2025, a second stage of this project will be deployed, with a survey on the experience of gender-based violence among young people between 12 and 25 years old, workshops on sexism with audiences between 12 and 40 years old (community settings, schools), discussions on platforms (Twitch, Instagram, TikTok), and awareness kiosks.

"Cyber Hygiene"
by **Akim Laniel-Lanani,**
Co-founder and Director of Operations of the Cybercriminology Clinic, École de criminologie de l'Université de Montréal

The cybercriminology clinic mobilizes students who are passionate about cybercrime to raise awareness of cybercrime issues and to improve coordination between the various resources and organizations advocating awareness and assistance for victims.

Several services are offered by the clinic:

› Workshops and training (offered free of charge to NPOs);

› A "Fraud Alert" platform (for witnesses or victims of bullying);

› Personalized support;

› Available for: cyber fraud, cyber hygiene, identity theft;

› But not offered for cases of: cyberbullying, hacking, sextortion (advice and information are offered).

The goal is to equip people who work with youth with tools for the safe and healthy use of the internet. For example, the clinic enables participants to learn about social networks (sharing and content creation communities) used according to the age group.

Akim Laniel-Lanani presented various threats that exist on the web:

› **Cyber threats**
  › Direct/private/directly sent to the target
  › Indirect/defamation/public
› **Cyberbullying**
  › Repeated use to harass or intimidate a person
› **Physical cyber threat**
  › Unauthorized access to devices and accounts
  › With information and password sharing
› **Digital cyber threats**
  › Hacking
  › Phishing
  › Software and applications
  › "Stalkerware" (spyware that engages in surveillance)
  › Well-intended software with malicious potential
  › "Spoofing" (identity theft attack or a strategy used by cybercriminals to hide their malicious activities), "deepfake" (creating or stealing identities
  › Interpersonal violence
  › Sextortion
  › Youth dating violence

Akim Laniel-Lanani proposed various best practices for cyber hygiene and cyber defense:

- › Do not delete evidence;
- › Secure your accounts;
- › Ensure the confidentiality of information;
- › Switch to multi-factor authentication;
- › Have strong passwords
- › Use a password manager.

This workshop elicited many reactions and raised awareness of the magnitude of cybercrime issues.

"Preventing and counteracting online hate"

Workshop by **Jeanne Plisson** et **Sarah Grenier**
from the Centre for the Prevention of Radicalization Leading to Violence

The workshop began with a presentation of the speakers and the mission and approach of the Centre for the Prevention of Radicalization Leading to Violence (CPRLV). The CPRLV's mission is to prevent radicalization leading to violence and hateful behaviour through education, mobilization, and support for the population of Montreal and Québec as a whole. It deploys a community approach oriented toward accessibility for all, coordinated with partners from all sectors, and anchored in both scientific and practical expertise to act in advance of radicalization situations leading to violence.

A question was asked of the audience:
"What do you think hatred is?"

- › Stigmatization targeting objective or subjective categories and criteria (identity, gender, sex);
- › The result of stereotyping;
- › Verbal or gestural demonstrations;
- › Feelings that persist over time and are thought to be intellectually justifiable;
- › The result of a process.

The rest of the presentation was based on the following publication: Centre for the Prevention of Radicalization Leading to Violence (2021, December). Hate-motivated Acts in Quebec: An Overview of the Situation. *Online https://info-radical.org/wp-content/uploads/2021/12/Rapport-CPRMV-dec2021-25.pdf*

A definition was proposed. Hateful acts include:

Hate crimes

A **hate crime** is a **criminal offence** motivated by prejudice or hate against an individual or group due to factors such as race, national or ethnic origin, language, colour, religion, sex, age, sexual orientation, gender identity or expression, or mental or physical disability. Section 718.2(a)(i) of the Criminal Code provides for more serious sentencing for criminal hate offences.

Hate incidents

A **hate incident** is any **non-criminal** act that affects the sense of safety of an identifiable person or group of persons, and given the context, is perceived as a targeted act directed at the person or group due to, among other things, their race, national or ethnic origin, language, colour, religion, sex, age, sexual orientation, gender identity or expression, or physical or mental disability.

Some central elements of the report were presented:

- › The number of hateful acts is greater online than offline;
- › The predominant grounds are religion, skin colour, sexual orientation;
- › Online hateful acts are perceived as more serious than others;
- › Studies show under-reporting (anonymity, fear of reprisals, lack of awareness of hateful acts);
- › Cyberspace is a constantly evolving space.

The CPRLV's tools to address challenges and issues:

Community support offers a space for listening and exchange to people facing issues related to radicalization (professionals, relatives, and people in the process of radicalization). It is a safe, free, non-judgmental space that adapts to the needs.

The CPRLV offers **free training adapted to the realities of each environment**: *https://info-radical.org/en/prevention-en/presentations-and-conferences/*

The CPRLV "**What if I was wrong? When we talk, we learn!**" campaign1 takes the form of awareness workshops, which are offered in schools, to open dialogue and encourage young people to share their feelings on issues related to the prevention of radicalization leading to violence. This campaign does not seek to convince people to abandon an ideology or to delegitimize any extremist group. On the contrary, it explores the different attitudes that can lead to violent radicalization: unshakable ideological convictions, unquestioning doctrinal adherence, cognitive isolation, or intolerance of ideas, values, or beliefs different from our own. The pedagogical guide "What if I was wrong?", available online, is intended for teachers, professionals, and facilitators involved with youth. The document aims to facilitate and frame the organization of activities in their environments to allow participants to progress in a process of discovery of themselves, others, and the world around them..

The **Small illustrated guide to hatred in Québec**, launched by the CPRLV in 2021, classifies hateful signs and symbols in the Québec context so that all citizens can visually recognize them; understand their meaning, message, and references; know how to associate them with the different underlying ideological postures; understand and distinguish between the motives of hatred recognized in the Canadian legal framework; and identify signs and symbols they might encounter in the public space.

"Understanding and acting to become stronger together"

Workshop by **Isabelle Ouellet-Morin**, *Professor at the École de criminologie de l'Université de Montréal*

The "+Fort Ensemble" ("Stronger Together") initiative is based on the observation that few tools for victims of bullying exist. Yet one in five children is bullied, with a higher prevalence of "conventional" bullying compared to cyberbullying.

Bullying intersects with different realities:

› Repeated and prolonged exposure to harmful behaviour;

› Intent to harm by the bully;

› Power imbalance between the bully and the victim;

› Distress.

Note: The notion of "intent to harm" is currently being questioned because it is considered rigid, particularly in the context of cyberbullying, which reflects trends in "following" with no real intention other than membership in a group.

The question of responsibility for bullying:

Any situation of bullying or violence taking place in the school environment and during periods of school attendance is automatically the responsibility of the professionals in the field. It is their responsibility to ensure the safety and well-being of students, but also to support the learning of positive social skills.

Problems and questions:

› Is cyberbullying, when it takes place outside of the school environment, likely to have an impact on the school environment (pursuit of aggressive behaviour at school, impact on class cohesion, learning, and safety)? What responsibilities does the school community have in supervising and monitoring bullying?

› How aware are teachers and facilitators of the social dynamics that take place between young people in schools?

› What are the limits to conflict intervention? (positioning between a logic of intervention to counter bullying and an approach that promotes the development of autonomous difference and conflict management skills among young people.)

Note: Sometimes, adults in the school environment may discourage witnesses (e.g., "mind your own business, it's none of your business"), which deconstructs the effort to develop attitudes related to bullying. This problem is particularly prevalent in the primary environment, where children can overwhelm teachers with insignificant information, slowing down the identification of more serious bullying behaviours.

Fighting bullying

Identification and anti-bullying behaviours must be practiced in cyberspace to reinforce individual intervention, whether it takes place in or out of school. It is therefore important to offer learning tools that permit the development of reflexes to adopt in case of exposure to bullying behaviors.

To achieve this, it is necessary to:

› Develop a code of life and good behaviours in young people AND adults;

› Use existing resources to support and train adults in school settings;

› Encourage the denunciation of negative behaviours without blaming the student responsible for the behaviour;

› Encourage youth to express disagreement, ask the person to stop their problematic behaviour, help the victims, and report the situation to an adult.

Note: In 58% of cases, the intervention of a student who is witnessing a bullying situation can stop the incident in less than 10 minutes. Yet many young people are still reluctant to take action and defend their peers for fear of reprisals from the bully.

We therefore identify a series of needs specific to bullying that are aimed at both young people and adults:

› Restore control;

› Promote anonymity and autonomy;

› Break the silence;

› Reinforce a sense of self-efficacy.

Note: 70% of teachers have not received university or in-service training related to bullying, and 55% of teachers who have received training do not feel competent to intervene.

Possible solutions

"**+Fort, version 2.0**"

mobile app:

› Aimed at young people aged 12 to 16;

› A tool within reach of most young people, as 50% of youth seem to have a smart phone in Secondary 2, and 85% have one in Secondary 5;

› Regroups a wide range of communication and information tools on bullying adapted to young people's understanding;

› Offers support in choosing strategies for action in the face of bullying;

› Functions as a personal diary, allowing experiences to be intimately and anonymously shared and understood through daily evaluations;

› Its content can be shared by youth with adults of their choosing, thereby promoting a mutual understanding of the issues related to the bullying situation.

Fort Ensemble
Training :

(in development)

› Offers interactive training for school stakeholders in their interventions with victims;

› Consists of five modules: definition of bullying; roles and responsibilities of actors; what to do in a bullying situation; collaboration with parents; bullying prevention.

APPENDIX A

Links to online interactive workshops carried out as part of the
"**Se connecter à l'égalité**" project

July 9, 2020 – EpicJoystick and DominiqueBabang
https://www.twitch.tv/videos/675663251

October 7, 2020 – missharvey
https://www.facebook.com/lanonymemobile/posts/1589287694565000

May 20, 2021 – Chloee_Fitgamer
https://www.twitch.tv/videos/10296028544

November 24, 2021 – madamezoum
https://www.twitch.tv/videos/1219550390

November 29, 2021 – mimicozy
https://www.twitch.tv/videos/1219316545