HRED

PARLIAMENT
REPUBLIC OF TRINIDAD AND TOBAGO

FOURTH SESSION OF THE ELEVENTH PARLIAMENT (2018/2019)

TWELFTH REPORT OF THE

JOINT SELECT COMMITTEE ON

HUMAN RIGHTS, EQUALITY AND DIVERSITY

on

The Sexual Exploitation of Children in Trinidad and Tobago with specific focus on Child Prostitution and Child Pornography

Committee Mandate

The Joint Select Committee on Human Rights, Equality and Diversity was established under House of Representatives Standing Order 106 and Senate Standing Order 96 and shall have the duty of considering, from time to time, and reporting whenever necessary, on all matters related to:

(a) compatibility of Acts of Parliament with human rights, and any matters relating to human rights in Trinidad and Tobago (but excluding consideration of individual cases);
(b) Government compliance with national and international human rights instruments to which Trinidad and Tobago is a party;
(c) the promotion of measures designed to enhance the equalization of opportunities and improvement in the quality of life and status of all peoples including marginalized groups on the basis of gender, age (elderly, youth, children) disability and the creation of an inclusive and more equitable society through greater social justice and sustainable human development within Trinidad and Tobago."

Committee Membership

Dr. Nyan Gadsby-Dolly, MP	Chairman
Mrs. Glenda Jennings-Smith, MP	Vice-Chairman
Mr. Kazim Hosein	Member
Mr. Esmond Forde, MP	Member
Mr. Rushton Paray, MP	Member
Mr. Dennis Moses	Member
Mrs. Hazel Thompson-Ahye	Member

Secretariat Support

Ms. Candice Skerrette	Secretary
Ms. Vanna Jankiepersad	Assistant Secretary
Ms. Aaneesa Baksh	Graduate Research Assistant
Ms. Ria Rampersad	Parliamentary Intern

Publication

An electronic copy of this report can be found on the Parliament website using the following link:
http://www.ttparliament.org/committee_business.php?mid=19&id=238&pid=28

Contacts

All correspondence should be addressed to:

The Secretary
Joint Select Committee on Human Rights, Equality and Diversity
Office of the Parliament
Levels G-7, Tower D
The Port of Spain International Waterfront Centre
1A Wrightson Road Port of Spain Republic of Trinidad and Tobago
Tel: (868) 624-7275 Ext 2288; 2627 Fax: (868) 625-4672
Email: jschumanrights@ttparliament.org

Date Presented in HOR: **Date Presented in Senate:**

Contents

1. EXECUTIVE SUMMARY 8

2. INTRODUCTION 12

Definitions: Sexual Exploitation - Child Prostitution and Pornography 12

Child Prostitution and Child Pornography – An International Perspective 13

National Legislation 16

Sale or Trafficking of Children 16

Child Pornography 17

Child Prostitution 18

Office of the Prime Minister (OPM), Gender and Child Affairs Division 19

Children's Authority of Trinidad and Tobago (CATT) 19

Trinidad and Tobago Police Service (TTPS) 19

Cybercrime Unit 19

Victim and Witness Support Unit (VWSU) 20

Child Protection Unit (CPU) 20

Ministry of Education 20

Conduct of the Inquiry 20

3. EVIDENCE 23

Objective 1: To Explore the Extent to which Child Prostitution and Child Pornography exists in Trinidad and Tobago. 23

Statistical Evidence 23

Studies on Child Pornography and Prostitution 26

Objective 2: To evaluate the efficacy of measures which discourage and penalise child pornography and child prostitution and treat victims of child pornography and child prostitution. 28

National Plan of Action (NPA) for Children 28

Mechanisms to Record and Verify Cases of Child Pornography and Child Prostitution 28

Strategies to Deter Practices involving Child Prostitution and Child Pornography 29

Training 29

Programmes and Services to Treat, Detect and Address Child Pornography and Prostitution 30
Challenges to Detect and Investigate Child Prostitution or Child Pornography 33
Challenges to Programmes and Services 34
Reporting Mechanisms 34
4. FINDINGS AND RECOMMENDATIONS 36
Objective 1: To explore the extent to which child prostitution and child pornography exist in Trinidad and Tobago. 36
Statistical Evidence 36
Reporting Relationship between stakeholders 37
Studies on Child Pornography and Prostitution 38
Recommendations 38
Objective 2: To evaluate the efficacy of measures which discourage and penalise child pornography and child prostitution and treat victims of child pornography and child prostitution. 39
Mechanisms to Record and Verify Cases of Child Pornography and Child Prostitution 39
Training 39
Reasons for Engaging in and Distributing Self- Made Pornography 40
Challenges to Detect and Investigate Child Prostitution or Child Pornography 41
Legislation 42
Strategies to Deter Practices of Child Pornography and Child Prostitution 42
Programmes and Services 43
Challenges of Programmes and Services 44
Tracking Mechanisms 45
Treatments for Victims of Child Pornography and Prostitution 46
Recommendations 46
APPENDIX I MINUTES 50
APPENDIX II VERBATIM 54
APPENDIX III RECOMMENDATIONS FROM STAKEHOLDERS 80
APPENDIX IV NATIONAL PLAN OF ACTION FOR CHILDREN 2006 – 2010 84
APPENDIX V PROCESS MAPS OF THE CPU, MOE AND CATT 87

APPENDIX VI CASES OF PROSTITUTION AND PORNOGRAPHY RECEIVED BY MOE **92**

APPENDIX VII MOE REVISED NATIONAL SCHOOL CODE OF CONDUCT: REPORTING PROCEDURE **97**

APPENDIX VIII MOE REVISED NATIONAL SCHOOL CODE OF CONDUCT: SOCIAL MEDIA USAGE POLICY **101**

APPENDIX IX NUMBER OF CASES OF CHILD PROSTITUTION AND CHILD PORNOGRAPHY SUBMITTED BY CATT **105**

APPENDIX X HFLE KEY PERFORMANCE INDICATORS **109**

APPENDIX XI HFLE CURRICULUM: SEXUALITY AND SEXUAL HEALTH IN PRIMARY SCHOOLS **112**

APPENDIX XII HFLE CURRICULUM FOR SEXUALITY AND SEXUAL HEALTH IN SECONDARY SCHOOLS **126**

LIST OF ABBREVIATIONS

BEC	Business Email Compromise
CARICOM	Caribbean Community
CATT	Children's Authority of Trinidad and Tobago
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CMOH	County Medical Officers of Health
CPU	Child Protection Unit
CTU	Counter Trafficking Unit
HFLE	Health and Family Life Education
ICT	Information and Communications Technology
ILO	International Labour Organisation
MAGLA	Ministry of Attorney General and Legal Affairs
MOE	Ministry of Education
MOH	Ministry of Health
MNS	Ministry of National Security
NFSD	National Family Services Division
NGO	Non-Governmental Organization
NPTA	National Parent Teacher Association
OPM	Office of the Prime Minister
POS	Port- of-Spain
SSSD	Student Support Services Division
TTPS	Trinidad and Tobago Police Service
UN	United Nations
UNFPA	United Nations Population Fund
UNICEF	United Nations International Children's Emergency Fund
UWI	University of the West Indies
VWSU	Victim and Witness Support Unit

LIST OF TABLES

Table 1 International Instruments on Child Prostitution and Child Pornography 13
Table 2 Legislation in T&T related to the Sale or Trafficking of Children 16
Table 3 Legislation in T&T related to Child Pornography 17
Table 4 Legislation in T&T related to Child Prostitution 18
Table 5 Officials Attendance List 21
Table 6 Number of Reports of National and Non-National Children Trafficked for the period 2014 to 2018 23
Table 7 Number of Persons Charged with Child Prostitution for the period 2014 to 2018 23
Table 8 Offences by Division and Station from 2013 to 2018 24
Table 9 TTPS Reported Cases of Child Pornography and Child Prostitution from 2013 to 2018 24
Table 10 Victims by Age Group and Gender from 2013 to 2018 25
Table 11 Perpetrator by Age Group and Gender from 2013 to 2018 25
Table 12 Reports of CATT Cases of Child Pornography and Child Prostitution as at Dec 20, 2018 25
Table 13 Child Prostitution and Pornography Reports by Educational District from 2015 to 2018 26
Table 14 Cases of Child Pornography and Child Prostitution received by MOE 26
Table 15 Mechanisms to Record and Verify Cases of Child Pornography and Child Prostitution 28
Table 16 Programmes and Services to Treat, Detect and Address Child Pornography and Child Prostitution 30
Appendix III Table 1 Stakeholder Recommendations 81
Appendix IV Table 1NPA status of Strategic Objectives during the period 2006 to 2010 85
Appendix VI Table 1 Cases of Child Prostitution and Pornography from MOE 93
Appendix IX Table 1 Summary of Reports related to Child Pornography from May 2015 to December 2018 106
Appendix IX Table 2 Summary of Reports related to Child Prostitution from May 2015 to December 2018 107

LIST OF FIGURES

Figure 1 Strategies to Deter Child Pornography and Child Prostitution 29
Figure 2 Challenges to Detect and Investigate Child Prostitution and Child Pornography 33
Figure 3 Challenges of Programmes and Services 34
Figure 4 Reasons for a child's engagement or distribution in self-made pornographic material 41
Figure 5 CPU Process Map 89
Figure 6 CATT Process Map 90
Figure 7 MOE Process Map 91

1. EXECUTIVE SUMMARY

1.1. At its eighteenth meeting held on December 07, 2018, the Committee resolved to inquire into sexual exploitation in Trinidad and Tobago with specific focus on child pornography and child prostitution and agreed that the following two (2) objectives would guide the inquiry:

i. **To explore the extent to which child prostitution and child pornography exist in Trinidad and Tobago.**

ii. **To evaluate the efficacy of measures which:**

- **discourage and penalise child pornography and child prostitution; and**
- **treat victims of child pornography and child prostitution.**

1.2. The Committee agreed that the Trinidad and Tobago Police Service (TTPS), Office of the Prime Minister (OPM) and the Ministry of Education (MOE) would be invited to a public hearing on January 18, 2019 and obtained both oral and written evidence based on the objectives listed above.

1.3. The Committee submits its findings and recommendations with respect to sexual exploitation in Trinidad and Tobago with specific focus on child pornography and child prostitution in Chapter **4**.

1.4. The Committee's key findings and recommendations are as follows:

I. The Committee noted the deficiency of the information sharing between the CTU of the MNS and the TTPS for cases reported and investigated on the trafficking of children for the purpose of child prostitution or child pornography.

a. **The Committee concurs with the MOE recommendation on the need for inter-agency data sharing (APPENDIX III) and recommends that the MOE, TTPS and CATT consider the creation of a protocol for inter-agency data sharing:**

- **to facilitate the entry of statistics and ensure consistency in the number of cases reported/progress of cases specific to child prostitution and child pornography amongst stakeholders; and**

- **to accurately document the current extent of child prostitution and child pornography in Trinidad and Tobago.**

II. The Committee found that while the number of cases reported to the MOE or CATT was significantly higher than the number reported to the TTPS (see **Table 8** to **Table 14**). This variance evidences an inaccurate representation of the number of reported cases of child sexual exploitation in Trinidad and Tobago.

a. **The Committee recommends that the TTPS and the CTU collaborate to reconcile the contrasting data on child prostitution and child pornography by January 2020.**

III. The Committee found that there no substantive existing research or baseline data do determine the extent of the prevalence of child pornography and child prostitution in Trinidad and Tobago.

a. **The Committee recommends that the MOE collaborate with the CATT and TTPS in conducting their evidence based research into the issues of child prostitution and child pornography in Trinidad and Tobago by January 2020.**

IV. The Committee noted the limitations of the Cybercrime Unit to acquire information from social media websites due to privacy clauses requiring the encryption of transmissions through the website which cause delays when obtaining relevant information from external agencies including service providers.

a. **The Committee recommends that the Cyber Crime Unit of the TTPS establish and operationalise additional approaches to partner with social media providers and to utilise additional online tools such as social media networks, posts and chatrooms to register and monitor online usage for activities related to child pornography and child prostitution.**

V. The Committee noted the difficulty of the TTPS to capture online sex offenders due to the emergence of modern technology and the encryption of transmissions in social media platforms and online chatrooms. As a result the Committee acknowledges the need for the TTPS to be able to penetrate the various 'meeting places' to successfully pursue and prosecute the growing communities of sexual offenders who commit sex crimes

online and a proactive approach especially targeting online child sex offenders.

a. **The Committee recommends that the Cyber Crime Unit and Counter Trafficking Unit (CTU) of the TTPS collaborate with officers in other jurisdictions regionally and internationally to create a proactive approach to target and lure online offenders of child prostitution and child pornography.**

VI. The Committee acknowledged the concerns of the VWSU that agencies such as hotels and airlines be sensitised and trained to identify and report possible incidents of child prostitution or child pornography.

a. **The Committee recommends that the TTPS initiates awareness programmes with the hotel industry with the aim to encouraging reporting of suspected cases of child pornography and child prostitution by January 2020.**

b. **The Committee recommends that the CATT, CTU, VWSU, CPU and NPTA collaborate with international organisations to conduct sensitisation and training sessions with the following stakeholders on the importance of treating, identifying and reporting suspected cases of child prostitution or child pornography:**
    - **hotels;**
    - **airlines;**
    - **the general public;**
    - **teachers;**
    - **parents; and**
    - **students.**

VII. The Committee noted that children suspected to be involved in the creation and distribution of pornographic material and referred to the VWSU for intervention are predominantly child victims who have a history of adverse childhood experiences such as child sexual abuse or violence in the home. The social media section of the National School Code of Conduct (Revised) (See **APPENDIX VIII**) treats with the creation and distribution of self-made pornographic material and that a violation of these guidelines would lead to disciplinary action.

a. **The Committee recommends that the MOE develop communication strategies to prevent child pornography and child**

prostitution in preparation of the opening of the 2019/2020 new academic year:

- **to sensitize primary and secondary schools students on child pornography;**
- **to decrease hyper sexuality in children in secondary schools.**
- **to sensitise students on the creation and distribution of self-made pornographic material and that it is a criminal offence subject to the penalties associated with the offence under the Children's Act, Chap. 46:01.**

VIII. The Committee noted the concerns of the NPTA that parents be sensitised and trained on child prostitution and child pornography and the importance of protecting children against these dangers.

a. **The Committee concurs with the NPTA and recommends that the MOE develop a sensitization strategy to target parents of children, at both primary and secondary schools, on the prevalence of child sexual exploitation and inappropriate sexual behaviour, especially in the making and distribution of self-made pornography and on social media platforms by January 2020.**

2. INTRODUCTION

Definitions: Sexual Exploitation - Child Prostitution and Pornography

2.1. Child prostitution and child pornography are included under the umbrella term of "child exploitation". This is illustrated in the Trafficking in Persons Act, Chap. 12:10 whereby sexual exploitation means "compelling a person to engage in— (a) prostitution; (b) the production of child pornography or other pornographic material; or (c) any other sexual activity, by means of threat, coercion, abduction, the effects of drugs, force, fraud or abuse of power" . Accordingly, both local legislation as well as International Conventions/ Protocols provide guidance on the definition of the two key terms, child prostitution and child pornography.

2.2. By virtue of the UN Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution an**d** Child Pornography, '**child prostitution'** is, "*the use of a child in sexual activities for remuneration or any other form of consideration*"[1].

2.3. The Children Act, Chap. 46:01 defines '**child pornography'** as,

"a photograph, film, video or other visual representation, whether or not made by electronic, mechanical, artistic or other methods, that shows, for a sexual purpose:

(a) a child engaging in explicit sexual activity or conduct;
(b) a child in a sexually explicit pose;
(c) parts of a child's body pasted to visual representations of parts of an adult's body or vice versa; or
(d) parts of a child's body which have been rendered complete by computer generated images or by other methods of visual representation,

but does not include any visual representation produced or reproduced for the purpose of education, counselling, the promotion of reproductive health or as part of a criminal investigation and prosecution or civil proceedings or in the lawful performance of a person's professional duties and functions."[2]

[1] Article 2 of the UN Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography, https://www.ohchr.org/en/professionalinterest/pages/opsccrc.aspx
[2] Section 3(1), Children's Act, Chap. 46:01. http://rgd.legalaffairs.gov.tt/Laws2/Alphabetical_List/lawspdfs/46.01.pdf

2.4. Trinidad and Tobago has ratified a few international instruments, specifically those in relation to child prostitution and child pornography. The following instruments are noteworthy of mentioning, despite Trinidad and Tobago not being a party or signed or acceded the same:

I. Optional Protocol to the Convention on the Rights of the Child;
II. UN Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography;
III. International Labour Organization Convention No. 182 on the Worst Forms of Child Labour
IV. Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children.

2.5. The relevant provisions of the aforementioned instruments are summarized in **Table 1**.

Table 1
International Instruments on Child Prostitution and Child Pornography

INTERNATIONAL INSTRUMENTS	ARTICLES
Universal Declaration of Human Rights	*Article 5. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.*
United Nations Convention on the Rights of the Child	*Article 19(1) States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.* *Article 19(2). Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement"* ***Article 34. States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse.*** *For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:* *(a) The inducement or coercion of a child to engage in any unlawful sexual activity;* *(b) The exploitative use of children in prostitution or other unlawful sexual practices;*

	(c) The exploitative use of children in pornographic performances and materials." *Article 39. States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.*
Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography	*Article 3(1)Each State Party shall ensure that, as a minimum, the following acts and activities are fully covered under its criminal or penal law, whether such offences are committed domestically or transnationally or on an individual or organized basis:* *(a) In the context of sale of children as defined in article 2:* *(i) Offering, delivering or accepting, by whatever means, a child for the purpose of:* *a. Sexual exploitation of the child"* *Article 3(1)(b) Offering, obtaining, procuring or providing a child for child prostitution, as defined in article 2;* *(c) Producing, distributing, disseminating, importing, exporting, offering, selling or possessing for the above purposes child pornography as defined in article 2.* *Article 8* *1. States Parties shall adopt appropriate measures to protect the rights and interests of child victims of the practices prohibited under the present Protocol at all stages of the criminal justice process, in particular by:* *(a) Recognizing the vulnerability of child victims and adapting procedures to recognize their special needs, including their special needs as witnesses;* *(b) Informing child victims of their rights, their role and the scope, timing and progress of the proceedings and of the disposition of their cases;* *(c) Allowing the views, needs and concerns of child victims to be presented and considered in proceedings where their personal interests are affected, in a manner consistent with the procedural rules of national law;* *(d) Providing appropriate support services to child victims throughout the legal process;* *(e) Protecting, as appropriate, the privacy and identity of child victims and taking measures in accordance with national law to avoid the inappropriate dissemination of information that could lead to the identification of child victims;* *(f) Providing, in appropriate cases, for the safety of child victims, as well as that of their families and witnesses on their behalf, from intimidation and retaliation;* *(g) Avoiding unnecessary delay in the disposition of cases and the execution of orders or decrees granting compensation to child victims.*
International Labour Organization Convention No. 182 on the Worst Forms of Child Labour	*Article 3* *For the purposes of this Convention, the term* ***the worst forms of child labour*** *comprises:* *(a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;*

	(b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances; *(c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;* *(d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.* *Article 6* *1. Each Member shall design and implement programmes of action to eliminate as a priority the worst forms of child labour.* *2. Such programmes of action shall be designed and implemented in consultation with relevant government institutions and employers' and workers' organizations, taking into consideration the views of other concerned groups as appropriate.* *Article 7* *1. Each Member shall take all necessary measures to ensure the effective implementation and enforcement of the provisions giving effect to this Convention including the provision and application of penal sanctions or, as appropriate, other sanctions.* *2. Each Member shall, taking into account the importance of education in eliminating child labour, take effective and time-bound measures to:* ▪ *(a) prevent the engagement of children in the worst forms of child labour;* ▪ *(b) provide the necessary and appropriate direct assistance for the removal of children from the worst forms of child labour and for their rehabilitation and social integration;* ▪ *(c) ensure access to free basic education, and, wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labour;* ▪ *(d) identify and reach out to children at special risk; and* ▪ *(e) take account of the special situation of girls.* *3. Each Member shall designate the competent authority responsible for the implementation of the provisions giving effect to this Convention.*
Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children	*Article 9.* *1. States Parties shall establish comprehensive policies, programmes and other measures:* *(a) To prevent and combat trafficking in persons; and* *(b) To protect victims of trafficking in persons, especially women and children, from revictimization.* *2. States Parties shall endeavour to undertake measures such as research, information and mass media campaigns and social and economic initiatives to prevent and combat trafficking in persons.* *3. Policies, programmes and other measures established in accordance with this article shall, as appropriate, include cooperation with non-governmental organizations, other relevant organizations and other elements of civil society.* *4. States Parties shall take or strengthen measures, including through bilateral or multilateral cooperation, to alleviate the factors that make persons, especially women and children, vulnerable to trafficking, such as poverty, underdevelopment and lack of equal opportunity.*

	5. States Parties shall adopt or strengthen legislative or other measures, such as educational, social or cultural measures, including through bilateral and multilateral cooperation, to discourage the demand that fosters all forms of exploitation of persons, especially women and children that leads to trafficking.

It is noteworthy to mention that the CRC is the main international legal instrument on the protection of child. Trinidad and Tobago ratified the same on November 1991.

National Legislation

Sale or Trafficking of Children

2.6. The national legislation related to the sale or trafficking of children are summarized in **Table 2**.

Table 2
Legislation in T&T related to the Sale or Trafficking of Children

LEGISLATION	PROVISIONS
Section 18 (1) of the Trafficking in Persons Act, Chap. 12:10	***Offence of Trafficking in Children*** *"(1) A person who –* *(a) recruits, transports, transfers or receives a child into or within Trinidad and Tobago;* *(b) harbours a child in Trinidad and Tobago; or* *(c) recruits, transports or transfers a child from Trinidad and Tobago to another jurisdiction, for the purpose of exploitation,* *commits the offence of trafficking in children and is liable on conviction on indictment to a fine of not less than one million dollars and imprisonment for not less than twenty years.*
Section 19 of the Trafficking in Persons Act, Chap. 12:10	***Inciting, Organizing or Directing Another Person to Traffic Children*** *A person who, for the purpose of exploitation, incites, organises or directs another person to –* *(a) recruit, transport, transfer, harbour or receive a child into or within Trinidad and Tobago; or* *(b) recruit, transport or transfer a child from Trinidad and Tobago to another jurisdiction,* *commits the offence of trafficking in children and is liable on conviction on indictment, to a fine of not less than one million dollars and imprisonment of not less than twenty years.*
Section 23 (1) of the Trafficking in Persons Act, Chap. 12:10	***Transporting for the Purpose of Exploiting for Prostitution*** *A person who transports or conspires to transport another person into or within Trinidad and Tobago or across an international border for the purpose of exploiting that person's prostitution*

	commits an offence and is liable on conviction on indictment to a fine of three hundred and fifty thousand dollars and to imprisonment for twelve years.

Child Pornography

2.7. The legislation related to child pornography is summarized in **Table 3**.

Table 3
Legislation in T&T related to Child Pornography

LEGISLATION	PROVISIONS
Section 40 (1) of the Children Act, Chap. 46:01	***Child Pornography*** *"…a person who knowingly –* *(a) makes or permits to be made any child pornography or copy thereof;* *(b) publishes, distributes, transmits or shows any child pornography;* *(c) publishes or causes to be published any advertisement likely to be understood as conveying that the advertiser distributes or shows any child pornography;* *(d) obtains access, through information and communication technologies, to child pornography;* *(e) has in his possession or control any child pornography; or* *(f) purchases, exchanges or otherwise receives any child pornography commits an offence and is liable on conviction on indictment, to a fine of thirty thousand dollars and to imprisonment for ten years*[3]*.",*
Section 41 of the Children Act, Chap. 46:01	***Exposing a Child to Child Pornography*** *"A person who intentionally exposes a child or causes a child to be exposed to pornography commits an offence and is liable on summary conviction to a fine of five thousand dollars and to imprisonment for nine months or upon conviction on indictment, to a fine of thirty thousand dollars and to imprisonment for five years."*
Section 42 (1) of the Children Act, Chap. 46:01	***Inciting or Facilitating Child Pornography*** *"A person who intentionally causes, incites, controls, arranges or facilitates a child's involvement in pornography in Trinidad and Tobago is liable on conviction on indictment, to imprisonment for twenty years.*[4]*"*
The Cybercrime Bill, 2017	***Online Child Pornography*** The Cybercrime Bill, 2017 was introduced in the House of Representatives on May 05, 2017 and is currently before a Joint Select Committee. This Bill seeks to provide for the creation of offences related to cybercrime such as offences involving child pornography.

[3] Section 40 (1) of the Children Act, Chap. 46:01, p31. http://rgd.legalaffairs.gov.tt/Laws2/Alphabetical_List/lawspdfs/46.01.pdf
[4] Section 42 (1) of the Children Act, Chap. 46:01, p33. http://rgd.legalaffairs.gov.tt/Laws2/Alphabetical_List/lawspdfs/46.01.pdf

Child Prostitution

2.8. The legislation related to child prostitution is summarized in **Table 4.**

Table 4
Legislation in T&T related to Child Prostitution

LEGISLATION	PROVISIONS RELATED TO CHILD PROSTITUTION
Section 11 of the Children Act, Chap. 46:01	***Allowing Children to be in Brothels*** *"11. A person having responsibility for a child who knowingly allows or encourages that child to reside in or to frequent a brothel, as defined in section 2 of the Sexual Offences Act, commits an offence and is liable –* *(a) on summary conviction, to a fine of thirty thousand dollars and to imprisonment for five years; or* *(b) on conviction on indictment, to a fine of fifty thousand dollars and to imprisonment for ten years.*
Section 12(1) of the Children Act, Chap. 46:01	***Causing or encouraging the Seduction, Prostitution or Sexual Penetration of a Child*** *12. (1) A person having responsibility for a child who causes or encourages the seduction, prostitution or sexual penetration of that child commits an offence and is liable on conviction on indictment, to imprisonment for life.*
Section 13(1) of the Children Act, Chap. 46:01	***Paying for Sexual Services of a Child*** *(1) Where a person procures for himself or any other person the sexual services of a child and he makes or promises payment for those services to the child or a third person, or knows that another person has made or promised such payment, he commits an offence and is liable –* *(a) on summary conviction, to a fine of fifty thousand dollars and to imprisonment for ten years; or* *(b) on conviction on indictment, to imprisonment for twenty-five years.*
Section 14(1) and of the Children Act, Chap. 46:01	***Causing or Inciting Prostitution*** *14. (1) Where a person causes or incites a child to become a prostitute in Trinidad and Tobago, he commits an offence and is liable –* *(a) on summary conviction, to a fine of fifty thousand dollars and to imprisonment for ten years; or* *(b) on conviction on indictment, to imprisonment for twenty-five years.*
Section 15(1) of the Children Act, Chap. 46:01	***Controlling a Child Prostitute*** *15(1) Where a person controls any of the activities of a child relating to the prostitution of the child in Trinidad and Tobago, he commits an offence and is liable –* *(a) on summary conviction, to a fine of fifty thousand dollars and to imprisonment for ten years; or* *(b) on conviction on indictment, to imprisonment for twenty-five years.*
Section 16(1) of the Children Act, Chap. 46:01	***Arranging or Facilitating Child Prostitution***

	16(1) Where a person arranges or facilitates the prostitution of a child in Trinidad and Tobago, he commits an offence and is liable – *(a) on summary conviction, to a fine of fifty thousand dollars or to imprisonment for ten years; or* *(b) on conviction on indictment for twenty-five years."*

Office of the Prime Minister (OPM), Gender and Child Affairs Division

2.9. The duties of the Child Affairs Division of the OPM with regard to child prostitution and child pornography in Trinidad and Tobago are to:

- Implement strategies of the UNICEF Convention on the Rights of the Child at a national level;
- Guide the transitioning of State Homes;
- Provide a secure and nurturing environment for all children; and
- Develop comprehensive, coherent & harmonized initiatives to promote, protect & respect child rights.

Children's Authority of Trinidad and Tobago (CATT)

2.10. The CATT is a specialized agency charged with the responsibility for the care and protection of children. Although CATT Annual Reports for the period 2015 to 2017 provided statistics in the broad areas of child abuse and maltreatment (child sexual abuse, child neglect, child physical abuse), statistics in the area of child pornography and child prostitution were not disaggregated.

Trinidad and Tobago Police Service (TTPS)

2.11. The role of the TTPS in combatting child prostitution and child pornography involves deterring, investigating, intelligence gathering and prosecuting such cases as well as strategic partnering with local and international stakeholders.

Cybercrime Unit

2.11.1. The Cybercrime Unit also plays a vital role as it can exercise its investigatory powers in instances of child prostitution and child pornography where an allegation relates to the use of video recordings and the posting of material on social media and other electronic medium.

Victim and Witness Support Unit (VWSU)

2.11.2. As it relates to child prostitution and child pornography, the VWSU of the TTPS plays a vital role in each of the following components:

- Deterring – by delivering public education initiatives on this issue to minors and the general public;
- Investigation – provides counselling and crisis debriefing to prepare victims to give statements and assist them in managing the trauma. This intervention improves the victim's recall of the incident and enables greater participation in the investigative process;
- Prosecution – therapeutic support to emotionally prepare the victim to give evidence and participate in court proceedings.

Child Protection Unit (CPU)

2.11.3. The Child Protection Unit (CPU) was established on March 27, 2015 to fulfil requirements of the Children Act, Chap. 46:01 following Trinidad and Tobago's signing of the United Nations Convention on the Rights of the Child. The role of the CPU is to carry out investigative and operational functions in relation to crimes committed against children. The CPU collaborates with the CATT to provide assistance in the areas of sexual abuse, physical abuse, abandonment, neglect and ill-treatment[5].

Ministry of Education

2.12. The Ministry of Education endeavours to increase awareness and provide education to parents, guardians/care givers, teachers and students about the incidents of child prostitution and child pornography, the legal and social implications and knowledge on safety and protection from becoming a victim.

Conduct of the Inquiry

2.13. Pursuant to the objectives of the inquiry, the Committee questioned the officials at a public hearing held on Friday January 18, 2019.

---

[5] TTPS written response to the JSC on Human Rights, Equality and Diversity on its inquiry into the systems in place to protect children from abuse dated January 24, 2017.

2.14. Prior to the public hearing, Ms. Candice Wallace, Child Protection Officer of the UNICEF provided a presentation to the Committee on the topic of *Child Pornography and Child Prostitution*.

2.15. The Committee received written submissions from the following stakeholders:

- Trinidad and Tobago Police Service (TTPS);
- Office of the Prime Minister (Gender and Child Affairs);
- Ministry of Education;
- Ministry of Labour and Small Enterprise Development;
- National Parent-Teacher Association (NPTA);
- Ministry of Social Development and Family Services ;
- Ministry of Health; and
- Ministry of the Attorney General and Legal Affairs.

2.16. In addition, the Committee received responses from the public call for submissions issued on December 12, 2018 from the CEDAW Committee of Trinidad and Tobago.

2.17. **Table 5** below provides a list of the officials who attended the public hearing.

Table 5
Officials Attendance List

NAME	POSITION
Office of the Prime Minister	
Ms. Jacqueline Johnson	Permanent Secretary
Mr. Bertrand Moses	Child Development Coordinator
Ms. Safiya Noel	Director, Children's Authority of Trinidad and Tobago (CATT)
Ms. Rhonda Gregorie-Roopchan	Investigation Manager
Trinidad and Tobago Police Services (TTPS)	
Mr. Harold Phillip	Deputy Commissioner of Police (Ag.), Crime & Support
Mr. John Frederick	Senior Superintendent, Court and Process
Mr. Amos Sylvester	Inspector, Cybercrime
Mrs. Claire Guy- Alleyne	Assistant Superintendent, Child Protection Unit
Mrs. Aisha Corbie- Price	Manager, Victim and Witness Support Unit
Ministry of Education	

Mr. Kurt Meyer	Permanent Secretary
Mr. John Roopchan	Chief Education Officer (Ag.)
Dr. Dennis Conrad	Manager, Student Support Services Division
Ms. Natalie Robinson-Arnold	Senior Schools Social Work Specialist
Ms. Theresa Neblett-Skinner	Curriculum Officer, Health & Family Life Education
Mr. Corey Belfon	Director, Information and Communications Technology

2.18. The **Minutes and Verbatim Notes** are attached as **APPENDIX I** and **APPENDIX II respectively**.

2.19. The Twelfth Report was approved on July 19, 2019.

3. EVIDENCE

Objective 1: To Explore the Extent to which Child Prostitution and Child Pornography exists in Trinidad and Tobago.

Statistical Evidence

3.1. **Table 6** shows the number of TTPS reported cases of national and non-national children trafficked for the purposes of child prostitution or pornography for the period 2014 to 2018.

Table 6
Number of Reports of National and Non-National Children Trafficked for the period 2014 to 2018

	NATIONAL					NON-NATIONAL				
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Child pornography	0	0	1[6]	0	0	0	0	0	0	0
Child Prostitution	0	1[7]	0	0	0	0	0	0	1[8]	6[9]

3.2. **Table 7** shows the TTPS statistics on the number of persons who were charged for offences related to trafficking national or non-national children for the purpose of prostitution during the period 2014 to 2018. Additionally, there were no charges for offences related to the trafficking of national or non-national children or the purpose of child pornography for the period 2014 to 2018.

Table 7
Number of Persons Charged with Child Prostitution for the period 2014 to 2018

YEAR	PERSONS CHARGED WITH CHILD PROSTITUTION
2014	0
2015	1[10]
2016	0
2017	2[11]
2018	0

[6] Report involved three (3) female school students of Port-of –Spain Secondary School who were interviewed but refused to continue participating in the investigation.
[7] Report involved a female national.
[8] Report involved a female Venezuelan.
[9] Report involved female Venezuelans, investigations are ongoing.
[10] Charged for the exploitation of a female national.
[11] Charged for the exploitation of a female non-national, investigations were ongoing as at February 13, 2019.

3.3. **Table 8** shows the highest number of TTPS cases of child pornography and child prostitution disaggregated by division and station.

Table 8
Offences by Division and Station from 2013 to 2018

DIVISION	STATION	CHILD PORNOGRAPHY	CHILD PROSTITUTION	PAY FOR SEX SERVICE FROM CHILD	GRAND TOTAL
Northern	Arima	1	0	1	2
Northern	Arouca	2	0	0	2
Northern	Maloney	1	0	0	1
Northern	Maracas/St. Joseph	1	0	0	1
Southern	Barrackpore	1	0	0	1
POS	Besson Street	2	0	0	2
Grand Total		8	0	1	9

3.4. **Table 9** to **Table 11** shows the number of TTPS cases of child prostitution and child pornography reported, investigated and charged during the period 2013 to 2018. The cases are disaggregated based on gender/age of the victim and reported perpetrator.

Table 9
TTPS Reported Cases of Child Pornography and Child Prostitution from 2013 to 2018

OFFENCE	2013		2014		2015		2016		2017		2018		TOTAL	
	Rep[12]	Det[13]	Rep	Det	Rep	Det	Rep	Det	Rep	Det	Rep	Det	Rep	Det
Child Pornography	0	0	0	0	0	0	3	0	2	0	3	2	8	2
Child Prostitution	0	0	0	0	0	0	0	0	1	1	0	0	1	1
Pay for Sex Service from Child	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	3	0	3	1	3	2	9	3

[12] Reports made.
[13] Persons Detained.

Table 10
Victims by Age Group and Gender from 2013 to 2018

AGE RANGE	CHILD PORNOGRAPHY		CHILD PROSTITUTION		PAY FOR SEX SERVICE FROM CHILD		TOTAL	
	F	M	F	M	F	M	F	M
11 & Under	0	0	0	0	1	0	1	0
12 to 13	1	0	0	0	0	0	1	0
14 to 15	2	1	0	0	0	0	2	1
16 to 17	3	1	0	0	0	0	3	1
Total	6	2	0	0	1	0	7	2

Table 11
Perpetrator by Age Group and Gender from 2013 to 2018

AGE RANGE	CHILD PORNOGRAPHY		CHILD PROSTITUTION		PAY FOR SEX SERVICE FROM CHILD		TOTAL	
	F	M	F	M	F	M	F	M
15 – 19	0	1	0	0	0	0	0	1
20 – 24	0	1	0	0	0	0	0	1
30 – 34	1	0	0	0	0	1	1	1
Not Stated	0	2	0	0	0	0	0	2
Total	1	4	0	0	0	1	1	5

3.5. **Table 12** shows the 57 cases of child prostitution and child pornography reported to the CATT from May 18, 2015 as at December 20, 2018. The detailed cases are provided in **APPENDIX IX.**

Table 12
Reports of CATT Cases of Child Pornography and Child Prostitution as at Dec 20, 2018

AGE RANGE	CHILD PORNOGRAPHY		CHILD PROSTITUTION		TOTAL	
	F	M	F	M	F	M
Under 10	7	4	0	0	7	4
10 – 13	6	3	1	0	7	3
14 – 16	18	8	5	0	23	8
17	4	0	1	0	5	0
Total	35	15	7	0	42	15

3.6. **Table 13** shows the highest to lowest number of reports of child prostitution and child pornography received by the Ministry of Education from 2015 to 2018.

Table 13
Child Prostitution and Pornography Reports by Educational District from 2015 to 2018

EDUCATION DISTRICT	CHILD PORNOGRAPHY	CHILD PROSTITUTION
Port of Spain	35	3
Caroni	14	0
North Eastern	11	0
St. George East	4	0
Victoria	3	0
South Eastern	0	0
St. Patrick	0	0

3.7. **Table 14** shows the data received from the MOE on cases of child pornography and child prostitution during the period 2014 to 2017, disaggregated by district and gender. The detailed cases below are listed in **APPENDIX VI**.

Table 14
Cases of Child Pornography and Child Prostitution received by MOE

DISTRICT	CHILD PORNOGRAPHY		CHILD PROSTITUTION	
	M	**F**	**M**	**F**
Port- of- Spain	12	23	0	3
St. George East	2	2	0	0
North Eastern	7	4	0	0
Victoria	1	2	0	0
Caroni	1	13	0	0
St. Patrick	0	0	0	0
South Eastern	0	0	0	0
Total	23	44	0	3

Studies on Child Pornography and Prostitution[14]

3.8. According to the submissions from the CATT, TTPS, MOE and the MOH, there were no studies or research conducted by the various entities on the specific area of child prostitution and child pornography.

[14] United Nations Human Rights, Office of the High Commissioner. Second Periodic Report of States due in 1999. https://tbinternet.ohchr.org/_layouts/treatybodyexternal/TBSearch.aspx?Lang=en&TreatyID=5&TreatyID=10&TreatyID=11&DocTypeID=29&DocTypeCategoryID=4

3.9. In October 2016, the Office of the Prime Minister in collaboration with the UNICEF completed a study entitled, *"Knowledge and Attitude among Adults and Children on Gender Based Violence in Trinidad and Tobago."*[15] The study explored attitudes and perceptions towards sexual and physical violence against children inclusive of sexual abuse, a topic which encompasses child pornography and child prostitution. The study was conducted through quantitative surveys and questionnaires amongst adult and children in Trinidad and Tobago, on the basis of a comparative analysis, revealed the following issues[16] of child pornography and child prostitution:

- Only forty percent (40%) of students were aware that sexual abuse constituted an adult showing a child pornography;
- Twenty-one percent (21%) of adults in Trinidad and Tobago said they knew someone who was sexually abused during the 12 months preceding the interview. It should be noted; however, that it was entirely possible that different respondents knew the same children who were sexually assaulted and as such this twenty-one percent (21%) could have potentially been lower. In sixty-three percent (63%) of these cases adults claimed a report was made to the authorities, while in nineteen percent (19%) of cases no report was made.
- Sixty-four percent (64%) of students said they would report sexual abuse if it happened to them, which was consistent with the adult responses.
- In the instances of *"showing pornography to children"*, *"voyeurism"*, and *"making sexually lewd comments to children"*, six percent (6%) of the adult and students respondents did not think the aforementioned actions constituted sexual abuse.

[15] "Knowledge and Attitude among Adults and Children on Gender Based Violence in Trinidad and Tobago," Office of the Prime Minister and UNICEF, October, 2016. http://opm-gca.gov.tt/Portals/0/Documents/Research/ECA_CADRES_Study_TT_SEPT27.pdf?ver=2018-12-27-095650-333

[16] Ibid pg. 3, 4 and 34.

Objective 2: To evaluate the efficacy of measures which discourage and penalise child pornography and child prostitution and treat victims of child pornography and child prostitution.

National Plan of Action (NPA) for Children

3.10. In 2006, Cabinet appointed the National Committee to Monitor Implementation of the National Plan of Action (NPA) for Children and the Convention on the Rights of the Child for a three (3) year period. The status of the achievements of the NPA concerning sexual exploitation of children during the period 2006 to 2010 is provided in **APPENDIX IV.** The NPA for Children, which is now within the remit of the Child Affairs Division of the Office of the Prime Minister, expired in 2016 and was replaced by the National Child Policy.

Mechanisms to Record and Verify Cases of Child Pornography and Child Prostitution

3.11. **Table 15** highlights the mechanisms used by agencies to record and verify cases of child prostitution and child pornography.

Table 15
Mechanisms to Record and Verify Cases of Child Pornography and Child Prostitution

AGENCY	MECHANISMS TO RECORD	MECHANISMS TO VERIFY
MOE	• Social Functioning Assessment Tool Forms • Critical Incident Reporting Forms	• Referrals • Case notes
TTPS	• Reports are recorded in the appropriate registers. e.g. Police Station Diary, Pocket Diary, Telephone Message Books. • Incident Report Forms are filled out • Information contained in the Incident Report Forms are then entered onto the Police Database which is maintained by the Crime and Problem Analysis Branch (CAPA)	• Allegations are investigated by the CPU • Information received is corroborated • Supporting evidence is gathered • Statements from victims and witnesses are recorded • Cyber Crime Unit determines the source of material used in posts on social media or websites
CATT	• Information is documented within the Child Protection Registry • Information is reported by TTPS to the CATT hotline	• Requests for medicals are done at the CATT Assessment Centre • Psychosocial investigations are

		conducted by the CATT's Investigation or Emergency Response Team

Strategies to Deter Practices involving Child Prostitution and Child Pornography

3.12. **Figure 1** shows the strategies utilised by the TTPS, MOE and the CATT to deter practices involving child prostitution and child pornography.

Figure 1
Strategies to Deter Child Pornography and Child Prostitution

Trinidad and Tobago Police Service (TTPS)	Children's Authority of Trinidad and Tobago (CATT)	Ministry of Education (MOE)
•Training and Workshops •Stakeholder Collaborations •Police Youth Clubs •School outreach programmes, media briefings outlining safety tips, public service advisories, distribution of brochures and public awareness on the laws and the latest trends in relation to child sexual exploitation (CPU) •Psychoeducational workshops and various public awareness initiatives on issues of child sexual exploitation (VWSU)	• Dual Reporting Mechanism between the CATT and the CPU •Encouragement of reporting of cases through the CATT hotline	•Health and Family Life Education (HFLE) Curriculum •Parent in Education Workshops •Selected and Targeted Student Group work sessions •Teacher Information Sessions •Collaborative effort with other Ministries and Agencies e.g. MNS, CATT, Children Court •Content Filters in Laptops provided to students •Monthly reports from iGovTT detailing restricted content and bandwidth usage of laptops •The Revised National School Code of Conduct*(cyberbullying)* •ICT Division computer usage policy

Training

3.13. CPU officers received training in the investigation of offences provided for in the Children Act, Chap. 46:01, including child pornography, child prostitution and child sexual exploitation. The training is included in the General Policing Level II Programme provided at the Police Academy which deals with sexual crimes and violence inclusive of child pornography and child prostitution.

3.14. CATT staff received training in the following areas related to child pornography and child prostitution:

- Legislation related to children;
- Child Protection Registry Protocol;
- Investigative techniques and report writing as outlined in the Investigation Protocol of the CATT;
- Counter Trafficking Screening Elements;
- De-escalation Strategies;
- Youth Mental First Aid;
- Forensic Interviewing;
- Clinical Interviewing;
- Forensic Interviewing;
- Forensic Sexual Assault Management of Children;
- Assessment of Post-Traumatic Stress Disorder; and
- Administration, Scoring and Interpretation of psychological tools for children in need of care and protection and their families.

Programmes and Services to Treat, Detect and Address Child Pornography and Prostitution

3.15. **Table 16** shows the programmes and services provided by agencies to victims and used to treat, detect and address child pornography and child prostitution.

Table 16
Programmes and Services to Treat, Detect and Address Child Pornography and Child Prostitution

AGENCIES	PROGRAMMES TO DETECT AND ADDRESS	SERVICES TO TREAT
MOE	• Parent in Education Workshops • Selected and Targeted Student Group work sessions • Teacher Information Sessions • Sensitisation on Laws that constitutes and upholds care and protection of students • Education of Students on the appropriate use of Social Media • Mandatory reporting to CPU, TTPS • Assessment Tools – Social Functioning Assessment Tool and Home Visit Assessment Tool	• Individual Counselling • Home Visits • Consultations • Care and Protection • Advocacy • Referrals to the Diagnostic, Assessment and Intervention Unit or to external agencies e.g. Rape Crisis Centre, Child Guidance Clinic, VWSU, NFSD • Collaborates with other agencies to ensure at risk students are housed in places of safety • Parents and teachers provided with necessary information in recognising early signs of child prostitution and child pornography • Therapeutic interventions; • Psychotherapy;

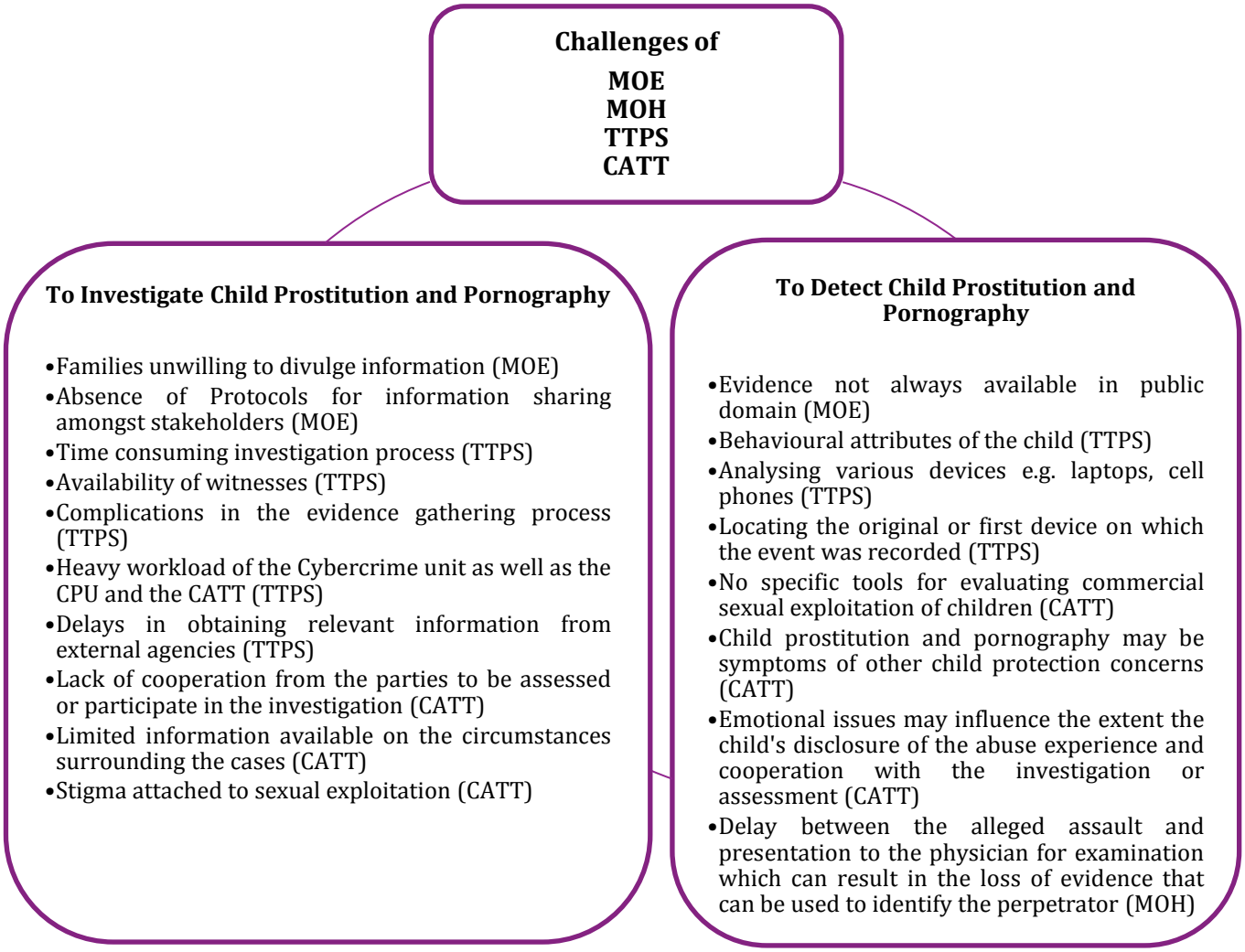
		• Cognitive Behaviour Therapy for posttraumatic stress disorder (PTSD); • Cognitive Processing Therapy (combination of exposure based and cognitive therapies); •
TTPS	• Public awareness initiatives and psychoeducational workshops • Support groups for child victims based on prevailing reports of crime • Intelligence gathering • Training • Collecting and analysing data • Sensitization and education programmes • Collaboration with both local and international stakeholders • Criminal investigation and prosecution	• Counselling and emotional support to prepare minors to give statements of cases reported • Emotional and therapeutic support to prepare victims to effectively give evidence at Court • Behaviour modification interventions for minors deemed 'beyond control' • Psychologists with expertise in child development; • Group Therapy to provide a supportive environment; and • Eye Movement Desensitization and Reprocessing (EMDR). •
OPM	• Child Protection Sensitization Workshops • Student Support Services Officers Sensitization Workshops • Public Transport Service Corporation Sensitization Workshops • Trinidad & Tobago Cricket Board Sensitization Workshops	-
CATT	• Awareness events at schools, with stakeholders, with children and via mainstream and social media • Psychosocial, recreational, creative and educational activities at the Child Support Centres • Collaborative processes with CPU to receive reports and jointly investigate cases • Forensic medicals and forensic interviews of child victims of prostitution and pornography	• Child Support Centres provide emergency and short-term placement to facilitate the instantaneous removal of children to a secure, child-friendly and professionally staffed location • Counselling and intervention • Collaboration efforts with stakeholders • Public education on the signs of abuse or exposure to inappropriate material as well as tips for parents and caregivers. • Progressive Counting; • Structured Recreational Activities; • Family Therapy; • Play Therapy (utilizes play with toys as symbols for children to externalize their internal thoughts and feelings);

		• Sand Tray Therapy;
MOH	• Educational Awareness Programmes at health centres, schools and communities on the prevention, treatment and care on matters related to sexual and reproductive health • Cases are reported to the TTPS for further action and investigation.	• Child Guidance Clinic at the Eric Williams Medicals Sciences Complex that treats with the health of children • Public health institutions render the required treatment and care to patients (victims)
NPTA	• Parents should be trained on the importance of protecting their children	-

Challenges to Detect and Investigate Child Prostitution or Child Pornography

3.16. Figure 2 shows the challenges of agencies to detect and investigate incidents of child prostitution or child pornography.

Figure 2
Challenges to Detect and Investigate Child Prostitution and Child Pornography



Challenges to Programmes and Services

3.17. **Figure 3**, shows the challenges of programmes and services provided by agencies to victims of child pornography and child prostitution.

Figure 3
Challenges of Programmes and Services

OPM

- The absence of surveillance systems (online and black market sale) for child pornography in Trinidad and Tobago
- Limited resources to expand the reach of education and sensitisation against child prostitution and pornography

CATT

- Resources to investigate cases brought to the attention of the CATT
- Unavailability of intervention and referral pathways for children specifically those with mental illnesses
- Lengthy criminal investigations and prosecutions that force the displacement of children for extended periods

MOE

- Low parent attendance to workshops and failure to report incidents by parents and school staff
- The need for financial support to effectively run the programmes and workshops
- Limited restrictions and legal ramifications with respect to the dissemination of pornographic material/acts.

TTPS

- High demand for police engagement in social and criminal related matters involving children
- Funding for children related activities

Reporting Mechanisms

3.18. The MOH indicated that while there is no reporting mechanism in place to record and verify cases of child prostitution and child pornography, the Ministry is accountable through the CMOH for clinical identification and confirmation of alleged cases of sexual assault and the reporting of the cases to the TTPS.

3.19. The Process Maps for the reporting of an incident of child pornography or child prostitution to the CATT, the CPU (child pornography only) and the MOE is provided at **APPENDIX V**

3.20. The TTPS and CATT collaborate through clear protocols of engagement. Reports received by the CATT which fall under Section 22 of the Children's Authority Act, Chap. 46:10 are reported to the TTPS by the Registry Unit of the CATT. Similar to the CPU's process map (See **APPENDIX V**), in cases where the information regarding pornography or prostitution is made via a recording, it is hand delivered by the CATT to the CPU for further analysis by the Cybercrime Unit, TTPS.

3.21. The MOE identified challenges in the operationalisation, prosecution and, apprehension and reporting mechanisms for cases of child pornography and child prostitution such as:

- Challenges to operationalise the current legislation i.e. lack of knowledge and confidence of staff in the legislation;
- Challenges to reporting mechanisms – tardy referral of cases;
- Challenges in improving the prosecution rate- difficulty to get timely reports to the relevant institutions e.g. TTPS, SSSD; and
- Challenges to improve the apprehension of offenders - stakeholders seem unaware of their roles and responsibility regarding child prostitution and pornography.

3.22. According to the submission from the MOH there is no specific programme that deals with measures to protect the rights and interests of child victims under Article 8 of the UN Optional Protocol to the Convention on the Rights of the Child.

4. FINDINGS AND RECOMMENDATIONS

Objective 1: To explore the extent to which child prostitution and child pornography exist in Trinidad and Tobago.

Statistical Evidence

4.1. The Committee found that while the number of cases reported to the MOE or CATT was significantly higher than the number reported to the TTPS (see **Table 8** to **Table 14**). This variance evidences an inaccurate representation of the number of reported cases of child sexual exploitation in Trinidad and Tobago.

4.2. The highest number of TTPS cases of child pornography during the period 2013 to 2018 are in the north district with five (5) cases. **(see Table 8)** According to the CATT reports received from May 18, 2018 to December 20, 2018, based on the seven (7) cases of child prostitution, the highest number of the cases were in the Siparia district and of the fifty (50) cases of child pornography, the highest number of cases were from Tunapuna/Piarco district. **(see APPENDIX IX)**

4.3. Based on the information reported to the MOE in **APPENDIX VI**, the Committee found that twenty (20) of the seventy (70) child pornography cases were in the form of 'watching pornography' or other pornographic material from 2014 to 2018. The Committee noted that of the twenty (20) child pornography cases, thirteen (13) incidents were from male students while seven (7) were from female students.

4.4. The Committee was informed by the MOE, that the statistics for child pornography in **Table 14** and **APPENDIX VI** were compiled utilising social media posts that affect the school students as well as incidents which were reported to the MOE.

4.5. Based on the numbers of child prostitution and child pornography from 2014 to 2018 provided by the MOE in **APPENDIX VI** the Committee found that forty six (46) out of seventy (70) of child pornography cases were student/ student interactions while

twenty four (24) out of seventy (70) child pornography cases were self-made and distributed pornographic material.

4.6. Notwithstanding the statistics from 2013 to 2018 year in **Table 8** to **Table 14** and the programmes and services listed in **Table 16**, the Committee was informed by TTPS and MOE that there were significant incidents of underreporting.

4.7. It was further noted that the variance between MOE and TTPS statistics may be linked to MOE officers and possibly parents not fully adhering to the mandatory procedure in the National School Code of Conduct (Revised) to submit reports to the TTPS.

4.8. The Committee was informed that as at January 18, 2019 according to the TTPS, no child has been charged with the offence of child pornography or child prostitution.

Reporting Relationship between stakeholders

4.9. The Committee was informed that CATT, while not fully staffed, collaborates with other stakeholders such as the Medical Social Workers at health facilities as well as the SSSD by way of collaborative discussion, case conferences and joint investigation. This is done to ensure that the children reported to the CATT receive the appropriate services.

4.10. The Committee noted the deficiency of the information sharing between the CTU of the MNS and the TTPS for cases reported and investigated on the trafficking of children for the purpose of child prostitution or child pornography.

Studies on Child Pornography and Prostitution

4.11. The Committee found that there no substantive existing research or baseline data do determine the extent of the prevalence of child pornography and child prostitution in Trinidad and Tobago.

4.12. The Committee recognised that the MOE in April 2019, intends to conduct evidence based research on the issues of child prostitution and child pornography with a proposed timeline of eighteen (18) months.

4.13. The Committee was informed by the OPM of the hyper-sexuality of children in the current society and recognized the position of the CATT to commence research into the hyper-sexuality of children in Trinidad and Tobago in 2019.

4.14. The Committee found that based on the results cited of the study conducted by the OPM and UNICEF, the issue of child pornography and child prostitution is a symptom of an underlying social issue in society and noted that the OPM has incorporated provisions in the National Child Policy which treat with the issues identified in the study.

Recommendations

4.15. The Committee concurs with the MOE recommendation on the need for inter-agency data sharing (APPENDIX III) and recommends that MOE, TTPS and CATT consider the creation of a protocol for inter-agency data sharing:

- **to facilitate the entry of statistics and ensure consistency in the number of cases reported/progress of cases specific to child prostitution and child pornography amongst stakeholders; and**
- **to accurately document the current extent of child prostitution and child pornography in Trinidad and Tobago.**

4.16. The Committee recommends that the TTPS and the CTU collaborate to reconcile the contrasting data on child prostitution and child pornography by January 2020.

4.17. The Committee recommends that the MOE collaborate with the CATT and TTPS in conducting their evidence based research into the issues of child prostitution and child pornography in Trinidad and Tobago by January 2020.

Objective 2: To evaluate the efficacy of measures which discourage and penalise child pornography and child prostitution and treat victims of child pornography and child prostitution.

Mechanisms to Record and Verify Cases of Child Pornography and Child Prostitution

4.18. The Committee noted that the MOE's National School Code of Conduct (Revised) highlights Section 31 of the Sexual Offences Act, Chap. 11:28 with regard to the mandatory reporting of offences related to a minor as well as penalties associated with failing to report the offence as a deterrent for teachers or staff who knowingly fail to report suspected cases of child pornography or child prostitution to the principal or the TTPS.

Training

4.19. The Committee was informed that as at January 2019 the TTPS had commenced discussions with the US Embassy to provide training in human trafficking and consultations with the Police Academy, British Embassy and specialist consultants to provide training on child sexual exploitation.

4.20. The Committee noted the concerns of the NPTA that parents be sensitised and trained on child prostitution and child pornography and the importance of protecting children against these dangers.

4.21. The Committee noted that the VWSU staff has not received specialised training in the area of child protection and child prostitution, however, the Committee recognised the development of a Child Protection Awareness Programme at the TTPS which is expected to include child pornography and child prostitution components.

4.22. The Committee noted that the SSSD of the MOE is embarking on training initiatives during the period September 2019 to May 2020, to equip all staff with the knowledge and skills to treat/ address children who are victims of child prostitution and child pornography. The training will include Child Safety and Protection training and Play Therapy training.

4.23. The Committee was informed that the SSSD teacher HFLE training in 2017 (310 teachers) and 2018 (197 teachers) was conducted in collaboration with the CATT and UNFPA, MOH, Institute of Gender and Development Studies, UWI, and NGOs (Fire Circle, Groots) and the Faith Based Network.

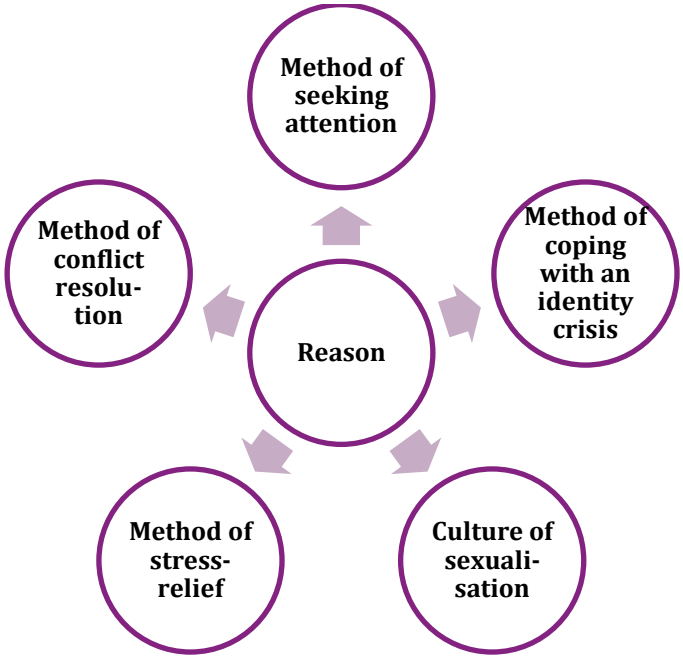
4.24. The Committee acknowledged the concerns of the VWSU that agencies such as hotels and airlines be sensitised and trained to identify and report possible incidents of child prostitution or child pornography.

Reasons for Engaging in and Distributing Self- Made Pornography

4.25. The Committee noted that children suspected to be involved in the creation and distribution of pornographic material and referred to the VWSU for intervention are predominantly child victims who have a history of adverse childhood experiences such as child sexual abuse or violence in the home. The social media section of the National School Code of Conduct (Revised) (See **APPENDIX VIII**) treats with the creation and distribution of self-made pornographic material and that a violation of these guidelines would lead to disciplinary action.

4.26. The Committee noted several reasons for a child's engagement or distribution in self-made pornography, as illustrated in **Figure 4**.

Figure 4
Reasons for a child's engagement or distribution in self-made pornographic material



Challenges to Detect and Investigate Child Prostitution or Child Pornography

4.27. The Committee noted the challenges of the MOE and the TTPS with regard to the under-reporting of incidents of child pornography and child prostitution.

4.28. The Committee found that there is no universal profile to determine who was or can be a victim of child prostitution or child pornography which can present a challenge in order to detect a possible victim.

4.29. The Committee noted the challenges of the TTPS, CATT and MOE highlighted in **Figure 2** to detect and investigate matters reported related to child prostitution and child pornography.

4.30. The Committee noted the limitations of the Cybercrime Unit to acquire information from social media websites due to privacy clauses requiring the encryption

of transmissions through the website which cause delays when obtaining relevant information from external agencies including service providers.

4.31. The Committee acknowledged the MOE proposal to address the matter of under-reporting of offences of child pornography or prostitution by ensuring that the measures and reporting procedures outlined in the National School Code of Conduct (see **APPENDIX VII**) are implemented.

Legislation

4.32. The Committee was informed by the TTPS of the need for officers to penetrate the 'meeting places' facilitated by social networking sites to successfully pursue and persecute the communities of online sexual offenders.

4.33. The Committee noted that Sections 40 (1) and 43 of the Children Act, Chap. 46:01 (see **Table 3**) provides penalties for children who were creators and distributors of self-made pornographic material.

4.34. The Committee noted the challenges of the MOE to operationalise the current legislation pertaining to child pornography and child pornography at **3.21**.

Strategies to Deter Practices of Child Pornography and Child Prostitution

4.35. The Committee was informed that the National School Code of Conduct (Revised) (See **APPENDIX VIII**) includes the reporting procedure for inappropriate behaviours and incidents of child prostitution and child pornography.

4.36. The Committee found that the cell phone usage is included in the National School Code of Conduct (Revised) and allows for principal discretion of the extent of the implementation of the policy in their schools.

Programmes and Services

4.37. The Committee noted the efforts of TTPS, MOE, OPM, CATT and MOH to seek to address the growing problem of child pornography and child prostitution in Trinidad and Tobago through their various programmes and services provided in **Table 16 .**

4.38. The Committee was pleased that the National Child Policy was completed in March 2019[17] and that one of its targets was to *Implement a National Child Safeguarding Strategy and mainstream child protection in all child-related programming and training*. It was also noted that the OPM intends in fiscal 2019 to implement the following programmes:

- The National Children's Registry; and
- Educational Brochures on Child Prostitution and Child Pornography to be distributed online and in print form.

4.39. The Committee acknowledged the plans of the TTPS in fiscal 2019 to implement the following programmes related to child prostitution and child pornography:

- National Youth Symposium;
- Youth Empowerment Series – Crime Reduction Caravan;
- Youth Crime Survivor Support Groups; and
- Self Esteem Programme for Youth Crime Survivors (The Eye in Me - 2).

4.40. The Committee noted that the programmes and services (See **Table 16**) provided by the SSSD of the MOE is not targeted to a specific issue or group but takes the 'one size fits all approach' which may not effectively address the issues of child prostitution and child pornography.

4.41. The Committee noted that sex education is included in the sexuality and sexual health module of the HFLE curriculum (See **APPENDIX XI** and **APPENDIX XII**). The curriculum is conducted by at least two (2) trained teachers in each government primary school and forms one to three of each government secondary school for two periods per

[17] The National Child Policy of Trinidad and Tobago 2018 to 2028. Office of the Prime Minister. Pg. 24. http://www.opm-gca.gov.tt/portals/0/Documents/Child%20Division/National%20Child%20Policy/National%20Child%20Policy.pdf?ver=2019-03-29-120056-837

week. However, in the case of faith-based schools, the HFLE curriculum is tailored in to reflect the beliefs and opinions of the faith of the school.

4.42. The Committee acknowledged the MOE plans for fiscal 2019, of *Prevention and Protection Through Education 2019* to utilize existing programmes to focus on educating parents, teachers and students on child prostitution and child pornography.

4.43. The Committee found that there is no separate children's community residence (children's home) to treat with the children who are victims of abuse, however, efforts are made by CATT to ensure that a child's placement in a children's community residences matches the sex, age and needs of the child. However, the CATT viewed all other forms of placement that simulate a family environment prior to the last resort of placement in a children's community residence.

Challenges of Programmes and Services

4.44. The Committee noted that while the HFLE programme is geared towards a change in the behaviour and attitudes of the children exposed to the programme, the programme does not have control over the influences in the environment external to the school setting which can counteract the behaviour change initiated by the HFLE programme.

4.45. The Committee noted that the HFLE programme is not administered by a teacher who was assigned or appointed to the school but by teachers who have volunteered based on their interest in the programme.

4.46. The Committee was informed further to point **4.45** notwithstanding the KPIs of the HFLE programme (See **APPENDIX X**) and the monitoring and evaluation instruments of the HFLE programme, the actual HFLE objective may not be fully achieved due to the insufficient number of teachers to teach HFLE. However, the Committee acknowledges the efforts of the MOE to increase the number of teachers

administering the HFLE by collaborate with UWI to certify at least two teachers per school during July/August 2019, in teaching the HFLE programme.

4.47. The Committee noted the difficulty of the TTPS to capture online sex offenders due to the emergence of modern technology and the encryption of transmissions in social media platforms and online chatrooms. As a result the Committee acknowledges the need for the TTPS to be able to penetrate the various 'meeting places' to successfully pursue and prosecute the growing communities of sexual offenders who commit sex crimes online.

4.48. Notwithstanding **4.47.,** the Committee further notes the need for a proactive approach especially targeting online child sex offenders.

4.49. The Committee noted that the various challenges of the entities highlighted in **Figure 3** affected the extent to which the programmes were effective in implementing their objectives with regard to child pornography and child prostitution.

Tracking Mechanisms

4.50. The Committee found that the following tracking mechanisms are used to monitor student behaviour and attitudes after the HFLE programme:

- A Post-Implementation Survey;
- Focus Group Interviews for teachers and students; and
- The Student Portfolio e.g. Reflective pieces, Activity sheets/Work sheets, Personal Research, Artistic Piece, Craft, Story, Short film/CD, Information Sheet(s), Poems/Songs.

4.51. Furthermore, the Committee noted, the MOE tracking mechanisms to monitor the preventative and responsive measures (home visit assessments, individual and group counselling and group sessions) to identify at risk students are:

a. Clinical Supervision
b. Case management
    i. Review of Case files
    ii. Review of Summary of student Interviews and intervention.

4.52. The Committee noted the VWSU view that sensitisation of other agencies that are a contributory factor for child pornography and child prostitution, for example, the hotel industry and the airline industry to track and identify cases so that they could monitor and make reports to the relevant agencies.

Treatments for Victims of Child Pornography and Prostitution

4.53. The Committee noted that the MOE uses the following restorative approaches to treat with incidents of child pornography and child prostitution:

- Proactive Circles – sharing of information with students to prevent child abuse;
- Use of Peer Mediation;
- Restorative family conferences/circles;
- Restitution Planning – encouraging personal growth, metal health stability, self-regulation; and
- Reintegration – encouraging self-transformation to maintain a state of normalcy.

Recommendations

4.54. The Committee recommends that the Cyber Crime Unit of the TTPS establish and operationalise additional approaches to partner with social media providers and to utilise additional online tools such as social media networks, posts and chatrooms to register and monitor online usage for activities related to child pornography and child prostitution.

4.55. The Committee recommends that the Cyber Crime Unit and Counter Trafficking Unit (CTU) of the TTPS collaborate with officers in other jurisdictions regionally and internationally to create a proactive approach to target and lure online offenders of child prostitution and child pornography.

4.56. The Committee recommends that the MOE, TTPS, OPM, MAGLA note the recommendations of the stakeholders provided in APPENDIX III.

4.57. The Committee recommends that the TTPS initiates awareness programmes with the hotel industry with the aim to encouraging reporting of suspected cases of child pornography and child prostitution by January 2020.

4.58. The Committee recommends that MOE, TTPS, CATT and MOH note:

- **the recommendations by UNICEF in APPENDIX III regarding the programmes and services be targeted to the treatment of the specific issue / symptoms of the child;**
- **that the programmes and services are targeted to areas with the highest cases of child pornography and child prostitution as identified in Table 8, Table 13 and Table 14.**

4.59. The Committee recommends that the CATT, CTU, VWSU, CPU and NPTA collaborate with international organisations to conduct sensitisation and training sessions with the following stakeholders on the importance of treating, identifying and reporting suspected cases of child prostitution or child pornography:

- **hotels;**
- **airlines;**
- **the general public;**
- **teachers;**
- **parents; and**
- **students.**

4.60. The Committee recommends that the Ministry of Education consider revising the teacher training syllabus/curriculum for new teachers to include the HLFE Programme in order to strengthen the effectiveness of the HLFE Programme and to increase current average of two (2) teachers per school to teach the Programme.

4.61. The Committee recommends that the MOE develop communication strategies to prevent child pornography and child prostitution in preparation of the opening of the 2019/2020 new academic year:

- **to sensitize primary and secondary schools students on child pornography;**
- **to decrease hyper sexuality in children in secondary schools.**

- **to sensitise students on the creation and distribution of self-made pornographic material and that it is a criminal offence subject to the penalties associated with the offence under the Children's Act, Chap. 46:01.**

4.62. The Committee concurs with the NPTA at 4.20 and recommends that the MOE develop a sensitization strategy to target parents of children, at both primary and secondary schools, on the prevalence of child sexual exploitation and inappropriate sexual behaviour, especially in the making and distribution of self-made pornography and on social media platforms by January 2020.

Your Committee respectfully submits this Report for the consideration of Parliament.

Sgd.

Dr. Nyan Gadsby Dolly, MP

Chairman

Sgd.

Mrs. Glenda Jennings-Smith, MP

Vice – Chairman

Sgd.

Mr. Esmond Forde, MP

Member

Sgd.

Mr. Kazim Hosein

Member

Sgd.

Mr. Rushton Paray, MP

Member

Sgd.

Mr. Dennis Moses

Member

Sgd.

Mrs. Hazel Thompson-Ahye

Member

July 19, 2019

APPENDIX I

MINUTES

EXCERPT OF THE MINUTES OF THE TWENTY-THIRD MEETING OF THE JOINT SELECT COMMITTEE ON HUMAN RIGHTS, EQUALITY AND DIVERSITY, HELD IN THE ARNOLD THOMASOS ROOM (WEST), LEVEL 6 AND IN THE A.N.R. ROBINSON MEETING ROOM (EAST), LEVEL 9, TOWER D, PORT OF SPAIN INTERNATIONAL WATERFRONT CENTRE, 1A WRIGHTSON ROAD, PORT OF SPAIN ON FRIDAY JANUARY, 18, 2019

Present

Dr. Nyan Gadsby-Dolly, MP	Chairman
Mr. Dennis Moses	Member
Mr. Saddam Hosein	Member
Mr. Rushton Paray, MP	Member
Mr. Esmond Forde, MP	Member
Mrs. Hazel Thompson-Ahye	Member

Secretariat

Ms. Candice Skerrette	Secretary
Ms. Vanna Jankiepersad	Assistant Secretary
Ms. Khisha Peterkin	Assistant Secretary
Ms. Aaneesa Baksh	Graduate Research Assistant
Ms. Ria Rampersad	Parliamentary Intern

Absent/Excused

Ms. Glenda Jennings-Smith	Member [Excused]
Mr. Kazim Hosein	Member [Excused]

Trinidad and Tobago Prison Service (TTPS)

Mr. Harold Phillip	Deputy Commissioner of Police (Ag.), Crime & Support
Mr. John Frederick	Senior Superintendent, Court and Process
Mr. Amos Sylvester	Inspector, Cybercrime
Mrs. Claire Guy-Alleyne	Assistant Superintendent, Child Protection Unit
Mrs. Aisha Corbie-Price	Manager, Victim and Witness Support Unit

Office of the Prime Minister

Ms. Jacqueline Johnson	Permanent Secretary
Mr. Bertrand Moses	Child Development Coordinator
Ms. Safiya Noel	Director, Children's Authority of Trinidad and Tobago (CATT)
Ms. Rhonda Gregorie-Roopchan	Investigation Manager

Ministry of Education

Mr. Kurt Meyer	Permanent Secretary (Ag.)
Mr. John Roopchan	Chief Education Officer (Ag.)
Dr. Dennis Conrad	Manager, Student Support Services Division
Ms. Natalie Robinson-Arnold	Senior Schools Social Work Specialist

Ms. Theresa Neblett-Skinner Curriculum Officer, Health & Family Life Education

Public Hearing

9.1 The meeting reconvened at 11:04 a.m. in the A.N.R Robinson Meeting Room.

9.2 The Chairman welcomed and thanked the officials for attending. Introductions were made.

9.3 The Chairman invited opening statements from:

- Ms. Jacqueline Johnson, Permanent Secretary, Office of the Prime Minister;
- Mr. Harold Phillip, Deputy Commissioner of Police (Ag), Crime and Support; and
- Mr. Kurt Meyer, Permanent Secretary (Ag.), Ministry of Education.

Summary of Discussions

10.1 The following issues arose during discussions with the officials (*for further details, please see Verbatim Notes):*

i. Cases of child pornography and child prostitution are under reported in Trinidad and Tobago;

ii. Current statistics do not accurately reflect the prevalence of child pornography and child prostitution in Trinidad and Tobago as evinced by the inconsistency in the number of reports between the TTPS and the Ministry of Education concerning child pornography;

iii. The circulation of child pornographic material by victims on social media platforms are commonly self-inflicted cases;

iv. The Revised National Code of Conduct of the Ministry of Education provides guidelines to principals on cell phone usage at primary and secondary schools and state that the possession or circulation of pornographic material is in contravention of the Children Act, Chap. 46:01;

v. The Health and Family Life Education (HFLE) programme of the Ministry of Education educates children about sex, sexuality and avoiding high risk behaviours;

vi. According to the CATT, child pornography is usually a result of unresolved abuse or trauma linked to an adverse childhood experience;

vii. There are targeted programmes available that offer counselling and support within the Student Support Services Division, Ministry of Education, the CATT and the Victim and Witness Support Unit, TTPS;

viii. CATT data suggests that there is no single profile of a victim or perpetrator of child exploitation as it can occur at any strata of the society;

ix. The challenges to effectively address the child pornography and child prostitution are:
- the lack of effective communication between entities;
- the unwillingness of victims to report incidents;
- the difficulty to intercept electronic transmissions;
- the difficulty to access data from foreign telecommunications authorities; and
- the lack of human resources.

x. The recommendations to effectively address child pornography and child prostitution are:
  - the need for research to inform policy;
  - the need for public education on child abuse including child pornography and prostitution; and
  - the need for additional sensitisation and awareness campaigns which aim to deter acts of child pornography and prostitution and remove the stigma related to child pornography and prostitution.

Adjournment

12.1 The meeting adjourned at 12:54 p.m.

I certify that the Minutes are true and correct.

Chairman

Secretary

January 31, 2019

APPENDIX II

VERBATIM

VERBATIM NOTES OF THE TWENTY-THIRD MEETING OF THE JOINT SELECT COMMITTEE ON HUMAN RIGHTS, EQUALITY AND DIVERSITY HELD IN THE A.N.R ROBINSON MEETING ROOM (EAST), LEVEL 9, (IN PUBLIC), OFFICE OF THE PARLIAMENT, TOWER D, THE PORT OF SPAIN INTERNATIONAL WATERFRONT CENTRE, #1A WRIGHTSON ROAD, PORT OF SPAIN, ON FRIDAY, JANUARY 18, 2019 AT 11.05 A.M.

PRESENT

Dr. Nyan Gadsby-Dolly	Chairman
Mr. Dennis Moses	Member
Mr. Saddam Hosein	Member
Mr. Rushton Paray	Member
Mr. Esmond Forde	Member
Mrs. Hazel Thompson-Ahye	Member
Ms. Candice Skerrette	Secretary
Ms. Vanna Jankiepersad	Assistant Secretary
Ms. Khisha Peterkin	Assistant Secretary
Ms. Ria Rampersad	Parliamentary Intern

ABSENT

Mr. Kazim Hosein	Member
Mrs. Glenda Jennings-Smith	Member

TRINIDAD AND TOBAGO POLICE SERVICE

Mr. Harold Phillip	Deputy Commissioner of Police (Ag.) Crime and Support
Mr. John Frederick	Senior Superintendent Court and Process
Mrs. Claire Guy-Alleyne	Assistant Superintendent of Child Protection Unit
Mr. Amos Sylvester	Inspector-Cybercrime
Mrs. Aisha Corbie-Price	Manager – Victim and Witness Support Unit

OFFICE OF THE PRIME MINISTER
GENDER & CHILD AFFAIRS

Ms. Jacqueline Johnson	Permanent Secretary
Mr. Bertrand Moses	Child Development Coordinator
Ms. Safiya Noel	Director—Children's Authority of Trinidad and Tobago
Ms. Rhonda Gregorie-Roopchan	Investigation Manager

MINISTRY OF EDUCATION

Mr. Kurt Meyer	Permanent Secretary (Ag.)
Mr. John Roopchan	Chief Education Officer (Ag.)
Dr. Dennis Conrad	Manager – Student Support Services Division
Ms. Natalie Robinson-Arnold	Senior Schools Social Work Specialist
Ms. Theresa Noblett-Skinner	Curriculum Officer, Health & Family Life Education

Madam Chairman: Good morning everyone. It is my pleasure to reconvene this meeting, which is the Twenty-Third Meeting of the Joint Select Committee on Human Rights, Equality and Diversity. This public hearing will be broadcast on Parliament Channel 11, Parliament radio 105.5 FM and the Parliament's YouTube channel, *ParlView*. It is my pleasure to welcome the officials from the Trinidad and Tobago Police Service, the Office of the Prime Minister, Gender and Child Affairs and the Ministry of Education. My name is Dr. Nyan Gadsby-Dolly and I am the Chairman of this Committee and I would like at this time to allow the members of the Committee to introduce themselves, starting at my right.

[*Introductions made*]

Madam Chairman: Now, I would like to invite the officials who are present with us to introduce themselves and we will start from my right, your left, with the Trinidad and Tobago the Police Service and proceed in the direction, left.

[*Introductions made*]

Madam Chairman: Thank you all for being present here with us. In February 2018, a Facebook video went viral in Trinidad and Tobago. It depicted a female child being encouraged to engage in sexual activity by an adult male. Fake news being as prevalent as it is in Trinidad and Tobago, no one was sure if this was real, staged or if it even happened in Trinidad and Tobago. A Diego Martin grandmother was reported to have gone to the police thinking it was her granddaughter that was involved. This was proven, luckily, untrue but not before the community reportedly accused and swore to exact justice on a fellow villager deemed guilty of the act. This is just one example, but it is clear that there are strong feelings associated with the sexual exploitation of children compelling them to engage in sexual activity or the production of pornography or prostitution. Legislatively, clear lines are drawn denoting an acceptable and unlawful behaviour in this regard both locally, regionally and internationally.

Laws and emotions notwithstanding, however, the child pornography industry has been estimated at US $20 billion per year, which is very difficult to verify because of the very nature of this type of trade and so too child pornography. It is this level of uncertainty coupled with the knowledge that these scourges do exist in Trinidad and Tobago that has led this Committee to its present objectives, which are, to explore the extent to which child prostitution and child pornography exist in Trinidad and Tobago and to evaluate the efficacy of measures which discourage and penalize child pornography and child prostitution and treat victims of child pornography and child prostitution.

I would like to acknowledge the written submissions received, nine of them in total, from the Trinidad and Tobago Police Service, the Office of the Prime Minister, the Ministry of Education, the National Council of Parent-Teacher Associations of Trinidad and Tobago, the Ministry of Health, the Ministry of Social Development and Family Services, the Ministry of the Attorney General and Legal Affairs, the Convention on the Elimination of All Forms of Discrimination Against Women, CEDAW, that Committee of Trinidad and Tobago, the Ministry of Labour and Small Enterprise Development.

I would now like to invite brief opening remarks from the Permanent Secretary in the Office of the Prime Minister, the Deputy Commissioner of Police and the Chief Education Officer. Well, we do have the PS with us, so the PS in the Ministry of Education. So we start with Ms. Johnson of the Office of the Prime Minister.

Ms. Johnson: Good morning members; thank you, Madam Chair. The children of Trinidad and Tobago continue to be prey to child prostitution and child pornography. While our research focused in 2015 on child abuse and the extent to which that is occurring in the country, parts of that focused on the issue of prostitution and pornography. It is well documented there that we have an issue with child prostitution as well as child pornography to the extent that the public may have some uncertainty as to what really is considered child pornography.

The Office of the Prime Minister continues to focus on this area in its broader context of child abuse, generally, but we have been indeed focusing on the issue of child pornography and child prostitution in the various public awareness campaigns that we have been embarked on since 2015. We continue to build the framework for the protection of the nation's children and their development. We know that the legislation is well established, the policy environment is being built, the institutional environment is being built and we continue to treat with building the awareness of the public with regard to child sexual abuse and in particular the areas of pornography and prostitution.

Yes, we are constrained by resources and we have been trying to maximize the use of the available resources, including, by partnering with the external agencies and our fellow Ministries and Departments to get the word out there that children have rights; they ought to be protected from all forms of abuse including sexual abuse. We remain committed to ensuring that we get to the wider public as much as possible so that they understand the issues surrounding child prostitution and child pornography. Thank you.

Mr. Phillip: Good morning everyone. The Trinidad and Tobago Police Service with its major role in enforcing the laws of Trinidad and Tobago including the laws under the Children Act have in fact established the Child Protection Unit as well as we utilize the services of our community, police officers, our Victim and Witness Support Unit, as well as our Police Youth Club members to engage in ensuring that we communicate in terms of educating the members of the public. We do outreach programmes all in an effort to ensure that the public is aware of the various offences including child pornography and child prostitution.

Generally, the Trinidad and Tobago Police Service has not concentrated on specific programmes relating to child pornography and child prostitution. However, we have done extensive training with respect to child exploitation, sexual exploitation. And in that includes modules of child pornography as well as child prostitution. We continue to liaise with other stakeholders including the Children's Authority as well as NGOs in an effort to build capacity and competence within the organization, as well as to ensure that we could successfully prosecute matters that come within our domain. We remain resolute in an effort to rid and to ensure that child prostitution as well as child pornography do not gain prevalence within our society. I thank you.

Madam Chairman: The Permanent Secretary of the Ministry of Education.

Mr. Meyer: Good morning. The safety of our children in our schools is of paramount importance to the Ministry of Education. We live in a world where access to information is by and large free and available 24/7. This fact brings about many challenges as well as many benefits. To protect our students the Ministry

has implemented a number of programmes and policies, as well as ICT protocols that allow us to manage the flow of information into our schools. It is difficult but we are making some small progress in that direction. In the vanguard of this effort are our specialized units, the Student Support Services Division, our Division of School Supervision, our Curriculum Division, our School Management teams and our ICT Division. The Ministry stands ready to work with all our stakeholders to protect our children. Thank you.

Madam Chairman: Thank you so much everyone. At this time we would like to begin our questioning and I would remind all members as well as the officials with us to direct any questions or comments you may have through the Chair. I will start the questioning and this question, it is a two-part question, and I would like to get the views of all who are here with us, all the institutions on this question.

Are child pornography and child prostitution, are those major issues in Trinidad and Tobago? And can you give me your answer with a justification for why you say so. We could probably start with the TTPS.

Ms. Johnson: Child prostitution and child pornography is an important aspect of our whole child abuse landscape. We have data which indicate that it is taking place. We may not have anyone being prosecuted but we have data which indicates that it is taking place. We have children being placed in our children's home as a result of these things. So it is a major problem; it is part of the child abuse landscape, the child sexual abuse landscape that we need to treat with.

Mr. Phillip: According to reports, the records that have in fact been—with respect to reports that have in fact been made over the past five years between 2013 to 2018, in terms of child pornography, the TTPS would have investigated nine reports and in terms of child prostitution we did not investigate any reports; there were no reports that came to our attention. However, my information is that with respect to the Counter Trafficking Unit there would have been a report made in 2018.

From where we sit, certainly with respect to child pornography, the reports that come to our knowledge involve Trinidad nationals, citizens, children and generally persons, parents or adults with—would report that they were informed that videos were circulating of either children that they could have identified, as well as in some instances children who they were unable to identify and we in fact investigated those reports.

At present, we have three such reports before the court and in some instances due to the lack of evidence in terms of retrieving the video we were unable to complete investigations into those reports. However, we are of the view that it may be under-reported in many instances. Persons do not come to the police, as well as even when we hear of child prostitution, there may in fact be incidents; however, those reports have not reached the police according to our records.

Madam Chairman: Ministry of Education. Is child pornography and prostitution a major problem in Trinidad and Tobago? From your viewpoint.

Mr. Meyer: From the Ministry of Education's statistics, it does not appear that it is a large percentage of the population, school population involved in it. We are convinced however that there is significant under-reporting, but under-reporting does not necessarily mean that the matter was not dealt with because it is quite possible that a child may be found with an inappropriate material, a teacher/principal would discipline the child and they would move on. But the fact is we do not know that number, but the figures we have now are low.

Madam Chairman: Okay. So that brings me to the issue, because that—the issue of under-reporting was mentioned both in the Ministry of Education, especially the TTPS, because I think, maybe, I was surprised and I think maybe members of the Committee may have been surprised at the variance between what was reported in the Ministry of Education's submission and the TTPS, because the Ministry of Education is saying that your numbers are low, the TTPS's numbers were even lower than that. And the question is, for example, the TTPS reported nine cases as you would have mentioned between 2013 and '18, while the Ministry of Education reports 69 cases between 2014 and '18. So in a case where there is a situation in a school, is that immediately reported to the police?

Mr. Roopchan: Chair, if I may. Within the Ministry of Education we have established procedures with regard to anything concerning child pornography or prostitution. We have recently, as the Ministry of Education, revised our national education our Schools Code of Conduct. In fact, we launched this document, the revised version in May last year and we have established protocols that outline with regard to incidents of pornography or prostitution or anything involving sexual misbehaviour, and the principals are advised to follow that procedure and if it is to be reported. One of the things I would say though is that as far as pornography is concerned, it seems as though a lot of it is going through social media and therefore our figures might appear bigger as compared to the TTPS because we count every one of those social media posts that seem to be affecting our school students; we have counted those among our documentation.

Madam Chairman: So just to clarify, your procedures and protocols, re child pornography, prostitution and other explicit sexual behaviours of children advise principals to bring the TTPS into the picture?

Mr. Roopchan: Yes.

Madam Chairman: Those revisions that were made to the policies and procedures, is that advice to go to the police a new provision?

Mr. Roopchan: No, it is not really, but we recognize also as indicated before by both parties here, the police and the Ministry of Education, the issue of under-reporting. A lot of things do not come, and I guess it is because of the nature of this thing there is a kind of secrecy that seems to be tagged on to it which we are trying to discourage among students themselves to not keep secrets but bring it to us so that we can address them.

Madam Chairman: So therefore, what we may be seeing is that principals may not be following the procedures to the letter and maybe trying to handle the things in-house and not bringing the police into the picture, which is one level of the under-reporting. And then you are mentioning that it may be that teachers also may see situations and not bring it to the attention of the principal, which would add another layer to the under-reporting. And certainly if parents are the ones who discover the situation they may not being it to anybody else's attention, so therefore you have another layer down there going on. And so, this issue of child prostitution and pornography as we say, may be swirling about underground, happening and impacting our society but it is not filtering up into the levels where it needs to be addressed.

Now, the Ministry of Education's submission showed that over the last five years we had 67 per cent of the 69 cases being girls involved in child pornography. So out of the cases for the last five years 67 per cent of the pornography cases involved girls, females rather than males and of the 67 involving females 72 per cent were, and I am using this term loosely, self-inflicted. I am using that to mean that they created and distributed the material themselves. And in what we commonly term that "sexting" practice that takes place now.

So, it apparently has become very common for our young ladies, and those are the ones that we catch, to take either nude pictures of themselves or videos of themselves engaging in sexual activity sometime with multiple partners and distribute that themselves. Some would send it to someone and then it gets distributed further from there and some send it out themselves to multiple people.

I want to get a sense, so we have already been speaking about and fleshing out this issue of under-reporting, meaning that we have a problem that is not acknowledged because the numbers are not there and the systems are not there to pick it up fully. And we are now looking at this issue contributing to that of our females in a forefront role, of our young females actually creating the pornography themselves. I want to hear a bit of perspective on this. What are the—is this against the law? Because I noticed in California and Arizona they have relaxed their child pornography laws to allow for the students found participating in this kind of activity, this sexting activity, to not feel the full brunt of imprisonment. But in truth and in fact what they are doing is creating pornographic material. It is of themselves but they have relaxed their laws to allow for them to not be fully prosecuted. Where are we in this aspect? What is happening, what are our thoughts, what are our findings on this particular issue of the creation and distribution of self-made pornographic material especially by our young ladies? What is happening in there? I would like to get the perspective of all the institutions on this particular issue.

Mr. Roopchan: Again, Madam Chair, if I may. I made reference to the Revised National School Code of Conduct and I just want to highlight three points here with regard to use of social media. I am reading here:

> Negative posting on anyone, inclusive of…school personnel, is prohibited.
>
> Students are prohibited from taking nude or partially nude pictures of themselves or of other students and circulating them on social media.
>
> Persons found circulating pornographic material of minors or having pornographic material of minors on their cellular phones or other—mobile handheld devices—are in contravention of the Children Authority Act…—and the fine is spelt out and whatnot.

So from our perspective we have laid out what our conditions are and we expect strict adherence to it by students and enforcement by all school and school-related personnel, including parents.

Madam Chairman: Office of the Prime Minister, you want to weigh in on this.

Ms. Johnson: The penalties associated with children who are convicted of this crime is spelt out at section 43 of the Children Act. And those issues would be dealt with by the Children Court now. Yes, on conviction on indictment it is clear that there is a sentencing arrangement here, but that is within the jurisdiction of the court. Our view is that that is the current law and we ought to abide by it.

But, Madam Chairman, one of the things that we have recognized is that our children are very hypersexual. We know—from the data that we have that the sexual thing is taking place in the school and that is why we have the Ministry of Education with the HLFE Programme and we are now trying to introduce the Foundations Programme which would take it a little bit beyond the HLFE. But we know this is happening in the school, we know we do not have the substantive research to know the extent and how best to treat with it. I know the Children's Authority is going to be doing some research in 2019 to treat with that whole hypersexuality of our children. But our position remains that once a child is engaged in this kind of activity we need to treat with it through the law and to provide personal support for that child and/or his or her family in the process.

Mr. Frederick: If I may, pleasant morning to all. Section 40 of the Children Act speaks to what you have raised there, Madam Chair. It creates several offences under section 40(1). It speaks of one who:

"(a) makes or permits to be made any child pornography…

(b) publishes, distributes, transmits….

(d) obtains access…to…"

(e) have in their—"possession…or…

(f) purchases, exchanges or otherwise receives any child pornography."

So it means then a child whether in the school or wherever, at her home, that engages in such action, that is to say, they make or they cause to be made any child pornography would have committed an offence. And as stated, the penalties fall under section 43 of the said offence and there is a deeming offence under section 44 which states that, once you are found in possession of any child pornography you are deemed to have known that you are in possession of child pornography and therefore it rests upon you to state why it is or how it is that you are not aware that you are in possession of child pornography. And the penalties are as outlined there. They are pretty serious. Thank you.

Madam Chairman: You wanted to say something, Mrs. Corbie-Price?

Mrs. Corbie-Price: Thank you, Madam Chair. I wish to add also, coupled with the culpability relative to the Act that my colleague would have just explained, we recognize the need for intervention as we see a number of girls, males, girls being involved in the whole issue of creating videos of pornography. What we have gotten at the Victim and Witness Support Unit would have been a number of requests from the schools indicating they would have gotten information or rumours of video circulating and to that end the TTPS through the VWSU would have been doing a significant amount of interventions, sensitization and having workshops at schools. Because we believe it—the need is really to assist the child so as to curb this type of behaviour and we see it happening a lot with our victims of crime who have unresolved issues which would speak to what my colleague would have hinted just now about the hypersexuality that is occurring amongst our young persons as they need to deal with trauma from other issues.

We are finding also that the children that may come to the police that are suspected to be involved in issues of child pornography they would be referred to Victim and Witness Support Unit for that type of intervention and you often find that there may be a history of some other adverse childhood experience. So the child now is using this method to cope, though maladaptively in this way. So especially where there is a history of child sexual abuse, where there is also a history of current violence in the home. So I think we really need to look as to how we deal with the children and the trauma that they experience in a timely manner so that they could get healthier options to cope.

Madam Chairman: I know my colleagues would be chomping at the bit to come in. I am just going to reserve my right to come back to ask about this issue of under-reporting and how we are going to address that or what is being done to address it, because it is almost as though from the statistics side our heads are in the sand and, you know, we have no problem when the problem is exploding all around us. So I am just going to allow now for my colleagues to come in—Sen. Hosein, followed by MP Paray.

Mr. S. Hosein: Thank you very much, Madam Chair. Good morning again to the stakeholders before us. My question is directed to the Ministry of Education. Having regard to the usage of cell phones and the

growth of social media and you see a lot of videos coming out from schools, there were certain videos where they may have had some sort of pornography being taped at school compounds. Can the Ministry for the benefit of this Committee and those who are listening elaborate on what is the current policy with respect to the usage of cell phones at schools?

Mr. Meyer: Currently we have a policy in place, I do not want to use the word "liberal" but gives—delegates a lot of the authority directly to the school principal. So in other words, the principal can decide how restrictive or how beneficial the use of the cell phones can be. Because right now we have some schools that use cell phones as teaching and learning tools and some schools it is operating all the time. It is not a problem because that is how—principals have WhatsApp groups, teachers have groups, they have groups to share with their children. There are some schools that there is a zero tolerance for cell phones and there is no activity at all.

Mr. S. Hosein: Since there is no uniform policy—

Mr. Meyer: No, no, it is not that there is no uniform policy, what we have done is that we have allowed the principals to make a decision on the ground as they are there on the ground to make a decision.

Mr. S. Hosein: Is the Ministry going to develop some sort of uniform policy or is it the work—so not just leaving it to the discretion of the principal?

Mr. Roopchan: Yes, member. As I have indicated we have spelt out here guidelines for use of the technology in schools. And we recognize that the technology can be used for good and it can be used for bad. Certainly it can prove to be a very useful educational tool to facilitate teaching and learning and we do not want to throw out the baby with the bathwater but the reality is that we need to put some systems and rules in place. And as the PS is pointing out, at the school level the principal will understand their context. There are some schools, and we need to accept this, that there are some schools, they would be more in tune with using the technology for educational purposes. But we need to just put out the guidelines and the principals at that level will decide and they would interpret our National School Code of Conduct because I am seeing here on the acceptable use of technology we are actually saying that:

> The capture and display of pornographic images and video as well as obscene/vulgar images, sound, music, videos and materials—using any technology in the school—is prohibited.

But in terms of using the technology for teaching and learning there is a protocol that is recommended for teachers to use in terms of consulting the principal to make sure and certain declarations, when I say, not necessarily in writing, but through the office of the principal, so that it can be used for a facilitative process of education.

Mr. S. Hosein: And these guidelines are approved by the Ministry?

Mr. Roopchan: Yes. In fact, this is an approved Ministry document launched last year.

11.40 a.m.

Mr. S. Hosein: Chair, just one more question to the Ministry of Education. PS, Ms. Johnson had raised the issue with respect to hypersexuality with respect to young people and I want to ask, what is the Ministry's position on the policy with respect to sexual education at schools in an attempt to curtail or limit child prostitution and/or pornography?

Mr. Roopchan: The Ministry's position is one of education, as we will all recognize, but certainly our implementation of curriculum is really what we use to facilitate and to dissuade children from illicit behaviour. I will probably pass this on to our coordinator of Health and Family Life Education, Ms. Skinner, who will respond.

Ms. Noblett-Skinner: Good morning everyone. One of the goals of the Health and Family Life Education curriculum is to facilitate students to make responsible decision-making with respect to social and sexual behaviour. So the curriculum, both at the primary and secondary level, looks at issues of equipping students with the skills and knowledge to make healthy choices and to avoid risky behaviour. So we deal with self-image, self-esteem, abstinence, STIs, you know. So we try to give knowledge and both skills at the time same.

Mr. S. Hosein: That is very welcoming to hear that.

Madam Chairman: Could I just piggy-back and ask, what does that programme look like in schools? And is it uniform across schools?

Ms. Noblett-Skinner: The HFLE curriculum has four modules. One of the modules is sexuality and sexual health. The content is age appropriate, so the content will spiral up depending on the age of the child. But we do cover similar content at primary and secondary. So as I said earlier, we would look at self-esteem, self-image. At the primary, we will look at good touch, bad touch, looking at, as I said, sexually transmitted diseases and it is life-skills based.

Madam Chairman: Who administers these rules?

Ms. Noblett-Skinner: Teachers.

Madam Chairman: Normal teachers?

Ms. Noblett-Skinner: Yes, teachers in the system who are trained and we conduct training and we collaborate with other institutions, such as the Children's Authority, UNFPA, to provide the relevant and current information on the topics.

Madam Chairman: So what percentage of teachers in any school are trained in this way?

Ms. Noblett-Skinner: Okay. Right now the HFLE is offered at the primary level, and at the secondary level it is at the lower school, as 1 to 3. So we may have, depending on the number of classes at each level—you may have at least two teachers at each level. Let us say, Form 1, you may have four classes, you may have at least two teachers at that level teaching the HFLE.

Madam Chairman: So at every school there are teachers trained in this way to deliver this to children?

Ms. Noblett-Skinner: We could speak to government secondary schools, because the Ministry of Education has more control over the government secondary school system, because we recognize that the sexuality and sexual health component for some faith-based schools, there are some issues that they may not agree with, but they adapt the curriculum as they see fit.

Madam Chairman: So, do we have the assurance that at every school, every government school you are saying, there are at least two teachers at every level to deliver this?

Ms. Noblett-Skinner: Yes.

Madam Chairman: And how often is it delivered? Or how is it delivered?

Ms. Noblett-Skinner: The prescribed is two periods per week.

Madam Chairman: So in every government school, at every level, there are at least two periods per week where children are exposed to this?

Ms. Noblett-Skinner: Yes.

Madam Chairman: By trained teachers?

Ms. Noblett-Skinner: Yes.

Madam Chairman: And in the faith-based schools you are saying that it is a little more difficult to control?

Ms. Noblett-Skinner: Yes. They have their own programme. Sometimes they call it personal development, so it contains elements of the Health and Family Life Education curriculum, but they may not term it Health and Family Life Education curriculum. So they adapt it based on their needs, religious, you know, beliefs.

Madam Chairman: And how long has this programme been going on?

Ms. Noblett-Skinner: The first curriculum was developed in 2006 and was revised in 2013.

Madam Chairman: And what would have been the basis of the revision, what monitoring? How do you evaluate that this programme is working?

Ms. Noblett-Skinner: Okay. We have curriculum officers who go out and monitor. We use monitoring instruments to look at teachers' implementation of the strategies that we recommended; if they are using assessment tools. Part of the process is students develop a portfolio. The portfolio is supposed to reflect their growth in terms of their attitudes; growth in knowledge. So it will reflect on the classes; how they feel about the topics they have conducted; what they would like to know. So they have a portfolio that will look at students' growth and development as well.

Madam Chairman: I am asking this because I have three school-age children and I do not know about the programme.

Ms. Noblett-Skinner: Okay.

Madam Chairman: So I am literally asking it to understand how do we know that it is really having the effect that we expect it have? Because, I mean, I was also a teacher in the system and I do not know about it. And I am asking again, because I wonder, what are the challenges to having this programme be as effective as you would expect it to be? Because I hear teachers every day and they speak about the children and what are the challenges they are getting from children, and I am wondering, do you think that in its present administrative form it is having the effect you would expect it to have, or you want it to have? Are there things that you would want to see happen to make it more effective? Because I am not sure if it is as effective as we would want it to be.

Ms. Noblett-Skinner: One of the challenges, definitely, is that we may need more teachers to teach it, because HFLE right now is not an assessed area, so we rely on teachers' interest in the area. There are teachers who are trained in youth guidance and other areas, so we use those teachers and we provide them with additional support. The topic of sexuality and sexual health is an emotional one for some—contentious. Some teachers have tried to avoid it but we try to provide them with the kind of support,

external and internal, to give them the confidence and to implement the curriculum with some efficacy.

Mr. Forde: Just to follow-up on the same topic, but in terms of success of this curriculum programme, because we still continue, you know, to see in the media, whether on Facebook, whether through the newspapers, through the electronic media, as the case may be, instances of these government schools still not, you know what I mean, conforming to what you are now saying, because we still see the problem. And is it to say now that the faith-based schools, along with the non-denominational schools, is it a reporting factor that we are not getting evidence coming out of those schools?

Ms. Noblett-Skinner: Well, the curriculum is geared towards changing behaviour and attitudes, but behaviour change is over a period of time—

Mr. Forde: 2006 to now?

Ms. Noblett-Skinner: So we are engaging with students. Teachers are giving them the tools but we may not see the effect. Students go back to their homes and their communities, and we rely on—and we hope that students would transfer their behaviour out of the school situation, but sometimes we have no control over what they do. So we try within the school environment which we have control over, to equip them with the knowledge and skills that will allow them and hopefully they will make the right decisions.

Mr. Roopchan: And if I may add, Chair, through the Chair, the issue of behaviours in our system, dealing with school children, we have to discern between educating and exercising it, or living it out. We will admit, though, that when it comes to these issues, we can teach the children what are the right things to do, but oftentimes we are challenged to have that really playing out itself in changing attitudes and behaviour because much of what children see outside, they tend to model.

If we could have had a situation—and you asked about challenges, and this is a challenge because while we are looking at the two sides of the coin, one side is saying here we can present you with all the technical knowledge that you need to know about the benefits of this programme, and good behaviour and good practice, but the other side of it, it has to be modelled and that has something that children will be drawn to. So if what is being said and taught in the classroom is not seen practised by respectable adults, mothers, fathers and, you know, upright people in society, then it would be a challenge. Some children might feel, "Well, it is all right to go back to that, dey only talking in school". So that is one challenge that we, as a Ministry of Education—that we have been having.

My colleague has also pointed out the issue of teaching. Presently the subject area of Health and Family Life Education is actually being implemented through recommendation of team teaching, because there are some teachers—and the HFLE has four modules, one of which is sexuality and sexual health education, but there are other modules that deal with health and fitness, and so forth, and therefore, because there are no assessed teachers who are assigned or appointed to a school to teach HFLE, what we have happening is that teachers who have an interest, as pointed out earlier, they are called upon to implement certain parts of the programme. Okay?

Also, I would like to point out, based on a comment coming from the Chair about the programme not being known, and what not, yes, we are saying it was introduced as far back as 2006. In 2006 it was meant to be a totally infused programme in the school curriculum, that it was supposed to be taught through every subject and the then contracted officer designed a curriculum for infusion, but we realized that the infusion was not totally working across all levels, and therefore, when we engaged in

curriculum review in 2013, what we did was to separate it at the secondary level and make it something that, you know, schools must focus on, at least two periods for the week.

So that is a development that came to allow us to target it this way. But as pointed out earlier, too, these kinds of subjects that call for change in attitudes and behaviours, you do not see the result immediately, but we are still monitoring.

Mr. Paray: Thank you very much, Chair. I just have a very brief comment and perhaps a question that will follow. Clearly, the stakeholders here today are dealing with a symptom. What you see emanating in the schools, ends up in the police station and so on, are the symptoms of an underlying cause which speaks to a bigger social issue that I do not know if we are addressing, really, because we talk about hyper-sexualization of our youngsters. But, clearly, we are in a hypersexual country and nation, and a time—a climate, so the children are emulating what you are seeing in the bigger space.

Now, I just want to direct this question to the Office of the Prime Minister as the policy direction arm of the State. I looked at your response to question 11 of your response which asked about studies and research, and there was a UNICEF report titled: Knowledge and Attitudes among Young Adults and Children on Gender-Based Violence in Trinidad and Tobago. But what was alarming to me in your response was that—and this is how I read it; perhaps you could tell me if I am wrong—that 6 per cent of the population of Trinidad and Tobago did not see that showing pornography to children constituted sexual abuse. And even more alarming was that 60 per cent of the respondents which, if I have to extrapolate as being the population, did not see showing pornography to children as being abusive to them. Now, as a reasonably intelligent person, a father as well, I am trying to grapple with those numbers.

As a policy direction arm of the State, was that information, that data, of concern to you? And if it was, has there been any conversation about the policy direction going forward to address this at the social level? Because, clearly, the two bits of data speak to our society and how we see pornography as an adult and its impact on our children. Perhaps a comment from that—thank you.

Ms. Johnson: Thank you, Madam Chair. As I said earlier, the issue of pornography remains critical for us as one of the areas coming under the bigger, broad heading of child abuse. And, yes, the data is significant enough for us to start looking at the policy to guide this area. The data was taken on board in our drafting of the child policy, but it also speaks to the need for some wider discussion on what has to be done to treat with the issue of pornography. Because we hear about the under-reporting and things not reaching the police, but the recent conference hosted by the Catholic Church at Hilton in 2016, I believe, indicated from all sources that this is one of the major problems affecting our children in this country, and it calls for a proper surveillance system for managing this problem at the social level.

Mr. Paray: Just to follow-up, Chair. In terms of the study that was done, that group of people that you would have brought into the assessment, was there any attention paid to that subset in terms of the people who you were asking questions: age, ethnicity, cultural background, and so on, to help determine policy direction? Were those things taken into consideration? Because, you know, religion may speak to one particular aspect. There may be people who may be anti, against certain—what I may feel as not normal somebody will say well, that is perfectly normal in their style. Did these specific issues speak to the policy direction that your Ministry will be taking?

Ms. Johnson: Yes, it did in some areas. The data was disaggregated in such a way that would have indicated what are some of the issues related to the whole framework for the development of children in

the country. We have an understanding of the religious groups' status on these matters. We have the position of the Ministry of Education on many of these matters via their policy decisions, however at the Ministry we are looking at the thing in the broader perspective, at the national level to guide policy decisions with regard to children. So it would have been considered, the data, as disaggregated as it was, to influence the policy we are trying to develop.

Mr. Paray: A last question—

Madam Chairman: I think you wanted to weigh in on that same question.

Ms. Noel: Yes. If I may just add, from the Children's Authority in terms of the reports that we have received, when we look at the alleged perpetrators or the profile of them, you do not see any one profile coming up in terms of groups of persons or any type of factor that you may want to use to group persons. It is across all the different domains that you would see in terms of categorizing persons. And I think that is one of the reasons why it may go undetected, because sometimes we may look for it in certain places, but child abuse and child sexual abuse does not show its head only in one place, one type of society, one area, one socio-economic grouping. That is not what it is. It is across all the domains because of what it is. It is a human element, and many times—and I support what my colleague said from Victim and Witness Support. Many times child prostitution or child pornography is one of the later impacts that you see. It is followed by greater trauma that a child may have experienced, or the person who is alleged to cause the child to be involved in it, that they have experienced, that remain unresolved. And so, we need to look at it in a very, very broad sense. Child pornography and child prostitution is at the tail end of the abuse. In most cases, there is a more substantial abuse that may have occurred for a very long time that led to this. Yes, I think that is an important point for us to note.

Madam Chairman: Sen. Ahye?

Mrs. Thompson-Ahye: I have heard quite a bit this morning. Some of the things are quite disturbing. One of the comments was—from the Ministry of Education, mind you—principals are advised to bring these incidences to the attention of the police. Now, when you put that kind of directive against low reporting, obviously, one should be able to see that principals all over, especially in particular schools which we call the prestige schools, and the denominational schools and the private schools, are going to be loath to report, because principals like to protect the reputation of their schools. What I get from you all as well, in terms of the Ministry of Education, is that there is still that punitive approach to child—and I say child; I am talking under 18—misbehaviour. You spoke about a new code of conduct. I had the old one and I have the new one, and in going through that new one—maybe I am wrong, and I would love to be corrected—I could not find anything about a restorative approach, or any semblance of your leaning towards adoption, implementation of restorative practices in the schools.

Now, I heard from the Victim and Witness Support Unit, and there is a more hopeful sign there, that you are going towards an intervention that looks, not so much towards punishment of that misbehaviour, but also rehabilitation and reintegration. I heard something which is also very positive, that at the end of the day what you are seeing coming out of this behaviour as a root cause is some trauma that that child has suffered. If you have a restorative approach where that child is given the right under the Convention on the Rights of the Child, to be heard, maybe at that point you will understand why that misbehaviour has occurred or is occurring. There is a lot of anecdotal evidence of this happening in schools. I was sitting at a meeting at the European Union some months ago and we were engaging in discussion, and, I mean, as a former school teacher myself, I could not believe the ages of the children who are

indulging in this kind of conduct. I mean, it was really a mind-blower. I am saying I am being educated here. There is a lot that is happening.

There are a number of people who have information and they are not reporting to the police. There are other professionals. We have mandatory reporting in our Sexual Offences Act and those guidelines are not being obeyed. So the police, you have a lot of work to do. I also heard about modelling of behaviour. I heard that you tried to instil certain behaviours in your programmes and, of course, it is not being followed up at home. So one imagines that what you are saying here is that the models of good behaviour are within the school environment and in the home and the society you have the models of unacceptable behaviour.

I went into a school and I asked for the principal, and they pointed out someone to me, and I said, "No, I want to see the principal". The way that person was dressed, I could not believe that was the principal, only to hear that in that school, the children are complaining about the principal's mode of dress. And this is a boys' school. So we have a lot of challenges.

I heard people speak about the heightened sexuality. That is nothing new. This is our society, not only Trinidad, but the Caribbean, and Barry Chevannes whom you all should know about, he has written a lot about it, and there are a number of people who have written about what is happening in our society. So this is where we are. How are we going to deal with this? We have to have a completely different mindset, not zero tolerance, but understanding that we are dealing with children and we want to act always in their best interest. So looking towards first, criminalizing without understanding that we should adopt a more restorative approach, is not going to bring about the change in behaviour that we want. We have the new technology and the children are way ahead of us. I have to call my children all the time—up to this morning—to help me with something.

So that, teachers have to get on board, parents have to get on board, understand we need the supervision, but we need children to be treated with a mindset that understands that it is not so much that you are breaking a law but that you are doing something which harms relationships, which harm yourself and what can you do to repair the harm that has been done to, not only to yourself, because the victim and the perpetrator, they both have to have that change brought about.

So what can we do? It is happening and there is a lot in the schools that is not desirable, and we always have to examine in the school system what we, as the teachers—and I speak as teachers—are really doing wrong; how are we treating with our children as children whom we love. Because some people love the subject but not their subjects and this is all of the things that we need to change in this society. We are talking about a whole new education system, but we have to start with a new philosophy.

Mr. Roopchan: Chair, if I may, just a response. I think that—I am sorry if I alluded to the fact that the good behaviour or whatever I am talking about, was existing in the school. I did talk about the school, that what is being taught and what not, and then I talked about modelling of it was a problem, but I do not think I said that it was being modelling in the school as, you know—

But that aside, what I made reference to was a National School Code of Conduct. The National School Code of Conduct, to my mind, outlines what is going to be expected behaviour and what is accepted and what is not accepted. The restorative approach, yes, we do have one through the Ministry of Education and we have a Student Support Services Division that will pick up on cases where we find that there is abuse of whatever we are looking at, and I am saying the Ministry of Education, we have

learning enhancement centres in every district in Trinidad and we expect that students who have been engaged in perhaps the topic of the day, these instances of prostitution and pornography, the procedure is that they are referred to our Student Support Services Division who now go through the whole approach of a case to make sure that they investigate that, where counselling is required. So that restoration takes place through our Student Support Services Division and in particular our LECs as a first step.

Mrs. Thompson-Ahye: The Learning Enhancement Centres, they are not institutions outside of the school? Are they for suspended students?

Mr. Roopchan: It is not about suspension of students, it is about restoration of children, as we are talking about. So where students have been facing any instance of indiscipline—and this covers a wide gamut. But in terms of dealing with the children for things that are behavioural and related to what could be psychosocial and so forth, we refer it to our Student Support Services Division. So the principals, they are quite aware. The first step, when they determine that something has happened in their school, they refer it and our Student Support Services officers are assigned to deal with it. And the treatment of it starts with the Learning Enhancement Centre, and if there are further interventions, they will recommend it and we will follow that action. I suppose if I ask our Manager of Student Support Services Division, Prof. Conrad, he will expound more on this.

Mrs. Thompson-Ayhe: Before he expounds more on it, is it not—I am not getting clear from you—the Learning Enhancement Centres, are they outside of the school?

Mr. Roopchan: They are set up to deal with district-wide problems. So it is not that every school has a Learning Enhancement Centre. In every district I said—

Madam Chairman: Well, I want to believe the answer is yes.

Mr. Roopchan: Yes.

Mrs. Thompson-Ahye: Yes, the answer is yes. The students who are suspended go to those centres?

Mr. Roopchan: As far as we are aware.

Mrs. Thompson-Ahye: That is okay. Well, yes, so you are agreeing with me. I thought you were saying no, but, in fact, I mean, I do not want to dress up things, and I am saying, you know, because I am getting the impression that there is an increase in suspension and expulsion when we should be going in the other direction. When you are removing children from the schools, you are losing a lot. You are losing a lot. So one ought to think back—step back from that approach and keep the children in the school and see what we can do in terms of changing the behaviour within the school environment. I am not saying that there would not be instances when children have to be removed, but that must be absolutely the last resort. And anecdotal evidence suggests to me that there are some schools in Port of Spain and elsewhere where there is too much use of the suspension tool to change behaviour. I sit in court sometimes, I hear a child has been out of school for over nine months, a whole academic year, in a so-called prestige school. So we have to look to see what is happening, especially children who are disadvantaged and they are doubly disadvantaged within the school system. We have to guard against this. We really do. We do not want children—you know, because those are the children who are going to be the problems, who are going to be coming into the criminal justice system.

Madam Chairman: So, I want to engage the Student Support Services Division and bring them into the

discussion on the treatment of victims of child pornography and child prostitution. Now, we are speaking about how children, when they present problems—and this is a present problem in schools, the videos, the pictures and so that constitute content, child pornographic content, whether self-made or not. Now, we heard from UNICEF today and they were speaking about targeted programmes of treatment for children who present different issues. And I do not want us to sit here and pretend that we do not know that the Student Support Services Division is, in many cases, overtaxed. There are not enough officers, there are challenges of human resources, there are challenges of training. So I want us to be real, because, for our viewing audience we have to address the issues that are there.

So when we say that we have children, a lot of them, young ladies who are indulging in this type of behaviours, creating their own pornography, distributing it themselves, what is the role of the Student Support Services Division in helping that? Now, we heard from the HFLE, and we recognize that though the intention is noble, the actual practice of it may not be achieving the objectives because you do not have enough teachers; the teachers are teaching if they are disposed to do so. Some of them who are trained but do not want to engage the issue, may not be engaging it. It is not tested. It is not something that is focused on. From the Student Services side, in terms of treatment of victims—so you have these young ladies, they may have been suspended, they may have gone to a learning centre, they are back in the school system; what is being done? And how do we address that?

We heard from Children's Authority that prostitution and the production of pornography are at the end of the spectrum. But there are things that would have gone on before that may have remained undetected, untreated and led to this. How does the Student Support Services Division—how are you able to deal with it? Are you able to deal with it? And I am still going to come back to this issue of do we even know the extent of the problem because we do not have reports. We have admitted under-reporting, very little numbers, I am going to come back to that because that is the first thing we are dealing with, the extent to which there are issues and we do not know that yet, and I am going to ask for some commentary on that, but first, I want to address this. And the Student Support Services Division and maybe the Victim and Witness Support Unit may be able to come in here. How are we treating with these children who have these problems? Are we treating with it in the way we want to treat with it? Are we being effective? Or is it a growing problem?

12.15 p.m.

Dr. Conrad: We face our many challenges—hell. Thank you.—despite our resources in terms of aggressively seeking to prevent and provide restorative justice. This is managed through our efforts, through parent education programmes, teacher intervention, teacher assistant programmes. The students who are the victims, they are provided with individualized counselling—[*Interruption*] Pardon? Well yes, the perpetrator. Once the children because we consider both the perpetrator and the primary victim as victims.

Madam Chairman: And if somebody makes their own video and distributes them what do you consider that person?

Dr. Conrad: I would say they are both victims because in a way what they are doing is whether it is through seeking attention or whether it is they are themselves seeking identity. Their image is shaped by the media, or their image is shaped by what they are seeing. As you said, it is quite a sexualized country. This is how they deal with their stress and this is how they deal with their conflicts. But for us, first thing is once we have a critical incident and the appropriate reports have been made, we get straight into providing

individual interventions.

If it is that this warrants referral to external agencies—well first it would go to our own diagnostic and assessment intervention unit. We have our psychologist first; second, they will be referred to our psychologist and should they need any further intervention we will make those referrals to the rape crisis centre, et cetera, to provide that ongoing assistance they need.

Madam Chairman: Are you effective; are you resourced in a way that you can be effective; and how do you know that you are?

Dr. Conrad: We have a long way to go. We can do much better. We are challenged particularly in terms of resources, et cetera, but in terms of the feedback we get often the challenges outweigh or limit our recognition of the successes. For example, we will have students who are less inclined to share information and so you have to dig deeper. We have to use various screening instruments to find out why do you feel what is going on with you, so it takes a while. I will say we can be more effective, but we are doing the best we can, given the resources. I will invite my Social Worker Specialist in case she will want to add because I am hearing the sounds but I do not dare turnaround.

Ms. Robinson-Arnold: Pleasant good morning. For us at Student Support Services we firstly engage—when a child is reported to us as engaging in any form of misdemeanour sexual activity, whether it is posting or otherwise, we first conduct assessments. When those assessments are done we have the social function assessments, we have our home visits assessments, and we determine the nature of the problem. So if it is beyond the child, we also address those problems. We look at it both at the preventative level and as well as the responsive level. We do engage in individual counselling selected and targeted group sessions. We have our teacher information session so they could help to identify those children. They could be more responsive to early referrals.

Madam Chairman: Now we understand all of this, eh, but what we are trying to get at is, are you being effective? There is the sense—you see we can sit here and talk about what is in place, but there is the sense—and we hear it from teachers, we see it online—as though our children are not getting something out of the system and we want to understand as a Committee what is the issue that makes this so, because I think we can all agree that things are not as they such be and we want our recommendations and our report to reflect what is needed.

Ms. Noel: Okay. I think to a certain degree we are effective, but it is a bigger picture. We all have our hands in the pie and Student Support Services has their role. At the time most of our children, you will see from the data that they are in their teenage years and they are battling with their own identity crisis, their own life crisis that they may face, and our global society is also exposing our children to something different. Their peers are exposing them to something different. How do I weigh the good and bad? Sometimes the behaviour modification lies on the individual.

Dr. Conrad: May I also add, sometimes it is like if it is a crisis emergency ward and we are actually in a battle as we try to deal with critical incidents. At the same time we are trying to deal with critical incidents, we are aware at times we are wrestling with the media, we are wrestling with culture around us, we are wrestling with to what extent is the law being upheld that children know that this is how they are going to be held accountable, perpetrators know they are going to be—so often as in a battle zone we cannot even worry about whether or not we have enough beds. It is a matter of dealing with what we have as efficiently and expeditiously as we can because for every child that is impacted there is typically a link to other

children that we are dealing with. So the best answer we can give, we can do much better, but we are faced with many challenges.

Madam Chairman: Sen. Hosein.

Mr. S. Hosein: Thank you very much again, Chair. I know we focused a lot in the schools and with the Ministry of Education, but I just want to jump across to the TTPS. One of our realities in Trinidad and Tobago is that we admit that we have open borders in terms of both legal and illegal immigrants coming into our country. Has there been any incidents, for example, that children are being trafficked into Trinidad and Tobago for the purposes of pornography or prostitution?

Mr. Phillip: Based on our data, we do not have that record. We do not have any report based on our data for traffic for children.

Mr. S. Hosein: Are there any suspicions or any reports that this happens?

Mr. Phillip: There could always be some perceptions, but we have not been able to, well, to the best of my knowledge I can actually say that that exists.

Mr. S. Hosein: Thank you.

Mr. Forde: Of the list of homes provided in Trinidad and Tobago, that list would have been provided by the Office of the Prime Minister? Yes. We were informed this morning by a representative from UNICEF that we do not have specific homes in Trinidad and Tobago in order to deal with instances of children who have been subject to prostitution or pornography, as the case may be, and we may not have the care to be provided at these homes, any of these homes in Trinidad fall within that category? Do we have specific homes that can deal specifically with the care that would be needed for individuals that have been affected by the topic of discussion?

Ms. Johnson: We do not have separate children's homes to treat with children who are victims of abuse, different types of abuse. The children's homes are required to be capable of dealing with any form of abuse perpetrated on children. The fact is that the child needs care and protection and, therefore, the child's plan, the individual care plan for the child is design based on the experience of the child and the needs of the child.

Madam Chair, I will let the Director explore this a little bit more with the Committee, but I also want her to speak to the fact that we do have children who have been victims of trafficking and sexual abuses.

Ms. Noel: Thank you, PS, thank you, Madam Chair. So the authority in its work with the Counter Trafficking Unit has received reports of children that were trafficked, or the authority may receive a report. There are not very many, but we do have cases of non-nationals, even some locals where children have been trafficked for the purpose of pornography. Whether the police is able to collect evidence to prove it as a crime is different, but in terms of what has been reported to us, as the allegation, we have certainly received those.

And to jump across to the other question that member Forde raised, it is not the practice of the child protection sector to create too much segregation because that in itself brings a certain level of trauma and real traumatization to a child. So you would not have a home specifically for children that are victims of child pornography or prostitution. In various homes—and not all homes—there are social workers or

they have access to professionals that can treat with, that can provide therapy and intervention for children that are victims of these crimes. So you will not find a home specifically set up for that, but you will find within the various homes they have the services within the home or available to them to treat with those instances.

Mr. Forde: How would you deal with it in terms of the numbers? Is it that you will say, let us deal with a particular home where we will send these particular children, or would you send them to individual homes based on where they reside as the case may be?

Ms. Noel: So firstly sending a child to a community residence is one of the very last resorts the Authority will implement. We look for all other forms of placement that simulate family environment. If it is we do have to place a child in a community residences we try to match that child with the services that a community residence provides in terms of the age of the child, the sex of the child that they would care for, where the child may be going to school presently and wanted to keep the child in the school environment. And so, we try to find a community residences that can suit the needs of the child. However, we are also careful in terms of protecting the child. So if at all placing the child in a particular community residence may expose the child to the alleged perpetrator reengaging child, or contacting the child, we would then look for another location.

Madam Chairman: I want to give Mrs. Corbie-Price.

Mrs. Corbie-Price: Thank you, Madam Chair. I just wish to weigh in on my response from the victim and witness for the previous question with treatments and effectiveness. So just to say briefly once a referral comes to us of a child, be it from someone making a report to the police or from a school or another entity, we would engage the child and deliver that type of assessment similar to the other agencies and do counselling or therapeutic work with the child. We would also engage the parents and the family of this child to look at the framework in terms of where the child resides. What we found helpful also would be that type of group support. So if we realized that there is a prevalence of say sexual offences amongst young persons in a certain region, my team would develop a group support for those young persons so they could have that type of collective healing and sharing. What we would also do, recognizing the value of deterrence and education—so that to that end, as mentioned before, we would do a number of sensitization on what is pornography, what is prostitution, how do we engage and exploiting healthier avenues.

In terms of effectiveness, similar to other agencies, we are strapped for resources, but we have had significant successes with the children that would have come to us. An average of about 80 per cent they usually experience some of behavioural change. But once we have an understanding of child development and the stages we know that a child would need to be followed through different stages in case they may relapse further on if they experienced some further crisis. And to that end, we are recommending that this child—if the child experienced some significant trauma or some sexual offence and is involved in prostitution or pornography, while an intervention may be done today, that thereafter the child be followed through in terms of some level of minimal screening, track in terms of—and a flag could be if the child's academic performance has dipped, so if the child has experienced some sort of behavioural issue, and this would help to sustain that improvement in the child, of course, where resources would allow.

So we are saying that it should not be just one-off for now interim, but see how we could in some way track the child throughout other stages to ensure that there is that healthy sustainable recovery of the child. We also are looking in terms of the whole effectiveness of treating the issue on a societal standpoint. So for us to go not just looking at the victim, but go beyond in terms of the other stakeholders involved in

this whole issue of child pornography and prostitution in our country, we have to look at sensitizing other agencies that sustain it like hotel industry, the airline industry; how do we sensitize these agencies to track and identify so that they could see when it is happening and make reports. And this is one of the directions that police service is going towards in 2019, so that we could shift the focus of society from simply concern for the victim, to outrage with the mass population to a zero tolerance of sex with minors.

Madam Chairman: MP Paray.

Mr. Paray: Thank you, Madam Chair. I have two questions to Ms. Noel. In your response previously you indicated that as far as you are aware there have been issues of human trafficking especially dealing and migrants and yet the police service said that to the best of their information there was none. Is there a reason why those matters that came to your organization were not passed on to the police for investigation; or is there preventing it from happening; or did it not meet the threshold for you to send it across to the police service? And before you just respond because I know we are running perilously close to the end, the cybercrime unit, I just wanted to ask the cybercrime representative here, child pornography is a technology issue—I mean in our earlier days it was a magazine circulating in the class—what is your technological response at this time in terms of dealing with that; and are you adequately resourced to deal with a technology problem as child pornography? So, Ms. Noel.

Ms. Noel: Thank you. Now with the Authority, all reports of sexual abuse are reported to the police. All. Very often the reports of possible human trafficking for the purpose of prostitution comes from the police. Very rare a member of the public would report it to the Authority, and then we will report it to the police, but we do have that protocol in place and that works like clockwork. And so there is this dual reporting system between the Authority and the police. If the police receives a report they contact the Authority which is what happens in many cases, but if we receive a report we also contact the police. So I cannot speak to this particular information, but I am almost certain—and I have my Manager of Registry and Investigation here—it works like clockwork. In terms of child sexual abuse and reporting to the police, like clockwork. So if it is we did not receive the report from the police, we certainly report it to them.

Mr. Paray: So that being said, Mr. Phillip, through you, Madam Chair, is there a gap or a loophole somewhere that is preventing that information traversing between the Trinidad and Tobago Police Service and the Children's Authority, that information?

Mr. Phillip: I want to say from where the Children's Authority is, I would want to say no. What we realized quite recently is that the Counter Trafficking Unit, which is a task force that is housed under the Ministry of National Security of which we also have police officers, immigration officer and some other persons forming that task force—in fact, they investigate the human trafficking and sometimes out of those investigations there are one or two other offences that come out of it, but they are charged with human trafficking or sexual exploitation. So that is where the little gap is because we were asking when they in fact prosecute persons where do they record those incidents. So there is need for them certainly to write up the crime report forms and to have it placed on our database. And I just wanted to correct, I did say that, but when I looked I saw one report of a Venezuelan who was charged with sexual exploitation of a minor. So there is one incident from the Counter Trafficking Unit that they reported. So we certainly, as an organization, just need to work closer with the Counter Trafficking Unit to get our data correct.

Mr. Paray: Cybercrime Unit.

Madam Chairman: I think he has one more question to Cybercrime Unit and then we will take—

Mr. Sylvester: Yes member, in response to your question of it being a technological issue, I want to disagree just a bit. The technology is just the tool being used. It is more a societal issue that is taking place. In terms of the technology being used, most of the social media providers because of privacy issues are encrypting the traffic that goes across the technology, meaning that it is almost difficult for anybody to intercept or to detect what is going across the transmissions. That being the case, the Cybercrime Unit mainly relies on the strength of the 1.4 million persons in this country to report every instance and every issue that they see going across, and the only difference is most persons use the Facebook medium to report things or to make it public, a lot of persons use the WhatsApp, but that is where we go to get most of our reporting facts in terms of what is being sent across.

Mr. Paray: When these things are identified and it comes to your Unit, in terms of the investigative component from your Unit to trace, track, identify perhaps the source, I want to get at because the remit of this Committee is really when we write our report to assist your organization to get the resources that are required to do a better job and the question: Is your Unit resourced adequately to do that in a fast time frame because rather than taking—sometimes I know a ballistic report takes two years or three years sometimes to get to the court, whereas you are dealing with minors here you have a lot of psychological issues with minors in some of these issues, you cannot have a Cybercrime Unit taking too long but are you resourced in terms of technology, manpower, to really have a speedy response to provide information to your colleagues in other arms of the service to pursue criminals, and so on, in the people who are peddling this pornography for money?

Mr. Sylvester: In terms of whether we resourced, the answer varies a lot. In terms of the manpower, we have the manpower. I know the new commissioner has promised us more resources in the fight against cybercrime, but not in all cases it is as simple as that. To get to the back or to get the results of the individual cases we need to engage our stakeholders, whether the telecommunication providers. Most items are not hosted in this country, but they are hosted abroad so we need to go through the Central Authority, through the mutual legal assistance treaties to reach and get information from most of the providers.

In very few instances you would see social providers using the initiative and actually sending directly to us and telling us these are cases you should look at, but in most times we have to deal with the communication providers. Not all the time the process—because presently we have to go through the interception of data to get warrants, to get at the information, and not all the time the information—it takes a while before they could supply us back with the information and we are dependent totally on them until they provide us that information. Sometimes we get a little hiccup in getting that information because the way in which they store their data and logs there is no law actually defining how long a communication provider can keep their logs, the format in which it is held, and changes in technology affect exactly how they keep it, and how they could transcribe based on our request.

Madam Chairman: Sen. Ahye.

Mrs. Thompson-Ahye: The relevant person will respond. So to Deputy Commissioner first of all, has any child been charged with child pornography in this country, any child; and also what role really has the community police been performing in this scenario of child pornography and child prostitution? The community police, are they in all of the jurisdictions, all of the areas, and are they performing a role?

Let me just ask the other question. Why I feel very strongly about suspension is because school is a protective factor, all the literature, all the research shows, so we should be keeping children in school. So that when children are out of schools the risk for their committing crimes and being victims escalates, what

is the Ministry's policy with regard to undocumented migrants in school; and also the policy with regard to principals not being allowed to take a child from outside the jurisdiction when there is a child within the jurisdiction who may need a place?

I have explained to principals that the same criteria that are used to determine between two children—you have a six-year-old and a five-year-old coming into primary school, normally one will take the older child. I was informed that if you have two children and one is a child who is from outside the jurisdiction and the other one is a child here, they cannot take that child before the other child, and I am saying no the same criteria, because the principle of non-discrimination is a fundamental principle in the Convention on the Rights of the Child and it means that all children—there is still a myth abroad, you know, that all children in the jurisdiction are not entitled to education which is wrong. I saw it in a newspaper quite recently again. We have the responsibility to all children. So has that policy changed now, or a principal is still hamstrung and still constrained to take a child from Trinidad rather than a child from some other country whether the child is here legally or not?

Madam Chairman: All right. I am going to the TTPS to respond to the first question, and then I am going to ask if Education will permit us a sidebar because it is a little bit applied based on our topics. So I am going to ask if they will give us a sidebar after we wrap up and we are going to deal with that issue because I have a feeling that Sen. Ahye has some more she wants to ask about that particular issue. So I am going to crave your indulgence—

Mrs. Thompson-Ahye: I will engage him outside.

Madam Chairman: Yes—and we are going to take sidebar on that and we are going to take the response from the TTPS on the issue of the conviction.

Mr. Phillip: To date, no child has been charged with respect to child pornography or child prostitution. And with respect to the community police, certainly they go out into the communities and work with the village councils, they sometimes give lecture to churches, youth groups, and so on, all in relation to sexual abuse. Well, certainly it contains various components of what those topics are.

Mrs. Thompson-Ahye: Thank you.

Madam Chairman: So we are just about at the end, but I just have one more question that I want to tie up to really make our report as clear cutting as it can be, and that question is—and I just want a one word or two words, or one line answer from each of the three institutions with us—do we know the extent of child prostitution and pornography in Trinidad and Tobago at this time? Do we know? To the TTPS.

Mr. Phillip: I want to say certainly no we are not clear.

Ms. Johnson: The answer is no.

Madam Chairman: Okay. And that in itself is damning enough for us. And I will just ask one more question and I want again a very brief response because time is against us. What will allow us to find out? From all of the institutions, how are we going to find out? Because if we do not know the magnitude of the problem then we cannot imagine that we are dealing with it because we do not know what it is. How are we going to find out?

Mrs. Corbie-Price: Madam Chair, I would like to submit intense sensitization and intense relationships in terms of our reporting with the multiple stakeholders here, and we have that monitoring and evaluation

of our current systems that are in place and augmenting the resources of the different players in these deliveries, of course, being the Victims and Witness Support Unit included.

Ms. Johnson: We really need to get into some serious research to get some baseline data on the extent of the problem, and we really need to start focusing on those systems, those stakeholder systems, that will allow us to gather data, and critical amount that is the surveillance system that we create to treat with that, in addition to how we train and build our public awareness of the issue.

Ms. Noel: I want to add very quickly in addition to what my colleague said, I think the benefit that is derived from child prostitution and child pornography, even to the victims in terms of being paid or whatever it may be, it is something we have to look at because that will also be a deterrent for reporting even if it is identified. It is motivation to continue given their other circumstances. So I think that is a major element for us to treat with and focus on even in—I mean besides sensitization, I think it is education more than sensitization to identify, and after you have identified it to provide the support network, or systems, or thinking to allow you to report it in addition to the research.

Madam Chairman: Ministry of Education.

Mr. Meyers: Increasing the awareness of the problem and a targeted monitoring system.

Madam Chairman: So at this time I would like to invite closing comments from the three institutions that are here with us. Brief comments. We started a little bit late and we are approaching that time where we should have ended. So brief comments of closing from each of the institutions who are here with us, Children's Authority included, so we have four.

Mr. Phillip: The Trinidad and Tobago Police Service stands ready and willing to do everything within its power to ensure that each and every child in Trinidad and Tobago is safe as well as to enforce the laws that certainly have breaches whereby incidents of child abuse must be prosecuted. So we are ready to continue working with our stakeholders in close collaboration to do everything that we possibly can.

Ms. Johnson: Madam Chair, this problem is real for us. We know that there is a major gender dimension here because the girls are usually the victims and they are also the perpetrators when it comes from the other side in terms of the pornography. It really calls for some strategic focussed attention and to have systems in place to really treat with what is it on the ground there that we need to deal with and some focused strategies to address the situation.

Madam Chairman: Children's Authority.

Ms. Noel: I can just add briefly that it is a systemic problem, multipronged and I think a similar approach is required to treat with it, all entities, governmental, nongovernmental, faith-based across the society, and I think we have to implement solutions that are real, that treat with what the victims actually face, because we cannot create solutions if it is we do not understand their catalyst for being involved in this and I think solutions that treat with those problems is what would be effective.

Madam Chairman: Ministry of Education.

Mr. Meyers: Understanding the depth of the problem is really the first step and I think after that the Ministry is committed to working with all the agencies to try to bring about some sort of positive change to this problem.

Madam Chairman: Thank you so much. From the side of the Committee, I just want to identify some of the major things we would have discussed. I think the most impactful being that though acknowledged as a multipronged, systemic problem, the extent of child pornography and child prostitution is at this time for Trinidad and Tobago unknown; recommendations to ensure that we understand the magnitude of the problem would be ensuring that we can compile more data which may come from commissioning reports, studies, surveillance systems, data sharing between institutions, public education and sensitization which would increase the reporting of incidents.

We also discussed that an information link needs to be firmed up between the Children's Authority, Ministry of Education, TTPS and any other agency that gathers data with respect to child pornography or prostitution as statistics should be similar across institutions, and I think today we established very clearly that it is not.

12.50 p.m.

Children involved in sexual offences should be tracked and support offered for a reasonable length of time which would allow for sustainable behaviour and attitude change. The Student Services Division provides individual attention for victims of child pornography or prostitution; however, there are challenges of human resource which limits the level of success which can be achieved. The Trinidad and Tobago Police Service, Victim and Witness Support Unit also does interventions with children and their families, and as a Committee we can recommend that if there is not synergy between the two units that there should be some sort of synergy, as you may well be dealing with some of the same students who are involved in the situation. We also discussed that child pornography and prostitution are at the tail end of the child sexual abuse spectrum and these may follow incidents of early abuse which were undetected and sometimes untreated.

So there remains a need for early detection of child sexual abuse and intervention strategies and treatment which would form the basis of a restorative approach that is needed to change values, attitudes and behaviours. We also discussed that though proper, lawful and safe sexual practices may be taught in schools, many children revert to practices that are learnt at home and in their community which would undermine the curriculum that is being presented to them in the school setting, and therefore there is a need to look at how that transfer is being made from school to home and community.

There is a view that children are now hypersexual, which may not be a new thing, and the Health and Family Life Curriculum is used to assist children to make healthy and informed decisions; however, more teachers are needed to administer this programme effectively as it may not be having the desired positive effect which it was intended to have. We were also suggesting that dedicated teachers are necessary for this aspect of the curriculum to be more effective.

We looked at the fact that young females, based on the data produced, are at the forefront of producing and distributing pornographic videos or photos among their peers, with cell phones being their tool of choice. And we noted that there is a cell phone policy within the schools which is left to the discretion of principals, and there may be need for more education and sensitization about the fact that distribution of these videos are actually against the law in Trinidad and Tobago, whether it is you yourself making it and distributing it of yourself. And in Trinidad and Tobago, there is no relaxation of our laws; all persons who distribute these types of content are subject to the penalties under the laws of Trinidad and Tobago.

So these are some of the main discussions that we have had, and we want to thank you very much,

all of the officials who are here with us and who contributed to this most important discussion. I think it is something that affects us all, whether we are parents, teachers, police officers; whether we work within the Ministries where we make the policies, and we do look forward to the report that will assist us in addressing this issue and really making a dent in it so that our children can have a better chance at success in Trinidad and Tobago.

So, I would like to thank our viewing and listening audience for their attention; again, our officials for always being here with us and being willing to contribute and to give your views, and thank the members and the Secretariat, and declare this meeting now adjourned.

12.55 p.m.: *Meeting adjourned.*

APPENDIX III

RECOMMENDATIONS FROM STAKEHOLDERS

Appendix III Table 1
Stakeholder Recommendations

STAKEHOLDERS	RECOMMENDATIONS
TTPS	• Increased public education targeting communities of reported child prostitution and child pornography along with high levels of sexual offences. • Campaigns to raise awareness should be conducted at primary, secondary and tertiary institutions as well as medical agencies targeting staff and students. • Counselling and guidance services for solving family and youth problems and job selection must be provided in every school and to out-of-school children; so that child prostitution be eliminated as an option to cope with life crises. • Provide therapeutic intervention for children with a history of crime related trauma such as homicide of a parent, sexual offence or domestic violence. Therapeutic intervention alongside the investigation should be delivered along with periodic therapeutic monitoring be provided to the age of eighteen (18). This would minimize relapse as the child navigates different stages of childhood. Such relapse can present in academic performance and behavioural interactions. • Hotel staff members should be trained on corporate policies to report incidents of sex solicitation of minors in their hotels. Hotel guests can be made alert by receiving information on warning signs and how to contact authorities by adding this information to their hotel key cards. • Airlines should partner in deterrence efforts. Airline management and flight attendant unions should train staff to recognize signs of a child prostitute or sex-trafficked minor on board. • Aggressive public awareness to create a zero tolerance zone for buying sex from a minor across Trinidad and Tobago. • Greater focus is needed on child prostitution where payment is in kind and not cash as the effects of such exploitation can be more damaging than monetary payment and tend to go unaccounted for longer periods • Public education should target Embassies, the Living Waters Community, and other entities that deal with migrants, refugee seekers and persons seeking opportunities in Trinidad and Tobago, so that they are equipped to identify warning signs along with sensitizing migrants for their own safety.
MOE	<u>To Reduce Cases</u> • Further research/publication on the topic • Greater support through multisector and inter-agency collaboration • Timely enforcement and strengthening of the appropriate laws • Increasing human resources in trained and qualified school social workers • Increased awareness and understanding through mass-media sensitization • Strengthening of stakeholders' response

	<u>To Improve legislative protection for victims</u> • Laws to prevent and combat sex tourism • Place a higher priority on the investigation of child pornography and child prostitution in order to prevent and eliminate any exploitation of children • New legislation and penalties should be introduced for the mass media which broadcast or publish material threatening the mental/ emotional or moral integrity of children or containing unhealthy or pornographic descriptions • The mass media and the journalistic profession to adopt codes of practice governing the publication of material, including advertising, with pornographic overtones, and should remind them of their responsibility in influencing public attitudes <u>To Operationalise Current Legislation</u> • Appropriate training must be provided on relevant legislation and implication • Public awareness of the dangers and implications of child pornography • Staff and parents should make timely referrals of students who are deemed at risk <u>To Improve Prosecution Rate</u> • Ensure school staff to make the relevant reports to the police and SSSD
OPM	• Stronger enforcement of the law and associated penalties; • Increased public education and prevention campaigns; • Increased parenting and family support programmes; • Increased social and psychological support initiatives; and • A national education programmes targeting school aged children and adults.
CATT	• Sensitization of the public on the issues of child prostitution and child pornography specifically children on these issues as well as safe online and media practices to aid in reducing susceptibility to sexual exploitation. • Advocacy for children's rights. • Stiffer judicial penalties for committing acts or causing the commission of acts of child prostitution or child pornography. • Availability and accessibility of interventions for sex offenders • Availability of adequate social support though improved accessibility to financial grants, housing, employment and skill acquisition programmes. • IT systems to better identify and prevent the spread of pornographic material through mainstream social media.
NPTA	• Collaborative stakeholder partnerships • Create a safety net in families. • Establishing a robust parental empowerment programme and holding parents legally responsible for their children • Incorporating spirituality in schools' curriculum and the implementation and delivery of the HFLE syllabus.

MOH	• Efforts should be made to accelerate the completion of the Child Registry with the relevant legislation • Training of personnel across all sectors with the required skills and competences for the prevention, detection, treatment and care of children with respect to prostitution and pornography • Improvement of the fines, governance structure and capacity to increase the protection of victims of child pornography and child prostitution
CEDAW	• Increased awareness and understanding of the contributing social factors that furthers child sexual exploitation • Collaboration among essential partners is critical to national ownership and effective implementation of any strategies adopted. • There should be a review, strengthening and implementation of laws that hold exploiters accountable for their role and involve the use of tools to create victim-driven, not victim-built cases. • Programmes that identify the cultures and sexual norms that address sexuality.

UNICEF	• Laws and procedures for prosecution or extradition of offenders and care of victims
	• Legal and child-sensitive justice services must be provided to the child
	• Children must be supported with the necessary medical, psychological, logistical and financial support to aid their rehabilitation and reintegration
	• Independent national child rights- focused institutions e.g. Child Ombudsman
	• Quality care institutions for children who have been exploited and abused.
	• Ratification of the Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography and ILO 182
	• Strengthen international cooperation as a means of combatting these often transnational activities
	• Capacity development on:
	  o Identification
	  o Case management: Best Interest Assessments/ Determinations
	  o Community or family based care options
	  o Reintegration
	  o Monitoring systems
	• Strengthen systems to address emergent trends: cell phone pornography, internet abuse/ online predators, sex tourism, transactional sex, migration

APPENDIX IV

NATIONAL PLAN OF ACTION FOR CHILDREN 2006 – 2010

Appendix IV Table 1
NPA status of Strategic Objectives during the period 2006 to 2010

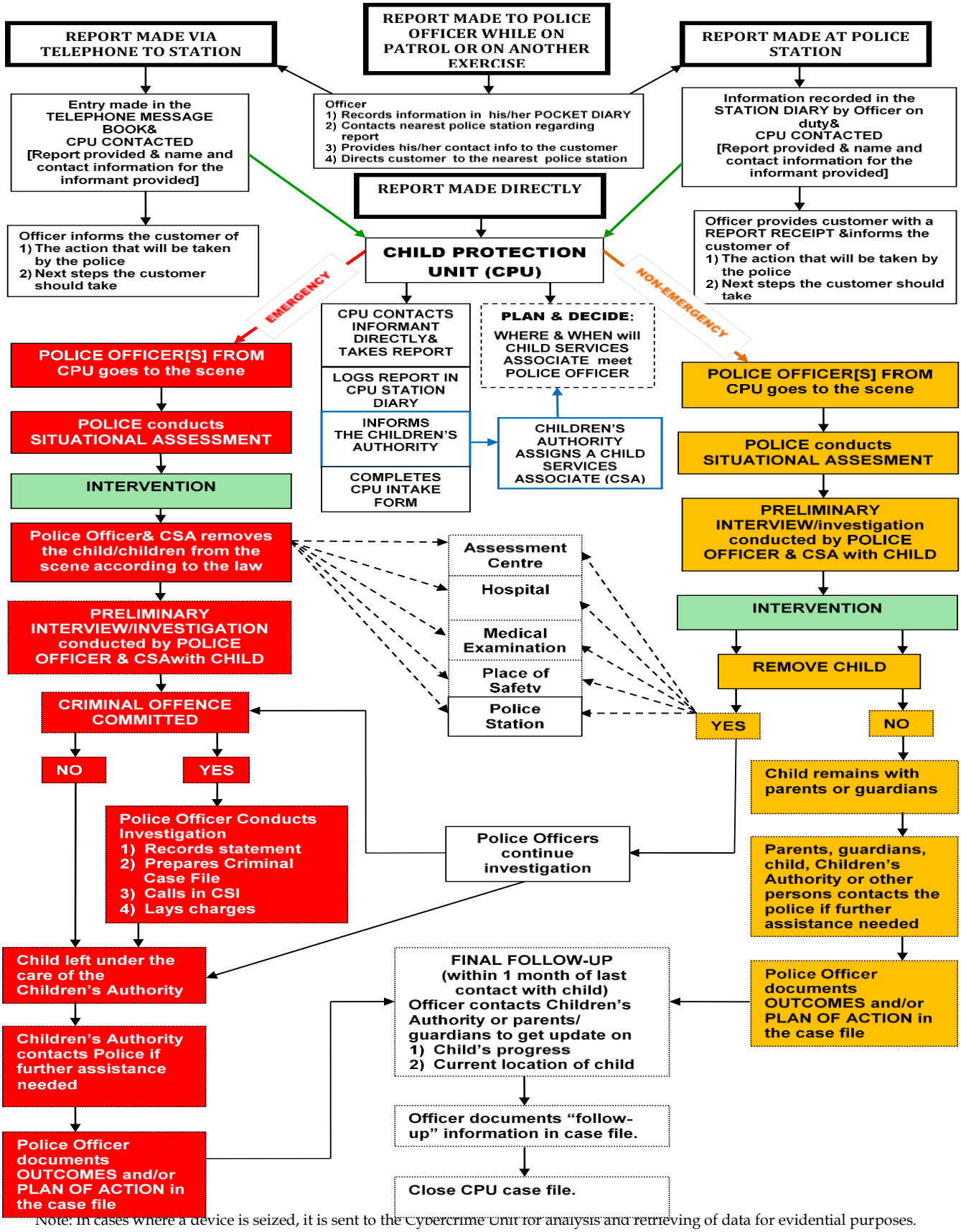
STRATEGIC OBJECTIVE	PRIORITY AREAS	STATUS AS AT SEPTEMBER 2008	STATUS AS AT MAY 2010
Protect Children from all forms of sexual exploitation trafficking and abduction	a) Undertake research studies to determine extent and scope of sexual exploitation and trafficking of children	-	-Raw data on sexual exploitation and trafficking of children was collected through NFSD monthly statistical forms. - Trinidad & Tobago participated in World Congress III against Sexual Exploitation of Children and Adolescents in November 2008.
	b) Review/address gaps in existing legislation and introduce more severe penalties for child sexual abusers	The Sexual Offences Act Chap 11:28 was amended by Act No. 31 of 2000 & penalties attached to a number of offences, including those affecting minors were increased.	-
	c) Increase public awareness of all forms of sexual exploitation of children through the media, school and community-based programmes	- Convention on the Rights of the Children Performing Arts Competition - Child Rights Workshop – in collaboration with UNICEF and CHILDLINE Competition – Children's creative works centred on children rights utilizing Song, Dance, Theatre and Spoken Word - Grand Finals – Universal Day for the Celebration of the Rights of the Child (November 20th)	-
	d) Develop and implement plan/s of action (including training to address sexual exploitation, trafficking and abduction of children)	The MSD had developed policy through the National Family Services Division (NFSD), in which social workers provided counselling and treatment for survivors of crimes against children. Implementation of protection and Care Plan for 100% of referred cases (survivors). Services provided included Counselling for	-

		Victims, Counselling for Family, Psychological Assessment, Mental Health Assessment, Preparation for Court Attendance.	
	e) Provide mandatory counselling and treatment for survivors and perpetrators	Provided for in the Community Residences, Foster Care & Nurseries Act	One key component of the "Policing for People" initiative of the Ministry of National Security was the establishment of Victims & Witness Support Units. Twenty (20) Victim and Witness Support Officers were recruited and placed in five (5) Model Police Stations in Trinidad.
	f) Establish standards for shelters of survivors	No progress made on standards.	No progress made on standards.

APPENDIX V

PROCESS MAPS OF THE CPU, MOE AND CATT

Figure 5
CPU Process Map



Note: In cases where a device is seized, it is sent to the Cybercrime Unit for analysis and retrieving of data for evidential purposes.

Figure 6
CATT Process Map

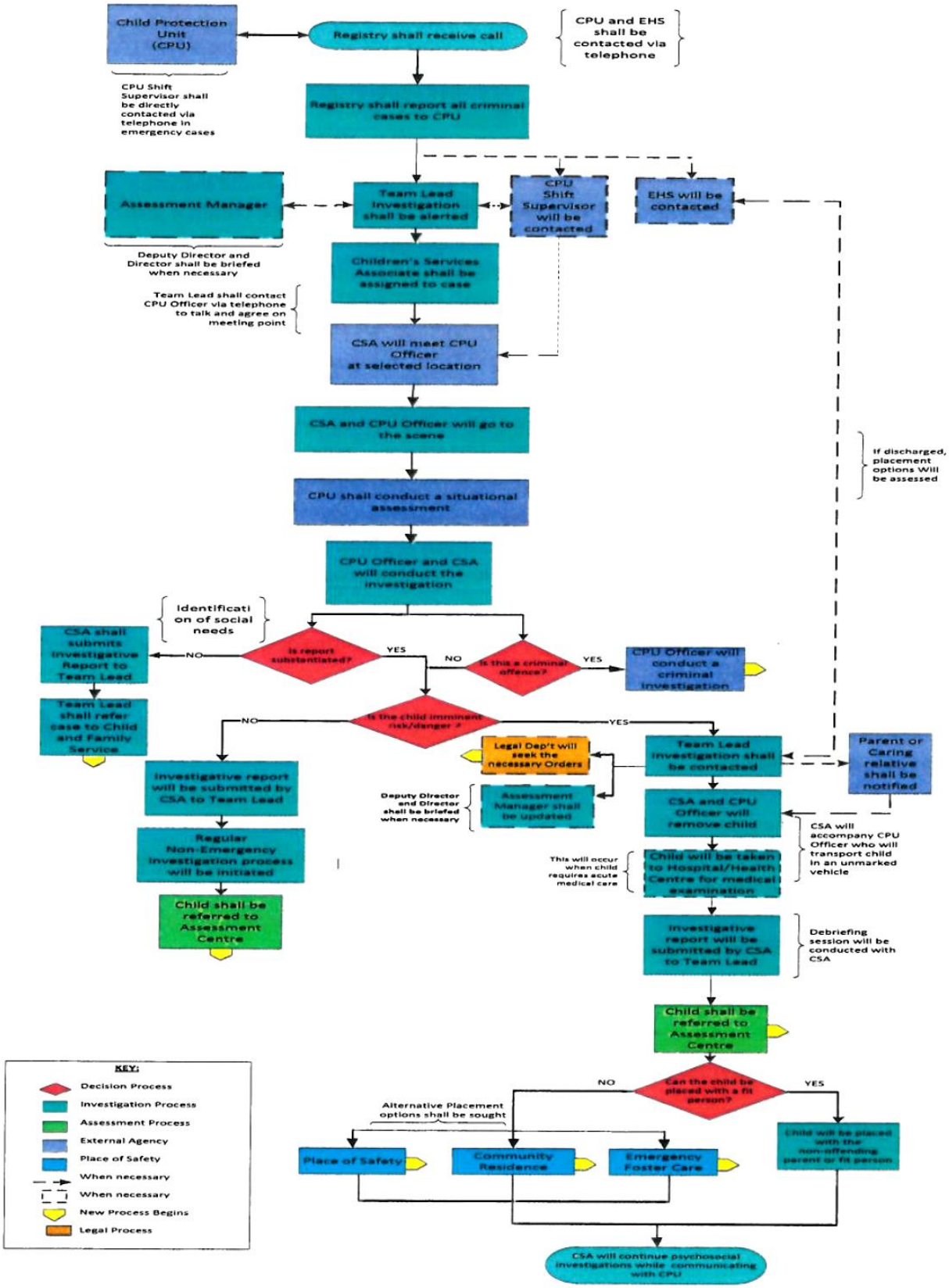
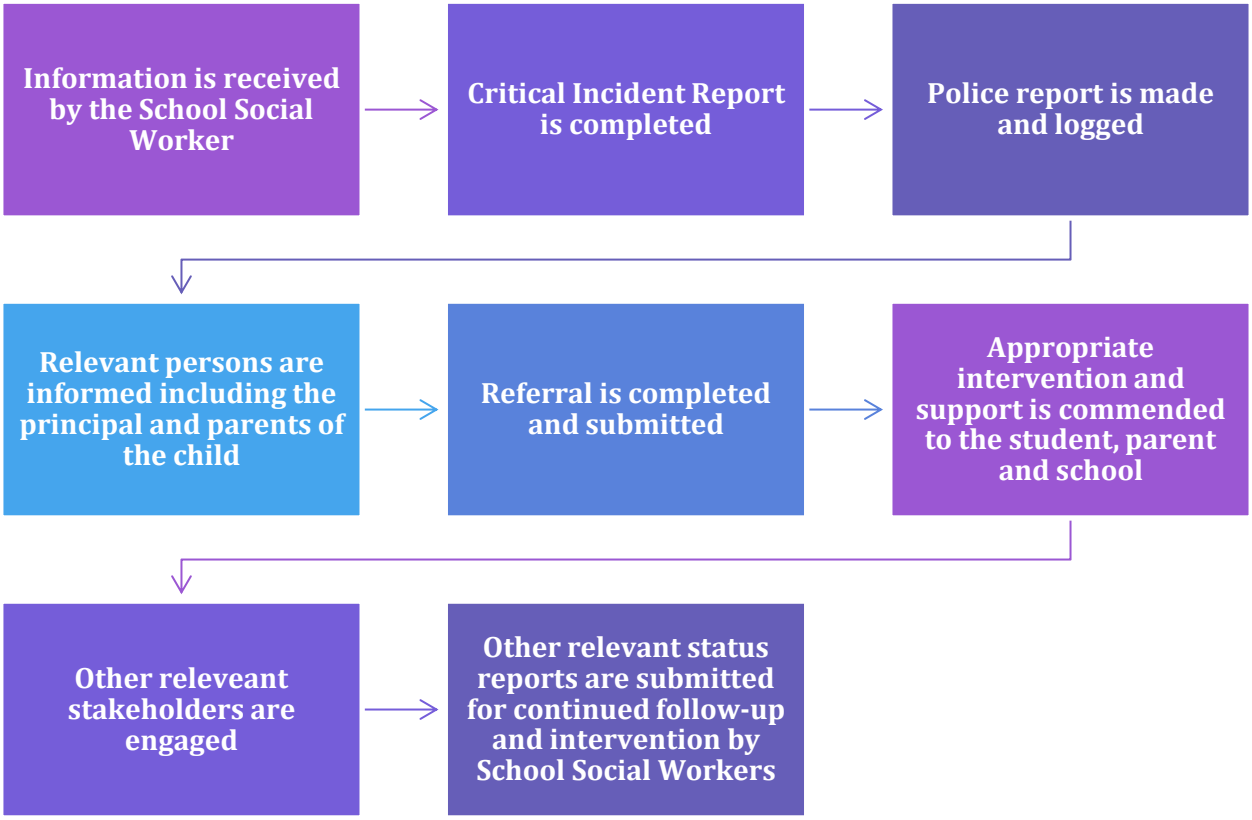


Figure 7
MOE Process Map



APPENDIX VI

CASES OF PROSTITUTION AND PORNOGRAPHY RECEIVED BY MOE

Appendix VI
Cases of Child Prostitution and Pornography from MOE

NO	DISTRICT	INCIDENTS	AGE	SEX	YEAR	PRESENTING CONCERN	STUDENT/ STUDENT OR PERPETRATOR
1.	**POS**	38	16	F	2017	Prostitution	Student
2.			13	F	2017	Pornography (pics of herself distributed)	Student
3.			12	M	2018	Pornography on phone	Student
4.			14	F	2016	Pornography (video of herself having sex with another student)	Other Student
5.			12	M	2015	Pornography (Watching)	Mother Introduced Him
6.			14	M	2015	Pornography (Watching)	Father Introduced Him
7.			14	F		Pornography (explicit pictures of herself on social media)	Student
8.			12	F	2018	Pornography (Sending nude photos to other students)	Student
9.			12	F	2018	Pornography (Sending nude photos to other students)	Student
10.			12	F	2018	Pornography (Sending nude photos to other students)	Student
11.			13	F	2018	Child Pornography (Sending nude photos to other students)	Student
12.			13	F	2018	Child Pornography (Sending nude photos to other students)	Student
13.			8	F	2016	Pornography (Watching)	Step Brother Introduced
14.			10	M	2015	Pornography (Watching)	Student (Found Father's Adult Movies)
15.			11	M	2016	Pornography (Watching)	Student
16.			12	M	2016	Pornography (Watching)	Student
17.			12	M	2016	Pornography (Watching)	Student
18.			14	M	2016	Pornography (Watching)	Student
19.			13	F	2018	Pornography (Watching)	Aunt Exposed Her
20.			9	F	2018	Pornography (Watching)	Older Sister Exposed Her
21.			8	M	2018	Pornography (Watching)	Older Sister Exposed Her

22.			14	F	2015	Pornography (Sending nude photos to other students)	Student
23.			14	F	2018	Prostitution	Mother Prostituting Daughter With Her Uncle
24.			13	F	2015	Pornography (Sending nude photos to other students)	Student
25.			16	F	2015	Pornography (Send pics to boyfriend who then distributed)	Student's Boyfriend
26.			16	F	2017	Pornography (Sending nude photos to a stranger)	Student
27.			16	F	2016	Pornography (Self-exposure)	Student
28.			15	F	2016	Pornography (Self-exposure)	Student To Taxi Driver
29.			14	F	2017	Pornography (Sex anywhere)	Student
30.			16	M	2015	Watching Pornography- sexual predator at school	Student Seeking Out Vulnerable Females At School
31.			14	F	2016	Sexually promiscuous – ran away on two occasions, multiple partners	Step Brothers And Others
32.			14	F	2016	Watching Pornography – sexually promiscuous with multiple partners – sleeps out on occasions	Molested By Step Grandfather
33.			14	M	2017	Watching Pornography – sexually active in Form One	Student
34.			13	F	2015	Watching Pornography Sexually promiscuous	Student
35.			14	M	2017	Watching Pornography	Student
36.			12	F	2017	Sexually Active – Watching Pornography, Multiple Partners	Student Was Molested By Unknown Individual
37.			14	F	2014	Mother had sexual relations in view of the student	
38.			13	F	2017	Prostitution	Introduced By Mother
39.	**ST GEORGE EAST**	4	11	M	2018	Circulating pornographic content to classmates	Lack Of Supervision On Social Media

40.			13	M	2017	Posting semi-nude images on social media	Content Was Provided By Older Cousin
41.			11	F	2016	Inappropriate sexual conduct, pornography	Child Has Been Exposed To Sexual Content At Home
42.			15	M	2018	Viewing of Pornographic content	Introduced To Content By Classmates
43.	**NORTH EASTERN**	10	17	F	2015	Video of sexual act on social media	Student
44.			17	F	2016	Mother found picture of the student kissing a male student on social media	Student
45.			17	M	2018	Sexual activity in the classroom, video went viral	Students Of The School
46.			15	F	2017	Nude photos of student circulating on social media	Students Of The School
47.			15	M	2016	Videotaped a male student in the bathroom unknown to him it was on social media	Student
48.			16	F	2018	In video performing oral sex with a male student	Student
49.			14	M	2016	Displaying pornographic materials to peers	Student
50.			11	M	2017	Pornographic photos were downloaded on student's phone	Student
51.			12	M	2017	Watching pornographic pictures	Student
52.			11	M	2016	Carried DVD cases with pornographic material	Student
53.			14	M	2016	Viewing pornographic pictures	Student
54.	**VICTO-RIA**	3	16	F	2017	Sent nudes to classmate	Student
55.			14	M	2017	Sharing pornographic content with classmates	Student
56.			13	F	2017	Her nudes went viral	Student
57.	**CARONI**	14	12	F	2018	Posting photos of herself in undergarments on social media	Student
58.			16	F	2015	Sharing a video of inappropriate sexual behaviour	Student

59.			13	F	2018	Sharing nude photos of herself on social media	Adult Female
60.			13	F	2018	Posting nude photos of herself on social media	Student
61.			16	M	2018	Posting nude photos on social media, pictures were taken by a photographer	Student
62.			16	F	2016	Posting nude photos on social media	Student
63.			16	F	2017	Video of student engaging in sexual intercourse on social media	Student
64.			12	F	2017	Sharing nude photos of herself on social media	Student
65.			13	F	2017	Sharing nude photos of herself on social media to an adult male	Adult Male
66.			16	F	2017	Video of student engaging in sexual intercourse on social media	Student
67.			16	F	2016	Posting nude photos on social media	Student
68.			16	F	2017	Video of student engaging in sexual intercourse on social media	Ex-Boyfriend
69.			17	F	2016	Video of student engaging in sexual intercourse on social media	Ex-Boyfriend
70.			16	F	2016	Posting nude photos of herself social media	Student

APPENDIX VII

MOE REVISED NATIONAL SCHOOL CODE OF CONDUCT: REPORTING PROCEDURE

INAPPROPRIATE SEXUAL BEHAVIOUR

The Ministry of Education fully subscribes to the provisions in the Children Act Chap 46:01 and Sexual Offences Act Chap 11:28 which calls for mandatory reporting to law enforcement regarding inappropriate sexual behaviour against children under the age of 18. In addition, principals are empowered to enquire into reports received and follow established procedures. Where the allegation is against the principal himself/herself, the school supervisor will conduct the appropriate investigations and follow established procedures in conjunction with Public Service/Teaching Service Regulations.

According to the Sexual Offences Act Chap 11:28, No. 27 of 1986, indictable sexual offences include:

- Rape
- Sexual intercourse with a female under 14 years of age
- Sexual intercourse with a female between 14 years and 16 years
- Sexual intercourse with a male under 16 years
- Incest
- Sexual intercourse with an adopted minor
- Sexual intercourse with a minor employee
- Buggery
- Indecent assault
- Serious indecency

With reference to Circular Memorandum No. 76, dated September 02, 2004, there are three main stages of the procedure for all school personnel regarding matters of Child Sexual Abuse. These are as follows:

1. **Reporting**
   - School personnel have the responsibility to report, **NOT** to investigate, determine fact, or make judgments of innocence or guilt.
   - When a report is made by a student/adult, school personnel are required to listen, get the facts and record the information as given by the person making the report (victim or any other person).
   - Information should be recorded consistent with the provisions of the Sexual Offences Act Chap 11:28, Amended by Act 31 of 2000, Section 31B.
   - Principal and person(s) informing the principal (teacher, parent, student and other adults), **MUST** then make a formal report in person at the police station/ Crime Protection Unit. Principal must inform parents **AFTER** making report to the station.
   - The Principal must then report to the Ministry via normal reporting channels. Copies of all

reports, including supporting documents, must be forwarded to the Legal Division of the Ministry of Education for appropriate advice and direction.

- The Principal must simultaneously make appropriate referral to the Student Support Services Division at the district level so that support for student and family could be provided.
- Principals must also ensure that the Children's Authority is informed of the offence via their hotline number 800-2014.

2. **Investigating**
   - The police are responsible for investigating and determining whether charges should be laid. The police enforce the law. They are also to inform parents.

3. **Determining**
   - The Court determines guilt or innocence.

Recommended consequences – one or more may apply (for students)

- Student conference
- Parent/ guardian contact
- Parent/ guardian conference
- Counselling
- Suspension up to seven (7) days
- Extended suspension
- Referral to Learning Enhancement Centre
- Referral to law enforcement agencies
- In-school intervention programme
- Student behavioural contract
- Referral to the Children's Authority

Consequences for other school personnel are contained in the appropriate regulations.
(See Appendix V)

References:

1. *Sexual Offences Act, Chap 11:28*
2. *Children Act, Chap 46:01*
3. *The Education (Teaching Service) (Amendment) Regulations 2000.*
4. *Public Service Commission Regulations, Chap 1:01.*

5. *Circular memorandum No. 76 - Procedures for all school personnel regarding Matters of Child Sexual Abuse (Sept. 02, 2008)*
6. *International Child Abduction Act, No. 8 of 2008*
7. *Children's Authority Act, Chap 46:10*

APPENDIX VIII

MOE REVISED NATIONAL SCHOOL CODE OF CONDUCT: SOCIAL MEDIA USAGE POLICY

SOCIAL MEDIA

Social media are forms of electronic communication such as websites and apps that enable users to participate in social networking. It is facilitated through a plethora of online communications media dedicated to interaction, content sharing and collaboration. It includes, but is not limited to blogs, online discussion forums, instant messaging, podcasts, social networking sites (including Facebook, Twitter, Instagram, YouTube, Flickr, Blogger and Tumblr) and social networking applications such as WhatsApp, Messenger, Snapchat and Viber. The use of social media can have a positive impact on the school community if it is used to facilitate effective communication and collaboration towards the attainment of educational goals.

A significant aspect of social media is the creation and persistence of the user's perennial digital footprint. Students must be apprised of the fact that all their online interactions, inclusive of statuses, messages, comments, blogs, pictures, websites visited and posts, leave an indelible trail. Schools must advise students of the possible long-term consequences of inappropriate and unethical posts online. In addition, the use of social media poses several associated risks to personal safety, including cyberbullying, child sexual grooming, cyberstalking and trolling. Students should not divulge personal information online, including their cellular phone numbers, addresses and personal whereabouts.

All interaction on social media, even if they are on private accounts, is subject to copyright, data protection, and other relevant legislation.

1. All interaction on social media must be courteous, respectful, age-appropriate, non-abusive and free of dishonourable content such as racial, ethnic, sexual, religious and physical disability slurs.
2. Negative posting on anyone, inclusive of all school personnel, is prohibited.
3. Students are prohibited from taking nude or partially nude pictures of themselves or of other students and circulating them on social media.
4. Persons found circulating pornographic material of minors or having pornographic material of minors on their cellular phones or other MHECDs are in contravention of the Children Authority Act Chap 46:10 Section 41 and can be liable on conviction to $30,000 and five (5) years imprisonment.
5. Parents must be notified when teachers require students to use social media as part of collaborative, project-based learning initiatives.
6. The Principal or designated administrator must approve all official school social media accounts.
7. Members of staff must set up separate and distinct social media sites or accounts for interaction with students for educational purposes. This should be separate from any personal social media accounts held by individual members of staff.

8. Members of staff must maintain the highest professional standards when communicating with students on social media. All communication must be age-appropriate and directly related to students' educational activities.

9. All members of staff who becomes aware of any inappropriate communication involving any child on social media must immediately report it to the principal.

10. The consent of parents or guardians must be obtained before pictures, videos, examination material, students' work and other student-related material can be published online/ on social media.

11. Teachers who choose to use social media as a teaching and learning tool must provide advice to students and must insist on acceptable standards and appropriate use prior to and during online interaction.

12. Parents and guardians should, upon request, be provided with information regarding the social media platform to be used for educational purposes. This should include:

    - which social media platform will be used
    - the purpose for the social media interaction
    - who will monitor the interactions
    - the rules of engagement relating to the use of the social media

Violation of these guidelines will result in disciplinary action.

Recommended consequences – one or more may apply (for students)

- Parent/guardian contact
- Removal of privileges
- Behavioural contract
- In-school intervention programme
- Suspension up to seven (7) days
- Referral to law enforcement agencies

Consequences for other school personnel are contained in the appropriate regulations.
(See Appendix V)

References:

1. *Policy on Use of Mobile Handheld Electronic Communications Devices in Schools (2007)*
2. *The Education (Teaching Service) (Amendment) Regulations 2000*
3. *Public Service Commission Regulations, Chap 1:01*
4. *Children Act Chap 46:01*

APPENDIX IX

NUMBER OF CASES OF CHILD PROSTITUTION AND CHILD PORNOGRAPHY SUBMITTED BY CATT

Appendix IX Table 1
Summary of Reports related to Child Pornography from May 2015 to December 2018

No.	Sex	Age	Alleged Perpetrator	Administrative District
1.	Female	5 years	Father	Chaguanas
2.	Female	5 years	Mother's Boyfriend	Mayaro/Rio Claro
3.	Female	8 years	Minor brother	Princes Town
4.	Male	16 years	N/A (child perpetrator)	Princes Town
5.	Female	7 years	Unknown	Tunapuna/Piarco
6.	Female	10 years	Minor half-brother	San Juan/Laventille
7.	Male	14 years	N/A (child perpetrator)	Tunapuna/Piarco
8.	Female	16 years	Minor Male	San Fernando
9.	Female	17 years	Adult boyfriend	Mayaro/Rio Claro
10.	Female	16 years	Adult boyfriend	Penal/Debe
11.	Female	16-17 years	Unknown	Chaguanas
12.	Male	16 years	N/A (child perpetrator)	San Fernando
13.	Female	10 years	Adult male	San Juan/Laventille
14.	Female	14 years	Stepfather	Point Fortin
15.	Female	14 years	Adult male cousin	Tunapuna/Piarco
16.	Male	10 years	Unknown	Princes Town
17.	Female	14 years	3 minor male schoolmates	San Juan/Laventille
18.	Female	16 years	Adult male	Princes Town
19.	Female	17 years	Adult boyfriend	Point Fortin
20.	Female	15 years	Adult ex-boyfriend	Tunapuna/Piarco
21.	Female	14 years	Unknown schoolmate	Port- of-Spain
22.	Female	12 years	N/A (child perpetrator)	Mayaro/Rio Claro
23.	Male	14 years	N/A (child perpetrator)	Mayaro/Rio Claro
24.	Female	15 years	Stepfather	Arima
25.	Female	15 years	Minor male schoolmate	Arima
26.	Female	13 years	Unknown male schoolmate	Arima
27.	Male	14 years	Adult male coach	Tunapuna/Piarco
28.	Female	15 years	Minor male	Princes Town
29.	Male	16 years	N/A (child perpetrator)	Princes Town
30.	Female	9 years	Unknown	Couva/Tabaquite/Talparo
31.	Male	14 years	Unknown	Couva/Tabaquite/Talparo
32.	Female	16 years	Stepfather	Tunapuna/Piarco
33.	Female	12 years	Stepfather	Tunapuna/Piarco
34.	Female	14 years	Adult male neighbour	San Juan/Laventille
35.	Female	10-13 years	Unknown	Arima
36.	Female	17 years	3 adult males	Penal/Debe
37.	Male	4 years	Uncle	Chaguanas
38.	Male	7 years	Uncle	Chaguanas
39.	Male	16 years	2 adult males	Couva/Tabaquite/Talparo

40.	Male	9 years	N/A (child perpetrator)	Diego Martin
41.	Male	12 years	N/A (child perpetrator)	Diego Martin
42.	Male	4 years	Minor female cousin	Port- of-Spain
43.	Female	7 years	N/A (child perpetrator)	Port- of-Spain
44.	Female	16 years	Stepfather	Port- of-Spain
45.	Female	14 years	Stepfather	Port- of-Spain
46.	Female	4 years	Mother's ex-boyfriend	Tunapuna/Piarco
47.	Female	16 years	2 adult males	Chaguanas
48.	Female	14 years	N/A (child perpetrator)	Chaguanas
49.	Female	14 years	Father	Tunapuna/Piarco
50.	Male	13 years	N/A (child perpetrator)	Tunapuna/Piarco

Appendix IX Table 2
Summary of Reports related to Child Prostitution from May 2015 to December 2018

No.	Age	Sex	Alleged Perpetrator	Administrative District
1.	17 years	Female	Mother	Siparia
2.	15 years	Female	Mother	Siparia
3.	14 years	Female	Mother	Siparia
4.	13 years	Female	Mother	Siparia
5.	14 years	Female	Mother	Chaguanas
6.	15 years	Female	Mother	Arima
7.	14 years	Female	Mother	Arima

APPENDIX X

HFLE KEY PERFORMANCE INDICATORS

BUILDING YOUNG PERSONS RESILIENCE THROUGH LIFE SKILLS PROJECT

HEALTH AND FAMILY LIFE EDUCATION

OUTCOMES	INDICATOR(s)
GOAL/IMPACT LONG-TERM OUTCOMES (>3 years of project completion)	
Students in Government Primary and Secondary Schools successfully cope with the challenges of daily living which impact their physical, social, psychological and spiritual well-being.	Percentage of reported cases of sexual misconduct in government schools. Percentage change in reported cases of pregnant students enrolled in government schools. Percentage change in reported cases of physical violence in schools (including bullying)
INTERMEDIATE OUTCOME(s) (1-3 years of project completion)	
1. Government Primary and Secondary School students are equipped to make safe and responsible decisions related to thematic areas of the HFLE curriculum.	Percentage of students surveyed who indicate that the knowledge and skills learnt in HFLE help them make better choices
2. Students are engaged in extra/co-curricular activities and accessing support services for their personal/academic development.	Number of leadership initiatives (eg. Student Council, Clubs etc) pursued by students. Number of student accessing guidance and social services.
IMMEDIATE OUTCOMES (1 year of project completion)	
3. All modules of HFLE curricula being taught across all Government Primary and Secondary School (Form 1-3)	Percentage of Secondary Schools (Government) who implement all the four modules of the HFLE Curriculum from September 2017.

teachers at target levels	Percentage of Primary Schools (Government) who implement all the four modules of the HFLE Curriculum from September 2018 as a stand- alone subject.
4. Improved quality of delivery of HFLE curriculum by primary and secondary school teachers	Percent of trained HFLE teachers assigned to teach HFLE. Percent of trained HFLE teachers using recommended teaching strategies and resource materials. Percentage of National HFLE Committee recommendations to improve curriculum delivery implemented
5. Government and UN partners have increased capacity to monitor delivery coverage, quality and effectiveness of the revised HFLE curriculum in primary and secondary schools.	Number of monitoring reports on HFLE curriculum delivery. Frequency of assessments of HFLE curriculum delivery (coverage, quality and effectiveness)
6.Key stakeholders agree to have HFLE taught in Government Primary and Secondary Schools.	Number of advocacy initiatives among NGO's/Civil society for HFLE to be taught in schools. Frequency of NPTA's/TTUTA's public statements endorsing teaching of HFLE in Government schools

APPENDIX XI

HFLE CURRICULUM: SEXUALITY AND SEXUAL HEALTH IN PRIMARY SCHOOLS

LEVEL/FORM	TOPICS	CONTENT	OBJECTIVES
Level I - Infant 1,11	Relationships 1- Concept of sexuality and gender	Who am I? I am a boy/girl. Body parts Roles Parenting	Recognize characteristics that differentiate male and female (body parts). Analyze maleness and femaleness through examination of their likes and dislikes. Appreciate oneself. Establish: "I like being male/female."
		Gender roles	Identify traditional roles of males and females as they relate to physique. Decide in which circumstances it is appropriate to interchange male/female roles.
	Relationships 11- Respect for self and others	Friendship: What friends do and don't do?	Distinguish between appropriate and inappropriate touch. Develop the ability to say 'No' to inappropriate touch. Choose appropriate ways of expressing affection. Appreciate and recognize that the body is special.

LEVEL/FORM	TOPICS	CONTENT	OBJECTIVES
		Avoiding derogatory terms.	Note derogatory expressions used in their environment. Explore alternative forms of expression. Display tolerance to peers using derogatory expressions and seek to correct them. Demonstrate the ability to convey their dislike for use of such terms
			Note derogatory expressions used in their environment. Explore alternative forms of expression. Display tolerance to peers using derogatory expressions and seek to correct them. Demonstrate the ability to convey their dislike for use of such terms
	Relationships 111	Maintaining friendships: - personal hygiene; - emotional well- being; - appropriate conduct. Diseases	Demonstrate the proper care of the body. Examine the link between relationships and proper hygiene. Display an understanding of the concept of HIV/AIDS and other STI's. Identify behaviours which make a person vulnerable to HIV/AIDS and STI's Take precautions to protect themselves from STI's eg. avoid contact with blood,

LEVEL/FORM	TOPICS	CONTENT	OBJECTIVES
			refuse to be touched in private areas etc.
	Growth and Development: Where did I come from?	Concept of Birth My Body Changes Parenting	Demonstrate knowledge of the relationship between maturity and childbearing. Appreciate that the responsibilities associated with childbearing are adult responsibilities.
	Factors influencing sexual expression- What do I see, hear and do?	Social practices Influence of substances on behaviour. Influence of the media on behaviour.	Critically analyse social practices to determine which are healthy and unhealthy. Demonstrate awareness that practices such as the use of drugs (alcohol, cigarettes) can result in inappropriate behaviour. Discriminate between appropriate and inappropriate messages promoted by the media. Differentiate between acceptable and unacceptable forms of behaviour and dress. Show awareness that affectionate expression can be appropriate or inappropriate according to relationships and age.
Level II - Standard 1-3	Relationships 1- Concept of sexuality and gender	Who am I?	Appreciate the physical differences in males and females.

LEVEL/FORM	TOPICS	CONTENT	OBJECTIVES
		Gender roles and responsibilities	Appreciate and be comfortable with oneself as a sexual being. Develop an understanding and respect for the opposite sex
		Gender Taboos	Demonstrate an understanding of gender roles and responsibilities. Appreciate changing gender roles in relation to the needs and demands of the home and society. Eliminate existing gender-related taboos Critically examine role models (peers, parents, other adults) to inform positive behaviours. Appreciate gender equity and interdependence.
	Relationships 11- Respect for self and others	Appropriate ways of expressing love and friendship.	Express love and care in appropriate age related ways. Appreciate that one's body is private and special, and should be treated with respect by all. Display proper behaviour in boy/girl relationships.

LEVEL/FORM	TOPICS	CONTENT	OBJECTIVES
			Firmly convey disapproval of inappropriate touch.
			Express love and care in appropriate age related ways. Appreciate that one's body is private and special, and should be treated with respect by all. Display proper behaviour in boy/girl relationships. Firmly convey disapproval of inappropriate touch.
		Derogatory terms	Refrain from addressing peers with derogatory terms used in their environment. Convey firm disapproval of derogatory terms. Use positive expressions to replace derogatory terms.
		Sexual abuse Stigmatization	Develop ability to say 'No' to sexual advances. Be vocal about sexual abuse of self and peers.

LEVEL/FORM	TOPICS	CONTENT	OBJECTIVES
			Develop strategies to avoid being in compromising situations. Empathize with peers who may be experiencing abuse (avoid stigmatization).
	Relationship 111	Hygiene	Appreciate the need for and practice good hygiene emphasizing care of private parts. Be aware of the necessity to wear clean undergarments daily.
		Diseases Stigmatization	Be aware of diseases that result from unhealthy practices. Be knowledgeable about HIV/AIDS and how it is spread. Empathize with persons living with HIV/AIDS. Share information about HIV/AIDS and other related diseases.
	Growth and Development: Life Cycles	My body changes Puberty	Identify changes the body experiences as it matures. Speak respectfully about body changes. Examine the relationship between physical maturity and reproduction.

LEVEL/FORM	TOPICS	CONTENT	OBJECTIVES
		Abstinence	Treat discussions about private parts with the same attitude that the other body parts receive. Practice self-control and abstinence
		Concept of birth Parenting - Responsibility of childbearing	Develop awareness that sexual intercourse should be delayed until one is ready for family commitments. Be aware that the consent of both adult male and adult female should precede sexual contact. Appreciate the role of male and female in child bearing. Demonstrate knowledge of the responsibilities associated with child bearing.
	Factors influencing sexual expression: What I see, hear and do?	Social practices: -family peers-others	Note that some adult social practices are unhealthy. Identify the consequences of negative social practices on sexual expression. Identify the consequences of irresponsible sexual expression
		Influence of substances on sexual expression.	Identify substances used in the home and in advertisements that can lead to promiscuous behaviour.

LEVEL/FORM	TOPICS	CONTENT	OBJECTIVES
		Vulnerability	Critically assess the impact of the family and peer pressure on drug use Be aware that drug abuse has negative consequences on sexual expression
		Influence of Media and Technology Sexual exploitation	Critically assess the negative impact of selected advertisements, songs, movies and websites on sexual expression. Make responsible choices when selecting music, print material, movies and websites. Say 'No' to peer influences when selecting material. Be aware that they are vulnerable to sexual exploitation. Develop strategies to avoid being sexually exploited Be vocal about any form of sexual exploitation.
Level III - Standard 4-5	Relationships 1- Concept of sexuality and gender	Gender equity and inequity Gender role and responsibilities	Be aware of gender inequity. Display equal treatment towards both sexes. Display comfort with one's sexuality. Maintain behaviours which depict responsibility towards one's gender roles.

LEVEL/FORM	TOPICS	CONTENT	OBJECTIVES
		Role modeling	Relate changing gender roles in relation to needs and demands of society. (interdependence) Critique misconceptions about gender roles. (boys don't cry; ladies belong to the kitchen, etc) Critically evaluate role models (peers, parents, other adults) to inform behaviour. Model positive attributes that lead to responsible sexual behavior.
	Relationships 11- Respect for self and others	Inappropriate touching	Express love and care in appropriate age related ways. Display good moral conduct in boy/girl relationships. Communicate openly and responsibly disapproval about inappropriate touch Treat one's and others' body with respect. Develop ability to say 'No' to sexual advances. Be vocal to appropriate authorities about sexual abuse of self and peers Develop strategies to avoid being in compromising situations.

LEVEL/FORM	TOPICS	CONTENT	OBJECTIVES
			Empathize with peers who may be experiencing abuse.
		Derogatory terms	Refrain from using derogatory terms. Convey firm disapproval to those who use derogatory terms Use positive expressions when expressing dissatisfaction
	Relationship 111	Hygiene	Be aware that additional care is needed for the body during puberty. Access necessary products, information and services to ensure hygienic practices. Explore relationship between personal hygiene and sexually related diseases. Become role models of good hygienic practices
		Sexually related diseases Abstinence Stigmatization	Identify sexual diseases. Identify symptoms associated with HIV / AIDS and other STDs. Be aware of the dangers of HIV/AIDS. Access information, products and services as they relate to sexually related diseases Identify behaviours which make one vulnerable to HIV/AIDS and other STDs. Become an advocate of the abstinence policy.

LEVEL/FORM	TOPICS	CONTENT	OBJECTIVES
			Empathize with persons living with STDs and HIV/AIDS.
	Growth and Development: Life Cycles	Body changes - sexual maturity/ readiness Self-control and abstinence	Examine and accept the changes associated with puberty (hormonal, emotional, physical). Be aware that puberty is an indication that females can conceive babies. Be aware that puberty is an indication that males can father babies Practice self control and abstinence in response to the new urges being experienced. Speak respectfully and openly about puberty.
		Concept of Reproduction or Birth Dangers of early sex	Examine how babies are conceived. Be aware that a consenting adult male and female is the responsible way to conceive babies. Be aware of the dangers of early sex. Seek responsible help if they become victims of sexual abuse.
		Responsibility of child-bearing.	Appreciate the serious responsibility that comes with child-bearing. Be aware that best practice means delaying sexual activities until one is mature and

LEVEL/FORM	TOPICS	CONTENT	OBJECTIVES
			ready for family commitments. Become role models and advise peers confidently that they should practice abstinence. Be aware of the negative consequences associated with unwanted pregnancies for all parties – mother, father and baby
	Factors influencing sexual expression: What I see, hear and do?	Social practices; - family - peers - society	Note that practices of one's family, peers and society influence personal sexual expression. Identify practices of one's family, peers and society result in unacceptable sexual expression Speak confidently against practices which result in irresponsible sexual expression. Avoid and advocate against the use of language, behaviour and dress that exhibit vulgarity.
		Influence of substances on sexual expression: – drugs (alcohol, cigarettes, etc.)	Identify the range of substances abused. Explore how substance abuse can result in irresponsible sexual expression. Develop the ability to say 'No' to influences/ pressures to use substances. Refrain from visiting places that nurture negative sexual practices.

LEVEL/FORM	TOPICS	CONTENT	OBJECTIVES
		Influence of the media on sexual expression: -print, television, cable, video -computer.	Critique print (pornography etc), advertisements, movies, websites and chat rooms to differentiate which are clean and which promote promiscuity. Make responsible choices which indicate positive behaviours when using any of the media. Say 'No' to peer pressure when making choices.

APPENDIX XII

HFLE CURRICULUM FOR SEXUALITY AND SEXUAL HEALTH IN SECONDARY SCHOOLS

LEVEL/FORM	TOPICS	OBJECTIVES
FORM 1	Changes associated with puberty	1.1.1.1. Recognise changes associated with puberty 1.1.1.2. Apply strategies to cope with physical and emotional changes associated with puberty. 1.1.1.3. Demonstrate positive attitudes toward self and persons of the opposite gender. 1.1.1.4. Respect each other's privacy. Speak respectfully about body changes.
	Understanding sexuality	1.2.2.1. Understand themselves as sexual beings. 1.2.2.2. Analyse factors that influence expression of human sexuality. 1.2.2.3. Critically analyse media messages on sexuality. 1.2.2.4. Examine personal feelings, behaviour and attitude towards one's sexuality. 1.2.2.5. Appreciate their sexuality. 1.2.2.6. Differentiate between sex and gender. 1.2.2.7. Explain reasons given for sexual orientation. 1.2.2.7. Recognise the differences between men and women. 1.2.2.8. Appreciate the special characteristics of men and women. Manage expression of sexuality in a responsible manner.
	Sexual Reproductive Health	1.2.3.1. Define reproductive health.

LEVEL/FORM	TOPICS	OBJECTIVES
		1.2.3.2. Access information related to sexually related diseases. 1.2.3.3. Identify STIs - types, how are they transmitted? 1.2.3.4 Examine ways of prevention of STIs. Demonstrate care and compassion for persons affected with STIs.
FORM 2	Social Dynamics of friendship and relationships	2.2.1.1. Discuss the social dynamics associated with friendship and relationships. 2.2.1.2. Appreciate the moral and spiritual values that guides and underpins relationships. 2.2.1.3. Reflect on their own values and the way in which they manage relationships. 2.2.1.4. Determine ways of building sound relationships. 2.2.1.5. Access guidance on relationship from reliable sources.
	Managing Sexual Relations	2.2.2.1. Identify myths associated with risky sexual behaviour. 2.2.2.2. Explore impact of inappropriate sexual behaviour on school life. 2.2.2.3. Explore avenues for postponing physical sexual activities 2.2.2.4. Explain the benefits associated with postponing sexual activity whilst being a student. 2.2.2.5. Develop alternative activities to release emotional stresses. 2.2.2.6. Access reliable sources of information to guide decisions related to sexual behaviour.

LEVEL/FORM	TOPICS	OBJECTIVES
	Personal responsibility for sexual health	2.1.2.1. Demonstrate an understanding of the basic criteria and conditions for optimal reproductive health. 2.1.2.2. Demonstrate appreciation for the importance of attaining and maintaining optimal reproductive health. 2.1.2.3. Be proactive in taking care of their health. 2.1.2.4. Use appropriate skills to attain and maintain optimal reproductive health. Access reliable sources of information with respect to sexual reproductive health.
FORM 3	Individual protection and safety	3.2.1.1. Identify what constitutes sexual harassment. 3.2.1.2. Demonstrate a sense of empowerment in resisting sexual harassment. 3.2.1.3. Use problem-solving skills to deal with sexual harassment. 3.2.1.4. Demonstrate responsibility for personal safety. 3.2.1.5. Use creative-thinking skills in situations related to personal safety. 3.2.1.6. Identify sources of appropriate information and assistance.
	Managing sexual feelings, The law and sexual health	3.2.2.1. Understand that sexual feelings are a result of physical and hormonal changes. 3.2.2.2. Recognise factors which cause sexual feelings. 3.2.2.3. Explore possible avenues for postponing physical sexual activities. 3.2.2.4. Make safe and healthy choices about sexual feelings.

LEVEL/FORM	TOPICS	OBJECTIVES
		3.2.2.5. Accept the right of others to make decisions about their bodies.
		3.2.4.1. Analyse factors which influence personal choice of a life partner. 3.2.4.2. Use steps of goal setting. 3.2.4.3. Understand the responsibilities of life as a parent. 3.2.4.4. Become aware of personal ability to function as a parent. Make informed decisions in relation to becoming a parent