

HOW WE ADDRESS TECHNOLOGY-FACILITATED SEXUAL VIOLENCE IN CANADA

RECOMMENDATIONS FOR EDUCATIONAL CURRICULA, POLICIES, AND LEGISLATION



What is TFSV?

Technology facilitated sexual violence (TFSV) refers to **harassing behaviours of a sexual nature that occur through people's use of technologies.**

This can include:

- Online sexual harassment
- Image-based sexual abuse
- Sexual aggression and/or coercion
- Gender and sexuality-based harassment

High rates of TFSV are consistently reported among young people, especially those of historically marginalized races, ethnicities, genders, and sexual orientations (e.g., BIPOC/racialized youth, 2SLGBTQIA+ youth, young women).



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How can we better address TFSV in educational curricula, policies, and legislation across Canada?



Include specific references to various forms of TFSV

Educating students specifically about TFSV will help them identify and understand a broader range of harmful behaviours and know what resources are available.



Do not treat online harms as separate and distinct from young people's full lived experiences

Educational curricula and policies should not present students' experiences in digital spaces and physical spaces as mutually exclusive.



Refrain from taking a risk-based approach to technology

Rather than scaring students about potential dangers related to their use of technology, secondary school programs should encourage students to think critically about TFSV to empower them to identify and address harms as they arise.



Inform students about their technology-related rights and responsibilities

Let them know what resources and supports are available to them when they need help.



Specifically address the gender-based and sexuality-based nature of TFSV

People with marginalized genders and sexual orientations face greater TFSV victimization, and it is critical for educational curricula and policies to consider and address the disproportionate rates and impacts of TFSV on these marginalized populations.



Include information on how power, intersectionality, and intersecting forms of oppression factor into people's experiences with TFSV

Marginalization and oppression associated with aspects of students' identities (e.g., gender, sexual orientation, race, Indigeneity, dis/ability, immigration status, class, neurodiversity) can increase risks of TFSV and/or exacerbate these harms. Coercion, social pressure, and other forms of dominance, influence, and control can further compound risks and harms among students.