



## How Shared Leadership Advanced a Culture of Consent in New Brunswick, Canada

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### Abstract

*Succeeding in bringing a culture of consent involves the mobilization of all partners. In New Brunswick, a group of professors brought together for the first time in this Canadian province, people from the community, schools, and post-secondary sectors to discuss, reflect and re-imagine education. This is how in 2015, from the perspective of shared leadership, the Forum francophone sur l'apprentissage (Francophone conference on education and learning) was created. In 2022, the fourth edition of the Forum aimed to define the notion of consent to reduce violence in all its forms. Hence, this Forum was the event that led to the first Consent and Healthy Relationships Summit in 2023. This article will shed light on how the power of human mobilization and shared leadership can advance a culture of consent. Through documentary analysis of artifacts collected during these events, the authors identify the ingredients that led to their success. Although these events took place in small communities, these results are similar to those of Routhieaux (2015). Shared leadership actions lead to partnerships to address complex societal issues like consent and healthy relationships; these impacts can inspire others.*

**KEYWORDS: SHARED LEADERSHIP, CONSENT, EDUCATION SYSTEM, MINORITY LANGUAGE, MOBILIZATION**

### Introduction

Changes in the education sector are inevitable when it comes to addressing the challenges of a modern society. It is therefore this desire that motivated a group of university professors to initiate actions aimed at advancing a culture of consent in the province of New Brunswick in Canada.

The province of New Brunswick is the only officially bilingual province located in eastern Canada. Its school system is distinguished from other provinces by its linguistic duality structure; there are two parallel linguistic sectors from kindergarten to post-secondary. In addition to ensuring the academic and educational success of students, the school in a French-speaking minority environment must develop a sense of cultural identity so that the students can recognize themselves as francophone (Landry, 2003; LeBlanc, 2009). In 2014, budget cuts were announced by the New Brunswick government (Deloitte, 2014). At the same time, the importance of becoming cultural transmitters for both students and staff has been highlighted within the framework of the *Politique d'aménagement linguistique et culturel (PALC)* that is the Linguistic and Cultural Development Policy (Ministère de l'Éducation et du Développement de la petite enfance du Nouveau-Brunswick [MEDPE], 2014). This publication confirms the existing gaps between the vision expressed to improve the education system and the reality experienced in French-speaking schools in the province. To ensure better communication between the various actors in the education system, these professors wanted to decompartmentalize the spaces to allow people involved in the education system of the province to unite their skills and put into practice the theory of shared leadership.

This paper will examine how the first three *Forum Francophone sur l'apprentissage* held between 2015 and 2020, made it possible to identify the concerning issue of consent. Effectively, at the end of the fourth 2022 Forum, *Consent: the urgency to define and take collective action*, many issues still seemed poorly understood, hence the urgency of holding the first *Summit on consent and healthy relationships* in 2023. The goal of this article is to present the impacts that shared leadership can have on a population. Advancing major societal issues such as consent is still relevant today (Levy & Mattsson, 2023), so sharing positive experiences like this aims to inspire others to initiate such actions within their community.

### **Rationale of the study**

Boudreau, Auger and Laforest published in 2018 why and how they created the first two Forums held in 2015 and 2017. With the objective of resolving some of the challenges in education, they wished to create an inclusive and diverse event where all stakeholders would engage in collective actions aimed at improving educational learning environments.

Following numerous consultations with stakeholders from across the province, prior to the first Forum, its mission was then formulated: to create a space for collective reflection on learning including all stakeholders in the French-speaking community of New Brunswick. These consultations also made it possible to formulate the objectives to be achieved, namely, to recognize the current situation in the education sector; to identify and share innovative and exemplary practices, and to ensure equitable education at all levels, from kindergarten to post-secondary (Boudreau, Auger and Laforest, 2018). For the first time, these Forums brought together students, parents, educators of all levels and members of government, both municipal and provincial, for two days to discuss, reflect and re-imagine education in New Brunswick.

What started as a desire to improve the education system turned into the identification of a complex societal issue: consent. Through documentary analysis of artifacts collected during the Forums we will first describe in this article what took place in the first three Forums that lead to the choice of the complex societal issue of consent.

The notion of consent is often linked to sexuality. According to Savoie, Pelland, Morin, Boudreau and Grandisson (2018), there is an ambiguity surrounding the definition of consent which is linked first to the difficulty of defining this concept. Then, it seems that the affirmation of consent or the desire to withdraw it creates a certain discomfort for different reasons such as, for example, the pressure experienced and the social environment. The difficulty in saying “no”, the fear of being rejected and the lack of knowledge about consent are factors that influence communication in every aspect of our lives. Hence, this concept is not only linked to the notion of sexuality, but it is expressed from the beginning of a person's life until the end of it (Dialogue Nouveau-Brunswick, 2022).

According to Boudreau, Auger and Laforest the theme chosen for the 4th Forum and the First Summit would allow participants to focus on defining the notion of consent because it was important to fully understand this concept to create a culture of consent in the province. These two events aimed to counter violence in all its forms in a province where the statistics are high regarding this social issue. For example, the rate of sexual assaults per 100 000 population in New Brunswick is 93, which is higher than the 88 per 100 000 population rates in the country (Statistics Canada, 2021). Sharing representations of the concept of consent (Miele & Bais, 2022), would allow shareholders to be better prepared to prevent, educate, and raise awareness among the population and bring systemic change.

### **Theoretical framework**

One of the important concepts that influenced the creation of the Forums francophone sur l'apprentissage was shared leadership. This style of leadership is found in the PALC (MEDPE, 2014). Shared leadership is a commitment to achieve a common goal through group mobilization (Lacroix, 2018; Luc, 2010). This leadership style results in a horizontal approach (compared to a hierarchical approach) where people exercise their leadership with others instead of “on” others by sharing knowledge within a group while using the strengths of each person in decision-making (Luc, 2010). Through shared leadership, the people who exercise it will leverage the strengths of the different members of the team or group to achieve the knowledge, know-how skills and interpersonal skills necessary for each strategy (Luc, 2019). It includes, but is not limited to, dialogues as well as collaborative and cooperative actions. Shared leadership is based on trust rather than rank. Collective intelligence is the differential and complementary contribution of each person to the advancement of ideas and collective mobilization (Luc, 2019).

This style of leadership linked to the implementation of the PALC (MÉPDE 2014) was perfectly suited to the creation of the Forums as a lever for mobilizing all partners to respond to the challenges in the field of education.

To successfully promote a culture of consent and respectful relationships, the four principles of shared leadership (Luc, 2014) were used during the 4th Forum which aimed to define consent and move on to collective actions. These principles were also those used to carry out the 1st Summit on consent and respectful relationships. These principles are as follows: 1) sharing knowledge and experience skills, 2) sharing ambition and desire, 3) sharing decision-making, and finally 4) dialogue (Luc, 2019).

Shared leadership reflects the collective process of influence within a group; members bring their respective and complete leadership to achieve a common goal. The influence is multilateral, dynamic and reciprocal. The goal to achieve is the true leader of the group (Luc, 2019 p. 14).

## Methodology

According to Morgan (2021), document analysis has been underutilized in qualitative research even if this type of research is appropriate when time and resources for other types of research are unavailable. Document analysis involves analyzing a variety of document types. In the case of this research, the documents selected are the digital versions posted on the official website of the Forums which include the final written reports, the proposed programs, the videos of guest speakers, audio reports, interviews, publication of articles and other artifacts collected during these events. Given the limited number of documents published for each Forum, all were included in the reflective thematic analysis. The goal of this analysis is to identify the actions that led to the success of these unifying and mobilizing events that other communities could apply to solve complex problems (Morgan, 2021).

## Ethical considerations

To obtain informed consent regarding their involvement, when each Forum was held, all participants were informed that the interventions would be recorded and transcribed anonymously. The participants then agreed to have the discussions during the Forums recorded and they were informed of the possibility of refusing to participate or choosing to withdraw themselves at any time.

## Results

### Speaking out

The first Forum, called *Portrait of education: Voice of the community*, made it possible for the 183 stakeholders to express themselves in a positive way, and initiate concrete actions to support education in a French-speaking minority environment in New Brunswick. There are many artifacts in the archives of this Forum. They include the opening conference in its entirety, the 100-page report of the event, the programming, the summary of activities, the details of the activities and the list of collaborators and financial partners. The last artifact is a video in which wishes for the learners of New Brunswick are expressed by some guests such as the Minister of Education and Early Childhood, the Minister of Post-Secondary Education, Training and Labor of New Brunswick, a retired teacher and grandmother, a Forum organizer accompanied by her newborn child, a university student with cerebral palsy, a boy aged 12-14, a girl aged 12 who describes herself as dyslexic and three young girls aged 5, 6 and 7 accompanied by a young boy aged 3.

The workshops presented focused on the needs expressed by community members during brainstorming sessions that took place across the province in 2014. Ten themes were addressed:

- 1) voice of young people,
- 2) voice of parents,
- 3) educational leadership,
- 4) school-community collaboration,
- 5) pedagogy,
- 6) inclusion and differentiation,
- 7) educational technologies,
- 8) language and culture,
- 9) services to pupils and students, and finally
- 10) transitions (daycare, primary school, secondary schools, post-secondary establishments, labour market).

The comments of the participants were, at each workshop and for each of the four Forums, collected and included in the final report. The report includes a nine-page collection of ideas suggesting ways to achieve the mission of the education system. For each workshop, we also find the summary of the content as well as the questions and answers asked by the audience to the facilitator.

During this Forum, the participants reiterated:

- 1) the importance of the quality of learners' written and spoken French for a better transition between school and the workplace,
- 2) individual needs such as giftedness, learning difficulties, inclusion and differentiation of all learners
- 3) the best teaching practices, the importance of research and implementation of these practices with other schools in a spirit of collaboration.

Participants were also encouraged to express their wishes for education and learning. Four pages were included in the final report. Examples of these wishes are: hope that children are happy to learn and that they maintain a yearning for learning every day; an open and more present community in schools; a more open school system that is respectful of differences; an education system that promotes progression versus success; schools without bullying but aspires to the values of equality, freedom, rights, respect and accessibility; a post-secondary education accessible, free and of high quality; and finally for children's dreams to come true.

In terms of achieving the dual mission of French-speaking schools and helping to develop French-speaking identity, it is recommended that the community as well as the teaching staff and school officials should ensure that they affirm and value it daily.

To conclude the first Forum, the comment received from a participant clearly illustrates its importance:

Too often a conference of this kind only calls on "people from the profession". For this first Forum francophone sur l'apprentissage, you had the audacity to take up the challenge of "opening" the door to all those who in their daily life expand and surpass themselves in teaching, training and education in its purest sense. (report p. iii)

## **Inclusion**

In 2017 the 2nd Forum focused on inclusion therefore the title: *Learning to teach differently: Opening up to possibilities here and elsewhere*. This Forum "bearing international colors" as described by the organizing committee (Boudrea et al; 2017, p.2) helped fuel exchanges on learning and teaching with a view to opening up to innovation by making room for research and development. The artifacts are regrouped in three sections:

- 1) a call for communication to request interactive workshops (scientific or not) or innovative practices in learning or education
- 2) the 66-page final report
- 3) the programming which contains the event schedule, the summary of activities and the details of the activities which describes the 19 workshops offered to 184 participants.

The ten themes covered in the first Forum were still included. There was also the addition of a pre-forum entitled: *School inclusion in images and words*. The proposed activities of this pre-forum aimed to demystify and understand educational inclusion. The mayor of the city as well as the Minister of Education and Early Childhood were present.

One aspect reported in the final report, may explain the interest of the community to continue participating. Effectively, the organizer sharing the comments and suggestions notes to all the participants once the Forum was over, therefore stakeholders could continue to communicate and initiate collaborative actions between Forums. This initiative led to projects that were displayed in the next Forum.

### **Walk the talk**

The 3rd Forum held in 2019, *Let's Celebrate What's Next: Together Let's Create a World of Possibilities*, demonstrates the organizers' desire to change the world by clearly identifying the role of shared leadership in their approach. The artifacts presented are numerous and include a new feature: a call for volunteers. Collaborators and financial partners are once more, as at the first two Forums, clearly identified.

In the 30-page final report (Boudrea et al, 2020) it is indicated that the Forum, as described in its title, aims to provide participants with all aspects necessary to establish a partnership to meet a common need for collaboration between communities, schools and post-secondary and university sectors. Thus, the afternoon was devoted to seven creative workshops where participants from various backgrounds came together to work together on themes such as strengthening the French culture, promoting volunteerism, literacy, continuing education for adults and early childhood services. To support the work of these groups, the organizing committee called on facilitators who were previously trained. Each group had to propose concrete projects that revolved around components related to shared leadership. This experiential learning aimed to familiarize the participants with the various basic concepts related to team cohesion, communication, decision-making and problem solving. Each workshop also had a secretary who took notes so that the minutes were sent by email to the participants.

A special celebration took place to mark the 5th anniversary of the adoption of the social project, the Linguistic and Cultural Development Policy (MEPDE, 2014). Its impact was demonstrated by the presentation of numerous projects initiated in the province and organized in collaboration with partners interested in the development of their community. In addition, the breaks allowed participants to visit the various kiosks exhibiting these projects carried out in schools, communities, and university environments.

Another novelty was the collaboration with the Maison de la culture (House of culture). In fact, this partnership was created to present local artists (poets, singers, etc.), at different times of the day and during breaks. Finally, it should be noted that there were 130 participants at this one-day Forum.

### **Amplifying voices**

In 2022, the 4th Forum (one-day virtual event welcoming 207 participants) aimed to pool the expertise and skills of speakers and participants in order to promote best practices and recent research on the issues of consent. Its title *Consent: the urgency to define and move to collective actions* well represents the artifacts analyzed, for it includes audio capsules of radio interviews, programming that combines artists, content experts and several documents

demonstrating collective actions undertaken in the community. The inclusion of an artistic discovery space and a section called *Innovative Practices* demonstrates the organizers' desire to show remote participants that resources and innovative practices abound despite the pandemic context experienced since the last 2019 Forum.

The final report, very different from previous editions, is an amalgamation of photos which demonstrates the projects accomplished in schools and in the community following previous Forums. However, a partnership created with Dialogue NB allowed the creation of a 17-page report available in both official languages. Indeed, Dialogue NB is a non-profit organization mandated to help the social cohesion of the population. The term *Public Dialogue* is introduced for the first time where the panel discussion is summarized. The objective was to promote innovative and sustainable solutions promoting the development of French-speaking society. This event also aimed to spark a discussion dealing with societal issues related to consent, thus allowing participants to become aware of the world in which they operate and to highlight the collective individual power of schools and the community.

Finally, this Forum helped demystifying that the concept of consent is not only linked to the notion of sexuality, but it is expressed from the beginning of a person's life until the end of it (Dialogue Nouveau-Brunswick 2022). This report also states that if we wish to reduce violence in any environment, it is important to give ourselves representations of the concept of consent, thus allowing us to be better prepared to prevent, educate and raise awareness among the population in order to bring about systemic change.

#### **A culture change in action**

It is important to recall that the discussions held within the framework of the previous Forums allowed all education stakeholders to express themselves to identify concrete actions to support education in a French-speaking minority environment. However, alongside these discussions, a growing interest has arisen in connection with the notion of consent. So, to explore this theme in addition to promoting a culture of healthy consent in New Brunswick, the *1st Summit on Consent and Healthy Relationships* took place in 2023. This first Summit had the mission of raising awareness among the population about different forms of violence, to become aware of the power of our role as citizens, to take responsibility for the notion of consent and to think about preventive strategies to counter existing discrimination within our communities. This hybrid event was deemed successful by the organizers as 240 participants were present including 160 people on site and 80 people online.

Although several community actors contributed to the establishment of this first Summit, the main ones were the Table de concertation pour contrer la violence conjugale et familiale dans la Péninsule acadienne Inc. (TCCVCFPA Inc.), and the organization EL2ES Inc. It is to be noted that the TCCVCFPA Inc. is a non-profit organization which has campaigned for over 30 years to reduce family violence and that the organization EL2ES Inc. has the vision of stop violence in all its forms.

This two-day Summit aimed to prevent and raise awareness among the population about different forms of violence, to become aware of the power of our role, to find solutions, to take responsibility, to find tools and to carry out prevention. In addition, the final report attest that composition of participants was intersectional and intergenerational.

Even if the holding of the Summit demonstrates an openness to change, much work remains to be accomplished to create a culture of consent in all environments, so that each person can live with respect. Indeed, the final report under construction (Boudreau, 2023) included the results of a Kahoot where participants were asked to describe in a few words what consent is. The word most often indicated was respect.

## Discussion

The idea of creating these unifying events is based on the desire of the organizers to respond to the challenges of the French-speaking education system in New Brunswick using a positive action approach. From the start of the preparations, a provincial tour of consultations with people from the communities, the schools and post-secondary and university sectors was undertaken to see what major issues could be discussed during the 1st Forum. While the organizers met more and more people, they realized the importance of giving community members a voice. To respond to one of the wishes of the people participating in the consultations, taking notes of the different activities surrounding this new provincial event was initiated. These transcripts were essential to create the artifacts that were analysed in this paper.

These actions are also factors that contributed to the success of the Forums. According to Routhieaux (2015) they demonstrate how organizers put shared leadership into practice that is, to consider the interests of stakeholders. The 2nd Forum put forward innovative practices in educational environments, thus offering all the participants the opportunity to draw inspiration from the various initiatives aimed at providing new ideas to be implemented in their respective environments. The contribution of each environment is, according to Luc (2019) and Routhieaux (2015), a characteristic required to address complex problems.

The co-founders of the Forum found it appropriate, following the first two editions, to focus more on the main principles of shared leadership to succeed in the mission of French-speaking schools in New Brunswick and to organize the 3rd Forum under the thematic: *Let's celebrate what's next, let's create a world of possibilities together* (Luc & Boudreau, 2024). This Forum highlighted the 5th anniversary of the province's Linguistic and Cultural Development Policy. Routhieaux (2015) maintains that establishing collective and collaborative processes makes it possible to implement shared leadership. Marking the 5th anniversary of this policy by inviting participants from several fields to present the initiatives undertaken in recent years is an example of this.

According to the Fédération Canadienne des Étudiantes et Étudiants [Canadian Federation of Students] (2016), where a culture of consent exists, consent is normalized, respected and valued by society. They attest that it is an expression of values and attitudes that respects bodily autonomy and is based on the belief that people are always best placed to determine their own desires and needs. It is a culture within which all interactions and relationships are centered on a mutual agreement of participation which is given freely, clearly, explicitly, and revocably (Dorais, 2022). To create a culture of consent in New Brunswick, we must educate our communities on the subject (Dialogue Nouveau-Brunswick 2022).



Bertrand and Dorais (2018), explain that focusing on the positive generates openness, creates spaces for productive exchanges, stimulates creativity, and leads to transformative initiatives. The first three Forums had succeeded in creating a dynamic of change and an openness to collaboration among stakeholders. In 2017, the MeToo social movement began (Levy and Mattsson 2023). A year later, the New York Time attested that this movement only targeted people who were famous or in positions of power (Taub, 2019). However, the movement spread all over the world (Levy and Mattsson, 2023). At the time when the 4th forum was due, the COVID 19 pandemic took place.

These events led the organizers to return in 2022 by directly addressing consent during the 4th Forum. The interest aroused by this, led them without waiting two years, to create the first Summit on Consent and Healthy Relationships.

We conclude that in all environments, healthy communication must be encouraged (Bertrand & Dorais, 2018). Clearly, research is needed to better understand the needs of various groups in our society. Once all people and institutions understand that consent is free, informed, revocable and continuous, they will be more ready to express themselves and get involved (Dialogue Nouveau-Brunswick, 2022).


The Forums, the Summit and their outcomes have demonstrated that each person can make an important contribution to the success of education and advance social values such as respect for healthy relationships and consent. The level of commitment will vary from person to person (Dorais, 2015). Some people will help other people while others, like these three professors will step forward and bring stakeholders together to advance a culture of consent in their province for a more positive human experience.

## **Implications**

Shared leadership actions lead to partnerships to address complex societal issues like consent and healthy relationships; these impacts can inspire other communities to undertake such initiatives. The issue of consent is still prevalent around the world (Amnesty International, 2021; Bernard, 2021). Levy and Mattsson (2023) demonstrated through data analysis that the MeToo movement increased reporting of sex crimes by 10% during its first six months and that the effect persisted more than a year after the movement started. They also show that the MeToo movement not only increased reporting, but also increased arrests for sexual assaults. It is hoped that these Forum and Summit will have similar effects and continue to move forward a culture of consent in this province and around the world.

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