



**Jasmin Roy
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FOUNDATION



ANTI-BULLYING PROJECT DEVELOPMENT GUIDE

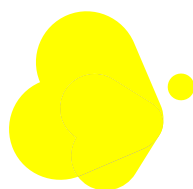
Best practices and practical
tools for Carrefours
Jeunesse-Emploi



Québec



#MaVoixCompte



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INTRODUCTION

In the summer of 2018, five anti-bullying projects were developed by youth in Carrefours Jeunesse-Emploi (CJEs) across Quebec. The CJEs involved were Arthabaska, Sherbrooke, Hochelaga-Maisonneuve, Abitibi-Ouest and Ste-Foy (Option-Travail). Their main goal was to develop anti-bullying strategies and/or tools for various environments. Bringing together the Réseau des Carrefours Jeunesse-Emploi du Québec, the Jasmin Roy Sophie Desmarais Foundation and the Fonds Étudiant, these projects were developed as part of an anti-bullying pilot project. Taking place in the context of the *#MaVoixCompte* movement, this project mobilized youth and created anti-bullying forums.

CJE participants developed various initiatives based on their regional needs. These projects led to the development of the *Guide jeunesse sur l'intimidation*, an awareness-raising workshop resulting from extensive research, and the *Programme de création de milieux positifs et bienveillants* adapted to various environments, a youth awareness squad in schools, as well as the project *Communauté contre les violences et l'intimidation dans nos quartiers*. As these projects were far-reaching, some evolved into a second phase in the fall of 2018, when they were able to set new goals.

The *Anti-Bullying Project Development Guide* thus emerged from this pilot project, which was the result of anti-bullying initiatives undertaken by CJEs. It presents a definition of bullying and a brief overview of the current situation in Quebec in terms of statistics and initiatives developed. It also provides a description of programs to help launch projects and makes several recommendations to facilitate their implementation.

Rationale for an anti-bullying project development guide

The main idea that led to the creation of this guide was to consolidate the information gathered, the strategies implemented and the tools developed during the *Anti-Bullying Pilot Project* in a single tool. This guide is thus based on the collaborative observations of various partners.

One of this tool's objectives is to make recommendations to help young people avoid the problems encountered and identified in the *Anti-Bullying Pilot Project*. For example, particular attention has been paid to the implementation of projects in the target environments and their continuity at the end of the project manager's mandate. Similarly, best practices have also been taken into account in making recommendations for their use. To do so, this tool recommends certain guidelines for CJEs, while allowing them the freedom to decide how to implement the tool.

Since it is important to have a clear grasp of the problem, this guide aims to promote a better understanding of bullying. To develop new methods, move forward and incorporate lessons learned from developing anti-bullying projects, it is also important to be familiar with previously implemented initiatives. In addition, the guide provides information on the programs and resources available to help support CJE initiatives.

As many negative consequences are associated with this problem, preventing bullying has been a priority in Quebec for many years. By designing this guide, we hope to create opportunities for developing other anti-bullying projects in various CJEs. Since they are key players in the implementation of practical, varied and creative initiatives, the development of projects in CJEs can advance the anti-bullying cause and, by doing so, encourage young people to get involved in finding solutions to this serious problem.

What is bullying?

Before discussing practical concepts, it is important to define various forms of bullying. Moreover, one of the recommendations made at the anti-bullying forum, chaired by the provincial government in October 2014,¹ was to gain a better understanding of bullying by making a distinction between various terms. The following section provides some definitions of bullying.

2.1. 2.1. Definition of bullying according to the Education Act

“any repeated direct or indirect behaviour, comment, act or gesture, whether deliberate or not, including in cyberspace, which occurs in a context where there is a power imbalance between the persons concerned and which causes distress and injures, hurts, oppresses, intimidates or ostracizes” (section 13, paragraph 1.1).²

In other words, there are three key aspects in the definition of bullying, namely, the **repetition** of the behaviour, a **power imbalance** between the bully and the victim, as well as the nature of the behaviour that **causes harm or hurts** the individual targeted.³

However, certain serious acts, although not repetitive in nature, may also be considered bullying. For example, a death threat may be perceived as bullying, even if it is not repeated. Therefore, it is important to consider the context and severity of the behaviour, as these elements may be key determinants of bullying.⁴ Bullying may thus be perceived as a form of proactive violence, that is, the bully's actions are voluntary, but are not encouraged or provoked by the victim.⁵

In addition, bullying may also be part of broader problems, such as abuse, neglect, discrimination, and spousal, family or sexual violence.

1 - Ministère de la Famille (2015). *Forum sur la lutte contre l'intimidation* – Synthèse, p.1.

2 - *Education Act*, CQLR c I-13.3, section 13 (1.1^o).

3 - Direction générale des politiques, ministère de la Famille (2018). *Guide pour accompagner les organisations dans leurs actions visant à prévenir et à contrer l'intimidation - contre l'intimidation, agissons!* p. 4.

4 - Bourré, J.-S. (2016). What is bullying? In *Information Guide for Parents on School Violence and Bullying*, Jasmin Roy Foundation, Desjardins Foundation, p. 13.

5 - Fortin, M.-F. and Gagnon, J. (2016). *Fondements et étapes du processus de recherche : Méthodes quantitatives et qualitatives*, 3^e édition. Chenelière Éducation: Montréal, p. 313.

2.2. Forms and types of bullying

To gain a better understanding of bullying, it is helpful to learn about the subcategories that arise from this problem. Although there is no consensus, bullying is generally classified according to two forms and four types, as described in the table below.

Forms of bullying ⁶			
Direct The perpetrator of the bullying directly targets the individual. Actions and words are easily recognizable and observable.		Indirect The perpetrator does not directly target the individual but wants to harm them by speaking with others or ignoring them.	

Types of bullying ⁷			
Physical <ul style="list-style-type: none">• Tripping• Intentionally shoving• Restraining• Hitting	Verbal <ul style="list-style-type: none">• Insulting• Teasing and ridiculing• Threatening• Making denigrating, sexist, racist, homophobic or transphobic comments.	Social <ul style="list-style-type: none">• Telling lies about a person• Spreading rumours• Isolating and excluding• Denigrating or threatening looks	Material <ul style="list-style-type: none">• Destroying others' property• Vandalizing• Taking others' property (including online, such as sharing a person's photos without their consent)

2.2.1. Cyberbullying

Nowadays, bullying can take place online using information and communications technology (ICT). These technologies include social networks, text messages, websites and email. When bullying is committed using these technologies, it is called cyberbullying.⁸

A characteristic of cyberbullying is the absence of physical or time limits. ICTs are instantly available anytime and anywhere. This is a key aspect as it relates to the continuous and far-reaching impact that these actions may have on victims.⁹

With a single action, perpetrators can quickly share and instantly send information to a wide online audience. However, the effects of the perpetrators' actions are unpredictable and uncontrollable. This highlights one distinction between cyberbullying and bullying: bullying is usually a deliberate act. By contrast, cyberbullying does not necessarily result from a deliberate intention to harm one or more individuals, although it definitely has harmful effects, which is a key determinant of cyberbullying.¹⁰

6 - Tel-Jeunes (2018). *Intimidation*.

7 - Direction générale des politiques, ministère de la famille (2015). Figure 1. Caractéristiques et manifestations de l'intimidation. Dans *Ensemble contre l'intimidation, une responsabilité partagée : plan d'action concerté pour prévenir et contrer l'intimidation – 2015-2018*, p. 13.

8 - *Ibid.*

9 - Massé, L., Desbiens, N. et Lanaris, C. (2013). *Les troubles de comportement à l'école: Prévention, évaluation et intervention. 2^e édition*. Gaëtan Morin Éditeur (Ed.), Chenelière Éducation : Montréal, p. 315.

10 - Direction générale des politiques, ministère de la famille (2015), p. 15.

What is the current situation in Quebec with regard to bullying?

3.1. Statistics and other findings

At the anti-bullying forum in 2014, a recommendation was made regarding the importance of “analyzing bullying data to better guide actions.”¹¹ Identifying and disseminating best practices may thus be beneficial for the development of anti-bullying projects. To do so, this section presents some statistics and findings. Since this information can be combined with the information obtained by project managers, it will provide a better understanding of bullying as a whole. These statistics will be followed by additional information.

STATISTICS

In Quebec and Canada

- Canada has the 9th highest rate of bullying in the 13-years-old category on a scale of 35 countries.¹²
- In 2007, 47% of Canadian parents report having a child victim of bullying and 16% of them reported that these acts occurred repeatedly.¹³
- According to a 2012 Quebec study of adults in all regions, about half of Quebecers who reported being bullied in the past indicated that it had occurred a few times (25%) or frequently (26%) in the same year.¹⁴ In addition, 56% of victims reported that they did not do anything about it.¹⁵
- According to the same study, verbal abuse and insults were the main form of bullying in Quebec, accounting for 22% of reported bullying.

Schools

- According to a study published in 2009, at least 1 in 3 adolescent students in Canada have reported being bullied at school.¹⁶
- According to the Survey of Canadian Attitudes toward Learning, conducted in 2007, among adult Canadians, 38% of men and 30% of women reported having experienced occasional or frequent bullying.¹⁷
- In 2012, 63% of bullying victims in schools reported not doing anything to address the bullying they experienced.¹⁸

Workplace

- In 2012, 12% of Quebec respondents reported being bullied in the workplace.¹⁹ Among these, 18% reported verbal abuse or insults, 11% reported bullying based on intellectual performance and 10% reported abuse of power.²⁰
- In addition, 55% of victims of workplace bullying took action in response to the bullying they experienced.

11 - Ministère de la Famille (2015). *Forum sur la lutte contre l'intimidation - Synthèse* p.1.

12 - Bourré, J.-S. (2016). Canadian bullying statistics. In *Information Guide for Parents on School Violence and Bullying*, Jasmin Roy Foundation, Desjardins Foundation, p. 29.

13 - Canadian Council on Learning (2008). *Bullying in Canada: How Intimidation Affects Learning*, p.4.

14 - Léger Marketing and Association for Canadian Studies (2012). *L'intimidation au Québec*. p.5.

15 - *Ibid.*, p.8.

16 - Jasmin Roy Foundation, Desjardins Foundation, p. 29.

17 - Canadian Council on Learning (2008), p.4.

18 - Léger Marketing and Association for Canadian Studies (2012). *L'intimidation au Québec*. p.8.

19 - *Ibid.*, p.4.

20 - *Ibid.*, p.7.

STATISTICS

World of sport²¹

- According to a Quebec study of bullying and violence in amateur soccer conducted in 2011, 76% of athletes reported being victims of at least one act of physical violence and 43% of athletes have previously committed physical violence.
- According to a British study conducted in 2011, 23% of athletes reported being emotionally abused by their coach before the age of 16.
- In addition, 19% of respondents reported that they were forced to train or compete despite being injured or fatigued.

Cyberbullying

- In 2014, a province-wide survey on violence in Quebec schools found that 6.8% of elementary school students and 7.7% of high school students reported being the target of denigrating online messages or false rumours once or twice during the school year.²²
- Although this problem is poorly documented among adults, an exploratory study in 2011 at a US university found that 11% of respondents reported that they had been cyberbullied.²³
- In 2014, nearly 20% of Canadian university students reported that they had been cyberbullied in the last 12 months. Among them, more women reported that online harassment harmed their mental and emotional health, their relationships with others, their sense of security and their ability to study.²⁴
- According to a study conducted by the Institut de la Statistique du Québec in 2009, adults are more frequently bullied online by strangers. This trend seems to differ among youth: in only 33% of cyberbullying cases, the children did not know the perpetrator.²⁵

3.1.1. Bullying in Quebec and Canada

We need to take action on bullying in Quebec and Canada. This need for action is particularly apparent among youth. The large proportion of victims who have not reported bullying highlights a shortcoming in this respect. Initiatives should therefore be implemented to address the reasons for this inability to report, whatever they may be. In addition, initiatives to deal with verbal abuse are essential, as this seems to be the most prevalent form of bullying in Quebec.

3.1.2. Bullying in schools

Statistics on bullying in schools are raising awareness about the importance of taking action in schools, which is the environment where this problem is the most prevalent. In addition, it is important to examine the reporting of bullying by victims in schools, since more than half of the respondents in this study did not report the bullying they experienced.

21 - Sport'aide. *About us - Our mission*.

22 - Direction générale des politiques et Direction générale des affaires policières (2015). *Ensemble contre l'intimidation : Rapport du comité d'experts sur la cyberintimidation*. Gouvernement du Québec.

23 - *Ibid.*

24 - *Ibid.*

25 - Institut de la statistique du Québec. (2009) *La victimisation de la population québécoise: victimisation criminelle et cybervictimisation*, p.46.



3.1.3. Bullying in the workplace

There are few studies on workplace bullying in Quebec, although it still represents a large part of the problem. A difference was noted in reporting: unlike victims in schools, 55% of victims in the workplace reported bullying. To implement more effective reporting mechanisms, it might be helpful to find out the reasons for this difference.

3.1.4. Bullying in the world of sport

Bullying in the world of sport is also not very well documented in Quebec and Canada; that is why only one Quebec study was presented. Most studies focus more on broader problems related to violence. It would be useful to conduct studies that focus specifically on the problem of bullying, as it is an important issue in the world of sport.

3.1.5. Cyberbullying

Considering the statistics presented, there seems to be a positive correlation between the occurrence of cyberbullying and the level of education, as the prevalence increases with the level of education. It is therefore an under-represented and significant problem, since it has negative effects on relationships, academic performance as well as on mental and emotional health. Few studies have been done recently on cyberbullying among adults. More comprehensive studies on adults may help to better understand, anticipate and control this problem. Lastly, it may be helpful to examine the differences among children and adults regarding whether or not they know their cyberbullying perpetrators.

3.2. Consequences of bullying for the individuals affected

To conclude this section on bullying statistics and findings, it is important to summarize the consequences for victims, perpetrators and witnesses. Bullying increases the risk of suicidal thoughts among youth, whether they are victims or perpetrators.²⁶ This problem therefore should not be taken lightly.

3.2.1. Victims

For victims, the bullying they experience harms their physical and psychological integrity in various ways.²⁷ Bullying can aggravate anxiety problems, loneliness and depression already present in individuals. In addition, it can lead to low self-esteem, decreased academic performance and a tendency to maintain unhealthy romantic relationships.²⁸ Victimization also has an impact on the future of young bullying victims in schools, as many victims decide to avoid school due to their victimization. This avoidance has an impact on their level of education, since they are at high risk of dropping out or, at least, achieving lower levels of academic performance than other students.²⁹ In the most serious cases of victimization, bullying can lead to suicidal thoughts and, in some cases, acting out.³⁰

3.2.2. Witnesses

The presence of bullying in the environments frequented by witnesses, particularly in schools, can lead to anxiety, discomfort and feelings of insecurity.³¹ The fear of being bullied in turn, the desire for social recognition and peer pressure can lead the individual to be drawn into bullying behaviour themselves.³² If they do not put an end to the bullying they witness, they may feel helpless, sad and guilty for not being able to take action to stop the abuse others are experiencing.³³

26 - Bourré, J.-S. (2016). Canadian bullying statistics. In *Information Guide for Parents on School Violence and Bullying*, Jasmin Roy Foundation, Desjardins Foundation, p. 29.

27 - Massé, L., Desbiens, N., and Lanaris, C. (2013), p. 314.

28 - *Ibid.*, p. 318.

29 - Canadian Council on Learning (2008). *Bullying in Canada: How Intimidation Affects Learning*, p.3.

30 - Massé, L., Desbiens, N. and Lanaris, C. (2013), p. 318.

31 - *Ibid.*, p. 319.

32 - Sanfaçon, C., Gagnon, D.-R. (2013) Agence Ometz. In *A Toolkit for Schools - Preventing and Reducing School Violence and Bullying*, p.25.

33 - *Ibid.*

3.2.3. Perpetrators

Bullies also suffer consequences of their actions. In general, bullying can be seen as a means for the bully to overcome various difficulties, often having to do with social and emotional skills. As a result, many individuals have difficulties controlling their emotions, have anti-social³⁴ or aggressive³⁵ behaviour, which will continue in the future if they do not find other ways to overcome these difficulties. They are also at a higher risk of having difficulty distinguishing between right and wrong, delinquency, substance abuse, academic problems and dropping out of school.³⁶

3.3. Initiatives developed in Quebec

Over the past several years, many anti-bullying initiatives have been launched by government bodies and community organizations in Quebec. These initiatives focus on workplaces, schools and sport environments and address new topics, such as digital media and the development of social skills. The following section provides a brief overview that will help you develop initiatives in your CJsEs. The table in Appendix II provides a summary of these initiatives.

3.3.1. Government initiatives

On October 2, 2014, Quebec Premier Philippe Couillard chaired the Anti-Bullying Forum, which brought together more than 200 individuals representing anti-bullying organizations. Three major concerns were discussed at this forum: “Preventing bullying, intervening effectively and supporting actors.”³⁷

Following the recommendations and proposals that emerged from this Forum, the Quebec government produced a three-year Concerted Action Plan to Prevent and Counter Bullying, covering the 2015-2018 period. In the action plan entitled Together Against Bullying, a Shared Responsibility, the government committed to implementing preventive and educational measures by helping citizens to live better together.³⁸ This action plan has been a springboard for many initiatives in recent years.

First, a bullying seminar aimed at educating and equipping Quebec police forces was given.³⁹ A one-day workshop to upgrade knowledge on bullying and cyberbullying took place at the École nationale de police in March 2018.⁴⁰ The Quebec government has also focused on developing and disseminating educational and information tools on elder abuse by developing a 2017-2022 action plan to prevent mistreatment.⁴¹ In 2018, the Ministère de la Famille developed the Guide pour accompagner les organisations dans leurs actions visant à prévenir et à contrer l'intimidation – Contre l'intimidation, agissons!, in collaboration with the organizations INTERaXions and Éducaloi. The purpose of this guide is to support the implementation of anti-bullying measures in all environments.⁴²

34 - Ibid.

35 - Canadian Council on Learning (2008), p.3.

36 - Sanfaçon, C., Gagnon, D.-R. (2013). Agence Ometz, p.27.

37 - Ministère de la Famille (2015), p.1.

38 - Direction générale des politiques, Ministère de la Famille (2015), p.10.

39 - Ibid., p.33.

40 - École nationale de police (2018). Journée d'actualisation des connaissances. Intimidation et cyberintimidation: prévenir et contrer.

41 - Direction générale des politiques, Ministère de la Famille (2015), p.34.

42 - Direction générale des politiques, ministère de la Famille (2018), p.4.

3.3.2. Community initiatives to develop social skills

The latest anti-bullying initiatives have taken a different approach to intervention. Several organizations involved in anti-bullying efforts have focused on a more positive approach based on the development of social skills. These skills include relational and emotional skills that help create positive, caring, respectful and welcoming environments. These initiatives are therefore focused on prevention and education.

The Naître et grandir Quebec campaign is a good example, as it focuses on the development of social skills for toddlers.⁴³ One aspect of this campaign focuses on preventing certain behaviours that lead to bullying, beginning at the age of two. For example, they teach children respect while role-playing and educate parents about the importance of the family in preventing bullying.⁴⁴

Various educational games have also been designed to promote the development of social skills and thereby prevent or address bullying. For example, The Emotion Game is a tool for 3-to-7-year-old children that was created by the Jasmin Roy Sophie Desmarais Foundation in collaboration with the Desjardins Foundation. Using emotions cards (I feel ...), desire cards (I would like ...) and a game board, children can better understand and express their emotions and associated needs.⁴⁵ In addition, the educational game Classcraft has recently developed a guide on how to use games to prevent bullying. This guide informs users on how they can use games to “acquire a better social and emotional dynamic by promoting prosocial behaviour.”⁴⁶

43 - Direction générale des politiques, ministère de la famille (2015), p.27.

44 - Équipe *Naître et grandir* (2018). *Prévenir l'intimidation*. Fondation Lucie et André Chagnon.

45 - Bourré, J.-S., Roy, J. (2017) *L'émojeu*. Fondation Jasmin Roy, Fondation Desjardins.

46 - Classcraft, ministère de l'Économie, Science et Innovation. *Bien Joué!*

3.3.3. School initiatives

The school environment still has the highest rate of bullying. To prevent bullying, many initiatives have been implemented in schools. First, in February 2012, Bill 56 was tabled in the National Assembly by Line Beauchamp, the Minister of Education, Recreation and Sports. This bill to amend the Education Act and the Act Respecting Private Education adds some obligations,⁴⁷ including:

- *To require that every public and private educational institution adopt and implement an anti-bullying and anti-violence plan;*
- *To require that every school principal set up an anti-bullying and anti-violence team and designate a school staff member to coordinate its work;*
- *To require each school board to state, in its annual report, the nature of the complaints reported to the director general by the principal, the corrective measures taken and the proportion of these measures for which a complaint was filed with the student ombudsman.*

This bill has led to a number of changes in the management of bullying situations in schools by outlining the reporting and prevention process and implementing practical intervention plans. This initiative also provided an opportunity to implement programs created by various organizations. For example, the Institut Pacifique offers several school-based programs as part of its *Vers le pacifique* program. It also offers the *Ma culture dans le resPAIX* program, which consists of workshops to prevent relationship difficulties related to cultural differences.⁴⁸ Lastly, the Institut Pacifique offers training and support to schools as part of the *School Assistance Program*, which was launched by the Jasmin Roy Sophie Desmarais Foundation. This program aims to create stimulating and safe school environments for everyone by providing funding for a school worker to devote at least one day a week to bullying, discrimination and violence.⁴⁹

3.3.4. Workplace initiatives

In workplaces, psychological harassment has been recognized as a prohibited practice in Quebec since 2004 under the Act respecting labour standards. This law established the employer's obligation to take reasonable measures to prevent and stop bullying in their workplace.⁵⁰ The Institut Pacifique is also taking action in the workplace by implementing training and programs.⁵¹ Mediation programs are widely used in many companies to resolve conflicts and relationship problems among work team members. While other similar projects are being developed, there are still very few practical workplace initiatives. This may therefore be a good opportunity to develop anti-bullying projects.

47 - Bill 56: An Act to Prevent and Stop Bullying and Violence in Schools (2012).

48 - Website: Institut Pacifique. *Milieux éducatifs – origine des programmes.*

49 - Website: Jasmin Roy Foundation. *School Assistance Program.*

50 - Direction générale des politiques, Ministère de la Famille (2015), p.22.

51 - Website: Institut Pacifique. *Milieux de travail - Services en entreprise.*

3.3.5. Initiatives in the world of sport

A relatively recent bullying finding concerns its occurrence in sports environments, particularly at high levels. In this regard, a government action plan had planned to carry out seven concrete actions to prevent bullying, including “*designate ambassadors, update the promotion of sportsmanship and the positive value of sport, review and harmonize promotional tools, improve understanding of the rules of the game among parents and spectators, and promote and recognize the work of referees.*”⁵² To do so, the *Sportbienêtre* website has been created and set up as a referral and information platform on abuse, harassment and violence. This platform is intended for young athletes, parents, coaches, administrators, officials and anyone else involved in the sports world.⁵³ In addition, the organization *Sport’aide*, created in 2013, provides support, listening and referral services to promote a healthy, safe and harmonious sporting environment.⁵⁴

3.3.6. Digital media and cyberbullying initiatives

Several organizations are involved in preventing and providing informing about cyberbullying, such as Tel-Jeunes,⁵⁵ Kids Help Phone,⁵⁶ Centre canadien d’éducation aux médias et de littératie numérique,⁵⁷ Centre for Youth Crime Prevention of the Royal Canadian Mounted Police⁵⁸ and many others. The Service de Police de la ville de Montréal (SPVM) has also included on its website an online interactive game for teenagers, as well as various information on cyberbullying.⁵⁹

The 2015 Provincial Action Plan also involved Internet service providers in promoting the appropriate use of digital media.⁶⁰ To this end, TELUS created a free educational program for all Canadians on its *TELUS Wise* website. This program focuses on “*Internet and smartphone safety*” and aims to “*help keep families safer from online criminal activity such as financial fraud and cyberbullying.*”⁶¹ It has four sub-programs (*TELUS Wise*, *TELUS Wise footprint*, *TELUS Wise in control* and *TELUS Wise seniors*), which include guides, tips, posters and activity plans. TELUS also launched the hashtag #EndBullying to raise awareness about this problem on social networks.⁶²

52 - Ministry of Education, Leisure and Sports. Issue 3: Promotion. In: *Policy on Physical Activity, Sport and Recreation: Quebecers on the Move!* p.28.

53 - Direction générale des politiques, Ministère de la Famille (2018), p. 10.

54 - Website: Sport’aide. *About us - Our Mission*.

55 - Website: Tel-Jeunes (2018). Technos - *Cyberintimidation*.

56 - Website: Kids Help Phone. Information - *Cyberbullying*.

57 - Habilo Médias. *Enjeux numériques : Cyberintimidation*. Le Centre canadien d’éducation aux médias et de littératie numérique.

58 - Centre for Youth Crime Prevention (2017). *Bullying and Cyberbullying*. Royal Canadian Mounted Police.

59 - Website: SPVM (2018). *Cyberbullying*.

60 - Direction générale des politiques, Ministère de la Famille (2015), p.26.

61 - Website: Telus: *Telus Wise*.

62 - Website: Telus: *Telus Wise; Together we can #EndBullying*

How to start an anti-bullying project in a CJE

Starting an anti-bullying project in a CJE is not always an easy task. Several steps are required to implement a project, particularly to provide funding and external support and to participate in an important social movement. To simplify this process, the following three programs can help meet these needs and expectations.

4.1. Créneau carrefour jeunesse program

The *Créneau carrefour jeunesse* is a program of the Secrétariat à la jeunesse (SAJ), implemented in partnership with CJE. It is intended for youth between the ages of 15 and 35 and aims to foster student retention, personal and social autonomy, and participation in entrepreneurship, charity and volunteer projects. The Créneau is part of the Quebec Government's *Stratégie d'action jeunesse 2016 – 2021*. In collaboration with the RCJJEQ, the SAJ coordinates, implements and continually improves the Créneau carrefour jeunesse in all CJE.⁶³ To develop projects, this source of funding should be considered.

4.2. RCJJEQ: #MaVoixCompte movement

The #*MaVoixCompte* movement is an initiative of the Réseau des Carrefours Jeunesse-Emploi du Québec. Through extensive public consultation, many youth were able to take a stand on emerging issues and affirmed their commitment to work actively and collectively in order to have a real impact on current social problems. Ten concrete proposals emerged from this consultation, including “*Creating a dedicated forum to deal with bullying.*” Through various initiatives to stop bullying, this proposal aims to provide assistance, listening, support and supervision. Implementing an anti-bullying project that responds to this proposal is therefore an opportunity to join an important citizens' movement.⁶⁴

4.3. Fonds Étudiant I

Through its mission, the Fonds Étudiant creates summer jobs for high school, college and university students and provides them with job experience. The entrepreneurial component encourages youth to get involved in an entrepreneurial initiative by paying for 90% of the student's salary, excluding social benefits. This program provides a good opportunity to create an anti-bullying project.

63 - Website: Secrétariat à la jeunesse. *Créneau carrefours jeunesse*.

64 - Website: Réseau des Carrefours Jeunesse-Emploi du Québec. #*MaVoixCompte*.

65 - Website: Le Fonds étudiant. *Fonds Étudiant : À propos*.

66 - Website: Le Fonds étudiant. *Volet entrepreneurial*.

How to make it easier to prepare an anti-bullying project

During the anti-bullying pilot project carried out in the summer of 2018, the project managers of participating CJE's encountered some difficulties during the implementation of their projects. However, they used ways to overcome these difficulties, which allowed them to observe best practices already in place. Based on these findings, various recommendations have been developed. This will make it easier to design and implement an anti-bullying project.

5.1. Conducting preliminary field research

To facilitate the implementation of a project, it is recommended to carry out preliminary field research. In other words, this involves doing upstream research in various environments in the region concerned by your project. The benefits of this research for the process of developing an anti-bullying project will be presented, followed by brief recommendations to effectively carry out preliminary research.

5.1.1. Benefits

First, it is important to consider the state of both theoretical and practical knowledge on the subject matter. For anti-bullying projects, it is useful to search for information that relates specifically to the strategies used, the programs implemented, and any other practices implemented in the regional environments. A project manager can thus consider various initiatives and choose the most effective and innovative one.⁶⁷

Second, to decide on the strategies and tools to be used for the project, it may be helpful to find out the available regional resources and resource persons who could help out with the project. It is also important to think about the time available and the time needed to implement the project as well as what is achievable in the environment(s) targeted. Field research will provide this information and will help the project manager to decide how to develop the planned initiative, based on what is feasible.⁶⁸

Third, initial field research identifies and disseminates anti-bullying best practices in various environments, which was one of the recommendations made at the *Anti-Bullying Forum*.⁶⁹ Research will help you to determine the best practices to be implemented and to decide the most suitable way to implement them. For example, access to data collection methods, participant recruitment methods and anti-bullying tools will enable you to choose the best methodology to carry out your project, depending on your needs and interests.⁷⁰

67 - Fortin, M.-F. and Gagnon, J. (2016), p.75.
68 - *Ibid.*

69 - Ministère de la Famille (2015).
70 - *Ibid.*

5.1.1. Benefits

Fourth, during the project implementation, initial research makes it possible to use a multifactorial approach based on the data that has been collected. During the project development, the situation should be considered from all perspectives, including the context, nature of the actions and impacts on the individuals concerned. Research thus considers the individuals concerned and their reactions, the environment in which these individuals interact and what seems to motivate the bullying of individuals. To better understand bullying and to design more objective and effective anti-bullying tools, strategies and intervention, the multifactorial approach, determined after conducting initial field research, is a significant advantage.⁷¹

Fifth, preliminary research can be useful for evaluating the project scope and results once it has been implemented. By getting feedback on the effects of the project implemented in the target environment, this information can then be compared with the information gathered during the preliminary research. This comparison makes it possible to determine whether there have been positive changes, whether the project is effective and whether it has had a positive impact on the environment in which it was implemented.⁷²

5.1.2. Method

Theoretical research. In order for preliminary field research to be effective and beneficial, we first recommend doing a little theoretical research on bullying by reviewing literature on the topic. This type of research develops our knowledge of bullying. As it enables a better understanding of bullying, research is essential for implementing anti-bullying projects. The following are some examples of information that this research may include:

- The definition of bullying and associated sub-concepts
- The prevalence of bullying
- Risk factors, protective factors and consequences
- Programs and tools developed in Quebec
- Organizations involved in preventing bullying

Custom practical research. Next, it is important to do research that is specific to the regional environments and your target clients affected by bullying. To do so, you can visit the environments likely to be affected by bullying, such as schools, youth centres, businesses, CLSCs, community organizations or any other relevant environments. During this research, it is helpful to meet with the individuals involved in or affected by bullying and discuss with them the measures currently in place, if any. It is also helpful to find out their opinion about the tools or strategies that would be beneficial for the community. This helps to identify the precise needs of this population and determine the methods to be used to develop a project.⁷³

71 - Direction générale des politiques, ministère de la Famille (2015), p.21.

72 - Fortin, M.-F. and Gagnon, J. (2016), p.75.

73 - *Ibid.*, p.70.

5.2. Developing effective tools and strategies

To develop an effective anti-bullying project, the tools and strategies also need to be effective. To this end, certain approaches in recent years have been recommended for implementing anti-bullying initiatives.

5.2.1. Inclusive approach

According to the Ministère de la Famille, an inclusive approach means that: *“Intervention should apply to various realities and situations to meet the needs of everyone, regardless of the characteristics of the individuals concerned, their living environment or context around them.”*⁷⁴ In other words, the tools and strategies implemented should be based on the real needs of the population. Based on this approach, the tools and strategies should also be easily adaptable so that as many individuals and environments as possible can benefit from them, with no discrimination. For example, a program for creating positive and caring environments initiated by the CJE in Sherbrooke is designed to adapt to various environments. In addition, the Hochelaga-Maisonneuve CJE included all members of the community in this Montreal neighbourhood in developing their anti-bullying project, which focused on an inclusive approach to all forms of violence and discrimination.

5.2.2. Positive, educational approach

By using a positive, educational approach, as opposed to a punitive approach, the tools and strategies should focus on prevention, promoting caring behaviour, and developing social and emotional skills.⁷⁵ Prevention also includes the development of protective factors in various environments affected by this problem. For example, to prevent bullying, the Ministère de la Famille recommends developing self-confidence, assertiveness and social skills.⁷⁶ Providing support to perpetrators of bullying to help them think about the reasons for their actions and teaching them about empathy would have positive impacts on the problem. In fact, it would promote the development of the individual's social and emotional skills, which would lead to a significant decrease in bullying behaviour.⁷⁷ More generally speaking, according to the anti-bullying forum: “Young people are desensitized to the term bullying.” We should therefore talk about civic-mindedness and mutual assistance, developing a caring and safe society, and promoting social skills.⁷⁸

74 - Direction générale des politiques, ministère de la Famille (2015), p.20.

75 - *Ibid.*, p.21.

76 - *Ibid.*, p.18.

77 - Ministère de la Famille (2015), p.4.

78 - *Ibid.*, p.2.

5.2.3. Method

Although these implementation approaches seem promising, how do you take into account the tools or strategies developed? The following are some suggestions to answer this question.

- Inform the public, particularly young people, about how to use information technology in a respectful way.⁷⁹
- Present sexual, gender and cultural diversity as “an asset” and break down stereotypes and prejudices in society and promote respect, empathy and egalitarian relationships.⁸⁰
- Promote the importance of sportsmanship in sporting activities.⁸¹
- Implement measures to promote cooperation among everyone involved in positive and inclusive workplaces and schools.⁸²
- Implement tools and strategies in schools to facilitate the drafting of a bullying report, including the implementation of a simple, secure and confidential procedure⁸³ and by explaining its methods.⁸⁴
- Implement support and supervision measures for those involved in bullying, including the victims, witnesses and perpetrators of these acts.⁸⁵
- In various environments, encourage people to frequently review the codes of conduct, policies and programs to ensure that they are consistent with the needs identified in the community.⁸⁶

5.3. Creating one or several partnership(s)

To facilitate the project development process in CJE, it is also helpful to create one or more partnerships with other organizations or institutions.

5.3.1. Benefits

First, developing partnerships allows the exchange of expertise, tools and information among those involved in bullying prevention. This provides, or at least enhances, an overview of the bullying situation in the concerned regions. When everyone’s strengths and experiences are pooled, their complementary skills enable the development of more objective, universal and stronger initiatives. For example, when developing anti-bullying projects, most CJE created private, social and community partnerships that enabled them to maintain a degree of objectivity regarding the implemented initiatives.

79 - Direction générale des politiques, ministère de la Famille (2015), p.25.

80 - Direction générale des politiques, ministère de la Famille (2018), p.6.

81 - Direction générale des politiques, ministère de la Famille (2015), p.26.

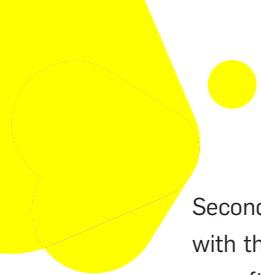
82 - Bill No. 56 (2012).

83 - Direction générale des politiques, ministère de la Famille (2018), p.8.

84 - Bill No. 56 (2012).

85 - *Ibid.*

86 - Massé, L., Desbiens, N. and Lanaris, C. (2013), p.319.



Second, partnerships make it easier to access community members by bringing together each partner's clients to work with them. Preventive measures can thus be implemented to break down community stereotypes and prejudices, which are often precursors of bullying behaviour.⁸⁷ From a preventive perspective, partnerships make it possible to inform more individuals about their rights and responsibilities as citizens, preventive measures that they can put into practice, procedures to be followed in order to report a bullying situation, and other available support measures.⁸⁸ By doing so, access to the community promotes community involvement and participation in anti-bullying initiatives. This is a beneficial aspect, particularly since, according to the Ministère de la Famille:

"Whether they are peers, parents, volunteers, stakeholders or managers, everyone has a role to play in promoting egalitarian, inclusive and civic-minded relationships in order to prevent and address bullying."⁸⁹

5.3.2. Method

Partnerships can be developed in various ways. The following are some suggestions for steps to follow in order to help build partnerships for your project.

1 - Searching for anti-bullying organizations. To develop partnerships, you should first search for organizations in your region. At the beginning of the project, you need to determine which partnerships would be beneficial by finding out their missions, values and initiatives they have implemented. The partner(s) chosen will thus be good matches for the prospective project and its vision.

2 - Contacting the partner(s). After choosing an organization, the next step is to contact them to explain the project's vision and determine whether a partnership would be possible. During this initial contact, you can inform them of the benefits that their contribution could provide to the project as well as the benefits that members of this organization could derive from this partnership. This information will encourage the organization to get involved. However, to avoid any unpleasant surprises, it is important to be realistic and honest about the efforts required by all parties involved in this project. The organization will thus be able to give their free and informed consent to participate in the project, which will also avoid difficulties during development.

3 - Ensuring involvement and follow-up among partners. After an organization expresses interest in participating in the project, it is best to confirm the involvement of all the partners by collaboratively developing an action plan. This plan may include the objectives to be achieved, the means to achieve them and the concrete involvement of each organization. This provides information on the realistic nature of the expected objectives based on each partner's situation and available resources. Since everyone will have been consulted to design this plan, this will better ensure their involvement. The action plan can also be in the form of collaborative and ongoing follow-up. For example, during the pilot project to develop this guide, a collaborative follow-up document was published online to assign the tasks carried out among various partners. Appendix IV also provides a sample action plan that could be used in its entirety or in abridged form to carry out project tasks and ensure the partners' involvement.

87 - *Ibid*, p.18.

88 - Direction générale des politiques, ministère de la Famille (2018), p.12.

89 - Direction générale des politiques, ministère de la Famille (2015), p.20

5.4. Gaining public visibility for the project

A useful practice when designing anti-bullying projects involves making efforts to gain public visibility for projects. Media and community recognition for the initiatives carried out provides various benefits. The following are a few examples.

5.4.1. Benefits

- Publicizes the project and informs community members about the anti-bullying initiatives undertaken.
- Informs community members about strategies and effective ways to prevent bullying. For example, teaching expected positive behaviour rather than using punitive methods.⁹⁰
- Informs the public about their rights and obligations regarding bullying.⁹¹
- Prevents bullying by informing community members about preventive measures to be taken, recommended reporting procedures and support resources available in the community.⁹²

5.4.2. Visibility strategies

To take advantage of these various benefits, a visibility strategy is needed to make the public aware of the project. These strategies may take various forms and require various measures to put them into practice. The following is a non-exhaustive list of strategies that can be used to gain visibility for projects as well as a brief description of how to implement the strategies.

Oral presentation⁹³: An oral presentation involves preparing a project summary to present at meetings, conventions, conferences or any other event appropriate for this type of presentation. It can target members of the organizations involved in the project from near and far. If an environment is specifically targeted, the institution's manager must be contacted in order to obtain their consent.

Visual presentation⁹⁴: Using a visual presentation to gain visibility involves making posters or other types of visual presentations to post in the project-related environments. These environments may be educational institutions, youth centres, health facilities, workplaces, businesses or the CJE involved in this project. To ensure that the project highlights are quickly noticed by people in this environment, the visual presentation should be clear and simple. As with the oral presentation, it is important to obtain permission from the concerned environments and to respect copyrights and image rights when preparing the visual presentation.

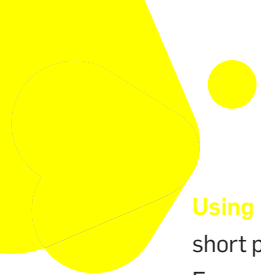
90 - Direction générale des politiques, ministère de la Famille (2018). p.7

91 - *Ibid.*

92 - *Ibid.*, p.12.

93 - Fortin, M.-F. and Gagnon, J. (2016), p.464.

94 - *Ibid.*, p.465.



Using social networks: Social networks are also an easy and effective way to gain public visibility. To do so, simply write a short project description to be published on social networks. It can include photos or a video to capture the user's attention. For example, it can be published on the page of your CJE and/or other participating organizations. It can also be useful to create a page or a group dedicated to the project itself on a social network or use a hashtag to gather project-related publications all in one place.

Using a local newspaper : You can also contact a local newspaper in your region and suggest that an article or announcement about the initiative be published. To do so, you need to first write a press release describing the project. In this press release, we recommend including the following elements: your CJE logo; the place; the date; a catchy title; a project description (Who? What? When? How? Where? Why?); and a representative photo. Once written, simply forward it to the newspaper by contacting the editorial team.

Items with the project's logo: To gain visibility creatively, you can also make items with your project's logo, such as pins, key chains, coffee mugs, sweaters, etc. Many stores have printing services, which are easy and inexpensive to use to make items with your project's logo. Simply create a logo and/or slogan to put on the items, but make sure to respect image rights and copyrights. These items will definitely pique the curiosity of people in your community.

5.5. Ensuring post-project continuity

Implementing an anti-bullying project reflects a desire to have a positive impact on this problem. It is therefore important that the project is ambitious and has a long-term goal. However, the project development must be structured within a time frame, as indicated in the mandate given by the CJE to the project manager. Nevertheless, the allocated time may not always correspond to the time needed to implement a visionary project. In this case, the project manager should consider implementing strategies to ensure post-project continuity.



5.5.1. Benefits

First, we can make a connection with two recommendations discussed earlier, which also have the advantage of promoting project continuity.

First, the **development of partnerships** promotes the participation of various organizations in the project design process. The presence of partners makes it easier to find a future project manager. Since the partner helped implement the project over several weeks, they might be able to develop the project on a larger scale. If the partner is unable to provide continuity, they may help you implement another strategy or refer you to other managers to consider.

Second, **the use of visibility strategies** makes it possible to inform a large number of people about the implementation of your initiative, which may encourage many others to get involved. These strategies can thus be a good recruitment tool to increase the scope of the project. Depending on the goal within the foreseeable future, the project could be expanded and could capture the attention of various organizations and institutions, which will be able to ensure post-project continuity on a larger scale.

5.5.2. Method

In addition to the previous three recommendations, other measures can be undertaken as soon as possible to ensure post-project continuity. The following are some examples.

- From the beginning of the process, design the project requirements in consultation with the partners. The initiatives are thus chosen based on the partners' needs, requirements and interests, which could increase their interest in and motivation for taking over their project. To ensure that this strategy is actually feasible, also discuss with them the possibility of having one of them take over the project at the end of the project manager's mandate.
- During the initial implementation of the project, contact CJE staff members (for example, the project coordinator) to seek their interest in developing a long-term project and discuss opportunities to ensure project continuity.
- Consider various funding programs offered.
- Recruit an external committee, which will be able to ensure project continuity. For example, the anti-bullying project at the Hochelaga-Maisonneuve CJE used this technique by recruiting a committee that developed a second project phase.
- Provide tools for the individuals responsible for the future of the project, in particular, by drafting an action plan with them. This plan can help them set appropriate goals for your ultimate vision of the project. This action plan may be similar to an abbreviated version of the plan outlined in Appendix IV.

APPENDIX I: Useful Links

PARTNERS OF THIS PROJECT AND RELATED PROGRAMS

- Fondation Jasmin Roy Sophie Desmarais : <https://fondationjasminroy.com/>
- Fonds Étudiant : <http://fondsetudiant.com/>
- Réseau des Carrefours Jeunesse-Emploi du Québec : <http://www.rcjeq.org/>
- Secrétariat à la jeunesse (Créneau Carrefour Jeunesse) : <https://www.jeunes.gouv.qc.ca/strategie/projets-structurants/creneau-cje.asp>
- List of CJE in Quebec : <http://www.rcjeq.org/les-cje/carte-de-tous-les-cje-du-quebec/>
- Find your CJE : <http://www.rcjeq.org/trouvetoncje/>
- #MaVoixCompte: <http://www.rcjeq.org/ma-voix-compte/>

TOOLS AND PROGRAMS

- Ligne Aide Abus Aînés : <https://www.aideabusaines.ca/>
- Jeunesse, J'écoute : <https://jeunessejecoute.ca/>
- Interligne [Gai Écoute] : <http://interligne.co/>
- Ligne Parents : <http://ligneparents.com/>
- Have I been targeted by acts of bullying?: https://www.mfa.gouv.qc.ca/fr/intimidation/suisje_victime_intimidation/
- I am a witness, service provider, or someone close to the situation: <https://www.mfa.gouv.qc.ca/fr/intimidation/temoin-proche-intervenant/Pages/index.aspx>
- Have I bullied someone?: <https://www.mfa.gouv.qc.ca/fr/intimidation/auteur-intimidation/Pages/index.aspx>
- Online training – Bullying : <https://www.formationlutteintimidation.com>

SERVICES RELATED TO THE “TOGETHER AGAINST BULLYING” GOVERNMENT ACTION PLAN

- Financial Support Program, Together Against Bullying: <https://www.mfa.gouv.qc.ca/fr/intimidation/programme-de-soutien-financier>
- Together Against Bullying Award: <https://www.mfa.gouv.qc.ca/fr/intimidation/prix>
- Ministère de l'Éducation et de l'Enseignement supérieur - Fighting Bullying and Violence in the Schools: <http://www.education.gouv.qc.ca/en/current-initiatives/bullying-and-violence-in-the-schools/>
- Fédération québécoise des directions d'établissement d'enseignement – Table provinciale de concertation sur la violence : <http://fqde.qc.ca/service-juridique/table-provinciale-de-concertation-sur-la-violence/>
- Justice Québec – The fight against homophobia and transphobia: <https://www.justice.gouv.qc.ca/en/department/the-fight-against-homophobia-and-transphobia>

DEFINITIONS AND LEGAL FRAMEWORK

- Glossary of bullying-related behaviour: <https://www.mfa.gouv.qc.ca/fr/intimidation/definition/Pages/glossaire.aspx>
- Ministère de la Famille - Definition of bullying and resources: <https://www.mfa.gouv.qc.ca/fr/intimidation>
- Ministère de la Famille - Cyberbullying: <https://www.mfa.gouv.qc.ca/fr/intimidation/definition/Pages/cyberintimidation.aspx>
- Éducaloi – Bullying and the Law: What You Need to Know: <https://www.educaloi.qc.ca/en/bullying>
- Éducaloi – Psychological Harassment in the Workplace: <https://www.educaloi.qc.ca/capsules/le-harcelement-psychologique-au-travail>
- Legal framework – Fight against bullying: <https://www.mfa.gouv.qc.ca/fr/intimidation/definition/Pages/encadrement-legal.aspx>
- LégisQuébec – Charter of Human Rights and Freedoms: <http://legisquebec.gouv.qc.ca/fr/ShowDoc/cs/C-12>
- LégisQuébec – Education Act: <http://legisquebec.gouv.qc.ca/fr/ShowDoc/cs/l-13.3>

APPENDIX II: Summary Table of Various Anti-Bullying Initiatives in Quebec

	INITIATIVES	RESPONSIBLE ORGANIZATIONS/BODIES
Government initiatives	Anti-Bullying Forum	Quebec Government
	Together Against Bullying, a Shared Responsibility: Concerted Action Plan to Prevent and Counter Bullying, 2015-2018	Ministère de la Famille
	Journée d'actualisation des connaissances sur l'intimidation et la cyberintimidation	École nationale de police
	Governmental Action Plan to Counter Mistreatment of Older Adults	Ministère de la Famille
	Guide pour accompagner les organisations dans leurs actions visant à prévenir et à contrer l'intimidation – Contre l'intimidation : Agissons!	Ministère de la Famille, INTERaXions, Éducaloi.
Community initiatives to develop social skills	"Naître et grandir" campaign	Fondation Lucie et André Chagnon
	The Emotion Game	Jasmin Roy Foundation, Desjardins Foundation
	Guide on How to Use Games to Prevent Bullying	Classcraft, CLIP. In collaboration with Jasmin Roy Foundation, Ministère de l'Économie, des Sciences et de l'Innovation.
School initiatives	Bill 56	Ministère de l'Éducation, du Loisir et du Sport
	"Vers le Pacifique" program	Institut Pacifique
	"Ma culture dans le resPAIX" program	Institut Pacifique
	School Assistance Program	Jasmin Roy Foundation, Institut Pacifique
	Information Guide for Parents on School Violence and Bullying	Jasmin Roy Foundation, Desjardins Foundation
Workplace initiatives	Formations et médiation en milieu de travail	Institut Pacifique
Initiatives in the world of sport	"Sportbienêtre" website	Ministère de l'Éducation et de l'Enseignement supérieur
	Guidance, support and referral services for young athletes	Sport'aide
Digital media and cyberbullying initiatives	Interactive online game on cyberbullying	Service de police de la Ville de Montréal (SPVM)
	"Branché sur le positif" program	Institut Pacifique
	TELUS Wise, TELUS Wise footprint, TELUS Wise in control and TELUS Wise seniors	TELUS

APPENDIX III: Sources of Inspiration: Project Descriptions for the Anti-Bullying Pilot Project

Carrefour Jeunesse-Emploi in Sherbrooke: *Program to Create Positive and Caring Environments*

The Carrefour Jeunesse-Emploi in Sherbrooke has developed a turnkey service that can be used in a variety of environments. To do so, a survey was conducted in youth centres on 60 professionals, youth and parents. It found a lack of continuity in services as well as certain shortcomings in terms of support for victims. An integrated program was created to provide prevention, education, assistance with implementation, awareness-raising and support for professionals and youth. This flexible program, which is tailored to the reality of each environment, can be used in combination with existing tools. It consists of a toolkit, ongoing training and support strategies for caring workers.

Carrefour Jeunesse-Emploi in Arthabaska: *Practical Anti-Bullying Guide for Youth*

At the Carrefour Jeunesse-Emploi in Arthabaska, an "Anti-Bullying Guide for Youth" was created. Initial research found that there are very few anti-bullying guides; they are mostly informative rather than practical. This guide provides alternative solutions to bullying, role-playing and questionnaires to promote the development of healthy social and emotional lifestyles among young victims, bullies and witnesses. In addition, artistic creations by several children from the region have been included in the guide. This project was supported by the Entente de développement culturel between the Ville de Victoriaville, the MRC of Arthabaska and the Ministère de la Culture et des Communications (MCCQ).

Option-Travail (CJE Ste-Foy): *Escouade CHRONO*

In collaboration with INTERaXions, the organization Option-Travail created an anti-bullying squad in schools. After noticing that children are not called upon enough, they were asked to join the "CHRONO squad." The role of squad members is to be active witnesses and implement anti-bullying awareness-raising activities in their schools. To do so, university students who are studying helping relationships were asked to support, provide tools and help the children in the squad with their initiatives; the university students will recruit children for the squad during the school year. A training binder was designed, which contains information on bullying, helping relationships and ethics.

Carrefour Jeunesse-Emploi in Hochelaga-Maisonneuve: *CCVIQ*

The goal of the Carrefour Jeunesse-Emploi project in Hochelaga-Maisonneuve was to create violence- and discrimination-free communities by building a network of partners. To do so, awareness-raising training was designed for businesses, organizations and institutions that would like to join the "Communauté contre les Violences et l'Intimidation dans nos Quartiers" (CCVIQ). These communities will obtain a certification that they can display if they comply with the inclusivity policy developed in this project.

Carrefour Jeunesse-Emploi in Abitibi-Ouest: *Research report and awareness-raising workshop*

At the Carrefour Jeunesse-Emploi in Abitibi-Ouest, eight semi-structured interviews over four weeks were conducted with several actors from various environments. The individuals interviewed emphasized the importance of raising young people's awareness and preventing bullying. The research report includes the findings of this study, an intervention plan and the anti-bullying strategy used, namely, an awareness-raising workshop focused on socialization and victim support. In partnership with Maison des jeunes de La Sarre, this workshop was divided into seven meetings that covered the topics of cyberbullying, everyone's rights and duties, and acceptance of difference.

APPENDIX IV: Sample Action Plan⁹⁵

Project title: _____ **Date:** _____

Project manager: _____

Partners: _____

Environment(s) targeted: _____

Overall objective:
 The overall goal to be achieved for this project. Based on what is feasible, what would be the ultimate goal?
 How long should it take to achieve?
 - Example: To implement the Anti-Bullying Project Development Guide within one year.

	SPECIFIC OBJECTIVES	MEANS	TIME FRAME
EXPLANATIONS	The overall goal is broken down into more specific, concrete objectives. What objectives must be achieved in order to achieve the overall goal?	Operational means (observable and measurable) to achieve the specific objective. How will it be implemented concretely? Who is responsible? What material is needed?	Approximate amount of time needed to achieve each specific objective or means.
EXAMPLES	1. To present the draft guide to Carrefours jeunesse-emploi.	1.1. Design of an information leaflet for the guide by Mr. X. 1.2. Sending of an email to the executive directors of Carrefours Jeunesse-Emploi by Ms. Y to introduce the project and propose a meeting, including the information leaflet.	By October 1, 2018.

Specific recommendations:
 Resource persons, available organizations, tools to be used, etc.

Potential objectives for project continuity:
 Other objectives and ideas to be considered if the project is further extended (the ultimate goal).
 - Example: Implement the Best Practices and Anti-Bullying Project Development Guide in all CJEs in Quebec.

95 - This sample is based on the intervention model used in psychoeducation.

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