



January 15, 2021

Dear Ontario Council CFUW Club Presidents, Executive Leaders and members,

Here is the 2021 proposed resolution for Ontario Council prepared by CFUW St. Catharines concerning Human Trafficking Awareness, Prevention and Detection.

Resolutions exemplify how the grassroots of clubs work to improve public policy on issues which need addressing in the current state of affairs. Resolutions have been the bedrock of Ontario Council and we applaud those clubs who engage in developing resolutions, and clubs who partake in the process of reviewing and offering amendments so that the resolution has the potential of becoming policy. Policy drives advocacy efforts in Ontario.

Please read it carefully and prepare amendments if you wish. We will be voting on this resolution at the 2021 Ontario Council Annual General Meeting to be held online Saturday, May 15, 2021.

On the following pages you will find:

Ontario Council 2021 Proposed Resolution, Background and Bibliography:

**Human Trafficking Awareness, Prevention and Detection,**  
proposed by the CFUW St. Catharines

Resolution Amendment Guidelines 2020-2021 (This includes important dates.)

Ontario Council Resolution Amendments/Acceptance/Rejection form for submitting amendments, etc.

We would like to thank Elizabeth Fraser and members of CFUW St. Catharines for preparing this resolution.

Sincerely,

A handwritten signature in cursive script that reads 'Sandra Thomson'.

Sandra Thomson  
President

## **CFUW Ontario Council Resolution**

Submitted by CFUW St. Catharines

January 15, 2021

**Title:** Human Trafficking Awareness, Prevention and Detection

**Resolved,** that Canadian Federation of University Women Ontario Council (CFUW) urges governments, police, social agencies, school boards, community organizations and other partners to continue to recognize and react to the reality and dangers of the human trafficking of Canadians, and to educate youth to be alert to luring and coercive control techniques via tools and methods including, but not limited to:

- A)** that the Ontario Provincial Government make 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;
- B)** that the Ontario Provincial Government require all educators grades one to twelve to complete a brief ten minute, yearly, online training on the awareness, prevention and detection of human trafficking;

### **Background:**

The trafficking of minors for the purpose of prostitution is not some far-away problem in the developing world<sup>1</sup> 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.<sup>2</sup>

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 incidents<sup>3</sup>
- Within Canada, 93% of trafficked persons are Canadian, 90% female<sup>4</sup>, the average age is 13.<sup>5</sup>

### **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 perpetrators, the problem persists and is growing. 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

---

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

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

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

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

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

- 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 sexual 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 strategy<sup>6</sup>, including a commitment of \$307 million dollar allocation over the next five years.<sup>7</sup>

In August they announced new educational resources:<sup>8</sup>

- "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”<sup>9</sup> 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

<sup>6</sup> <https://news.ontario.ca/en/backgrounder/56110/ontarios-new-anti-human-trafficking-strategy>

<sup>7</sup> <https://www.goderichsignalstar.com/news/local-news/educational-resources-part-of-governments-plan-to-help-prevent-h>

<sup>8</sup> <https://news.ontario.ca/en/release/58193/ontario-launches-new-tools-to-help-prevent-human-trafficking>

<sup>9</sup> <https://www.ola.org/en/legislative-business/status-business/private-members-motions>

broken lives left 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 10<sup>10</sup> 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 Ontario<sup>11</sup>, 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.

Training for detection of human trafficking has already been developed by the Ontario government, and such organizations as Courage for Freedom<sup>12</sup>. The early warning signs of Human Trafficking are also documented by Laurie Scott MPP<sup>13</sup>.

### **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 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*<sup>14</sup>. 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, denial of target's perception of reality (also called gaslighting), threatening bodily harm, threatening to reveal

---

<sup>10</sup> <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

<sup>11</sup> <https://peopleforeducation.ca/public-education-in-ontario/secondary-school/?gclid=Cj0KCQjw28T8BRDbARIsAEOMBcwfKtvfHQJoD9h>

<sup>12</sup> <https://courageforfreedom.org/solution/projectmapleleaf/>

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

<sup>14</sup> <https://www.coercive-control.com/laws.html>

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.

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 human trafficking. 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 the most vulnerable age. Grades 9 and 10 are 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 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 Joy Smith Foundation<sup>15</sup>, Protect the Children<sup>16</sup>, A21 Campaign<sup>17</sup>, Courage for Freedom<sup>18</sup> and Covenant House<sup>19</sup> could be utilized by the Ontario Ministry of Education as providers of educational materials and for the teacher online training.

### **Summary Statement**

Pre-emptive educational measures will contribute significantly to the efforts already being made by the Ontario government, public health and criminal justice sectors. 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 for sex purposes.

### **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. Lobby your local MPP to express support for this resolution through letter writing

---

<sup>15</sup> <https://app.etapestry.com/cart/TheJoySmithFoundationInc/default/item.php?ref=4600.0.96494617>

<sup>16</sup> <https://www.protectchildren.ca/en/order/products/child-serving-organizations/>

<sup>17</sup> <https://www.2a21.org/content/education/grc2u8>

<sup>18</sup> <https://courageforfreedom.org/shop/>

<sup>19</sup> <https://covenanthouseontario.ca/our-solution/awareness-prevention-and-early-intervention/>

- 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.

## **Bibliography**

- 1) *How do countries contribute to human trafficking?* (2019, October 9). Dressemer. <https://www.dressemer.org/blog/how-do-countries-contribute-to-human-trafficking>
- 2) *Joy Smith Foundation*. (2020, November 12). Joy Smith Foundation. <http://www.joysmithfoundation.com/p/2020>
- 3) *FAQs*. (n.d.). United Nations: Office on Drugs and Crime. Retrieved November 12, 2020, from <https://www.unodc.org/unodc/en/human-trafficking/faqs.html>
- 4) Covenant House, *Sex trafficking* <https://covenanhousetoronto.ca/the-problem/sex-trafficking/>
- 5) Health and Physical Education Curriculum. (2015) The Ontario Curriculum Grades 9 to 12 Retrieved November 12, 2020, from <http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>
- 6) *Secondary School*. (2017, December 12). People for Education. <https://peopleforeducation.ca/public-education-in-ontario/secondary-school/?gclid=Cj0KCQjw28T8BRDbARIsAEOMBcwfKtVfHQJoD9h>
- 7) *Education | A21*. (n.d.). Education | A21. Retrieved November 12, 2020, from <https://www2.a21.org/content/education/grc2u8>
- 8) Staff, F. (2019, July 30). *This Woman Was Trafficked at a Club When She Was 19*. FLARE. <https://www.flare.com/news/reality-of-human-trafficking/>
- 9) *Coercive Control Law*. (n.d.). Coercive Control. Retrieved November 12, 2020, from <https://www.coercive-control.com/laws.html>
- 10) Office of the Premier. (2020, March 6). *Ontario's New Anti-Human Trafficking Strategy*. Ontario Newsroom | Salle de Presse de l'Ontario. <https://news.ontario.ca/en/backgrounder/56110/ontarios-new-anti-human-trafficking-strategy>
- 11) Office of the Premier. (2019, November 28). *Ontario Developing New Strategy to Fight Human Trafficking*. Ontario Newsroom | Salle de Presse de l'Ontario. <https://news.ontario.ca/en/release/54786/ontario-developing-new-strategy-to-fight-human-trafficking>
- 12) Pelletier, C. (2019, April 3). *Seeking Safety From the Sex Trade*. ThoroldNews.Com. <https://www.thoroldnews.com/local-news/seeking-safety-from-the-sex-trade-1354937>
- 13) Scannell, M., MacDonald, A., Berger, A., & Boyer, N. (2018, March 18). *Human Trafficking: How Nurses Can Make a Difference*. Journal of Forensic Nursing. [https://journals.lww.com/forensicnursing/Abstract/2018/06000/Human\\_Trafficking\\_\\_How\\_Nurses\\_Can\\_Make\\_a.10.aspx?WT.mc\\_id=HPxADx20100319xMP](https://journals.lww.com/forensicnursing/Abstract/2018/06000/Human_Trafficking__How_Nurses_Can_Make_a.10.aspx?WT.mc_id=HPxADx20100319xMP)

14) *Resources & Research: Online Safety*. (n.d.). The Canadian Centre for Child Protection. Retrieved November 12, 2020, from <https://www.protectchildren.ca/en/resources-research/online-safety/>

15) *Project Maple Leaf*. (2020, September 10). Courage for Freedom. <https://courageforfreedom.org/solution/projectmapleleaf/>

16) *How do I Identify a Victim?* (n.d.). Youth.Gov. Retrieved November 12, 2020, from <https://youth.gov/youth-topics/how-do-i-identify-victim>

17) *Human Sex Trafficking*. (n.d.). Laurie Scott, MPP. Retrieved November 12, 2020, from <https://www.lauriescottmpp.com/hst>

18) Combatting Human Trafficking Symposium. (2019). *Combatting Human Trafficking Archives*. McCain Institute. <https://www.mccaininstitute.org/initiatives/human-trafficking/>

### **Resources \***

1) *Human Trafficking in Canada: Educational Resource*. (n.d.). The Joy Smith Foundation. Retrieved November 12, 2020, from <https://app.etapestry.com/cart/TheJoySmithFoundationInc/default/item.php?ref=4600.0.96494617>

2) *Education Is Essential to End Human Trafficking*. (n.d.). Education | A21. Retrieved November 12, 2020, from <https://www2.a21.org/content/education/grc2u8>

3) *Resource Materials: Grade 9*. (n.d.). Canadian Centre for Child Protection. Retrieved November 12, 2020, from <https://www.protectchildren.ca/en/order/products/grade-9/>

4) *Resource Materials: Grade 10*. (n.d.). Canadian Centre for Child Protection. Retrieved November 12, 2020, <https://www.protectchildren.ca/en/order/products/grade-10/>

5) *Child Serving Organizations / Teacher Training*. (n.d.). Protectchildren.Ca. Retrieved November 12, 2020, from <https://www.protectchildren.ca/en/order/products/child-serving-organizations/>

6) *Online Safety*. (n.d.). Need Help Now. Retrieved November 12, 2020, from <https://needhelpnow.ca/app/en/>

7) Covenant House Toronto. (2020, July 16). *Awareness, Prevention and Early Intervention*. <https://covenanhousetoronto.ca/our-solution/awareness-prevention-and-early-intervention/>

8) Franklin, K. (n.d.). *Courage for Freedom*. Courage for Freedom. Retrieved November 12, 2020, from <https://courageforfreedom.org/shop/>



## Resolution Amendment Guidelines: 2021

Clubs will receive the proposed Ontario Council resolution(s) to be voted on at the 2021 Annual General Meeting. Each club is urged to make arrangements for circulating the proposed resolution among its club members for study and discussion.

### Important Dates:

April 1, 2021	Amendments due
April 15, 2021	Final amended version will be sent to clubs.
May 15, 2021	Vote at Ontario Council AGM

### Take into consideration that:

- Amendments are meant to strengthen, clarify and support the original resolution.
- Amendments must always be germane – that is, closely related to, or having bearing on, the subject of the motion to be amended. This means no new subject can be introduced under the pretext of being an amendment. “Roberts Rules of Order”, Newly Revised edition.
- Hostile comments are unacceptable. The resolution can be rejected.
- The resolution proposers may accept or reject your amendment. If it is accepted, it will be incorporated into the amended resolution to be presented at the AGM.

### Procedure

- Study the Resolution carefully. After reviewing it, consider accepting, rejecting or proposing an amendment.
- If you are proposing an amendment, handle this as follows:
  - Amend (clause number, e.g., 1<sup>st</sup>, 2<sup>nd</sup> etc.) by:
    - Striking out the word or words “(fill in word or words you want taken out)”. OR
    - By inserting the word or words ... “(fill in word or words you wish to insert)”
  - The amended clause to read:
    - RESOLVED, that (then put in your proposed amended clause).
  - Rationale: (The reason why you believe this clause should be amended as you have proposed. Please be succinct.)
- Be sure to have a succinct reason for the amendment.



- When you are ready, by April 1, submit your feedback via e-mail using the following Resolution Amendment Format.



**CFUW Ontario Council  
Resolution Amendments/Acceptance/Rejection  
2020-2021**

**Proposed amendments must be received  
Via e-mail at [resolutions@cfuwontcouncil.org](mailto:resolutions@cfuwontcouncil.org)  
By April 1, 2021**

**Name of Club:**

**Contact Person:** (Name, address, telephone, e-mail)

**Resolution Number and Title:**

If you are not submitting an amendment, please indicate if your club:

Accepts as written  
 Rejects the Resolution

**Amendments:**

Amend clause number ... by:  
Striking out the word or words,

Or

By inserting the word or words

The amended clause to read:  
RESOLVED, That

Rationale for amendment (s):