

**TECHNOLOGY-FACILITATED GENDER-BASED VIOLENCE
AMONG YOUNG PEOPLE:**

**SYNTHESIZING THE RESEARCH
TO PROMOTE DIGITAL SAFETY
IN CANADA**

**GENDER-BASED VIOLENCE SYNTHESIS GRANT
FINAL REPORT - JUNE 2023**

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EXECUTIVE SUMMARY

BACKGROUND

In responding to the issue of technology-facilitated gender-based violence (TFGBV) among young people, some jurisdictions (e.g., Australia, UK) have been quicker to respond to this issue than others (e.g. tracking emerging trends and creating robust supports for young people). While researchers in Canada have begun documenting the nature of TFGBV, there remain many gaps in Canadian knowledge. For example, while there is research on adults' experiences, we know far less about young people. There remain further gaps in understanding the rates, experiences, and needs of marginalized groups, the effectiveness of existing remedies and supports, and how experiences and resources differ across Canada's diverse regions. As a result, educational institutions, legislatures, and policy makers are developing strategies with little to no empirical evidence guiding them.

OBJECTIVES

TFGBV is becoming increasingly common among Canada's young people, evidencing the need to better understand the nature, frequency, impact, and response to this issue. In response, this project conducted a synthesis of scholarly research to map what is known and what remains unknown about this important topic. This project was completed in three parts. First, we conducted a national and international scoping review of English-language empirical research on TFGBV involving young people, specifically teens aged thirteen-eighteen, to gain an understanding of the breadth of qualitative and quantitative data available for evidence-based curricula and policy making. Second, we conducted a scoping review of French-language studies and searched for Canadian resources produced by academics, governments, and civil society organizations to understand how TFGBV is framed relative to young people in the Francophone context. Third, we reviewed current educational curricula and resources on TFGBV in Canadian provinces and territories, including existing relevant education acts and statutes related to TFGBV, to better understand how this issue is being addressed in schools.

RESULTS

- There is a dearth of empirical research on TFGBV among young people in Canada (e.g., only two English-language scholarly articles with Canadian participants were found using our search terms, and only one French-Canadian scholarly article specifically focused on TFGBV). Most relevant empirical scholarship came from Europe, Australia, and the United States.
- There are significant gaps in quantifying and understanding rates of TFGBV in Canada.
- Imprecise and variable terms were often used to discuss acts of TFGBV (e.g., internet hate; cyberbullying; digital dating abuse; technology-assisted adolescent dating violence and abuse), making it difficult to compare research findings.
- The manner and extent to which TFGBV is addressed in educational curricula across Canada varies widely by province/territory. Many provinces/territories fail to communicate the fact that violence can be experienced online as well as across digital and physical spaces. Some parts of the country currently have little (e.g., Newfoundland, Saskatchewan) to no (e.g., Nunavut) curricular content on topics related to TFGBV.
- Scholarship and educational curricula focused specifically on technology-facilitated sexual violence occasionally includes coverage of TFGBV, but much more could be done to bridge these two issues. On the other hand, scholarship focusing on technology-facilitated adolescent dating abuse showed a positive example of how to consider the impact of gender stereotypes on abuse perpetration.
- In terms of an intersectional analysis, TFGBV rates increased for those with one or multiple marginalized identities (e.g., race, sexual orientation, disability) and young people experiencing intersectional discrimination may be at an increased risk of suicidal ideation.
- Socioeconomic status was found to influence coping behaviours following victimization. Although articles considering dating violence often focused on heteronormative relationships, those with minority sexual orientations experienced higher levels of gender-based violence.
- The bulk of articles applied binary language when discussing gender, and transgender individuals were often excluded or removed from studies, often due to low rates of participation.
- Young people's experiences of technology-facilitated victimization were found to often co-occur with offline victimization. Scholars stressed that addressing this issue will require attention to young people's integrated online/offline lives and should see technology as a tool both capable of facilitating violence and addressing such violence.
- Existing laws have not been a particularly effective tool at addressing TFGBV among young people, and much existing messaging about young people's legal rights can be confusing, inaccurate, or damaging (e.g. victim-blaming messaging).

KEY MESSAGES

Based on the above results we recommend that:

- Research is urgently needed to understand TFGBV in the Canadian context. As previous scholarship recognised the cultural specificity of TFGBV, relying on international research is inadequate to inform Canadian policy. Future Canadian research should seek to fill existing gaps by:
 - Undertaking mixed methods research to quantify the instances and impacts of TFGBV, and qualitatively investigate youth experiences of TFGBV through in-depth interviews, focus groups, or arts based methods;
 - Further researching the instances and impacts of TFGBV on marginalized groups that have been largely excluded from existing studies (e.g., transgender and non-binary youth);
 - Conducting research with youth who have specific and/or intersecting marginalized identities (e.g., Indigenous, LGBTQ+, racialized, disabled), and analysing which resources and supports are most effective for those specific groups;
 - Conducting research on various technologies to examine the different ways that TFGBV manifests on and across different platforms, and the ways that technology impacts the prevalence and severity of harmful content; and
- Engaging young people as research participants to better identify their needs; assess the effectiveness of prevention and intervention policies, programs, and laws; determine intersectional experiences of prejudice and discrimination; and determine differential experiences based on geographic location (e.g., rural experiences, experiences in Canada's territories).
- Canadian educational curricula and resources should be urgently updated to address how gender-based power and marginality impact experiences of harm in young people's integrated digital/physical lives. Risk factors of perpetuating TFGBV, including holding traditional beliefs about gender roles and rape myths, should be addressed through education, with specific attention to the beliefs of young men/boys who are most likely to perpetrate gender-based harms. Educational approaches should acknowledge the ways that technology can both facilitate and help address harms.

METHODOLOGY

ENGLISH-LANGUAGE SCOPING REVIEW

The scoping review of English-language academic literature involved searching eight databases using three blocks of search terms. The first block of terms described technology-facilitated violence, the second block specified the gender-based nature of these behaviours, and the third block narrowed the search to individuals aged thirteen-eighteen. Fifteen articles were identified as relevant to the research question. The English language search was limited to studies using qualitative, quantitative, or mixed methods in their research. Academic articles that addressed TFGBV among young people but did not conduct an empirical study were excluded. The purpose of this scoping review was to uncover what empirical evidence exists. Empirical research is critical to developing robust educational interventions and policy that address TFGBV.

FRENCH-LANGUAGE SCOPING REVIEW AND DOCUMENT SEARCH

A separate scoping review was conducted in French to identify and isolate knowledge from Francophone sources. A focused keyword search was undertaken on two French-language databases and on Google Scholar. This French-language scoping review yielded only one empirical study relevant to TFGBV and youth. Additionally, as French resources have been less commonly explored, we supplemented this scoping review by conducting a broad search of French-language academic literature, public reports, and education initiatives related to TFGBV and young people, which resulted in forty-three relevant documents. These French-language searches were essential in uncovering how TFGBV has been identified and understood in Francophone Canada.

REVIEW OF EDUCATIONAL POLICIES, CURRICULA, AND RESOURCES

The final portion of the project conducted a review of educational policies, curricula, and resources from across Canada related to technology-facilitated sexual and gender-based violence across relevant databases. We also reviewed relevant legislation (e.g., Education Acts from the provinces and territories) that covered topics like anti-violence, anti-(cyber)bullying, safe schools, positive learning environments, and digital citizenship. Fifty-one documents were included, and for this project phase, we analyzed relevant sections of the documents for each province/territory. The intent was to examine how TFGBV has been addressed by educational policies, curricula, and resources across Canada, including when and where it is addressed, if at all.

FULL REPORT

BACKGROUND

Technology-facilitated gender-based violence (TFGBV) refers to acts of violence based on one's gender, gender identity, gender expression, and/or perceived gender that are carried out using technology (e.g., text message, social media, GPS tracking) (Khoo, 2021). For many years now, gender-based violence has been recognized by researchers and the general public as a phenomenon encompassing a continuum of acts including physical violence, psychological violence, and digital violence (Kelly, 1988; Woodlock, 2017). This growing recognition of violence being situated on a continuum includes recent attention to problems such as coercive control and non-consensual intimate image distribution, with increasing attention and concern toward the ways that technologies can both amplify offline forms of harm and cause severe harms in and of themselves (Handyside & Ringrose, 2017; Henry & Witt, 2021; Steeves, 2014). The need to understand the nature of and best practices in response to TFGBV has only become more urgent during the COVID-19 pandemic, with research finding that TFGBV increased in both frequency and impact during this time (Ringrose et al., 2022).

TFGBV can happen using multiple digital technologies, including websites, messaging platforms, social media, dating applications, online games, drones, GPS tracking, and other digital applications and technologies (Bailey et al., 2021; Shariff et al., 2023). For instance, women and girls report experiencing sexual harassment on popular social media platforms (Suzor et al., 2019), in multiplayer online games (Ballard & Welch, 2015), and even in the emerging space of the metaverse (Bailey et al., 2021). Technologies such as GPS and internet-enabled objects (i.e. the internet of things) are also regularly used to track and control victims within domestic violence contexts (Bowles, 2018). Indeed, in our progressively digitized world, it is becoming rare for a case of gender-based violence to not be somehow facilitated by technology in some way (Dodge et al., 2019).

Historically marginalized groups and those experiencing multiple intersections of marginalization—such as Indigenous women and women with disabilities—are at a higher risk and are often more severely impacted by TFGBV (Henry et al., 2020). TFGBV experiences against those with multiple intersections of marginality can include, for instance, threats of rape combined with racist epithets that are often targeted at women of colour (Bailey et al., 2021; Bailey & Liliefeldt, 2021) and higher risks of technology-facilitated sexual violence (TFSV) against sexual minority women (Huiskes et al., 2022). International research has also consistently found that gay, lesbian, and bisexual people are at a significantly higher risk of experiencing TFSV in the form of nonconsensual intimate image distribution (Henry et al., 2020; Ringrose et al. 2022). It is especially important to emphasize that, although much research on TFGBV focuses on the experiences of cisgender women and girls, transgender and gender non-conforming people also experience TFGBV, including gender-based trolling, hateful anonymous messages, and cyberstalking, all of which appear to be on the rise (Scheuerman et al., 2018; Ringrose et al. 2022).

In Canada, TFGBV is a serious problem. Although we do not yet have comprehensive data on the rates of TFGBV among young people in Canada, initial findings show that technology-facilitated harms are now a regular aspect of gender-based violence (Steeves, 2014; Wong, 2019), and the high rates of these harms have only been aggravated by the COVID-19 pandemic (Dunn, 2020). TFGBV can have serious negative impacts on young people's health and safety. For example, young victims of TFGBV can experience anxiety, depression, and social isolation (World Wide Web Foundation, 2020). In the most tragic cases, including that of Canadian teenagers Amanda Todd and Rehtaeh Parsons, young people have taken their own lives in the aftermath of technology-facilitated gender-based and sexual violence. Acts of TFGBV and their resulting harmful consequences are becoming increasingly common in Canada, evidencing the need to better understand the nature, frequency, impact, and response to these issues among young people (Dunn, 2020; Khoo, 2021).

OBJECTIVES

In response to the growing instances and impacts of TFGBV, some nations have been swifter than others in tracking emerging trends and creating the responses that are required to support young people impacted by TFGBV. While Canadian researchers studying TFGBV have made many important contributions to understanding the nature of and responses to these acts (Bailey & Mathen, 2019; Dodge, 2021b; Dunn, 2021; Shariff & DeMartini, 2015; Steeves, 2014), countries such as Australia, the US, and the UK are already providing advanced understandings and responses to TFGBV (Dodge, 2021a; Hrick, 2021; Ringrose et al. 2022). This is particularly true for studies employing both qualitative and quantitative methods. These mixed methods studies are lacking in Canada, which can significantly limit researchers' ability to examine the contextual experiences of Canadian youth and gauge how behaviours are changing over time. This is particularly pertinent as TFGBV is not static, but constantly evolves alongside new technologies. And while Canadian researchers have found some important differences in experiences of TFGBV based on intersections of race, Indigeneity, sexual orientation, gender identity, geographic location, and ability, a synthesis of this research better helps us understand the gaps and what is known in the Canadian context.

This knowledge synthesis report therefore reveals whose experiences are underrepresented in the literature and sheds light on the research needed to understand, and therefore effectively respond to, diverse experiences of TFGBV in Canada. This project both brings together the existing research that is currently fractured across a range of disciplines (e.g., social work, law, criminology, sociology, media studies, women's studies, psychology), and maps the future needs for intersectional research on this topic.

In Canada and internationally, young people are experiencing severe impacts and challenges related to TFGBV (Bailey & Mathen, 2019), yet it is not always clear what the best practices are for responding to these harms. Specifically in Canada, it is often difficult to determine what resources are readily available to support young people in various regions. Therefore, this project synthesizes the growing international and domestic empirical literature from the past decade about TFGBV among young people, specifically teens aged 13-18, to identify what is known and not yet known about TFGBV in the Canadian context. This project also reviews education policies, curricula, and resources from across Canada to understand opportunities and gaps in educational responses to TFGBV among young people. Finally, we provide specific information on French-Canadian reports and educational initiatives that have received less attention and analysis than those from Anglophone Canada.

This report is intended to be used by scholars, policy makers, educators, and those in frontline jobs supporting young people impacted by TFGBV. We intended for it to inform responses provided at high levels of law and policy creation as well as on the frontlines of Canadian schools, shelters, and community organizations that support young people impacted by TFGBV. In the short term, this will help with the immediate goals of influencing Canadian federal and provincial/territorial policy, such as the development and implementation of related laws, including upcoming federal content moderation legislation and provincial/territorial non-consensual distribution of intimate images statutes. In the longer term, it will help the development of evidence-informed supports for young people and inspire much-needed quantitative and qualitative Canadian research projects in this area.

METHODS

This project synthesized scholarship, public research, grey literature, and educational policies to create a deeper understanding of TFGBV. First, we conducted a scoping review of Canadian (both French and English) and international academic qualitative and quantitative research on TFGBV among young people from the past decade¹. For the English-language section of this synthesis report, we located and summarized existing qualitative and quantitative studies on youth's experiences with TFGBV nationally and internationally. For the French-language section of this report, the research was focused on French-Canadian reports and educational initiatives on this topic, allowing us to gain a broader understanding of how TFGBV among youth has been framed by Francophone academics and civil society organizations. The purpose of synthesizing the Canadian research was to find what is (not) known about TFGBV in academic literature and educational curricula in Canada. The purpose of synthesizing international research was to better understand what best practices and research foci have been found and pursued in other jurisdictions that may be of relevance to the Canadian context or to inform future research priorities in Canada. Additionally, we synthesized educational policy, curricula, and resources used in schools across the country. This provided additional insight into what youth are learning about TFGBV and how schools are currently addressing this issue. Thus, the purpose of synthesizing Canadian educational policies, curricula, and resources related to TFGBV was to add to the knowledge of how various Canadian provinces and territories are addressing issues of TFGBV with young people across the country.

ENGLISH-LANGUAGE SCOPING REVIEW

The scoping review for the English-language academic research followed the framework established by Arksey and O'Malley (2005) and the Preferred Reporting Items for Systematic Reviews and Meta-Analyses guidelines (PRISMA, 2020). First, a preliminary search was conducted to locate online databases relevant to the research topic. This search identified eight online interfaces to be utilized for conducting searches: Academic Search Premier, APA PsycArticles/ APA PsycInfo, Women's Studies International, ERIC, International Bibliography of the Social Sciences, Social Services Abstracts/Sociological Abstracts, SAGE Journals, and Web of Science Core Collection. Within these databases, searches were completed through the application of three blocks of English-language search terms. The first block of terms described technology-facilitated violence (e.g., internet facilitated, cyber aggression, online victimization, virtual stalking), the second block specified the gender-based nature of these behaviours (e.g., gender based harassment, gender violence, hate speech, sexism, transphobia), and the third block narrowed the search to the population of interest, that is individuals between the ages of thirteen-eighteen (e.g., youth, young adult, minor, juvenile). The database search yielded 1684 candidate studies that were uploaded to Covidence, an online literature review tool used to conduct knowledge synthesis projects. Covidence automatically identified 147 articles as duplicates and removed them, leaving 1537 studies to screen.

1 The ten-year coverage of this research aligned with both the requested timeline for the knowledge synthesis grant and, suitably, the timeline in which TFGBV has significantly emerged as a major source of inquiry in Canada and abroad.

The first step of the screening process required an initial assessment of the retrieved articles based on their relevancy to strict inclusion/exclusion criteria, as determined by their title, abstract, and relevant keywords. Studies were retained if they: (1) were empirical in nature and peer-reviewed; (2) had been published between 2013 and 2023; (3) contained findings on technology-facilitated gender-based violence (even if they did not use this specific terminology); (4) contained a sample or subpopulation of youth aged thirteen-eighteen; and (5) were published in English or French. This screening process allowed us to remove 1091 irrelevant studies, and the 446 studies that appeared to fulfil these criteria were carried forward.

In the next step, we reviewed the article full text to conduct a thorough eligibility assessment. This stage of the screening process identified 411 irrelevant studies. Thus, thirty-five full text articles were retained and given a detailed evaluation to their relevance to the research question based upon predetermined eligibility criteria. Upon further detailed review of these remaining articles, twenty were found not to fully satisfy the eligibility criteria. The most common reason for exclusion included a failure to include measures of gender-based violence, a failure to distinguish gender from other identities, or a failure to study the particular age group of interest. Ultimately, fifteen articles were found to be adequately relevant to be included in the review for this knowledge synthesis grant. The current state of knowledge on TFGBV among young people displayed three fundamental research foci: (1) technology-facilitated gender-based violence (TFGBV), (2) technology-facilitated dating violence (TFGBDV), and (3) technology as a method of reducing gender-based violence. Of the retained articles eleven had a primary focus on TFGBV, three considered TFGBDV, and one examined using educational smart phone applications as a method of reducing gender-based violence.

FRENCH-LANGUAGE SCOPING REVIEW AND DOCUMENT SEARCH

For the broader French-language review, a separate set of searches were carried out on two French-language databases (Érudit and CAIRN) and on Google Scholar. These searches were conducted to find both academic research in French that may have been missed in the English-language search above and to uncover non-academic French-Canadian reports and educational resources. When searching in the French-language databases, a broader keyword search was conducted using a wide variety of terms to ensure broad findings of the French-Canadian content that has been less often included in reviews. Keyword search terms were selected based on a review of the French literature that found that Francophone research and reports describe acts related to TFGBV using many variations in terms for the same behaviours and using both English and French forms of terms (e.g., cyberstalking; harcèlement en ligne; cyberharcèlement; cyberviolence; cyberviolence sexuelle; cyberviolence sexiste). A total of forty-three items were found and analysed in this search.

REVIEW OF EDUCATIONAL POLICIES, CURRICULA, AND RESOURCES

Finally, we conducted a review of educational policies, curricula, and resources on technology-facilitated sexual and gender-based violence used in schools across Canada. This involved first creating a list of relevant search terms (e.g., “sexual gender-based violence secondary school policy”, “school bullying policy”) based on our review of relevant academic literature. Next, we reviewed relevant sections of curriculum documents for each province/territory (e.g., health and physical education, computer studies) that were available online. We also reviewed relevant legislation that covered topics like anti-violence, anti-(cyber)bullying, safe schools, positive learning environments, and digital citizenship (e.g., Education Acts from the provinces and territories). Lastly, we reviewed grey literature on education and policy related to sexual and gender-based violence, (cyber)bullying, and digital citizenship policies. We created descriptive search strings that were inputted into search engines and leveraged the use of operators to retrieve relevant literature. Fifty-one documents were included for analysis: thirteen Education Acts, twelve safe school policies, nine anti-(cyber) bullying policies, seven violence prevention strategies/frameworks, four pieces of legislature concerning technology-facilitated sexual violence, three policies on gender- and sexuality-based bullying and/or harassment, two policies on the use of communication technologies (e.g., social media platforms), and one digital citizenship policy guide. Additionally, educational policies and curricula for each province and territory were analyzed.

RESULTS

This results section begins with an overview of findings regarding the fifteen academic articles that were found in our English-language scoping review of Canadian and international academic literature. This is followed by an overview of the forty-three French-language findings from a broader search for Canadian academic literature, reports, and educational initiatives related to TFGBV. Finally, we report on the findings from our synthesis of Canadian educational curricula, policies, and resources used in each of Canada’s provinces and territories.

RESULTS OF SCOPING REVIEW OF ACADEMIC LITERATURE USING ENGLISH-LANGUAGE SEARCH TERMS

Based on the fifteen articles found in the scoping review of domestic and international academic literature using English-language search terms, we concluded that there is a general dearth of academic qualitative/quantitative research on TFGBV among young people in Canada (e.g., only two English-language scholarly articles included Canadian participants). Most relevant scholarship found was from Europe, Australia, and the United States. However, findings could be limited in part due to imprecise and variable terms being used to discuss acts of TFGBV in the literature (e.g., internet hate; cyberbullying; digital dating abuse; technology-assisted adolescent dating violence and abuse), making it difficult to compare research findings across disciplines.

Despite the challenge of inconsistency in terms related to TFGBV that may have impacted our research results, we were able to draw some broad conclusions regarding the findings and gaps in the current literature. First, in terms of an intersectional analysis, the risk of TFGBV was found to increase for those with one or multiple marginalized identities (e.g., gender, race, sexual orientation, disability), and young people experiencing intersectional discrimination may be at an increased risk of suicidal ideation. Socioeconomic status was found to influence coping behaviours following victimization. Second, although articles considering dating violence often focused on heteronormative relationships, those with minority sexual orientations were found to experience higher levels of gender-based violence when included. The bulk of articles applied binary language when discussing gender, and transgender and gender non-conforming individuals were often excluded from studies entirely, or they were removed due to low rates of participation. Third, young people's experiences of technology-facilitated victimization were found to often co-occur with offline victimization. Scholars stressed that addressing this issue will require attention to young people's integrated digital/physical lives and should see technology as a tool both capable of facilitating violence and addressing such violence. Fourth, consistent recommendations were made regarding the need to educate young people, especially young men/boys, about gender biases and healthy relationships from a young age. Finally, existing laws have not been a particularly effective tool for addressing TFGBV among young people and some existing messaging about young people's legal rights were often judged to be confusing or inaccurate.

We found that the following three categories were used to discuss TFGBV among young people in the academic literature: Technology-Facilitated Adolescent Gender-based Violence; Technology-Facilitated Adolescent Dating Violence; and Using Technology to Combat Gender-Based Violence. The paragraphs below describe the literature found within each of these three categories. When summarizing these articles, we use the terminology the authors of the articles used.

TECHNOLOGY-FACILITATED ADOLESCENT GENDER-BASED VIOLENCE

Eleven articles were found within the Technology-Facilitated Adolescent Gender-Based Violence category. Rebollo-Catalan and Mayor-Buzon (2020) utilized a mixed methods approach to consider how violence against women and girls is perceived by adolescents. Surveys and observations were conducted on a sample of youth attending school in Southern Spain. Sociodemographic variables were collected in addition to data about digital behaviours and witnessed behaviours related to partner control, prejudice against female sexuality, judgements of physical appearance, and sexual violence. Approximately eighty percent of the sample reported witnessing cyber violence, with the most common being intimate partner violence perpetrated against girls. Two thirds of the sample reported witnessing insults based on a girl's physical appearance and twenty-two percent reported frequently observing this sort of cyber aggression. Participant observation revealed girls experienced higher rates of victimization while boys were often perpetrating cyber violence. The majority of youth identified the police as a helpful resource and support during the survey stage, however observation revealed negative attitudes towards involving police in these matters. Girls perceived familial supports as more effective,

with only thirty-two percent identifying school staff. When considering bystander responses, the majority identified they may help the victim in some way, however this was almost entirely dependent on their relationship with the victim or offender. Girls more often described helping the victim, with boys more often relating to the aggressor. Results further indicated cyber harassment to be highly gendered, with gender-based violence being frequently experienced by girls and perceived as normal by boys. The authors recommend designing educational programs to help adolescents identify and combat cyber violence and deconstruct heteronormative attitudes and dating myths. They also recommend intervention training for school staff.

Gámez-Guadix et al. (2022) investigated technology-facilitated sexual violence in a sample of 1682 Spanish students. They included measures concerning gender as well as sexuality-based and image-based harassment. Results revealed that gender and sexuality-based victimization often occurred alongside sexual harassment, with girls experiencing high rates of victimization while boys were often the perpetrators. The authors included measures for harassment based in gender and traditional gender roles, with the mean scores of all types of victimization being higher in girls. Risk factors for perpetrating gender-based cyber violence include attitudes surrounding gender roles and rape and dating myths. The authors recommend future studies consider the motivations behind the perpetuation of gender stereotypes and how victimization and perpetration of different forms of cyber violence are related. They further recommend expansive prevention and intervention programs in both schools and communities that focus on aggressors of cyber violence.

Lee and Yi (2022) considered intersectional discrimination in South Korean adolescents to analyze the relationships between offline and online bullying, suicidal ideation, and identifying as part of a group that is susceptible to prejudice. 6169 students completed the 2018 Korean Children and Youth Human Rights Status Survey and a latent profile analysis revealing low discrimination, moderate intersectional discrimination, high intersectional discrimination, and gender discrimination groups. Moderate, high, and gender discrimination groups were all found to experience higher rates of online and offline bullying and subsequent suicidal ideation than the low discrimination group. Measures included discrimination based on gender, academic performance, appearance, and economic status. Cyber violence was identified as being more harmful than traditional bullying due to the anonymity afforded to the offender and persistence of the content. The male sample often held sexist attitudes, thus the authors recommended early intervention and prevention efforts to minimize harm.

Jackson et al. (2020) investigated the relationship between technology-facilitated violence and gender. 297 Australian students completed a survey that included measures which allowed each participant to describe how closely they resemble traditional masculine or feminine characteristics and how frequently they experienced online victimization. Results suggested that adolescent boys displaying stereotypical characteristics of the opposing gender were at a heightened risk of technology-facilitated victimization. There was no significance in girls displays of characteristics considered to be masculine. Findings further indicate that aggressors are often boys that display gender typical characteristics, which was not reflected in the sample of girls.

Navarro-Rodríguez et al. (2023) examined technology-facilitated bias-based aggression in an adolescent population. 554 students aged twelve–fifteen living in Northwestern Mexico completed self-report surveys, which considered a range of identities including gender, ethnicity, and sexual orientation, among others. Findings revealed that a quarter of the sample cited biases as a motive, with young males more often displaying this type of cyber aggression. Ethnicity and mobility status were most frequently identified as motivators for cyber aggression. Gender and sexual orientation were the third and fourth most common motivators.

Mishna et al. (2020) applied a feminist lens to examine semi-structured interviews conducted with a sample of 100 urban Canadian students. The study focused on gender-based violence perpetrated online and offline. Results revealed that discourse surrounding sexual violence focused on the role of female adolescents in their victimization and minimized the participation of male aggressors. Participants had difficulty identifying gender stereotypes present in their victimization and perpetration. The responsibility of male perpetrators was often ignored or shifted onto female victims, and their behaviours were frequently justified by both boys and girls in the study. These results highlight how heteropatriarchal beliefs uniquely harm girls and expose them to offline and online harassment and abuse. The authors recommend expanding training for school staff and applying a feminist approach to prevention and intervention efforts to challenge dangerous stereotypes of gender and relationships.

Ronis and Slaunwhite (2019) considered the impact of gender, geography, mental health, and socioeconomic status on technology-facilitated violence and coping behaviours through administering an online survey to 258 adolescents living in New Brunswick, Canada. Measures considered include demographics, socioeconomic status, physical and mental health status, geography, coping skills, and technology usage, in addition to the event characteristics, victimization, and perpetration. Findings revealed that most of the sample had experienced online victimization and that the victim's perceived gender was the most common motivation for perpetration, followed by the victim's religion and sexual orientation. Results suggest that perpetration is highly gendered, with male youth more likely to partake in cyberbullying. The authors recommend focused efforts on young men and youth from rural areas to prevent digital harms, in addition to education on support and resources for victims and bystanders.

Varela et al. (2021) examined TFGBV in a population of 615 urban Spanish students in the ninth and tenth grades. Through a questionnaire, the study aimed to identify gender or academic level differences in the perpetration of online aggression. The developed questionnaire encompassed a scale of aggressive behaviours and motivations for aggression, such as gender, sexual orientation, and patriarchal attitudes. The questionnaire also measured sexist beliefs and harmful heteronormative romantic myths and myths about sexual violence. The most often reported behaviours included partner cyber control (thirty-one percent), in addition to insulting (eighteen percent) or rating (thirteen percent) physical appearance. The findings reflect that patriarchal violence is reflected in both offline and online violence. They call for early intervention efforts focused on increasing empathy and reflectivity, while identifying and challenging harmful beliefs. Healthy relationship education is seen as helpful for older adolescents as romantic love myths were more frequently identified in that sample population. The authors further recommend training for students and school staff to identify and reduce online and offline victimization.

Turel (2022) investigated the relationship between technology deemed to be hedonistic (e.g., video games, social networking sites, video streaming) and sexist attitudes. Over 5000 students aged seventeen–eighteen completed an anonymous survey. The sample was based in the United States and collected data on misogynistic attitudes, hostile sexism, and average time spent engaging with technology. While time spent on social networking sites or watching videos displayed a deduction in sexist attitudes, time spent playing video games increased these beliefs. Additionally, these attitudes were more often displayed by males in the sample. These results suggest that sexist online content has little effect on adolescent perspectives, with the exception of video gaming communities.

Atteberry-Ash et al. (2019) examined the impact of offline and online bullying on adolescent feelings of school safety. The sample consisted of 11986 students from Colorado, United States. Gender identity and sexual orientation were included as a measure. Transgender students were three times as likely to experience technology-facilitated violence than their cisgender counterparts, and participants questioning their gender identity were six times as likely as their non-questioning cisgender counterparts. Experiencing online and offline victimization often led to skipping school or feeling unsafe on school property. Recommendations include inclusivity training for school staff, in addition to inclusive and comprehensive education for adolescents. The authors additionally recommend for transgender adolescents to be considered separately from adolescents with minority sexual orientations (e.g., lesbian, gay, bisexual), due to findings of an increased risk for victimization for those who identified as both transgender and non-heterosexual.

Wright (2020) examined the effects of gender and gender stereotype traits on cyber aggression perpetration using various technologies and behaviours. A United States sample of 233 students completed surveys concerning their attitudes surrounding gender and their technology usage, including mobile phone access and social networking site participation. Findings suggest that adolescents who reflected more traditionally “feminine traits” engaged in sexist behaviours and technology-facilitated aggression more frequently through online gaming; while those who reflected more traditionally “masculine traits” committed these behaviours more frequently through social networking sites and mobile phones. Those exhibiting masculine traits were more active across all technologies. The findings of this study highlight that when analyzing cyber violence perpetration, it is crucial to identify the ways gender stereotypical behaviours and beliefs are expressed via various platforms and technologies.

TECHNOLOGY-FACILITATED ADOLESCENT DATING VIOLENCE

The category of Technology-Facilitated Adolescent Dating Violence was identified in three academic articles. Reed et al. (2021) examined the impact of gender stereotypes on technology-facilitated aggression in adolescent relationships. A survey was administered to 703 students in a suburban area of Michigan, United States. Measures included technology and social networking site use, adolescent perspectives on gender and relationships, digital monitoring and controlling behaviours, digital sexual coercion, and other hostile behaviours. They found males exhibiting more aggressive behaviours, such as harassment, and females partaking in more relational aggression, such as monitoring. Gendered dating beliefs in males were more often associated with digital aggression and sexual coercion. The authors recommend future research focus on youth motivations, the normalisation of harmful technology-facilitated behaviour, and the experiences of transgender and queer youth.

Stonard (2019) investigated adolescent experiences with technology-facilitated dating violence and abuse through the consideration of twelve different behaviours and nine different technologies. A sample of 469 British adolescents aged twelve-eighteen answered a questionnaire that revealed the majority (seventy-three percent) of them had experienced dating violence within the previous year. Results suggest that the twelve considered behaviours—including abusive, manipulative, exploitative, and intimidating actions—were often co-occurring and victimization and perpetration were highly gendered, with females often being victims and males often being aggressors. Text message was the most prevalent method of contact with the victim, followed by social networking sites. Recommendations include considering the impact of various technologies on technology-facilitated dating aggression and developing healthy relationship education for adolescents, particularly since technology-facilitated dating violence appeared frequently in these young people’s relationships.

Cava et al. (2020) examined the connection between heteropatriarchal relationship myths and online and offline victimization in adolescent relationships. A sample of 919 Spanish adolescents completed the Myths of Romantic Love Scale, Conflict in Adolescent Dating Relationship Inventory, and Cyber-Violence in Adolescent Couples Scale. Results revealed that online and offline dating violence often co-occurs and is impacted by gendered beliefs, with those holding these attitudes more often perpetrating and being exposed to cyber aggression. Some adolescents normalize negative behaviours, highlighting the necessity of educational intervention programs for youth to effectively identify and combat stereotypical beliefs and form healthy relationships.

USING TECHNOLOGY TO COMBAT GENDER-BASED VIOLENCE

The final category of research, Using Technology to Combat Gender-Based Violence, included one article. Navarro-Perez et al. (2019) assess the impact of a mobile gaming intervention designed to minimize harmful gender beliefs in adolescents. A quasi-experimental study was conducted with 369 Spanish students interacting with an application aimed at identifying and reducing sexist beliefs that lead to gender-based violence and hostility towards women and girls. Measures of ambivalent, hostile, and benevolent sexism were included, and the outcomes revealed this type of intervention can offer considerable improvement in adolescent attitudes, reflecting a six to twelve percent reduction in sexist beliefs. This emphasizes the value of employing technology as a tool for educating adolescents on sexism and promoting prosocial behaviours and beliefs.

RESULTS SPECIFIC TO FRENCH-CANADIAN ACADEMIC LITERATURE, REPORTS, AND RESOURCES

As with the English-language search of academic literature, there was also a dearth of empirical academic French literature on TFGBV among young people in Canada, with only a single academic article being found through the French-language search.

In conducting the broader French-language search, we found that across French-language public reports and education initiatives on technology-facilitated harms, a minority of the items found used a gender-based violence framework. Though gendered differences in perpetration and victimization were sometimes noted, these findings were generally descriptive and not linked to the broader context of GBV and misogyny. Rather than using a specific gender-based analysis, these topics were more often discussed under broad topics, such as violence in schools, online hostility, cyber-sexual violence, and online communication. Cyber-intimidation was the most common framing of issues related to TFGBV (fifteen of forty-three items), this framing was seen as an extension of bullying and materials using this framing emphasized the importance of teaching appropriate online behaviour without necessarily discussing the impacts of gender-based or other forms of discrimination. Relatedly, very few items focused on the same set of behaviours, even when the same expression was used. Some expressions used were misleadingly broad, while others were misleadingly precise. In a few cases, the expressions used were inappropriate (e.g., the frequent use of sexting to designate non-consensual intimate image distribution). Thus, as with the English-language research above, there is definitional confusion that acts as a limit to comparing research and to expressly addressing these harms among young people.

Many findings focused specifically on the topics of sextortion, nonconsensual intimate image distribution, and technology-facilitated domestic violence, which can all be forms of TFGBV but were not always discussed within this framing. It is important to note that the majority of exclusively French findings related to nonconsensual intimate image distribution framed this issue as “sexting”, which is problematic because it results in a sex-negative focus on sexting as a risky behaviour rather than teaching those who might share images without consent about the importance of consent and empathy. Much of the French-Canadian work on sexting to date has been done by Centre cyber-aide, which roots the issue in an outdated “hyper-sexualization” focus. Likewise, abstinence-focused campaigns have also been created by the SEXTO program in Quebec (a partnership between Crown prosecutors, police, and schools) and the #gardeçapourtoi program from the Gatineau police service. Notable exceptions to this sex-negative framing include work by Les3sex and by the sociology professor Élisabeth Mercier, which highlights how media and public discourse surrounding non-consensual intimate image distribution reproduce gendered stereotypes and elements of rape culture, including using shame and humiliation as weapons for controlling women and their sexuality.

Many of the resources found did not acknowledge and address the experiences of marginalized people and the intersectional identities of those impacted by TFGBV. For example, as in the academic literature discussed above, it was found that gender was normally discussed using binary language and that the impacts on transgender and non-binary young people were often overlooked. When recognized, identifying as one or more other marginalized identities (e.g., ethnicity, disability, sexual orientation) was generally noted as increasing risks for victimization.

When a GBV framework was present, a few themes were noticed. First, the consequences of TFGBV victimization were frequently brought up and understood as serious. Recommendations for responding to TFGBV included better training for professionals that work with victims of TFGBV, the need to educate the public on the nature of this issue and challenge victim-blaming, the need to call attention to the gendered stereotypes and sexist culture that gives rise to TFGBV, and the need to address how TFGBV excludes women and gender diverse people from the public sphere. Some findings highlighted that responses should mobilize and train witnesses of TFGBV, while others focused more on qualities to foster in victims, such as resilience, optimism, and self-esteem. Though some findings suggest logging off temporarily as a sufficient response (a response that has been highly critiqued as ignoring the realities of young people's enmeshed digital/physical lives), most materials note the importance of technology and online spaces for young people and thus understand that young people need options to use technology safely. A few resources suggest using technology as a tool to help address the issue, but only one mentions online service providers having a role to play.

L'Anonyme's project *Se connecter à l'égalité* was a rare example of French-Canadian research that examined technology-facilitated violence among youth from a specifically gender-based perspective. The aim of the project was to collect data about occurrences of TFGBV (including online harassment, nonconsensual intimate image distribution, and gender-based and sexual orientation-based cyber-intimidation) and to plan appropriate interventions. The researchers note that gender stereotypes play an important role in online discrimination, with two out of three youth having experienced online sexism in the last year. The most frequent form of victimization was sexual harassment, followed by gender-based cyber-intimidation. Women, non-binary, and queer youth were found to be the most victimized. They note that three out of four participants had witnessed online sexism in the past year, which signals the importance of training bystanders as part of the solution. Although not explicitly related to TFGBV, a research project by *Enquête sur le parcours amoureux des jeunes (PAJ)* is also notable, as they investigated domestic violence among young people from 2011-2014, and over 8000 youth across Quebec participated. The project led to findings on cyber-intimidation and technology-facilitated domestic violence, and it ensured that queer youth's experiences were represented. The project led to a new program, *Étincelles*, launched in 2019, to promote positive intimate relationships.

Organizations that created bilingual resources about TFGVB include: MediaSmarts, Statistics Canada, Canadian Centre for Child Protection (including aidezmoiSVP.ca), Les3sex, Association Québécoise Plaidoyer-Victimes, and Educaloi. Resources by Les3sex are notable for their sex-positive approach and focus on the importance of consent, especially in terms of their sex-positive project on sextortion that criticizes popular campaigns that have blamed and responsabilized victims of this act, advocated abstinence from sexting, and reaffirmed gendered stereotypes and cis-heteronormativity. The YWCA Canada has several online guides to inform girls, young women, and gender non-conforming youth about their rights in a digital world and the impacts of acts related to TFGVB, including nonconsensual intimate image distribution, digital harassment and hate speech, abusive behaviour in online games, domestic violence in online relationships, impersonation, and online sexual coercion, luring, and sexual predation. These resources are notable as they were the only ones grounded in a rights-based approach. This includes those stating that youth have the right to express themselves sexually and thus can take and send intimate images in a consensual context. Fondation Marie-Vicent's Non à la cyberviolence sexuelle pour nos jeune – Guide d'animation is an animated guide for school staff to help youth create a group to tackle technology-facilitated sexual violence, including topics that are often related to TFGVB such as cyber harassment, non-consensual intimate image distribution, and sextortion. This resource, which is based on surveys and focus groups with 900 students and forty school staff, concluded that youth preferred interventions by peers and specialists, thus the objective is to help youth find solutions by and for them. The guide includes information about gendered differences in victimization and stereotypes and tools to guide discussions amongst youth about these differences and the impacts of stereotypes, including how racism and homophobia may cause cyber sexual violence.

RESULTS OF SYNTHESIS OF CANADIAN EDUCATIONAL CURRICULA, POLICIES, AND RESOURCES

Our review of Canadian education curricula, resources, and policy for TFGVB among young people is largely focused on the overlapping issue of technology-facilitated sexual violence (TFSV). TFSV is an umbrella term that includes acts such as: online sexual harassment (e.g., receiving unwanted sexually explicit messages and images), online threats of sexual violence, and image-based sexual abuse (e.g., nude/sexual photographs being taken and/or shared without one's consent). This issue overlaps with TFGVB when such acts are related to gender, sexuality-based harassment, or power imbalances.

This section largely focuses on educational responses to TFSV and so-called “cyberbullying” because, due to the impacts of the Rehtaeh Parsons and Amanda Todd cases in Canada, much of the educational response to acts under the TFGVB umbrella have focused primarily on the issues of TFSV and what has been called “cyberbullying”. Both of these Canadian cases involved non-consensual intimate image distribution and “cyberbullying” in the form of victim blaming, “slut shaming”, and sexist epithets expressed via technology-facilitated bullying and harassment. Both cases inspired much of the educational and legislative responses to TFSV/TFGBV in Canada, including the creation of Canada’s criminal offence for non-consensual intimate image distribution, the Nova Scotian civil law response to non-consensual intimate image distribution and cyberbullying, provincial nonconsensual distribution of intimate images statutes, and updates to education legislation in several provinces to include “cyberbullying” that occurs off school property but directly impacts the experiences of young people in schools. Our synthesis of Canadian educational curricula, policies, and resources examines the extent to which TFSV/TFGBV has been addressed in education and educational policies at the level of Canada’s provinces and territories. Our findings below are organized by province and territory. Our analysis revealed several differences among the policies, learning outcomes, and related documents across various Canadian jurisdictions.

ALBERTA

At the time of writing in 2023, Alberta’s general curriculum is currently undergoing full renewal (Government of Alberta, 2020). For now, topics related to TFSV/TFGBV are covered in Health & Life Skills (Grade 9) and Career and Life Management (CALM; Grades 10–12). TFSV is mostly referenced at the policy level as bullying or harassment. Alberta’s Education Act (2012) states that students have a responsibility to report and not tolerate bullying, whether it occurs at school or online. Few specific references to technology-facilitated harms and relationships were found. Their Protecting Victims of Non-Consensual Distribution of Intimate Images Act (2017) concerns the non-consensual creation and dissemination of intimate images without one’s consent.

BRITISH COLUMBIA (BC)

In 2015, the curriculum was redesigned. Topics related to TFSV/TFGBV are covered in Physical and Health Education 9 and 10, Computer Studies 10, Digital Communication 11, Interpersonal and Family Relationships 11, and Computer Information Systems 12. Examples of specific references to technology-facilitated harms and relationships included, in Computer Studies 10, where students learn about the ethical use of technology, digital literacy and citizenship, and how the use of technology impacts one's health and wellness (Government of BC, 2018b). In Digital Communications 11, they also discuss issues, risks, ethics, and legalities with digital communication as well as the appropriate use of technology (Government of BC, 2018c). Additionally, in a curriculum document outlining key topics and ideas for instruction around healthy relationships, educators are expected to discuss the fact that sexual exploitation can occur online. When covering sexual decision-making, educators are also expected to discuss pornography, including underlying messages of violence and the legalities of explicit online media for people under eighteen. For internet safety, educators are expected to discuss catfishing (i.e., creating a fictional persona online and using it to target victims), cyberbullying, legal ramifications, and sexting. TFSV is mostly referenced at the BC policy level as cyberbullying or cyber-harassment. Following a 2022 amendment (BC Ministry of Education and Child Care, 2022), the School Act (1996) now states that boards must have codes of conduct in place and outline unacceptable behaviours, such as cyberbullying. BC recently introduced a civil Intimate Images Protection Act (2023), that addresses non-consensual image sharing.

MANITOBA

In Manitoba, topics relevant to TFSV/TFGBV are covered in Physical Education/Health Education in Grades 9 and 10, and Active Healthy Lifestyles in Grade 12. Specific references to technology-facilitated harms and relationship are included in Active and Healthy Lifestyles, where students learn about effective communication in relationships, including the impacts of technology on communication (Government of Manitoba, 2009). TFSV in Manitoba is mostly referenced at the policy level as cyberbullying. In the Public Schools Act (1988), bullying is understood as occurring electronically or physically and in the context of a power imbalance. The Act (2008) was amended to include language about cyberbullying and guidelines on the use of electronic devices. It was amended again in 2012 to include elements like a duty to report cyberbullying and additional information about the use of the internet and social media. Their Intimate Image Protection Act (2015) concerns the non-consensual creation and dissemination of intimate images without one's consent and requires government supports for victims of this type of harm. These supports are currently managed by the Canadian Centre for Child Protection. Finally, in the province's gender-based violence prevention strategy, priorities include the non-consensual distribution of intimate images, sexual violence, and technology-assisted violence (Government of Manitoba, 2020).

NEW BRUNSWICK (NB)

In NB, topics related to TFSV/TFGBV are covered in Personal Development and Career Planning 9/10, Cybersecurity and Technical Support 110, and Cybersecurity 120. Specific references to technology-facilitated harms and relationships included, in Cybersecurity 120, students learn to evaluate the risks and impacts of cybersecurity on privacy as well as ethical practices and societal impacts related to cybersecurity threat prevention and response (Government of NB, 2019a). TFSV is primarily referenced in NB policy as cyberbullying. The Education Act (1997) and the Department of Education's revised Positive Learning and Working Environment policy (1999), which was revised in 2018, name cyberbullying and possessing and/or sharing pornographic materials (including photos) as behaviours that constitute serious misconduct. The Department of Education (1996) also has a policy on the use of information and communication technology, which was revised in 2004 and includes guidelines for ethical use, such as not creating, publishing, or sending abusive, pornographic, or harassing content. Finally, in the Government of NB's (2018) prevention and response to sexual violence framework, cyber sexual violence is identified as a priority. Their Intimate Images Unlawful Distribution Act (2022) concerns the non-consensual creation and dissemination of intimate images without one's consent.

NEWFOUNDLAND AND LABRADOR (NL)

In NL, topics relevant to TFSV/TFGBV are covered in Grade 9 Health. TFSV in NL is mostly referenced at the policy level as bullying and violence. Their School Act (1997) stipulates that a safe and caring learning environment is free from bullying. The policy also includes a bullying intervention protocol that identifies electronic bullying as another form of bullying. Few specific references to technology-facilitated harms and relationships were identified. NL also enacted the Intimate Images Protection Act (2018), which concerns the non-consensual distribution of intimate images.

NORTHWEST TERRITORIES (NWT)

In the NWT, topics relevant to TFSV/TFGBV are covered in Health Studies 9 and Literacy with Information and Communication Technology (ICT). Specific references to technology-facilitated harms and relationships included, in Literacy with ICT in Grades 7–9, one of the relevant inquiry components is ethics and responsibility, where students learn about the consequences related to online disrespect (Government of NWT, 2012). In Grades 10–12, under ethics and responsibility, students weigh the benefits and risks of ICT (Government of NWT). In Grades 10–12, students weigh the advantages and opportunities of technology against the disadvantages and risks (Government of NWT, 2012). TFSV is mostly referenced as bullying in NWT policy. The Consolidation of Education Act (1995) was amended in 2013 to include bullying, including by electronic means, and to mandate the creation of a territorial school code of conduct.

NOVA SCOTIA (NS)

In NS, topics related to TFSV/TFGBV are covered in Healthy Living 9 and Citizenship 9. Specific references to technology-facilitated harms and relationships included, in Healthy Living 9, discussion of healthy relationships that included discussing the effects of technology like text messages and Facebook on relationships. Students also learn about the hyper-sexualization of children and youth in media and how this can contribute to violence, self-esteem issues, and relationship issues (NS Department of Education and Early Childhood Development, 2014). In Citizenship 9, under digital citizenship, students evaluate the risks, rights, and responsibilities of being a digital citizen (NS Department of Education and Early Childhood Development, 2018). NS has legislation covering topics relevant to TFSV, including cyberbullying and the dissemination of intimate images. The Safer Schools Act (2012) describes cyberbullying as inappropriate student behaviour, while the Promotion of Respectful and Responsible Relationships Act (2012) amends the Education Act (1996) by emphasizing that the creation of a positive and inclusive school climate is a shared responsibility. The provincial school code of conduct, which guides all schools in NS, identifies cyberbullying, sexual assault, harassment, misconduct, and verbal abuse as unacceptable behaviours (NS Department of Education and Early Childhood Development, 2015). NS also has the Intimate Images and Cyber-Protection Act (2017), which creates civil remedies to deter, prevent, and respond to the harms associated with the non-consensual intimate image distribution and cyberbullying and establishes the CyberScan unit as a support mechanism for those impacted by non-consensual intimate image distribution and cyberbullying.

NUNAVUT

In Nunavut, topics related to TFSV/TFGBV are covered in the Aulajaaqtut strand of health, wellness, safety, and career planning, and it includes health and physical education. The Aulajaaqtut documents for Grade 9 were developed in 1996, while the documents for Grades 10–12 are borrowed from Alberta's (2002) curriculum. A news article (Rogers, 2015) reported that the Nunavik school board has launched an updated sexual education curriculum that starts in Grade 5; However, in our searches, it was difficult to find any relevant documents, particularly concerning secondary schools. Like NWT, Nunavut follows guidelines regarding literacy with ICT, emphasizing the importance of learning about and using ICT to communicate meaning (Hoechsmann & DeWaard, 2015, p. 8). Nunavut does not specifically address, or require school boards and their schools to address, cyberbullying in school codes of conduct or related policies. In a resource document for educators on responding to crises, the Nunavut Department of Education (2016) acknowledges that "electronic bullying" can occur outside of the school and affect relationships and learning within the school (p. 51).

ONTARIO

In Ontario, topics related to TFSV/TFGBV are covered in Healthy Active Living Education in Grades 9–12. Specific references to technology-facilitated harms and relationships included learning about the benefits and risks (e.g., cyberbullying) of using electronic communication technologies. TFSV is mostly referenced in Ontario policy as cyberbullying. The Education Act (1990) was amended in 2012 to define what constitutes cyberbullying and emphasize the importance of establishing policies and guidelines to curb such incidents. In 2008, the Government of Ontario had the Safe Schools Team review issues of gender-based violence, harassment, and inappropriate sexual behaviours in schools. They recommended addressing these behaviours through collaborations between parents, schools, community partners, and governments (Government of Ontario, 2018, p. 9). One policy memorandum nuances the definition of cyberbullying by giving examples, such as sending offensive, hateful, or intimidating communications or images via text, direct message, or email (Government of Ontario 2021).

PRINCE EDWARD ISLAND (PEI)

In PEI, topics related to TFSV/TFGBV are covered in Grade 9 and 10 Health. Specific references to technology-facilitated harms and relationships included, in the Grade 10 physical education wellness curriculum, an optional learning outcome that asks students to assess how relationships influence wellness, including the benefits and harms that come with technology use (PEI Education and Early Childhood Development, 2014). In Applied Digital Communication, the technology fluency unit specifies that students will critically evaluate digital information and explore the impacts of online behaviours and practices on digital well-being (PEI Department of Education and Lifelong Learning, 2020). The Education Act (1988) identifies bullying (including electronic bullying) as unacceptable behaviour. Similarly, the Public Schools Branch, lists cyberbullying, bullying, harassment, sexual misconduct, verbal abuse, and violence as unacceptable behaviours that are grounds for punishment in their Safe and Caring Learning Environments operational procedure (2018). Their Intimate Images Protection Act (2020) concerns the non-consensual creation and dissemination of intimate images without one's consent.

QUÉBEC

In Québec, topics relevant to TFSV/TFGBV are covered in Secondary Cycles One and Two Sexuality Education, Secondary Cycle One Ethics and Religious Culture. TFSV is mainly referenced in Québec policy as bullying and violence. The Education Act (1988) recognizes that bullying happens online, and that written content can constitute a form of violence. An amendment to the Act (2012) goes further into detail about cyberbullying and identified students' responsibilities (e.g., refraining from and reporting such behaviours) as well as the necessity of anti-bullying and violence plans in schools. Lastly, in the province's action plan to prevent and counter cyberbullying, they specify its manifestations (e.g., power imbalances, negative consequences for victims) and nuances (e.g., variations in intensity) (Gouvernement du Québec Ministère de la Famille, 2021). Specific references to technology-facilitated harms and relationships were few.

SASKATCHEWAN

In Saskatchewan, topics related to TFSV/TFGBV are covered in Health Education 9 and Wellness 10. Specific references to technology-facilitated harms and relationships included, in Grade 10 Wellness, students learn about initiating, maintaining, and ending relationships and the benefits and harms of practices like using social networking websites and applications (Saskatchewan Ministry of Education, 2012). TFSV is mainly referenced at the Saskatchewan policy level as cyberbullying. The Caring and Respectful Schools (2004) document identifies bullying as occurring (in)directly, by physical, verbal, and/or psychological means, and within the context of power imbalances. Saskatchewan's accompanying bullying prevention model policy (2006) specified that bullying can occur in cyberspace. Most recently, in their action plan to address (cyber)bullying, the Government of Saskatchewan (2013) nuances cyberbullying by specifying, for example, that it can include the non-consensual distribution of intimate images. Their Privacy Amendment Act (2018) concerns the non-consensual creation and dissemination of intimate images without one's consent.

YUKON TERRITORY

The Yukon uses BC's curriculum, so the relevant content for TFSV/TFGBV in the Yukon is explained above in the BC section. Regarding policy, TFSV is mostly referenced as cyberbullying and harassment. The Safe and Caring Schools Policy (Government of Yukon, 2018) emphasizes the importance of promoting safety for everyone at school and unacceptable behaviours relevant to TFSV include "bullying, abusive or otherwise unacceptable behaviour" and "physical or sexual harassment or assault" (p. 2). The Education Act (2002) emphasizes the promotion of a positive educational environment that allows everyone to reach their maximum potential. The Act (2022) was recently amended to ensure that there are initiatives in place to promote equality and non-discrimination, including based on sexual orientation and gender identity and/or expression.

SUMMATION OF EDUCATION CURRICULA, POLICIES, AND RESOURCES

There are clearly inconsistencies in how TFSV and TFGBV are addressed among the thirteen provinces/territories. Eight provinces/territories taught students about related concepts throughout their secondary schooling. Three taught these concepts in Grades 9 and 10, and two only taught them in Grade 9. Eleven provinces/territories covered relevant topics in their respective variation of the health and physical education curriculum. Two provinces covered such topics in their career and life management curricula and another two did so in their version of sexuality education or family relationships course. Four provinces/territories taught relevant content in their digital technologies or citizenship courses. Québec's coverage of relevant concepts occurred in their ethics and religious culture curriculum. The manner and extent to which TFSV/TFGBV was addressed in educational curricula varied by province/territory, with eleven of them relating these issues to "healthy and unhealthy relationships" and/or "abusive relationships." Unfortunately, this framing removes the onus from the perpetrator by making this a relationship problem and obscuring the gendered nature of the abuse (e.g., Coates & Wade, 2004). Seven provinces/territories teach students about communication skills within relationships, sometimes in the absence of discussions of abuse. Nine have learning objectives relevant to abuse, violence, and/or assault, sometimes in the context of relationships, yet only two situate these issues in online spaces. Thus, even though violence is discussed, few recognize that violence can occur online. Nine provinces/territories teach about digital citizenship and etiquette, including the negative effects of

technology, while five cover the legalities of online behaviour. The focus on the negative effects of technology reflects a risk-based approach to media, something that scholars such as Livingstone (2007) critique. Only three include content on TFSV-specific behaviours, like the non-consensual dissemination of intimate content. Unfortunately, many provinces/territories seem to still be failing to communicate the fact that violence is experienced online, offline, and across these spaces and, consequently, they reinforce a binary between online and offline worlds (Powell & Henry, 2019).

Ontario's educational curricula and policies are the most thorough in addressing TFSV/TFGBV, followed closely by BC and the Yukon (which borrows BC's curriculum). Across Canada, these three provinces/territories provide students with the most comprehensive understanding by teaching relevant content in Grades 9–12. Ontario's curriculum outlines the potential severity of technology use (e.g., cyberbullying, sexual predators, sexting risks) and nuances violence to emphasize its gender-based and/or homophobic nature (Government of Ontario, 2015). BC and the Yukon highlight that sexual exploitation can occur online and introduce different types of online occurring harms (e.g., dissemination of nude images), while also identifying relevant legal ramifications (Government of BC, 2018). However, even these provinces/territories miss key components of TFSV/TFGBV. Bearing in mind that the level of detail varies across the documents and that educators may teach topics not explicitly reflected in their educational curricula and policies, we found that issues of gender-based power or intersectionality were seldom considered across the provinces/territories, with some exceptions.

IMPLICATIONS

RECOMMENDATIONS FOR FUTURE ACADEMIC RESEARCH

Based on the above findings, we recommend that much more research be urgently conducted to understand TFGBV in the Canadian context. As the scholarship recognised the cultural specificity of experiences of TFGBV, relying on international research is inadequate to inform Canadian policy. Future Canadian research should seek to fill existing gaps by: 1) undertaking mixed methods research to quantify the instances and impacts of TFGBV; 2) further researching the impacts on marginalized groups that have been largely excluded from existing studies (e.g., transgender young people); and 3) engaging young people as research participants to better identify their needs, assess the effectiveness of prevention and intervention policies, programs, and laws, determine intersectional experiences of prejudice and discrimination, and determine differential experiences based on geographic location (e.g., rural experiences, experiences in Canada's territories). Further, our findings suggest that future research should explicitly investigate TFGBV when researching acts that overlap with this issue, since vague references to "bullying" (and "cyberbullying") and other inaccurate/imprecise language can gloss over gender dynamics and related issues.

RECOMMENDATIONS FOR PUBLIC POLICY AND EDUCATIONAL APPROACHES

While a focus on educational responses is important, we find that researchers both domestically and internationally should pay more attention to the role that social media companies and tech corporations play in facilitating and addressing TFGBV. It is necessary for research to recognize how tech companies promote harmful content to maximize user engagement, and to push for clear and comprehensive moderation policies to allow for better filtering and moderation of harmful content by these companies. Future research could also better examine the ways in which technologies can be used as a tool to address the biases and discrimination that fuels TFGBV.

As our analysis of Canadian education curricula, policies, and resources only applies to educational documents, future Canadian research should also investigate educational practices, including schools' approaches and teachers' pedagogy related to TFGBV. Future research could investigate institutional impediments and/or facilitators related to the implementation of TFGBV-related educational curricula and policies by, for example, interviewing stakeholders like school administrators, teachers, and government officials. Additionally, research could focus on the effectiveness of existing education and policies by interviewing students and tracking changes to their behaviours and norms surrounding TFSV/TFGBV.

While our review uncovered the different ways in which TFSV/TFGBV is addressed in schools in Canada, it reveals that educational curricula and policies do not provide students with a comprehensive understanding of TFSV/TFGBV. Unfortunately, some parts of the country have little (e.g., Newfoundland and Labrador, Northwest Territories, Saskatchewan) to no (i.e., Nunavut) curricular content on topics related to TFSV/TFGBV. This education must happen consistently throughout students' educational careers to ensure children and youth know where to get help and understand their rights and responsibilities (Crawford & Hares, 2020; Henry & Powell, 2015; Iyer, 2021). Our findings underscore the necessity of revising educational curricula and policies in Canada given the increasing seriousness of TFSV/TFGBV and associated harms (Snaychuk & O'Neill, 2020). Canadian educational curricula and resources in many regions should be updated to address how gender-based power and marginality impact experiences of harm in young people's integrated digital/physical lives. Risk factors of perpetuating TFGBV, including holding traditional beliefs about gender roles and rape myths, should be addressed through education (with specific attention to the beliefs of young men who are most likely to perpetrate gender-based harms). Additionally, educational approaches should acknowledge the ways that technology can both facilitate harms and help to address harms.

Related implications for public policy and education were evidenced in our reviews of English-language and French-language research and educational interventions. These findings suggest that: 1) a rights-based approach to discussing TFGBV is important to help young people understand their rights to privacy, freedom of expression (including sexual expression), autonomy, and dignity; 2) education and public policy should address the influences of technology companies and social media platforms in supporting or challenging TFGBV; and 3) early and ongoing education for young people is essential to challenging the beliefs that fuel TFGBV.

Notably, almost every academic article reviewed made suggestions regarding the need to challenge sexist and gender-norm enforcing beliefs through education, as traditional beliefs about gender roles and adherence to rape myths or victim blaming fuel this harm. These recommendations include: providing educational programs to help young people identify TFGBV; teaching young people to intervene as bystanders to TFGBV; helping young people (especially boys) learn to deconstruct heteronormative attitudes and victim-blaming myths; helping young victims locate resources for support; and teaching young people about empathy and how to have healthy digital/physical relationships. The academic literature also recommends training school staff to recognize TFGBV, intervene when they see it, and deconstruct the myths that they hold regarding gender and violence as well. Accomplishing this will require avoiding overly vague references to “bullying” when discussing issues of TFGBV, and instead specifically discussing the influences of discriminatory beliefs.

CONCLUSION

The Canadian and international research on TFGBV among young people has grown significantly since it began to emerge a decade ago, yet many gaps remain. Although it may be tempting to assume that a “one-size fits all” response can be extrapolated from international contexts, it is necessary to understand the needs of young Canadians because Canada is a unique, vast, diverse, and multicultural nation. Moreover, while Canadian research has contributed important findings to the understanding and response to TFGBV, this synthesis report demonstrates that Canada is particularly lacking in research and resources. We need to investigate TFGBV in the Canadian context through empirical and theoretically driven research to develop meaningful policies and practices that promote the safety, consent, and wellbeing of Canadian youth. We hope this report will help inform the Canadian conversation on this topic by revealing what future contributions will be of most significance (e.g., the need for research on the experiences of transgender young people and the need for further sex-positive educational resources) and by informing those creating the policies and frontline supports that will impact the next generation. Through both this report and our knowledge mobilization efforts described below, we hope this project will help inform policy makers, educators, frontline service providers, and youth themselves about Canadian knowledge and international scholarship on TFGBV among young people.

KNOWLEDGE MOBILIZATION ACTIVITIES

In addition to this public report, we will further mobilize the knowledge gained from this synthesis through SSHRC's virtual knowledge mobilization forum, a Zoom webinar, infographics, short educational videos, and an open-access journal publication. In addition to being distributed on social media platforms and through our partnership with the Learning Network, all materials will also be housed on our website, Digitally Informed Youth (DIY): Digital Safety (www.diydigitalsafety.ca). This report will be useful for academics and policy makers who are interested in better understanding what we know and what we need to know about TFGBV among young people in Canada and abroad. The report is available in both French and English to encourage readership and use in both official languages. Our Zoom webinar will be delivered in collaboration with the Gender-Based Violence Learning Network and will be aimed at informing policy makers, educators, and frontline service providers about how our findings can help them understand best practices for responding to TFGBV among young people. The webinar will be delivered live in November 2023, and it will also be recorded and made publicly available on the Learning Network's website and our DIY: Digital Safety website. The live webinar will be delivered in English, with live French and ASL translation. The creation of infographics will allow frontline service providers, young people, and the public to learn about our findings through an accessible and shareable medium. These infographics will be shared on social media platforms and our DIY: Digital Safety website, and they will be made available in English, French, and multiple Indigenous languages. Short video clips will also be selected from our webinars and be shared via social media platforms to further share key findings with the public. Finally, project findings will be the basis for a scholarly journal article to be completed in Summer 2023.

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