

Title: Human Trafficking Awareness, Prevention and Detection

RESOLVED, that Canadian Federation of University Women Ontario Council (CFUW) urge municipal governments, regional police services, social agencies, school boards, parents, youth workers, child welfare, Indigenous organizations and concerned community groups to recognize and address the dangerous reality that human trafficking poses to Canadian youth.

RESOLVED, CFUW urges the Ontario Provincial Government to adopt mandatory instruction in Ontario's Elementary and Secondary Schools as well as mandatory teacher training to prevent future victimization by sex and human traffickers

RESOLVED, that the education of students and training of all educators include, but are not limited to:

- A. the luring and coercive control techniques used by human traffickers and similar predators;
- B. mandatory additions to the Grade 9 and 10 Health and Physical Education Curriculum to include how to recognize unhealthy relationships, specifically the coercive control and luring techniques used by human traffickers and similar predators;
- C. completion of a mandatory anti-human trafficking training on awareness, prevention, detection and duty to report followed by comprehension assessment by all Ontario educators, both elementary and secondary, as part of their continuing professional development establishing a foundational awareness of anti-human trafficking.

BACKGROUND:

Some new background information and action thoughts related to the Amended Resolved clauses provided by the proposer, April 2021:

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A successful anti-human trafficking initiative requires a multifaceted community approach, and where possible this should be done in concert.

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This can be accomplished by a two-pronged approach: educate all students and train all educators for starters to be alert to the luring and coercive control techniques used by human traffickers.

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- B. mandatory additions to the Grade 9 and 10 Health and Physical Education Curriculum to include how to recognize unhealthy relationships specifically the coercive control and luring techniques used by human traffickers and similar predators;

This addition builds on and complements the current Grade 9 and 10 Health and Physical Education Curriculum, which addresses the topic of safe and healthy relationships. Furthermore, the requested Grade 9 and 10 Health and Physical Education mandatory curriculum inclusion directly aligns with the foundation set by Ontario's recently updated Grade 1 to 8 Health and Physical Education Curriculum which includes age-appropriate learning that helps protect students from human trafficking.

- C. completion of a mandatory anti-human trafficking training on awareness, prevention, detection and duty to report followed by comprehension assessment by all Ontario educators, both elementary and secondary, as part of their continuing professional development establishing a foundational awareness of anti-human trafficking.

This anti-human trafficking awareness teacher training can be incorporated into the existing mandatory, annual, digital training platforms. Establishing a foundational awareness plus providing the caring profession of Ontario teachers with a shared vocabulary on anti-human trafficking, will in turn precipitate the empowerment of local administrators to take further initiatives for professional development, faculty discussions and parental awareness, as well as strengthen liaisons with and facilitate classroom participation with respected anti-human trafficking agencies.

Background:

The trafficking of minors for the purpose of prostitution is not some far-away problem in the developing world¹ but rather is happening right here, in Canada, in our neighbourhoods and we can be part of the solution. With the proliferation of social media, all youth, regardless of who their parents are, where they live or where they go to school, are vulnerable.²

Similar to all other forms of sexual violence, trafficking is under-reported. Of what we know:

- Ontario, along with Nova Scotia, has rates of human trafficking higher than the national average. Ontario accounts for 39% of the total Canadian population and has had over two-thirds (68%) of all police-reported human trafficking incidents since 2009.
- Toronto has 25% of all police-reported incidents in Canada, and Ottawa has 12% of all police-reported incidents³
- Within Canada, 93% of trafficked persons are Canadian, 90% female⁴, the average age is 13.⁵

Rationale for this Resolution:

Problematically, human trafficking is all but invisible to the public. Despite efforts made to date which are often geared to getting a person out of the trafficked situation and prosecuting the

¹ <https://www.dressemer.org/blog/how-do-countries-contribute-to-human-trafficking>

² <http://www.joysmithfoundation.com/p/2020>

³ <https://www150.statcan.gc.ca/n1/pub/85-002-x/2020001/article/00006-eng.htm>

⁴ <https://covenanthousetoronto.ca/the-problem/sex-trafficking/>

⁵ <https://www.ontario.ca/page/ontarios-anti-human-trafficking-strategy-2020-2025>

perpetrators, the problem persists and is growing⁶. It would appear that cost effective, preventative measures may be the most effective way to curtail the trafficking of minors.

Two measures that can be undertaken:

- Educate youth to be alert to the "red flags" of luring and coercive control, and
- Train teachers to recognize the early signs shown by persons being targeted, thus facilitating conversations that expose problems in the early stages.

Both Educators and students need to receive standardised education providing them with the understanding and vocabulary of this invisible scourge to open up the channels of communications so that the trafficking of minors can be addressed pre-emptively and aid in early detection.

Current Situation:

Ontario: The Ontario Government is aware of and actively engaged in Anti-Human Trafficking work. In a March 2020 announcement, the government made a commitment to an anti-human trafficking strategy⁷, including a commitment of \$307 million dollar allocation over the next five years.⁸

In August they announced new educational resources:⁹

- "Speak Out: Stop Sex Trafficking" - an Indigenous-focused anti-human trafficking educational campaign, and
- "The Trap" - a Human Trafficking Digital Education Tool designed to raise awareness about sex trafficking among middle and high school-aged children and teens.

These are designed to be used with the current Health and Physical Education curriculum for grades 1 to 8, but not the curriculum for grades 9 and 10.

In December 2020, Motion 122, sponsored by Robin Martin, MPP Eglinton-Lawrence, was adopted. This calls for "a collaborative approach for school boards, community police services and other partners to develop and adopt an Anti-Human Trafficking Protocol to prevent, identify and recognize human trafficking and develop responses to facilitate early and appropriate intervention"¹⁰ which, at the time of writing, the Ministry of Education is in the process of creating a working group to develop the protocol which in turn will create the programs for school boards regarding human sex trafficking.

CFUW (National) currently has five policies related to human and sex trafficking:

- Enforcement of the Protection of Communities and Exploited Persons Act - 2020
- The Need for a Federal Commissioner for Canada's Children – 2013
- Protection of Victims of Human Trafficking - 2006
- Trafficking in Human Beings - 2001
- Sexual Exploitation of Women and Children – 1997

These policies relate to services for those exiting trafficking, and criminal sanctions for those perpetrating trafficking offenses, or international actions. None discuss the awareness and prevention of trafficking through compulsory educational institutions in Ontario.

Case for Reaching All Youths

Much is being done at the local, provincial and federal levels in an effort to turn back the growing challenge of minors trafficked for the purpose of prostitution. It is time to augment these efforts with further proactive approaches. We need to not only take action to piece together the broken lives left

⁶ <https://www.canadiancentretoendhumantrafficking.ca/how-it-happens/>

⁷ <https://news.ontario.ca/en/backgrounder/56110/ontarios-new-anti-human-trafficking-strategy>

⁸ <https://www.goderichsignalstar.com/news/local-news/educational-resources-part-of-governments-plan-to-help-prevent-h>

⁹ <https://news.ontario.ca/en/release/58193/ontario-launches-new-tools-to-help-prevent-human-trafficking>

¹⁰ <https://www.ola.org/en/legislative-business/status-business/private-members-motions>

in its wake but to stem the tide at its genesis. This can be undertaken by training all teachers with a general knowledge of how to recognize the early signs of persons being targeted by human traffickers and educating youth to be alert to the "red flags" of luring and coercive control.

The topic of healthy relationships is currently covered in Grade 9 and 10¹¹ curriculum but not the dynamics of unhealthy relationships which would include the luring tactics of human traffickers and other emotional predators who use coercive control. Since a Health and Physical Education credit is compulsory for graduation in Ontario¹², the result of inclusion of instruction on coercive control and the dynamics of unhealthy relationships in the Grade 9 and 10 Health and Physical Education curriculum would allow all high school students in Ontario to be reached with essential preventative empowering knowledge and vocabulary.

The Importance of Educators

The training of educators, elementary through secondary, will open up the channels of communication so that the trafficking can be addressed or detected. Youth are required to attend school, therefore, by training educators to recognize the early signs of luring and coercive control could result in earlier detection and support for vulnerable youth.

We respect that teachers' daily workdays are already dense and have become more so during the pandemic. Teachers must already take the annual and mandatory training modules. Incorporating this new comprehension assessment of anti-human trafficking awareness, prevention, detection and establishing a process to report into existing practice of training modules ensures that it receives the attention it warrants. Establishing a foundational awareness and providing educators with a shared vocabulary on anti-human trafficking, will in turn precipitate the empowerment of local administrators to take further initiatives for professional development, faculty discussions and parental awareness, as well as strengthen liaisons with and facilitate classroom participation with respected anti-human trafficking agencies.

The early warning signs of Human Trafficking are documented by Laurie Scott MPP¹³. Training for detection of human trafficking has already been developed by the Ontario government, as well as organizations such as the Canadian Centre to end Human Trafficking¹⁴ and Courage for Freedom¹⁵. Niagara's YWCA recently has set a precedent with similar initiatives to training First Responders: Doctors, Firefighters, Police¹⁶ and Nurses¹⁷ in the detecting and reporting the signs of human trafficking.

Efficacy of a Dual Approach

Only training Educators would result in minimal effectiveness, as compared to the combination of teacher training and curriculum inclusion. Without comprehensive teen awareness of the tactics of coercive control, youth are less likely to seek available supports in the early stages of luring. Without the knowledge of luring and coercive control, youth would be unable to discuss their growing concerns with friends or seek professional support. An Educator's ability to provide

¹¹ <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

¹² <https://peopleforeducation.ca/public-education-in-ontario/secondary-school/?qclid=Cj0KCQjw28T8BRDbARIsAEOMBcwfkTvfHQJoD9h>

¹³ <https://www.lauriescottmpp.com/hst>

¹⁴ <https://www.canadiancentretoendhumantrafficking.ca/signs-of-human-trafficking/>

¹⁵ <https://courageforfreedom.org/shop/>

¹⁶ <https://www.ywcaniagararegion.ca/anti-humantrafficking/>

¹⁷ https://journals.lww.com/forensnursing/Abstract/2018/06000/Human_Trafficking__How_Nurses_Can_Make_a.10.aspx?WT.mc_id=HPxADx20100319xMP

support for a student who does not understand and is unable to articulate what they are experiencing, is an extremely remote possibility. However, when both Teachers and students understand the "red flags" of coercive control used by human traffickers, then the student is better able to not only express their experiences and emotional confusion but to also avail themselves of supports in the early stages of luring.

Broader Application of Coercive Control

Coercive Control is discussed in *The Domestic Abuse Bill England and Wales*¹⁸. Of particular interest is the description of Coercive Control in the section titled "Types of Behaviours". The coercive control techniques used in Domestic Abuse are the same ones used by Human Traffickers. Relational predators start the process with "love bombing" and then move intermittently into control techniques such as: physical and emotional isolation, financial abuse, denial of target's perception of reality (also called gaslighting), threatening bodily harm, threatening to reveal personal information and verbal abuse. Coercive control behaviours are evident in a broad range of unhealthy relationships, which have the potential to result in human trafficking or domestic abuse.

Educating Ontario's youth about the Coercive Control techniques used by Human Traffickers and other relational predators is simply the most effective way to stem the tide of both Human Trafficking and Domestic Abuse. Equipping all youth with the knowledge and vocabulary that allows them to identify predatory behaviour and to express their fears will empower them to reach out for support.

Ontario is Committed

The Ontario government has added resources on human trafficking awareness for Grades 1 to 8. Presently, Anti-Human Trafficking curriculum targets elementary grades. Inclusion of instruction about coercive control techniques in the Grade 9 and 10 Health and Physical Education curriculum would ensure that every Ontario youth is reached, at the time when they are at a most vulnerable age. Grade 9 and 10 is when youth are entering into relationships therefore it is when they need to be armed with the knowledge of the luring techniques and coercion used by human traffickers and other emotional predators.

Existing Training and Teaching Materials

A number of organizations have developed educational materials for Grade 9 and 10 students and teacher training. These educational materials can be used to pave the way for an efficient transition to curriculum inclusion. The knowledge of YWCA Niagara and Montreal¹⁹, The Joy Smith Foundation²⁰, Protect the Children²¹, A21 Campaign²², Courage for Freedom²³ Covenant House²⁴ and Kristen French Child Advocacy Centre²⁵ are just some of the respected anti-human trafficking agencies that could be utilized as a Commissioned Task Force. The Commissioned Task Force would focus the knowledge of grassroots experts, from anti-human trafficking agencies to develop curriculum resources for coercive control awareness and for the teacher online training. See the appendix of educational resources for more information.

¹⁸ <https://www.coercive-control.com/laws.html>

¹⁹ <https://www.ywcaniagararegion.ca/anti-humantrafficking/>

²⁰ <https://app.etapestry.com/cart/TheJoySmithFoundationInc/default/item.php?ref=4600.0.96494617>

²¹ <https://www.protectchildren.ca/en/order/products/child-serving-organizations/>

²² <https://www2.a21.org/content/education/grc2u8>

²³ <https://courageforfreedom.org/shop/>

²⁴ <https://covenanthousetoronto.ca/our-solution/awareness-prevention-and-early-intervention/>

²⁵ <https://www.kristenfrenchcacn.org/human-trafficking/>

Summary Statement

Pre-emptive educational measures will contribute significantly to the efforts already being made by the Ontario government, public health, criminal justice sectors, Municipal Governments, Regional Police Services, social agencies, parents, youth workers, child welfare, Indigenous organizations and concerned community groups. The educational system can quickly and effectively disseminate standardised information to both educators and vulnerable aged students, to increase awareness and provide the essential vocabulary needed for meaningful dialogue in the prevention of human trafficking of minors.

Action Plans

Standard suggested actions for CFUW Ontario Council Clubs are to:

- Educate yourselves, learn more about the issue; invite speakers to one or more of your meetings to raise awareness about the issue among your members. Possible speakers could include local activists or community leaders who have expressed concern about this issue.
- Meet with elected representatives and share CFUW Ontario Council's position. Find out what your representatives are doing to address human trafficking in Canada. Lobby your local MPP to express support for this Resolution through letter writing
- Lobby for your Regional Government to adopt an anti-human trafficking protocol.²⁶
- Stand behind and amplify the voices of the Canadian Indigenous community as we all push for action based on the National Inquiry into Missing and Murdered Indigenous Women and Girls²⁷.
- Organize meetings with the support of partners at the local level to inform and gather support for the Resolution and to organize joint actions, i.e. events, letter writing campaigns etc.

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²⁶ <https://www.niagarathisweek.com/news-story/8290252-protocol-targets-grim-practice-of-human-trafficking-in-niagara/>

²⁷ <https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/National-Inquiry-Master-List-of-Report-Recommendations-Organized-By-Theme-and-Jurisdiction-2018-EN-FINAL.pdf>.

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Resources *

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