

TRAFFICKING IN PERSONS:

EFFECTIVE FIRST RESPONSE AND PROACTIVE AND REACTIVE INVESTIGATION OF TRAFFICKING

PRACTICAL GUIDANCE FOR LAW ENFORCEMENT OFFICERS

Trainer's Manual



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The Trainer's Manual is developed for the law enforcement officers who are on the front line to identify and rescue the victims of trafficking, to investigate the trafficking cases, to prosecute and convict the perpetrators, to facilitate the successful reintegration of survivors of human trafficking back to their communities and families.

Foreword

Ghana is a source, transit and destination country for men, women and children subjected to forced labour and sex trafficking. Ghanaian boys and girls are subjected to forced labour within the country in fishing, domestic service, street hawking, begging, artisanal gold mining and agriculture.

In June 2015, the Government of Ghana and the Government of the United States of America signed the first ever Child Protection Compact (CPC) Partnership, a multi-year plan aimed at bolstering current efforts of the Government of Ghana and Ghanaian civil society to address child sex trafficking and forced child labour within the country.

The International Organization for Migration (IOM) Country Office in Ghana provides comprehensive support to the Government of Ghana in combating child trafficking. Within the CPC framework, IOM Ghana is implementing a project in cooperation with the Office to Monitor and Combat Trafficking in Persons (J/TIP Office) to support the Government of Ghana to establish a more holistic approach to significantly reduce child trafficking, and to enhance and make more effective the efforts to prevent child trafficking, prosecute and convict child traffickers and improve the quality of protection services for child victims.

The goals of the CPC are: 1) to establish a more holistic approach to significantly reduce child trafficking that is characterized by greater efficiency and improved coordination of activities to eradicate child trafficking; and 2) to enhance the efforts to prevent child trafficking, prosecute and convict child traffickers, and improve the quality of protection services for child victims.

The Anti Human Trafficking Unit (AHTU) of the Ghana Police Service, established on 11th March 2008 under the command of the Criminal Investigation Department (CID), is mandated to identify the cases of trafficking in persons (TIP) and investigate them, to prosecute the offenders. The Detective Training Academy prepares the officers for various law enforcement structures and upgrades their capacity through national and international counter-trafficking trainings and programmes. IOM hopes that this Manual will reinforce the capacity of the police officers and Police Academies' trainers with the latest trends and techniques in investigation of TIP cases and ensure the protection of the society and every individual against TIP, in line with international standards and national legal frameworks.

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List of acronyms

AHTU	Anti-Human Trafficking Unit;
CID	Criminal Investigation Department;
CPC	Child Protection Compact;
EOCO	Economic and Organized Crime Office;
GIS	Ghana Immigration Service;
GRA	Ghana Revenue Authority Customs Division;
HT 694	Human Trafficking Act, 2005;
HT 784	Human Trafficking Amendment Act, 2009;
IA 848	Immigration Amendment Act, 2012;
ICS	Identification Case Studies;
LEA	Law Enforcement Agency;
LI 2219	Human Trafficking Prohibition (Protection and Reintegration of Trafficked Persons) Regulations (Legislative Instrument 2219) 2015;
NGO	Non-governmental organization;
NTK	Need to know;
OHCHR	Office of the High Commissioner for Human Rights (United Nations);
RPI – P	Role Play Instructions – Participants;
RPI - T	Role Play Instructions – Trainer;
SOP1	Standard Operating Procedures on Combating Trafficking in Ghana, with an emphasis on Child Trafficking;
SOP2	Ghana Police Service Standard Operating Procedures for Child-Friendly Policing – Procedures for Investigations involving Child Victims or Witnesses);
TIP	Trafficking in Persons;
UCS	Urgent case study;
UNODC	United Nation Office on Drugs and Crime.

Glossary

Child	A person below the age of eighteen years. ¹
Child victim of trafficking	Child victims of trafficking are recruited, transported, transferred, harbored or received for the purpose of exploitation. ²
Country of destination	A country that a migrant is traveling to; a country that is a destination for migratory flows (legal or illegal). ³
Country of origin	A country that a migrant is coming from; a country that is a source of migratory flows (legal or illegal). ⁴
Country of transit	A country that a migrant travel through; a country through which migratory flows move (legal or illegal). ⁵
Human rights	Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. ⁶
Human trafficking	Human trafficking means the recruitment, transportation, transfer, harbouring, trading or receipt of persons for the purpose of exploitation within and across national borders by (a) the use of threats, force or other forms of coercion, abduction, fraud, deception, the abuse of power or exploitation of vulnerability, or (b) giving or receiving payments and benefits to achieve consent. ⁷
Investigation	An investigation is a thorough search for facts, especially those that are hidden or need to be sorted out in a complex situation. ⁸
Law enforcement officer	A person whose public duties include the power to act as an officer for the detection, apprehension, arrest and conviction of offenders against the laws of this State. ⁹
Referral	The act of officially sending someone to a person or authority that is qualified to deal with them. ¹⁰

¹ Children’s Act 1998 (Act 560)

² UNICEF USA (2020). Child trafficking. Retrieved from <https://www.unicefusa.org/mission/protect/trafficking>

³IOM (2007). The IOM Handbook on Direct Assistance for Victims of Trafficking. Retrieved from publications.iom.int/system/files/pdf/iom_handbook_assistance.pdf.

⁴ Ibid

⁵ Ibid

⁶ United Nations, (2020). Human Rights. Retrieved from www.un.org/en/sections/issues-depth/human-rights/.

⁷ Human Trafficking Act, 2005 (Act 694) as amended in 2009. Retrieved from www.refworld.org/pdfid/548ee5b34.pdf.

⁸ Investigations (2020, December 11). Retrieved from www.dictionary.com/browse/investigation.

⁹ Law Enforcement Officer, (2020, December 12). Retrieved from www.lawinsider.com/dictionary/law-enforcement-officer

¹⁰ Referral (2020, December 11). Retrieved from www.collinsdictionary.com/dictionary/english/referral

Referral mechanism	A referral mechanism is a process of referring a victim of trafficking to another organization or service provider for the purpose of receiving a service or services that the referring organization does not provide, but that the victim requires. ¹¹
Rehabilitation	A treatment or treatments designed to facilitate the process of recovery from injury, illness, or disease to as normal a condition as possible. ¹²
Return	In a general sense, the act or process of going back or being taken back to the point of departure. This could be within the territorial boundaries of a country, as in the case of returning internally displaced persons (IDPs) and demobilized combatants; or between a country of destination or transit and a country of origin, as in the case of migrant workers, refugees or asylum seekers. ¹³
Risk assessment	Risk-assessment in trafficking in persons is an attempt to decide how likely it is that a hazard will become reality and what measures should be taken to reduce or abort it completely and insulate the victim. ¹⁴
Sexual exploitation	Actual or attempted abuse of a position of vulnerability, power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. ¹⁵
Shelter	It is used to refer to a wider group of facilities providing accommodation and assistance to victims of trafficking, such as medical rehabilitation centres, transit shelters and halfway houses, unless otherwise specified. ¹⁶
Trauma	The response to an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life-threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being. ¹⁷

¹¹ Catholic Relief Services, (2018). Referral Mechanisms. Retrieved from www.crs.org/sites/default/files/tools-research/4children_18os-34655_referrals_mech_final.pdf.

¹² Rehabilitation, (2020, December 11). Retrieved from medical.dictionnaire.thefreedictionary.com/rehabilitation.

¹³ Rehabilitation, (2020, December 15). Retrieved from publications.iom.int/system/files/pdf/iml_34_glossary.pdf

¹⁴ United Nations Office on Drugs and Crime (2009). Anti-human trafficking manual for criminal justice practitioners. Retrieved from www.unodc.org/documents/human-trafficking/TIP_module5_Ebook.pdf.

¹⁵ World Health Organization, Sexual Exploitation and Abuse. Retrieved from www.who.int/docs/default-source/documents/ethics/sexual-exploitation-and-abuse-pamphlet-en.pdf?sfvrsn=409b4d89_2.

¹⁶ IOM (2007). The IOM Handbook on Direct Assistance for Victims of Trafficking. Retrieved from publications.iom.int/system/files/pdf/iom_handbook_assistance.pdf.

¹⁷ Trauma, (2020, December 15). Retrieved from www.lebanonschools.org/departments/mental-health-services-17/trauma-informed-support-81/#:~:text=The%20U.S.%20Substance%20Abuse%20and,on%20the%20individual's%20functioning%20and

TRAINING COURSE STRUCTURE

Background

This training manual is intended as a guide for facilitators in law enforcement training schools and academies for combating human trafficking in Ghana. It aims to improve the effectiveness and efficiency of all law enforcement officers to enable them to respond and investigate human trafficking cases.

The design of the training manual is based on the operational reality that many human trafficking cases are first disclosed to front-line officers, rather than specialized or experienced criminal investigators and that, as a consequence of this reality, front-line officers need the requisite knowledge and technical skills to enable them to initially respond effectively to the disclosure of a human trafficking case.

It is important to note that the purpose of this training is to enable front-line officials to provide an effective first response to allegations of trafficking in human beings. It is also intended as a guidance programme to enable experienced and specially trained officers investigate human trafficking allegations which are complex in nature.

Given the extent of child trafficking for the purposes of labour exploitation that currently occurs in Ghana, the focus of the good practice guidance is principally upon the specialized knowledge and technical skills required to effectively manage investigation of allegations of human trafficking of children. Each of the modules and the training methodology will be aimed at examining the additional guidance required for managing child victims as witnesses.

Notwithstanding the programme's specific focus upon child victims, it should be noted that the investigative principles, knowledge and technical skills covered by the curriculum of this programme will also be applicable to the effective conduct and management of reactive investigation involving adult victims and all forms of trafficking exploitation.

Course content

This training course is designed to equip training facilitators in law enforcement with the requisite information and resources to teach, empower and reinforce the skills of officers on the best practices to respond and investigate cases of human trafficking in Ghana.

This training manual comprises of two major parts with five modules each under them. They are as follows:

Part A: Guide for First Response in Human Trafficking

- Module 1: Overview of human trafficking;
- Module 2: International and domestic legislation;
- Module 3: Identifying victims of trafficking;

- Module 4: Initial response;
Module 5: Intelligence gathering.

Part B: Guide for Human Trafficking Investigators

- Module 6: Investigation planning;
Module 7: Conducting evidential interviews with victim-witnesses;
Module 8: Post-interview tasks and referral mechanism;
Module 9: Planning and executing arrest and rescue and search and seizure operations;
Module 10: Pre- and post-trial responsibilities.

Training objectives

The overall training objective for this programme is:

To provide law enforcement officers with the necessary knowledge, attitude and technical skills to enable them to provide an effective first response to human trafficking cases and conduct both proactive and reactive investigation of allegations of trafficking of persons.

Specifically, trainees at the end of the training will be able to:

- Define trafficking in persons, identifying victims of trafficking and the appropriate referral mechanisms.
- Conduct intelligence gathering and properly investigate alleged cases of trafficking.
- Effectively conduct evidential interviews with victim-witnesses and execute raid operations.

Training methodology

This training applies adult learning principles to the training delivery and is based upon “learning by doing”. The training methodology is highly participatory and inter-active and is built around a range of techniques comprising, but not limited to, buzz groups, group exercises, case-based teamwork exercises and plenary discussions.

Overall, the role of the trainer(s) of the programme should reflect that of a facilitator of the learning, enabling experienced practitioners to share investigative experiences and to learn from each other within the context of human trafficking cases.

The principal learning mechanism for this programme is a specially adapted factual Ghanaian case history that consists of a range of sequential phases that pose a range of incremental investigative tasks for the participants to address and which are characteristic in nature and scope of reactive investigation of human trafficking cases, particularly those involving child victims that cooperate as witnesses.

Participant profile

This programme is intended for delivery to serving law enforcement officers and to the extent possible, the gender balance of the participants should reflect the estimated gender balance of the known and anticipated caseload of victims.

The programme is suitable for those officers that bear specific responsibility for the criminal investigation of human trafficking cases once they have been identified.

Furthermore, the programme is intended for delivery to investigators attached to the Anti-Human Trafficking Unit, Judicial Police Officers, Ghana Prisons Service, Narcotics Unit, Bureau of National Investigations, Ghana Revenue Authority Customs Division, Economic and Organized Crime Office and other selected experienced investigators designated to investigate or supervise the investigation of this type of crime.

The participation of investigative supervisors is important; if they do not engage in the programme, they will be unable to fully understand and direct their subordinates in relation to the good practice guidance delivered by this programme.

Training planning and preparation

The following are recommendations to aid in the planning and preparation of the training that should be considered:

Programme materials

The training programme materials are as follows:

Trainer materials

- Lesson plans;
- Learning exercises;
- Instruction slides;
- Handouts;
- Case studies;
- Standard operating procedures to combat human trafficking in Ghana, with emphasis on child trafficking;
- Ghana police service standard operating procedures for child-friendly policing – procedures for investigations involving child victims or witnesses;
- Children in conflict standard operating procedures.

Participant materials

- Copy of the Ghana Police Service standard operating procedures to combat human trafficking in Ghana, with emphasis on child trafficking;
- Copy of the Standard Operating Procedures to combat human trafficking in Ghana, with emphasis on child trafficking;
- Ghana Police Service standard operating procedures for child-friendly policing – procedures for investigations involving child victims or witnesses;
- Children in conflict with the law standard operating procedures;
- Copies of Human Trafficking Act, 2005 Act 694 as amended in 2009 Act 784;
- Copies of the Human Trafficking Regulations (LI 2219);
- Children’s Act, 1998 Act 560;
- Juvenile Justice Act, 2003 Act 653.

Programme logistics

The training venue should be equipped as follows:

- Flipcharts and easels;
- Whiteboard markers;
- Table name badges for each participant and the trainer(s);
- Projector and screen;
- Laptop computer and pointer for the trainer.

How to deliver the programme

This section of the manual provides the trainer with all the necessary guidance on how to deliver the programme on a day-to-day basis.

Preparatory Steps

The trainer(s) will need to complete the following steps prior to delivering the programme:

- Study and develop an in-depth knowledge of all the programme materials and guidance contained within this manual;
- Identify and secure the attendance of the appropriate participants;
- Ensure that all of the relevant curriculum documentation is prepared and ready for distribution on the first morning of the programme;
- Identify and prepare the training venue, logistics and equipment as described above.

Daily step-by-step session delivery guide

This section is laid out on a session-by-session, day-by-day basis and contains the following documents for each day:

- a) Daily timetable - setting out the topics and activity for each training day.

- b) Learning activity sheets - providing detailed instruction on how to conduct each of the learning activities.
 - c) Learning materials - copies of the materials required for each session, activity and day.
- The trainer(s) should deliver the programme in accordance with the step-by-step, session-by-session guidance shown below on the learning activity sheets and the relevant Daily Lesson Plans. Please note the following points:
 - a) The learning activity sheets specify the objective, timeframe, training methodology and materials required to conduct each of the learning activities contained in this curriculum.
 - b) The programme relies on the use of a range of training techniques including but not limited to presentation, buzz groups, brainstorming, group discussions, team exercises and plenary feedbacks.

Teamwork approach

At the start of the programme, the trainer should divide and seat the group into four teams of nine participants each. Recruits, serving front-line patrol officers, and their supervisors, should not be mixed. They should also be gender balanced as far as practicably possible.

How to use this trainer’s guide

This trainer’s guide is structured into 10 modules with separate sections under each module. Each section has PowerPoint slides with trainer’s notes. The guide also includes Trainer’s note, Role Plays, Case studies and other materials that may be appropriate under each section.

Throughout this guide, different symbols are used as prompts on actions that need to be taken. The various symbols and their explanation are listed below:



Schedule: Indicates the recommended time allotted for each section.



Learning objectives: Indicates the summary of the main lessons of each section.



Training module Indicates the module or major subject under discussion, which



Teach: Indicates the main content to be taught by the facilitator. It includes additional resources and information that the facilitator may opt to include in the training.



Duration: Indicates the duration of a training session.



Trainer's note:

Aids the trainer on how to deliver the training placing emphasis of the key points highlighted in the note.



Activity:

Indicates energizers, icebreakers or games that can be introduced to keep trainees active and interactive.



Presentation:

Indicates where a PowerPoint Presentation will be needed for clarifications.



Note:

Indicates key points worth nothing.



Welcome:

Opens up the training.

Training evaluation

The following measures are recommended to achieve the training objectives and further plan for future training:

- **Pre-/Post-Tests:** the pre-/post-tests are designed to measure the level of knowledge and understanding of participants in human trafficking.



Note: Pre-test should be administered before the training, whilst the post-test should be at the end of the training.

- **Evaluation:** the participant evaluation is designed to determine if the training content and implementation was effective and met intended goals and objectives.

INTRODUCTION TO TRAINING PROGRAMME



Day 1

Duration: One hour



Training outline

Opening remarks / Introduction / Welcome trainees;

Expectations / rules;

Training objectives;

Pre-training assessment.

Trainer's note:

- Brief the participants on the programme contents, goal and methodology and instruct them to consult the programme timetable.
- Ask them to individually write down at least three expectations that they have for the programme – e.g. what they wish to learn about – and ask them to place the three in order of priority. Ask them to also consider any rules that should be observed on the programme – e.g. no audible mobile phones, punctuality, dress code, no personal or disrespectful remarks to colleagues, etc.
- Go around the group and ask each individual to give his or her first priority – write them on the flip chart – tell the participants that if their first priority has already been written up, they should go to their second and or third expectation as necessary.
- When the list is complete, tear off the flip chart entries and tape them to the training room wall – inform the participants that they can add or amend to the list as the programme unfolds.
- Repeat the process in respect of the programme rules - tape onto the wall (5 minutes).
- *Note:* Ensure that the expectations are retained because they will be reviewed as the last exercise of the programme on the last day.



[Refer to PowerPoint Slides 1 to 8].

Part A:

Guide for first response in human trafficking

Module 1

Overview of human trafficking

Overview of human trafficking



Duration: One hour



Learning objective:

- Identify methods used by traffickers to recruit and control their victims;
 - Explain the range of abuses that the victims characteristically endure;
 - Explain the complexity of human trafficking;
 - Explain the global dimension of human trafficking;
 - Provide an overview of human trafficking in Ghana;
 - Identify the various forms of exploitation and victim control methods by which traffickers perpetrate this form of crime.
-



Module content:

- Range of Push and Pull factors;
 - Range of recruitment methodologies;
 - Full and partial deception;
 - Why don't more victims escape?
 - Vulnerability of child victims;
 - Range of trafficking abuses.
-



Trainer's notes:

1. Trainer to inform the participants of need to be abreast with the new trends in human trafficking by regularly reading reports that are released.
 2. Display [**PowerPoint Slides 9 to 21**].
-



Section 1.1: Overview of human trafficking

Human trafficking is a highly organized crime which has affected many countries across the globe. It involves the transnational and internal movement of people for the purpose of sexual exploitation and forced labour. Traffickers take people from one point of origin to a point of destination.

Ghana is a country of source, transit, and destination for men, women and children subjected to trafficking in persons, specifically forced labour and forced prostitution according to the United States Department of State's 2017 Trafficking in persons Report.¹⁸

¹⁸ United States Department of State's (2017) Trafficking in Persons Report (TIP).

Ghanaian women and children are recruited and transported to other African countries, the Middle East, Europe and the United States for forced labour and prostitution.



1.1.1 Range of push and pull factors

Pull factors are those that attract migrants to new areas while the push factors are those that encourage people to leave their points of origin and settle elsewhere. Below are some of the pull and push factors of human trafficking:

Push factors:

- Poverty;
- Unemployment;
- Discrimination;
- Physical, sexual and psychological violence;
- Conflict situation;
- Lack of access to education;
- Desire for/promise of a better life.

Pull factors:

- Opportunity to send home remittances;
- Labour market opportunities in: Mining, Agriculture, Fishing, Catering, Domestic Services in destination country;
- Sex industry;
- Child begging, illicit activities, portorage.

1.1.2 Range of recruitment methodologies

Human traffickers target and recruit their victims by appearing to offer help or pretending to be a friend or potential employers, and they leverage the victim's vulnerabilities. Common methods used in recruiting people include:

- Seduction and romance;
- False job advertisements;
- Lies about educational or travel opportunities;
- Sale by family;
- Recruitment through former slaves;
- Coercion through threats;
- Family contracting of children;
- Trading;
- Kidnap and abduction.

1.1.3 Full and partial deception

Human traffickers target the poor and most vulnerable people. False promises of lucrative jobs, stability, education, income or romance lure in potential victims. Victims also have varied levels of education, socioeconomic, ethnic, and religious backgrounds, and are men, women, adults, children and even newly born children.

Full deception – This is a form of deception whereby complete information concerning the nature of the job and terms of conditions are hidden from the victim. The victim only realizes the situation on getting to the destination. For example, someone who was told they would work in a bar who is then forced to work in a brothel.

Partial deception - Nature of activity is known but deceived over conditions and payment. Example for example a person who was told they would work as a domestic servant with reasonable conditions finds in fact they are not paid and are kept as virtual slaves.



1.1.4 Movement methodologies of human trafficking

Traffickers use the methodologies identified below to transport their victims from the point of origin to the point of destination.

- Foot;
- Road - cars, trucks;
- Rail;
- Boats, ships and ferries;
- Aircraft.

1.1.5 Range of exploitative purposes

There are many forms of exploitation into which people can be trafficked and held in slavery. These crimes are happening in every corner of the world and can include any person, regardless of age, education, religion, race, gender, socioeconomic background or location.

Below are some of the most commonly reported exploitative forms of human trafficking.

- Forced labour: mines, fields, factories, fishing, catering, herding;
- Domestic servitude in private residences;
- Commercial sexual services;
- Production of adult and child pornography;
- Street selling, street begging, portering;
- Criminal activity, such as transporting drugs;
- Organ removal or harvesting.

1.1.6 Latest trends of human trafficking

In recent times, there has been new trends in human trafficking globally. Ghana is as a source, transit and destination country for trafficking according to the 2020 TIP report. This indicates that some people are trafficked to Ghana and are exploited by traffickers in Ghana. This act may not necessarily be committed by Ghanaians, but their crimes are committed in Ghana. Others use Ghana as a transit point to move

victims to other countries where they are exploited, sometimes because they believe it may be easier to traffic them through Ghana rather than travel with them directly from their country of origin.

In addition, Ghana is a source country for trafficking young girls, young men and children to some Gulf States, other African countries and Europe under the pretence of working abroad. Victims realize that the reality of the situation is very different from the picture that was painted to them at their destination.

Documents which are sometimes falsified to facilitate travel are seized from the victims, making them vulnerable and they are abused. Some do domestic work without pay, others are forced into prostitution and some are exploited sexually by the employers. Others are told that they need to work for some years to pay off the cost of their travel before they can start earning.

There is also the situation of those who are trafficked purposely for their organs to be harvested. Some of these people lose their lives.

The 2020 TIP report on Ghana indicate that the AHTU of the Ghana Police Service investigated 92 cases of trafficking of which 64 were labour trafficking involving boys of foreign nationality and 28 sex trafficking cases involving 243 victims who were mainly Nigerian girls and women.¹⁹

The GIS reported 42 trafficking cases, 35 of which are labour trafficking cases involving 244 victims who are Ghanaian women and 7 cases of sex trafficking involving 36 victims – women and girls.

In summary some of the latest trends in human trafficking are as indicated below;

- Increased trafficking in children for sexual and other forms of exploitation.
- Use of legal travel documents.
- Organ harvesting as a new objective for human trafficking.
- Increased use of corruption of government and diplomatic officials.



Activity:

- Instruct each team to discuss and write down their responses to the following question:
 - a) Why don't more victims escape and what type of abuse do they suffer?**
 - b) How does this differ between adults and child victims? (10 minutes)**
 - After 20 minutes, trainer to conduct plenary review and record the responses on the flipchart.
-

¹⁹ Trafficking in Persons (TIP) 2020- 20th edition.



Trainer's note:

- Trainer to inform the participants that only a small percentage of victims escape from their traffickers, notwithstanding the fact that opportunity to escape often occurs, notwithstanding the abuse that they characteristically endure.
- Display Slide M1 – S16 and S17 and contrast the team responses (20 minutes).
- Summarize the coercive nature of the methods and highlight the levels of abuse that victims suffer (10 minutes).
- See figures 1 and 2; highlight the differences between the recruitment and control methodologies in relation to adult and child victims and what differences occur in the abuse patterns, especially in relation to the vulnerabilities of children.²⁰



1.1.7 Why don't more victims escape?

Human traffickers use a variety of psychological and physical coercive techniques to trap their victims in plain sight.

Although running away or dialing for help appear to be a simple, feasible solution, victims of human trafficking are experiencing both physical and psychological abuse that hinders the possibility of escape. There are several reasons why victims of human trafficking don't try to escape:

Cycle of control mechanisms:

- Debt bondage or withholding of wages;
- Isolation – language and assistance;
- Use or threat of violence;
- Induced addiction;
- Threats to loved ones;
- Exposure and shame;
- Vulnerability of children to adult coercion –would you try to escape?²¹

1.1.8 Vulnerability of child victims

Certain populations are more vulnerable although anyone can fall prey to become a human trafficking victim. People such as runaway and homeless youth, children and youth in foster care, individuals fleeing violent conflict and natural disasters, individuals with a disability, and those who have suffered other types of abuse or exploitation are among those that are vulnerable.

²⁰ Distribute Handout 1 And 2 In Appendix 5.

²¹ See Figure 1 and Figure 2 for Details.

Specifically, traffickers control children through exploitation of their special vulnerability as a result of the following reasons:

- Economic pressure on their families;
- Obligation to support the family;
- Culture of obedience to adults;
- Dependency – shelter, food, medical aid;
- Lack of education or awareness;
- Physically smaller and weaker;
- Promises of sexual rewards or marriage;
- Geographical isolation – long way from home;
- Coercion through physical and sexual violence.

Figure 1: How traffickers prevent adult victims from escaping.

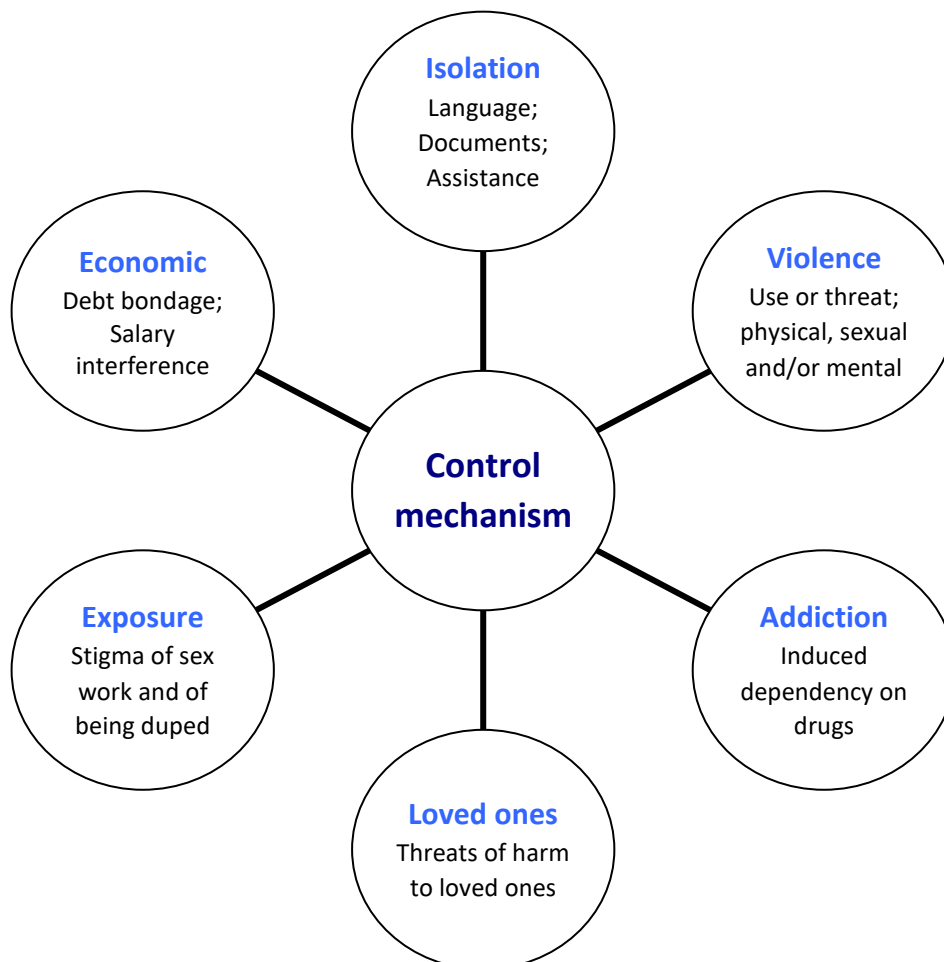
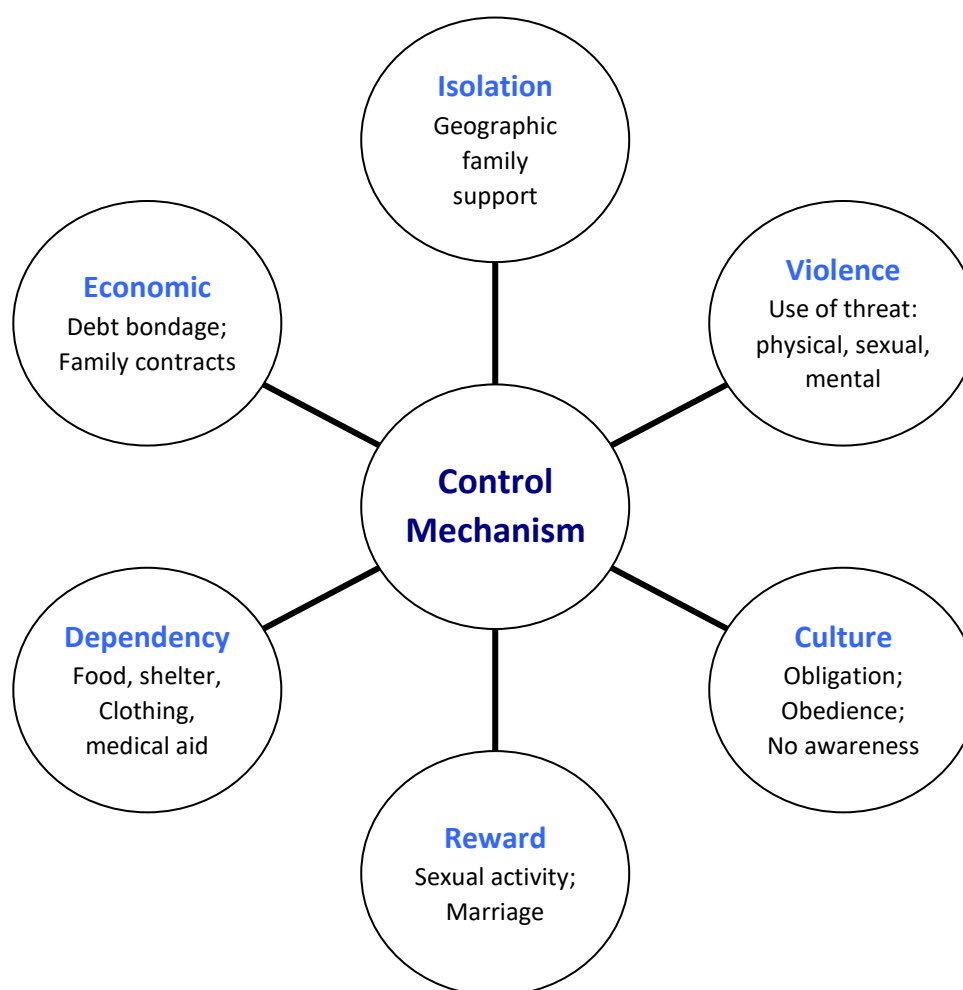


Figure 2: How traffickers prevent child victims from escaping.



1.1.9 Range of abuses

Victims may have experienced abuse from direct physical violence before and during trafficking. Abuse include verbal or psychological abuse, deprivation or other controlling or harmful behaviours that negatively affect an individual.

Trafficking abuse – Human dimension includes:

- Murder;
- Sexual violence;
- Physical violence;
- Threats and coercion;
- Psychological abuse;
- Abduction;
- Imprisonment;
- Induced addiction;
- HIV-STI;
- Harm to health.

Module 2

International and domestic legislation

International and domestic legislation



Duration: One hour



Learning objective:

- Define human trafficking in both domestic and international law.
 - Distinguish between domestic and international law human trafficking definitions.
 - Apply the analytical “activity – means – purpose” formula.
 - Distinguish the offences of human trafficking from those of migrant smuggling.
 - Distinguish between child labour and force labour.
 - List the range of additional offences that are characteristic of human trafficking.
-



Module content:

- Legal Framework;
 - Palermo Protocol;
 - Human Trafficking Act, Acts 694 (2005) and 784 (2009);
 - Trafficking related crimes;
-



Trainer's notes:

1. During the course of the two sessions, the participants will utilize their copies of Human Trafficking Act Acts 694 (2005) and 784 (2009), together with Legislative Instrument 2219 and SOP – Special Chapter on the Law.
 2. The task of the trainer will be to compare and contrast the domestic legislative definition with the benchmark Palermo Protocol version – and note that the intent is the same.
 3. Stress the fact that in law, movement is not required in order to commit the offence.
 4. Display [**PowerPoint Slides 23 to 35**]
-



Section 2.1 Legal framework for human trafficking

2.1.1 International framework

- United Nations Convention against Transnational Organized Crime (2000), Trafficking in Persons Palermo Protocol - Act 3.a;
- Protocol to prevent, suppress and punish trafficking in persons, especially women and children, 2002;
- Protocol against smuggling of migrants by land, sea, and air, 2000;
- ILO Convention.

2.1.2 Domestic framework

Human trafficking in Ghana is governed by the under listed legislations:

- Human Trafficking Act, 2005 Act 694 as amended by Act 784 in 2009;
- Human Trafficking Prohibition (Protection and Reintegration of Trafficked Persons) Regulations, 2015 (L.I. 2219) the legislative instrument;
- Children’s Act, 1995 (Act 560);
- Juvenile Justice Act;
- Criminal Offenses Act (Act 29/ 60);
- Criminal Procedure (Act 30/60);
- Constitution of Ghana, 1992 (Chapter 5 that deals with the fundamental human rights of persons);
- Labour Act, 2003 (Act 651);
- Anti –Money Laundering Act, 2008 (Act 749);
- Immigration Amendment Act, 2012 (Act 848) that deals with human smuggling.



Activity:

- Instruct each team to discuss and write down their responses to the following question:
 - a) Review and contrast the definitions of human trafficking under Article 3 of the Palermo Protocol and Article 1 of RA 694 as amended by 784 and identify if and where they differ.***
 - b) Review RA694, 784, and Legislative Instrument and identify as many trafficking-related offences as possible.***
- After 20 minutes, trainer to conduct plenary review and record the responses on the flipchart.



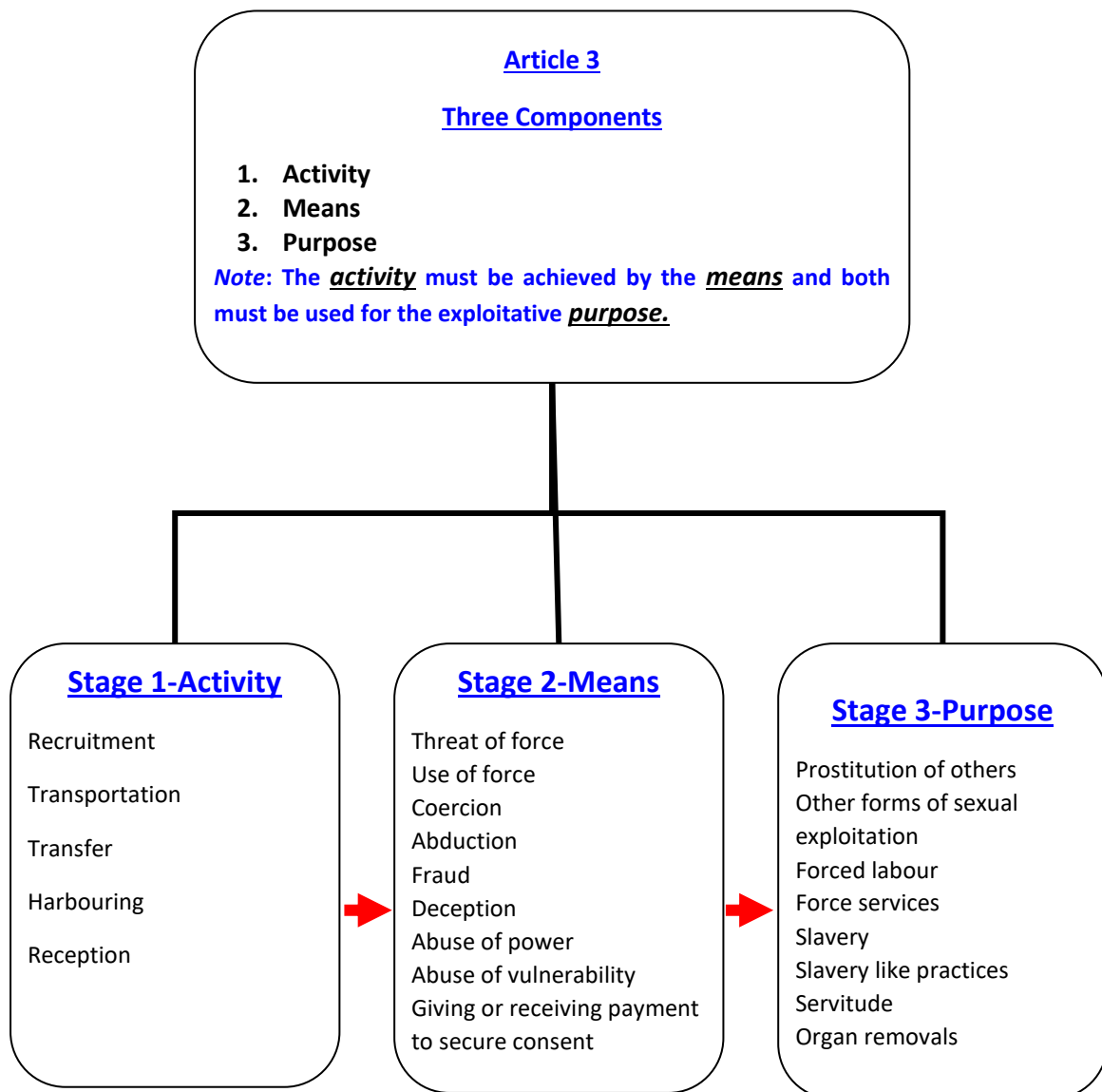
Section 2.2 Definition of human trafficking

Article 3 of the Palermo Protocol states:

- a) "Trafficking in persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.
- b) Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.
- c) The consent of a victim of trafficking in persons to the intended exploitation set forth in subparagraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used.

- d) The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set forth in subparagraph (a) of this article.
- e) "Child" shall mean any person under eighteen years of age.²² (United Nations Convention Against Transnational Organized Crime, 2000).

Figure 3: Article 3 of the Palermo Protocol



²² United Nations Convention Against Transnational Organized Crime (2000).

Definition of human trafficking according to Human Trafficking Act, 2005 Act 694 as amended by Act 784 in 2009

Human Trafficking is defined under Section 1(1) of the Human Trafficking Act, 2005 (Act 694), as amended by Human Trafficking (Amendment) Act, 2009 (Act 784) – hereinafter referred to as “HTA”.

1. Human Trafficking means the recruitment, transportation, transfer, harbouring, trading or receipt of persons for the purposes of exploitation within and across national borders by:
 - a. The use of threats, force or other forms of coercion, abduction, fraud, deception, the abuse of power or exploitation of vulnerability, or
 - b. Giving or receiving payments and benefits to achieve consent.
2. Exploitation shall include at the minimum, induced prostitution and other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.
3. Placement for sale, bonded placement, temporary placement, placement as service where exploitation by someone else is the motivating factor shall also constitute trafficking.
4. Where children are trafficked, the consent of the child, parents or guardian of the child cannot be used as a defense regardless of whether or not there is evidence of abuse of power, fraud or deception on the part of the trafficker or whether the vulnerability of the child was taken advantage of.²³ (Human Trafficking Act 694 as amended by Act, 2005 and 2009)



2.2.1 The Elements of human trafficking

Three core elements are:

Table 1: Elements of Human Trafficking

ACTIVITY (WHAT)	MEANS (HOW)	PURPOSE (WHY)
At least one of the following activities must be present: <ul style="list-style-type: none"> • Recruitment • Transportation • Transfer • Harbouring • Receipt 	At least one of the following means must be present: <ul style="list-style-type: none"> • Use or threat of violence • Coercion • Abduction • Fraud • Deception • Abuse of power or vulnerability • Payments 	The use of the activity and means must be for one of the defined forms of exploitation: <ul style="list-style-type: none"> • Prostitution • Other forms of sexual exploitation • Forced labour • Forced services • Slavery or practices similar to slavery • Servitude • Removal of organs

²³ Human Trafficking Act, 2005 (Act 649) As Amended by Act 784, 2009.

Key Points

- All three components must be present to establish the offense of human trafficking.
- Activity – means – purpose – at least one in each category.
- Gender neutral.
- Women, men, girls, boys are trafficked.
- Within or across national borders.
- Requires distortion of adult free will.
- Movement is not required in order to commit this offence.
- Children specially protected – no need to establish the means.



2.2.2 Difference between child labour and force labour

Table 2: Difference between child labour and force labour.

CHILD LABOUR	FORCED CHILD LABOUR
ILO defines the term “child labour” as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development.	Article 2(1) of the International Labour Organization Convention on Forced Labour (1930) defines forced labour as: “all work or service which is extracted from any person under the menace of any penalty and for which the said person has not offered himself or herself voluntarily”.
It refers to work if:	6 Key operational indicators:
<ul style="list-style-type: none"> • Mentally, physically, socially or morally it is dangerous and harmful to children; and • Interferes with schooling by: <ul style="list-style-type: none"> ○ Depriving them of the opportunity to attend school; ○ Obliging them to leave school prematurely; or ○ Requiring them to attempt to combine school attendance with excessively long and heavy work. 	<ul style="list-style-type: none"> • Use or threat of physical, psychological and or sexual violence; • Restriction of movement; • Debt bondage; • Withholding or refusing to pay wages; • Retention of passports and identity documents; • Threat of denunciation of illegal status to the authorities.

2.2.3 Trafficking related crimes

The following are some offenses related to human trafficking:

- Physical, sexual and psychological injury;
- Unlawful imprisonment;
- Conspiracy, attempt and aid and abet;
- Production, use and possession false document;
- Facilitation of illegal immigration;
- Money laundering;
- Impersonation;
- Corruption;
- Forced marriage;
- Forced pregnancy;
- Forced abortion;
- Debt bondage;
- Torture;
- Murder;
- Causing harm;
- Kidnapping;
- Unlawful confinement;
- Rituals.

Module 3

Victim identification

Identification of trafficked victims



Duration: Two hours



Learning objective:

- Distinguish between human trafficking and migrant smuggling;
- Identify potential vulnerable trafficking sectors within Ghana;
- Apply chapter one of the Ghana operating procedures on combating human trafficking in Ghana with an emphasis on child trafficking;
- Use the preliminary referral forms;
- Explain the four-stage victim identification process;
- Describe and apply a range of victim indicators.



Module content:

- Why is victim identification so important?
- Why is identification difficult?
- 4-stage identification process;
- Who can identify a victim?
- General clues to help identify victims of human trafficking;
- Techniques of victim identification;
- Child victims – special needs;
- Indicators of human trafficking;
- OHCHR principles – non-criminalization.



Trainer's notes:

1. Highlight the four stages of identification process.
2. Describe the role of indicators in the victim identification process of victims of trafficking.
3. Display [**PowerPoint Slides 37 to 59**]



Activity:

- Distribute the five identification case studies and explain that the names are fictitious but that the facts of each case are historically true;²⁴
- Divide the group into four equal teams and instruct each team to appoint a spokesperson for this day and then examine and discuss all of the four cases and complete the following task in respect of them;

²⁴ See Case Study in Appendix 2: Victim Identification.

- Read and analyze all five cases and, based upon the terms of Article 3 of the Palermo Protocol and HT694, decide in respect of each case whether or not the facts constitute trafficking, or migrant smuggling, or neither of these two – and record the reasons for each of the five decisions;
- When all four teams have concluded the activity, re-group them in plenary session and select one team to share its decision and reasoning in respect of one of the five cases. Then ascertain the decisions and reasoning of the other three teams in respect of the same case study and then highlight the areas of agreement and disagreement. Then move onto the next case;
- Repeat the process in respect of the other four cases so that each team has to present on one case at least.²⁵



Section 3.1 Victim identification

Human trafficking occurs on an enormous scale, but only a fraction of victims is identified, hindering provision of victim services and prosecution of traffickers.

Victim Identification is a process that aims to make a determination whether a person is a victim of trafficking according to the legal definition. Early recognition of child victim is necessary to initiate the process of victim protection and prosecution of traffickers.

3.1.1 Why is victim identification so important?

- Humanitarian duty to remove victims from harm;
- Legal duty according to Article 10, RA 694 of 2005;
- Investigative opportunity to quickly identify victims and potential witnesses.

3.1.2 Why is identification difficult?

The failure to recognize human trafficking victims prevents assessment of the victim's status and the ability to rescue them. Barriers to identify victims of human trafficking include:

- Modus operandi: similarities and links between smugglers and traffickers;
- Lack of knowledge: front-line officials often do not recognize trafficking crime when they see it;
- Lack of victim cooperation: Fear, instructions, desire – victims may not know that are being trafficked.

²⁵Refer to Appendix 5: Handout 3 – Victim Identification.

3.1.3 Victim identification process

The process of identifying victims of human trafficking include:

1. Apply assessment indicators;
2. Conduct structured interview;
3. Look for corroborative materials;
4. Cumulative assessment and decision.

Table 3: Victim Identification Process

Stage 1 – Pre-interview indicators	Stage 2 – Structured Interview	Stage 3 – Supplementary Corroboration	Stage 4 – Assessment and Decision
<ul style="list-style-type: none"> • There is no guaranteed identification process – developed by local experts; • Judge the indicators altogether; • No single indicator will provide answer; • Assessment of a range of indicative factors: Examples: Age; gender; nationality; documentation; last location; context or circumstances, evidence or signs of abuse or neglect; assessment of the referring agency; suspicious travel circumstances. 	<ul style="list-style-type: none"> • Challenging task; • Lack of time, space, knowledge; • Victims respond differently; • Best practice “do no harm” conditions; • Structured interview; • Specific assessment questions; • Three phases of recruitment, transportation and exploitation 	<ul style="list-style-type: none"> • Is there any other material to assist? • Appearance – injury, trauma, malnutrition; • Other data in existing records; • Documentation: <ul style="list-style-type: none"> ○ travel tickets; ○ identity documents; ○ diaries; ○ contract documents; ○ advertisements; ○ immigration cards; ○ telephone numbers. 	<ul style="list-style-type: none"> • Overall assessment of: <ul style="list-style-type: none"> ○ Indicators; ○ Interview responses; ○ Additional corroborative materials; ○ Cumulative consideration of all data; ○ Final decision as to identification.



3.1.4 Who can identify a victim?

Any person with reasonable information to believe that another person is being trafficked or about to be trafficked shall report to the police or may report to the following agencies; Social welfare, State prosecutors or Judiciary staff, an NGO, Civil Society Organization, Immigration officer and Labour inspectors.

3.1.5 General clues to help identify victims of human trafficking

Human trafficking may occur in the following situations:

- Prostitution and escort services;
- Pornography, stripping, or exotic dancing;
- Massage parlours;
- Sexual services publicized on the Internet or in newspapers;
- Agricultural or ranch work;
- Factory work;
- Businesses like hotels, nail salons or home-cleaning services;
- Domestic labour (cleaning, childcare, eldercare, etc, within a home);
- Restaurants, bars, or cantinas; or
- Begging, street peddling, or door-to-door sales.



3.1.6 Techniques of victim identification

There are three main techniques that is used to identify potential victims of trafficking, such as observation, questioning and inference.

- **Observation method:** This involves picking clues or signs based on observing closely the victim or potential victim of trafficking.
- **Questioning method:** One can use questioning method to identify a victim by engaging in a personal conversation or chat with the victim or potential victim of trafficking.
- **Inference or deduced method:** One can infer whether the person has been trafficked or not from the information gathered through the observation and questioning method.

3.1.7 Child victims – special needs

- **Presumption of age:** If there is any doubt as to age – assume and treat as a child;
- **Limitations:** Ensure presence of independent adult and question only for biographical information and to establish grounds for suspicion;
- **Presumption of victim status:** Any ground to think child is trafficked, treat as such and remove to safety.

3.1.8 Indicators of human trafficking

The ability to recognize the indicators of human trafficking aids in identifying victims resulting in rescuing victims. Below are the common indicators to help recognize human trafficking:²⁶

1. Believe that they must work against their will.
2. Be unable to leave their work environment.
3. Show signs that their movements are being controlled.
4. Feel that they cannot leave.
5. Show fear or anxiety.
6. Be subjected to violence or threats of violence against themselves or against their family members and loved ones.
7. Suffer injuries that appear to be the result of an assault.
8. Suffer injuries or impairments typical of certain jobs or control measures.
9. Suffer injuries that appear to be the result of the application of control measures.
10. Be distrustful of the authorities.
11. Be threatened with being handed over to the authorities.
12. Be afraid of revealing their immigration status.
13. Not be in possession of their passports or other travel or identity documents, as those documents are being held by someone else.
14. Have false identity or travel documents.
15. Be found in or connected to a type of location likely to be used for exploiting people.
16. Be unfamiliar with the local language.
17. Not know their home or work address.
18. Allow others to speak for them when addressed directly.
19. Act as if they were instructed by someone else.
20. Be forced to work under certain conditions.
21. Be disciplined through punishment.
22. Be unable to negotiate working conditions.
23. Receive little or no payment
24. Have no access to their earnings.
25. Work excessively long hours over long periods.
26. Not have any days off.
27. Live in poor or substandard accommodations.
28. Have no access to medical care.
29. Have limited or no social interaction.
30. Have limited contact with their families or with people outside of their immediate environment.
31. Be unable to communicate freely with others.
32. Be under the perception that they are bonded by debt.
33. Be in a situation of dependence.
34. Come from a place known to be a source of human trafficking.
35. Have had the fees for their transport to the country of destination paid for by facilitators, whom they must payback by working or providing services in the destination.
36. Have acted on the basis of false promises.

²⁶ UNODC Training Manual to Combat Trafficking in Persons, Forthcoming in 2008.

3.1.9 OHCHR Principles – non-criminalization

Victims of trafficking should not be:

- Detained
- Charged
- Prosecuted



Note: In relation to their involvement in:

- Illegal entry into the country;
- Illegal presence in the country;
- Illegal activity as a consequence of being trafficked.²⁷



Activity:

Instruct each team to discuss and write down their responses to the following questions:

- **What general factors might be indicative of trafficking?**
- **What specific additional factors might help distinguish sex trafficking, labour trafficking and trafficking for organs? (5 minutes)**

3.1.10 Distinguishing human trafficking from smuggling of migrants

Human trafficking and migrant smuggling are two distinct crimes that often are erroneously conflated or referred to interchangeably. Awareness of the distinctions between human trafficking and migrant smuggling can potentially improve victim protection and avoid the re-exploitation of victims.²⁸

The main distinction between migrant smuggling and human trafficking is freedom of choice. migrant smuggling is based on the transportation of individuals and involves movement and it is voluntary in nature. With smuggling, the individual typically contracts to be taken across the border and the arrangement ends after border crossing. Fees are usually paid in advance of arrival and it is always international in nature. Smuggling is a crime against the nation's sovereignty.

Human trafficking on the other hand is exploitation-based and it is involuntary in nature. It involves forced exploitation of a person for labour or services. It does not require physical movement of person and may occur domestically. Human trafficking

²⁷ Office of The High Commissioner for Human Rights, Recommended Principles and Guidelines on Human Rights and Human Trafficking, 2002, www.ohchr.org/Documents/Publications/Traffickingen.pdf.

²⁸ United States Department of State Office to Monitor and Combat Trafficking in Persons (June 2017), Human Trafficking and Migrant Smuggling. Understanding the Difference. Retrieved from: www.state.gov/wp-content/uploads/2019/02/272325.pdf.

is a crime against the right of each person to be free from slavery or involuntary servitude. The table below provides further details.

Table 2: Trafficking vs. Migrant Smuggling

Feature	Human trafficking	Migrant smuggling
Legal definition	Recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat of use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or a position of vulnerability, or the giving or receiving of payments or benefits to achieve consent of a person having control over another person for the purposes of exploitation.	Procurement, in order to obtain, directly or indirectly, a financial or other material benefit, of the illegal entry of a person into a State party of which the person is not a national or permanent resident.
Purpose of the movement	Exploitation of the individual's sexuality or labour for profit.	Movement for profit.
Nature and quality of the consent	Consent for movement may be present but true consent is nullified by force, coercion, deception, fraud, etc.	Consent for movement is clearly present.
Nature of the relationship between the individual and criminal	<u>Victim-Exploiter</u> Long-term relationship with the traffickers, initial recruiter and/ or facilitator may be a link in the chain.	<u>Buyer – Supplier</u> Short-term relationship that terminates upon completion of the movement.
Profit element	Major profit source is the exploitation of the individual.	Sole profit source is the movement of the individual.
Violence and intimidation Psychological abuse, direct and subtle coercion	Characteristic of trafficking and necessary to maintain the victim in the exploitative situation.	Incidental to the movement.
Autonomy and freedom	Severely compromised.	Generally, not severely compromised except to the extent necessary for successful movement.

Module 4

Initial response



Initial response

Day 2

Duration: One and half hours



Learning objective:

- List and explain the five primary tasks.
- Itemize the rights available to victims at the initial stage of any case.
- Describe the conditions and methodology of conducting initial interviews with victims.
- Explain how assistance from more experienced and specialized colleagues can be accessed.
- Describe the methodology by which victims can be rescued, suspects detained and evidence secured in urgent cases.
- Explain the procedures for victim-centered Rescue operations as set out in Annex 3 of the Ghana standard operating procedures on combating human trafficking in Ghana, with an emphasis on child trafficking.



Module content:

- Five Primary Tasks;
- Initial Interview;
- Assess, consult and decide;
- Notify and comply;
- Immediate action.



Trainer's notes:

1. Emphasise on the five primary tasks.
 2. Describe the role of an investigator during an initial interview.
 3. Using SOP Chapters 1 to 3 and Annex 3, review the objectives with the group and highlight the key objectives and duties.²⁹
 4. Display **[PowerPoint Slides 60 to 74]**.
-



Section 4.1 Initial response

4.1.1 Five primary tasks

1. Know how to identify your Victim and Ensure victim safety and explain rights.

²⁹ Distribute SOP Chapters 1 to 3 and Annex 3.

2. Establish if other victims are still being exploited – if yes – establish location.
3. Assess if immediate intervention is necessary.
4. Notify and consult with supervisor or experienced/specialist investigator.
5. If necessary, plan and execute operation to rescue victims, arrest suspects and secure evidence.

4.1.2 Initial interview

Interviews should be thoughtfully and strategically planned. Look for conducive or alternative places for Interview of Victims. The physical location where a victim will be interviewed and who will be present are both important. All the people at the interview should introduce themselves and explain their roles in the investigation.

Investigators should not overpromise any results, especially access to benefits. Any needs that the victim identifies during an interview should be referred to the service provider or attorney to address.

When dealing with minors, the parents/guardians and Department of Social Welfare Staff can be present during the Interview.



4.1.3 Five objectives

1. Record basic story to establish crime.
2. Establish whether other victims are still being exploited and if so, where they are located.
3. Use the story to justify use of powers.
4. Obtain outline for supervisor and experienced/specialist investigator.
5. The risk levels must be precise to enable a quick response to the victims. This should be identified and well clarified - High, Medium and Low.

4.1.4 Assess, consult and decide

If it is established that other victims are being exploited and their location is known. Based on all available information assess and decide on the following:

- Are risks so great that immediate intervention is essential or: delay is justifiable until supervisor and experienced/specialist investigator arrive.
- Consider: child victims, risk of violence and risk of harmful/dangerous conditions.
- Know your referral pathway, so that you don't shoulder all the burden.

4.1.5 Notify and comply

Before taking any action:

- Establish contact with supervisor and experienced/specialist investigator as soon as possible.
- Provide supervisor and experienced/specialist investigator with story and assessment.

- If they can attend quickly enough, wait for their arrival and follow instructions.

4.1.6 Immediate action

- If the supervisor and experienced/ specialist investigator cannot arrive quickly enough and they agree that immediate intervention is necessary.
- The supervisor and experienced/specialist investigator cannot be contacted and immediate intervention is necessary.
- Plan and execute arrest and rescue operation.



Activity:

- Provide each participant with a copy of the Urgent Case Study.³⁰ Summarize the contents of it for the teams.
- Instruct each team to discuss and write down their responses to the following questions:
 - What is your assessment of this situation?
 - What action should you take in this case?
 - What are the key objectives of the arrest and rescue operation in this situation?
- At conclusion of the team discussions, trainer to conduct plenary review and record the responses on the flipchart.
- Distribute to Appendix 5: Handout 4 and 5.



4.1.7 Objectives and standards of initial response

Operation objectives:

- Use Local Intelligence / contacts to guide in achieving what has been planned.
- Locate and rescue victims.
- Locate and arrest suspects.
- Locate and secure relevant evidence.
- Evidence should be properly labelled and preserved.
- Some Victims may need some Medical Aid as well.

Operational standards:

- Ensure safety and rights of victims.
- Safety of suspects and team members.
- Strict compliance with the law.



Trainer's notes:

1. Emphasise the important role of the first respondent in human trafficking case.
2. Describe how a first respondent can gather and preserve relevant evidence.

³⁰ Refer to Appendix 2 for Urgent Case Study – Aba.



4.1.8 PEACE plan

PEACE stands for:

- Plan and Prepare;
- Execute;
- Arrest;
- Crime Scene Control;
- Evidence³¹.



4.1.9 Post-rescue operation tasks by first respondent

The following are the actions that are taken by the first respondent:

- Remove victims to a suitable place of safety.
- Detain suspects if necessary.
- Prevent communication between them.
- Store seized evidence securely.

As soon as possible, notify a supervisor and experienced/specialist investigator of situation and follow their directions.

³¹ See Handout 7 for more details.

Module 5

Intelligence gathering

Intelligence



Duration: Two and half hours



Learning objective:

- Develop the capacity of the participants to recognize sources of intelligence and to gather and process information about human trafficking.
 - Recognize and explain the importance and visibility of human trafficking intelligence.
 - Itemize a range of common intelligence sources in human trafficking cases.
 - Describe the methodology for gathering, evaluating and disseminating human trafficking intelligence to specialist colleagues.
-



Module content:

- Intelligence – Definition;
 - Intelligence cycle;
 - Tools in gathering Intelligence;
 - Qualities of operative (Officer);
 - Techniques for gathering intelligence;
 - Sources of intelligence;
 - Sources of trafficking intelligence;
 - Types of trafficking intelligence;
 - Purpose of intelligence;
 - Need for intelligence gathering;
 - Recording the intelligence.
-



Trainer's notes:

1. Stress the fact that intelligence is for good decision-making.
 2. Describe how useful is the sources of intelligence in solving trafficking issues.
 3. Review the need and purpose in gathering of intelligence.
 4. Display [**PowerPoint Slides 75 to 91**].
-



Activity:

- Instruct each team to discuss and write down their responses to the following questions:
 1. **What is intelligence?**
 2. **What are the possible sources of intelligence?**

3. What would you do with intelligence?

- Refer to Appendix 5: Hand out 6.
-



Section 5.1 Intelligence

5.1.1 Definition of intelligence

It is a processed Information that goes through evaluation resulting to an efficient and effective decision-making.

In organized trafficking network, it is usually impossible to establish and manage activities without creating audit trails in areas such as advertising, rentals, transportation, communications and financial transactions. Each of these areas creates intelligence-gathering opportunities for law enforcement agencies.³²

Focusing on the strategic and tactical levels in intelligence-gathering activities ensures maximum value to counter-trafficking measures. In practice, the tactical intelligence will normally form the basis for the strategic overview, but both are equally important.

Intelligence or Information must be timely for us to respond quickly to avert calamities.

5.1.2 Qualities of operative (Officer)

The following qualities are needed for the purpose of intelligence gathering by law enforcement officers and other relevant agency partners. An operative must:

- Be committed;
- Be observant;
- Have ability to act naturally and improvise;
- Have good memory;
- Have power of endurance and patience;
- Have appearance to suit the environment;
- Have knowledge of the law;
- Have local knowledge;
- Have ability to communication;
- Be intelligent;
- Have integrity;
- Show civility and respectful;
- Must have a high moral standard and professionalism as required by the ethics of the service;
- Must show empathy.

³² UNODC Toolkit on Trafficking
www.unodc.org/documents/human-trafficking/Toolkit-files/08-58296_tool_5-12.pdf (2008) pp. 224–226.

5.1.3 Purpose and use of intelligence

The purpose of intelligence is to support decision-making to achieve your aim or objectives.

It is essential that intelligence is transmitted to those who are able to use it. A vital factor in the efficient and effective exchange of intelligence is the speed at which information can be transmitted to relevant agencies or investigators who may be in a position to respond to it.



Note: We use Intelligence to gather evidence.

5.1.4 Need for intelligence gathering

The need for intelligence gathering in human trafficking cannot be over emphasized without the knowledge of the following:

- Intent;
- Activities;
- Threat capabilities;
- Relevant operational environment of perpetrators;
- Modus operandi;
- Associates and sponsors;
- Networking;
- Means of communication;
- Places of meeting;
- Target;
- Informant reward or motivation.



5.1.5 Types of trafficking intelligence

The two main types of intelligence are strategic intelligence and tactical or operational intelligence. In order to ensure an effective approach to trafficking in persons, there should be consideration of both elements. This will help to achieve an understanding of a sophisticated picture of complex problems, and thereby truly support an effective action.

- A. **Strategic intelligence:** This focuses on the future using current or happening situation to plan the future. Strategic intelligence is that which:
- Enables accurate assessments of the nature and scale of trafficking at the local, national and regional levels;
 - Facilitates changes in legislation, international liaison, prevention strategies, education and awareness-raising campaigns, etc.;
 - Assists policymakers in planning;
 - Provides fundamental information in order to raise awareness within the media and public;

- Obtains a large proportion of the data used to generate a strategic overview, from information and intelligence gathered at the operational level.

B. Operational / Tactical intelligence: Operational/Tactical intelligence is about the activities of specific criminals or groups of criminals. This is to solve pending situations or issues (*modus operandi*). It can help identify criminals, give advance information about their activities, protect victims and help plan proactive, disruptive and further intelligence-led investigations.

Operational/Tactical intelligence is that which:

- May lead to the rescue of victims of trafficking;
- Forms the basis of investigations;
- Is fundamental in the preparation and planning of any operation;
- Helps identify specific opportunities to prevent, detect or disrupt trafficking networks;
- Informs the development of training and awareness-raising programmes.

Operational/Tactical intelligence must address the following issues:

- What method of recruitment is taking place? (Deception, coercion, abduction, etc.);
- What transport is used? (Routes used, modes of travel);
- What types of exploitation are found? (Labour, sexual exploitation)
- What advertising media are used? (Printed media, Internet, word of mouth);
- What types of identity and visa documentation are used and how are they prepared (forged?) or acquired?
- What type of accommodation is used? (Where is it? who provided it?)
- What means of communication are used? (email, mobile telephones, fax machines, etc.);
- What financial methods have been used? (Transactions in respect of all the above activities).³³

Areas of tactical intelligence requiring special attention

- Recruitment methods – deception, coercion, abduction – what is the person being recruited for, e.g. promise of legitimate work; where was the person recruited from – home country;
- Advertising media – “word of mouth”, printed media, internet; electronic media, social media;
- Forged passport, travel document and identity documentation – preparation, acquisition, payment methods used and location of agents;
- Immigration and visa fraud – preparation and acquisition;
- Travel routes and means – routes followed, mode of travel;
- “Safe house” accommodation – location and provision;

³³ UNODC Toolkit on Trafficking

www.unodc.org/documents/human-trafficking/Toolkit-files/08-58296_tool_5-12.pdf (2008) pp. 224–226

- Means of communication – email, mobile phones, fax machines, etc.;
- Financial transactions in respect of all of the above activities;
- Information from visa sections and consular services;
- Information from airlines and travel agencies;
- Kidnapping;
- Spousal trafficking.



5.1.6 Sources of intelligence

1. **Open Sources:** Publicly available information such as newspapers, library, television and radio, internet sources and social media, etc.
2. **Closed Sources:** This type of information is limited in access and availability to the general public. It includes personal records, bank statements, hospital records, criminal records, vehicle registration data, technical reports, white papers, dissertation, conference documentation, etc. One needs to apply officially for the information.
3. **Classified Sources:** This information is obtained by secret (covert) means. It includes top secret, secret, confidential, etc.

5.1.7 Intelligence cycle

The intelligence cycle is one of active collaboration process of collecting information and consists of seven steps namely: planning and direction, collection, processing, analysis, dissemination, decision making and action, and monitoring and feedback.

The cycle determines the activities of the intelligence gathering. It starts with the needs of the intelligence "consumers" such as policymakers, military officials, and other decision makers who need intelligence for their activities. The cycle is circular in nature and the movement between the steps is fluid.

Figure 4: Intelligence cycle



5.1.8 Tools /Means in gathering intelligence

To ensure effective gathering of intelligence, the under listed tools are required:

- Cameras;
- Vehicle;
- Flash lights;
- Binoculars;
- Telescope;
- Recording equipment;
- Night goggles;
- Laptop;
- Mobile phones;
- Paper and pen;
- CCTV;
- Life jackets;
- Measuring tape;
- Metal detector.

5.1.9 Techniques for gathering intelligence

The gathering of intelligence requires the use of the following techniques:

- Overt;
- Covert;
- Surveillance;
- Tapping of communications;
- Compartmentation (NTK);
- Observation;
- Searches;
- Interview;
- Interrogation;
- Exchange from other agencies.

5.1.10 Recording the intelligence

As soon as practicable, make a written record of the following:

- Date/time/place that information is passed;
- Identity of the source;
- Intelligence information;
- Date/time which written record is made;
- Signature, name and rank of officer making the record;
- Contact details of the officer;
- Evidence from scene;
- Statement, photographs, measurements.



Note: It is important to remember that intelligence is only useful if it is transmitted in a timely manner to those who are in a position to use it. Expeditious transfer of intelligence between relevant agencies is often an issue. Intelligence can very quickly become obsolete in the fast-moving crime of trafficking in persons. Intelligence must be centrally managed to avoid duplication and ineffective use of resources. Intelligence and information must be reported objectively without any preconceived ideas. Relevant information and intelligence must be readily available to intelligence analysts and users. The fundamental principle of intelligence is to provide advice.

Part B

Guide for human trafficking investigators

Module 6

Investigation planning

Investigation planning



Day 3

Duration: Two hours



Learning objective:

- To develop the ability of the participants to analyze information and make investigative decisions and to identify, assess and manage the risks attached to those decisions.
 - Specify their legal duties under the Human Trafficking Act 2005, as amended by Act 784 in 2009.
 - List and explain the fundamental principles of reactive investigation.
 - Describe the four-stage risk assessment process.
 - Itemize the three elements of the interview goals and the scale of the challenge.
 - Outline the nature and impact of trauma on victim-witness interviews.
 - Explain the elements of the first section of the PEACE interview model.
-



Module content:

- Definition of investigation;
 - Qualities of an investigator;
 - Investigative approaches;
 - Measures of investigative approach;
 - Definition of investigation plan;
 - Trafficking planning consideration;
 - Definition of risk;
 - Risk assessment process.
-



Trainer's notes:

1. Emphasize the need to adopt measures depending on the case;
 2. Emphasize the role of an investigator and how it will affect the handling a trafficking victim;
 3. Highlight the risk assessment process;
 4. Display [**PowerPoint Slides 95 to 107**].
-

Section 6.1 Investigation planning



6.1.1 Definition of investigation

An investigation is a thorough search for facts, especially those that are hidden or need to be sorted out in a complex situation. The goal of an investigation is usually to determine how or why something happened. Investigations are usually formal and official.



Note: Natural justice is a golden rule of investigations. Natural justice (sometimes called procedural fairness) requires an investigator to be fair, listen to both sides and not prejudge the outcome of the investigation.



6.1.2 Qualities of an investigator

The following are some qualities an investigator should possess:

- Be committed;
- Be observant;
- Have good memory;
- Have power of endurance and patience;
- Acquire knowledge of the law;
- Be Intelligent;
- Show a high level of Integrity;
- Show civility and respectful;
- Impartial;
- Fair-minded person;
- Objective;
- Professionalism in his field of work;
- Respect for diversity;
- Tolerant even at the extreme provocation;
- Self-motivated person or intrinsically motivated.

6.1.3 Investigative approaches

Globally, investigation of crimes of trafficking in persons can be undertaken using various approaches by law enforcement. The three major investigative approaches that are considered include:

Proactive: This approach mostly depends on prevention. It is often referred to as “intelligence generated”. The proactive investigative approach has been found to be a best practice in pursuing cases of trafficking in persons. Given the typical complexities involved in such cases, it has been found that long-term, sustained efforts based on solid intelligence and multiagency collaboration is the most effective approach to addressing and preventing trafficking in persons.

Reactive: It is an investigation conducted based on information received from a complainant, victim, or a witness, etc. It always occurs after an incident has happened

and could not be prevented. This kind of investigation is also referred to as “victim led” investigation.

Disruptive: It is a controversial approach which needs improvised measures. (Depending on the risk level of the situation, we need an immediate response or intervention.) Due to the hindrances that may occur such as no personnel, equipment and finances, there is a need for risk assessment and improvised measures.³⁴ (United Nations Office on Drugs and Crime, 2007)

6.1.4 Measures of investigative approach

Using the different approaches identified above requires the use of the following measure specified under each approach.

Proactive approach:

- Effective training;
- Patrols;
- Intelligence gathering;
- Surveillance;
- Use of informants;
- Commitment and understanding;
- Knowledge of the laws;
- Public Education;
- Searches;
- Bugging of communication;
- Community policing;
- Use of Courts to obtain relevant information about perpetrators (disclosure of information under the Electronic Transaction Act).

Reactive approach:

- Complaint (witness, victim);
- Investigation (statements, interview, searches, interrogation, arrest, gathering of evidence);
- Reports/ SITREP (investigation Jacket /docket,);
- Prosecution (if necessary);
- Progress reports, special report, then final reports.

Disruptive approach:

- Improvised approach;
- Immediate intervention;
- High risk approach level.

³⁴ United Nations Office on Drugs and Crime. (2007). Standard operating procedures (SOP): On investigating crimes of trafficking for commercial sexual exploitation. Retrieved from, www.unodc.org/pdf/india/sop_investigation_131207.pdf.



6.1.5 Definition of investigation plan

An investigation plan involves the identification of objectives, processes, procedures and laws that will be used to measure the alleged crime. In addition, it considers the people to be interviewed, anticipated timeframes, and in some instances the financial costs along with the risks involved. Most important is the elements directing the type of crime under investigation.

6.1.6 Trafficking planning consideration

Safe planning of investigations into alleged cases of human trafficking involves formal or informal risk assessments, preparations, and contingency plans designed to increase the safety of a human trafficking victims as well as the law enforcement team assisting a victim. A successful plan will consider:

- **Analysis:** Critical analysis is needed to identify the type of exploitation, types and number of offences committed, victims that have to be rescued, suspects to be arrest and the location of the traffickers.
- **Objectives:** there should be a clearly defined objective or specific goals. These could be either to rescue victims, arrest suspects, build and gather evidence that would be used in prosecution or a need for disruption approach in an emergency situation.
- **Strategy:** The kind of strategy to be adopted has to be considered as well. Depending on the nature of the case, a proactive and reactive investigation could be conducted.
- **Tactics:** Considering the tactical methods that would be used should further be decided. The use of techniques such as interviews and corroboration can be adopted.
- **Logistics:** This is one of the major aspects that will determine the success of the plan. Logistics such as human resources, timeframe, budget, equipment among others need to be considered and planned for to ensure the objectives are achieved.
- **SMART Approach** must be Applied during Planning Consideration.
 1. S - Specific
 2. M- Measurable
 3. A - Achievable
 4. R - Realistic
 5. T - Time-bound



6.1.7 Definition of risk

The existence of a threat to the security or safety of individuals or property.

The existence of a threat to the accuracy or reliability of:

- The security and admissibility of evidence;
- The ethical application of the criminal law and criminal code procedures;

- The ethical application of organizational policy and or practice.

6.1.8 Risk assessment process

Risk assessment describes the overall process or method of identifying risk factors that have the potential to cause harm, analysing and evaluating the risk associated with that hazard.

In human trafficking assessment of risk is an attempt to decide how likely it is that a hazard will become reality and what measures should be taken to reduce or abort it completely and protect the victim. There is no generalized procedure in human trafficking with regards to risk-assessment. The uniqueness of every case should be considered hence each case should be taken on its own merit.

The stages for assessing risk are as follows:

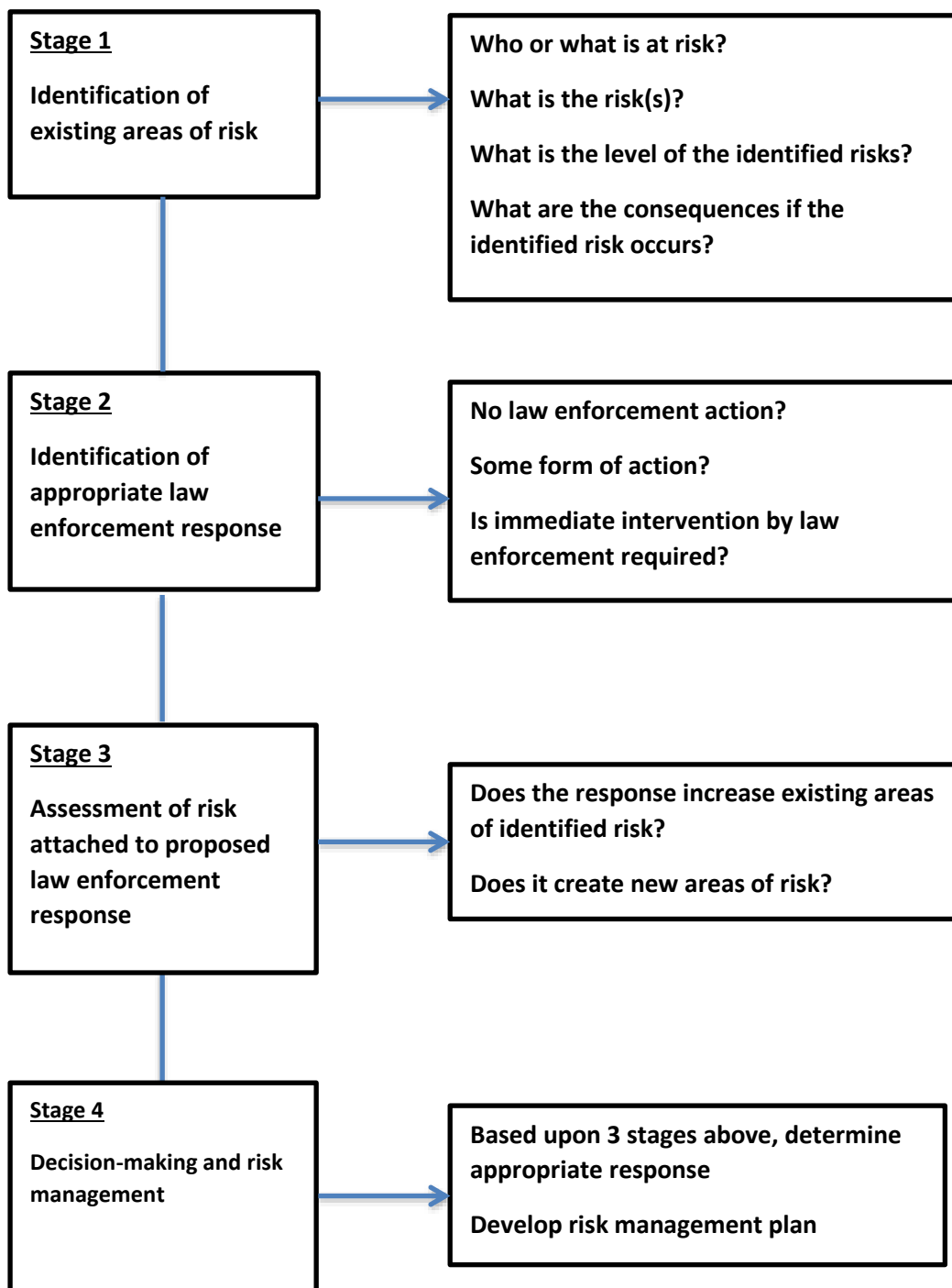
Stage 1 – Identify and assess the existing risk: Answering questions on who or what is at risk, what is the risk(s) and what is the level of the identified risks forms part of the first stage of risk assessment. The Risk Levels must be precise to enable a quick response to the Victims. This should be identified and well clarified - High, Medium and Low.

Stage 2 – Identify appropriate law enforcement response: Once the above stage is completed, the appropriate response that has to be taken is the next step to be performed. If there is a need for immediate intervention, the necessary steps should be taken.

Stage 3 – Assess any new or increased areas of risk arising from proposed law enforcement response: The proposed response should then be assessed to ascertain the level of risk. However, in cases where immediate intervention is required, it may not be realistic to go through this stage.

Stage 4 – Decision-making and risk management: Based on the results obtained in the previous stage, a risk management plan should be developed.

Figure 5: Four stages of risk assessment.





Activity:

- Distribute Case Study - Phase 1 on Aku and Ama Yeboah and summarize the information contained in it.³⁵
- Ask the four teams to appoint a spokesperson and discuss and answer the following tasks:
 - a) What course of action would you take in this case;**
 - b) Conduct an immediate risk assessment in this case (10 minutes);**
- At the conclusion of the team exercise, conduct a plenary feedback session by selecting one team to provide their responses to the two tasks above.



Trainer's notes:

- Emphasize the fact that there is no definitive right or wrong answer to the tasks and that what matters is the judgements of the four teams.
 - Open the plenary discussion by inviting the other three teams to comment on the responses given by the first team and to add any points that they may have that are in any way additional and or different to the first team's response.
 - It is important to impose the "additional or different" rule here or else each team will want to present their responses which will be very similar to the first.
 - Summarize the responses and highlight the key issues.
-

³⁵ Refer to Appendix 2 for Case study on "Aku and Ama Yeboah"

Module 7

Conducting evidential interviews



Conducting evidential interviews

Duration: Four hours



Learning objective:

- By the end of this Session Participants will be able to identify, undertake the key preparatory tasks prior to conducting an evidential interview with a victim of human trafficking;
 - By the end of the session the participants will be able to conduct evidential interviewing of victims through visualization and practice;
 - By the end of the session the participants will be able to conduct evidential interviewing of victims through interview practice;
 - Participants will be able to list and explain the second, third and fourth elements of the PEACE interview model;
 - Participants will be able to recognize and relate the range of vulnerabilities associated with child interviews;
 - Participants will be able to describe the specialist questioning structure required for managing these vulnerabilities;
 - Participants will be able to explain the critical importance of the fourth element of the PEACE interview model in relation to child victim-witnesses;
 - By the end of the session the participants will be able to develop the ability to apply the PEACE model to suspect interviews and to analyze and develop questioning strategies.
-



Module content:

- Definition of interview;
- Interview objectives;
- Types of interviews;
- Best interview practices;
- Obstacles – main concerns of victims;
- Scale of the interview challenge;
- Impact of trauma on trafficked victims;
- Trauma – victim survival strategies;
- Implications that could affect victims;
- Managing the implications of trauma;
- Criminal justice information;
- P.E.A.C.E interview model;
- P = Preparation.
- Qualities of the interviewer;
- Selection of the interview team;
- Analysis and logistics;
- Use of interpreters;
- E – Engage and explain;
- A – Account;
- Managing inconsistencies;
- C – Closure;
- E – Evaluate;
- Specific points to consider when interviewing child victims;
- Core concerns;
- Rules for interview;
- Special needs of child victims;
- Definition of interrogation;
- Interview of the suspect;
- Post arrest phase;
- Five evidential factors.



Trainer's notes:

1. Describe the role of the model in the interview process of victims of trafficking.
 2. Emphasize the application of the P.E.A.C.E Model.
 3. Review the objectives with the group and highlight the key objectives and duties.
 4. Display [**PowerPoint Slides 109 to 157**].
-



Activity:

- Inform the teams that, based on Phase 1 of the Case Study, Aku Yeboah may become a victim-witness and cooperate by making an evidential statement to AHTU officers. (Ref. to Page 111).
 - Instruct the four teams to go to their workstations, appoint a new spokesperson and discuss and answer the following tasks:
 - a) Identify the key objectives to be achieved by the interview and identify the specific factors that make the interview of a trafficked victim such a challenging task.**
 - b) What are likely to be the core concerns of the victim in this case and how could these be addressed under Ghanaian law and procedure?**
 - At the conclusion of the team exercise, conduct a plenary feedback session by selecting one team to provide their responses to the two tasks above
 - Open the plenary discussion by inviting the other three teams to comment on the responses given by the first team and to add any points that they may have that are in any way additional and or different to the first team's response. (20 minutes)
-



Trainer's notes:

- It is important to impose the “additional or different” rule here or else each team will want to present their responses which will be very similar to the first
- Summarize the responses and highlight the key learning points
- Display [**PowerPoint Slides 96 to 142**].

Section 7.1 Conducting evidential interviews

7.1.1 Definition of interview

Interview is the process of questioning and extracting information from a victim, a witness, complainant, suspect, etc.

Types of Interviews

Evidentiary Interview: The interviewers gather evidence to determine the validity of the allegation and any appropriate action to take.

Investigative Interview: An investigation interview is to gather detailed and reliable information or facts to enable the reconstruction of a crime, and to assist in the prosecution of the one who is more probable in committing the crime.

Interview objectives

- Establish the full facts of the history.
- Use the facts to corroborate the story.
- Use the corroboration to establish the credibility of the victim as a truthful witness.
- Use the evidence to identify, investigate, arrest and successfully prosecute the traffickers.

Best interview practices

Do's	Don'ts
<ul style="list-style-type: none"> • Create a friendly atmosphere. • Be polite; • Provide basic support such as drinking water, food, first aid, etc; • Ask a question at a time. • Make interviewee understand the questions; 	<ul style="list-style-type: none"> • Do no harm; • Do not threaten the interviewee; • Do not be harsh; • Do not treat the interviewee as a suspect; • Do not allow media to take pictures of rescued persons; • Do not torture suspect;

<ul style="list-style-type: none"> • Give time to interviewee to express and explain answers. • Treat victims with dignity; • Be empathetic; • Presume suspect is innocent; • Be objective; • Avoid ambiguity in questioning; • Ask clear and concise questions. 	<ul style="list-style-type: none"> • Do not presume Suspect is guilty; • Do not be prejudiced against suspect; • Avoid issue of stereotyping.
---	--

7.1.2 Obstacles – main concerns of victims

Human trafficking is a global problem and one of the world's most shameful crimes, affecting the lives of millions of people around the world and robbing them of their dignity. Traffickers deceive women, men and children from all corners of the world and force them into exploitative situations every day.

Identifying and understanding the unique challenges faced by trafficking victims are critical to accurate recognition of, reporting of, and response to abuse.

These challenges may include the following:

- Inability to adequately explain abuse due to the disability;
- Intense feeling of fear, shame, or guilt;
- Dependence on the caregiver/offender;
- Beliefs that they will be blamed;
- Beliefs that the abuser will retaliate or actual threats of further harm;
- Lack of awareness of what constitutes abuse or neglect;
- Lack of knowledge of the protocol for reporting abuse;
- Fear of being left without a home or family;
- Fear of losing custody of children;
- Fear of not being believed.
- Fear that freedom/independence will be lost if abuse is reported;
- Fear of reprisals against loved ones;
- Fear of deportation;
- Fear of prosecution;
- Shame and stigma;
- Lack of confidence;
- Fear of being seen by the abuser;
- Fear of seeing the abuser;
- Lack of trust;
- Provide honest information.

7.1.3 Scale of the interview challenge

Evidential issues - multiple dimensions: An evidential burden compels a party to produce evidence in support of an issue it seeks to raise, failing which the party shall not be permitted to raise it at all. This burden can rest on either party, although it

usually relates to matters of defense raised by the accused and this at times brings a lot of burden affecting the following:

- Deciding on the timeframe;
- The kind of offences committed;
- Clearly defining the jurisdictions and mandates;
- Issues and concerns of victims;
- Identifying and obtaining witnesses;
- Identifying and arresting suspects;
- Crime scenes control.

Issues of Victims: Victim may have the following difficulties that can affect the interview process:

- **Trauma:** Victimization and trauma—trafficking victim witnesses may be suffering from levels of trauma rarely seen in other victims.
- **Distrust:** Due to their experiences trafficking victims may not trust investigators.
- **Fear:** Relatives and friends—traffickers may know (or be known to) the victim’s relatives. Threats and perceived threats to relatives and friends can be common in trafficking cases.
- **Culture:** investigators may be dealing with cultures they know little or nothing about leading to possible misunderstandings.
- **Language:** In some cases, obtaining interpreters may be difficult because only a few people speak languages at a location. Small communities increase the chance interpreters may know victims or traffickers.

7.1.4 Impact of trauma on trafficked victims

Human trafficking has a devastating impact on individual victims, who often suffer physical and emotional abuse, rape, threats against self and family, passport theft, and even death. But the impact of human trafficking goes beyond individual victims; it undermines the safety and security of all nations it touches.

Victims of human trafficking may suffer from anxiety, panic disorder, major depression, substance abuse, and eating disorders as well as a combination of these. For some victims, the trauma induced by someone they once trusted results in pervasive mistrust of others and their motives. Some also goes through the following:

- Dissociation, de-personalization – inability to relate to the experience;
- Altered sense of time;
- Memory impairment;
- Acute indifference and apathy;
- Fragmentation of perception, feeling, consciousness and memory;
- Flashbacks.

7.1.5 Trauma – victim survival strategies

- Response to systematic abuse;
- Dominant feature of coercive relationship;
- Adaptation of behaviour to reduce the likelihood of abuse;
- Avoidance;
- Identification with the abuser;
- Numbing.

7.1.6 Implications that could affect victims

Key issues

- Critical risks – suicide – explosive anger;
- Denial of involvement;
- Difficulty in remembering what happened;
- Difficulty in providing coherent and consistent account;
- Risk of plausible invention and evidential contradiction;
- Raises a series of challenges.

7.1.7 Managing the implications of trauma

- Recognition that inconsistency may be caused by the traumatized condition;
- Avoidance of re-victimization or criminalization;
- Avoidance of further trauma;
- Provide specialist support from the outset;
- Aim for stabilization before interview;
- Obtain expert psychologist evidence.

7.1.8 Criminal justice information

Criminal justice systems—trafficking cases are often very complex to investigate. Some criminal codes and systems around the world have tight restrictions that make trafficking particularly challenging to investigate.

- Confidentiality of identity;
- Interview method;
- Access to interview records;
- Identification procedures;
- Medical examination;
- Sexual examination;
- Likely timeframe;
- Protection measures;
- Testimony conditions;
- Provide honest information;
- No threat;
- Interpretation;
- Mode of arrest;
- Mode of search;
- Records of evidence gathered.



Day 4

Duration: One hour



Activity:

Task one

In relation to the selection of the evidential interview team, discuss and identify:

1. *The personal skills that you would require in an interviewer in these circumstances.*
2. *The professional skills that you would require in an interviewer in these circumstances.*

Task two

In relation to the interview planning, discuss and answer the following questions:

1. *How many officer(s) would you use to conduct this interview?*
 2. *Other than Aku Yeboah and the interviewing officer(s), would you allow any other individual to be present at the interview? If yes, who would you allow to be present and why?*
 3. *In preparing the interview plan, what factors relating to Aku Yeboah will you need to assess?*
 4. *In preparing the interview plan, what are the key evidential issues that will need to be explored with Aku Yeboah?*
 5. *Where would you conduct the interview?*
 6. *How would you record the interview?*
-



Trainer's notes:

- See Case Study Phase 2 of Aku and Ama Yeboah in Appendix.
 - Summarize the main points of the discussion and highlight good practice points.
-

7.1.9 P.E.A.C.E interview model

This model used for investigative interviewing was developed in the early 90s as a combined effort between law enforcement and psychologists. This model takes an informal, non-confrontational approach to getting information from an investigation interviewee. It was conceived as a way to stem the increase of false confessions that were resulting from an accusatory form of interviewing.

Under the PEACE model, an interviewee is allowed to tell his or her story without interruption, before presenting the person with any inconsistencies or contradictions between the story and other evidence.

In a relaxed atmosphere, an interviewee is more likely to cooperate as there is a rapport with the interviewer. Not to mention that it is far pleasant for both parties if the atmosphere is not charged with aggression and intimidation.³⁶

PEACE stands for:

P – Preparation;

E – Engage and explain;

A – Account;

C – Closure;

E – Evaluate;

³⁶ Dawn Lomer, 2013, Investigative Interviewing Techniques: The PEACE Model.
i-sight.com/resources/investigative-interviewing-techniques-the-peace-model/#:~:text=PEACE%20stands%20for%3A,Closure

Table 4: PEACE interview model

THE PEACE INTERVIEW MODEL				
P PREPARATION	E ENGAGE AND EXPLAIN	A ACCOUNT	C CLOSURE	E EVALUATE
KEY FEATURES				
PREPARATION	ENGAGE AND EXPLAIN	ACCOUNT	CLOSURE	EVALUATE
Select the interview officers	Create good first impression	Start with framework of the story	Take time to close interview properly	Evaluate two issues
Select interview partners	Ensure comfort, safety and well-being	Cover recruitment, transportation and exploitation	Ensure interview record is agreed by victim	Evaluate performance of interviewers
Analyze the available information	Introduce all persons present	Key objective is factual detail	Summarize progress and provide encouragement	Review the interview team
Prepare Points of Proof analysis	Build rapport	Enlarge the story through questioning skills	Explain topics of the next interview	Evaluate the evidence so far
Prepare the venue	Explain the process	Focus on main evidential issues	Agree next interview appointment	Identify the evidence still to be obtained
Brief the interview team	Explain the interview rules	Identify key dates or chronological landmarks	Check welfare issues	Prepare for the next interview - re-apply PEACE model

P = Preparation

Qualities of the interviewer

- Questioning skills;
- Active and attentive listening skills;
- Empathy;
- Rapport building;
- Cultural competence;
- Patience;
- Flexibility;
- Physical fitness;
- Resilience;
- Observation skills;
- Non-judgemental attitude;
- Professional knowledge of trafficking and sex crimes.

Selection of the interview team

- Lead interviewer;
- Secondary interviewer;
- Gender;
- Background;
- Continuity;
- Training;
- Interview team partners;
- Working with partners.

Analysis and logistics

- Pre-interview assessment;
- Pre-interview evidential analysis;
- Points of proof framework;
- Interview tactics;
- Timeframe and interview schedule;
- Venue;
- Recording methodology.

Use of Interpreters

- Essential need;
- Use first language, even if fluent in host language;
- Properly trained and accredited;
- Gender;
- Resilience and attitude;
- Extended role of interpreter;

- Instructions to interpreter.
-



Activity:

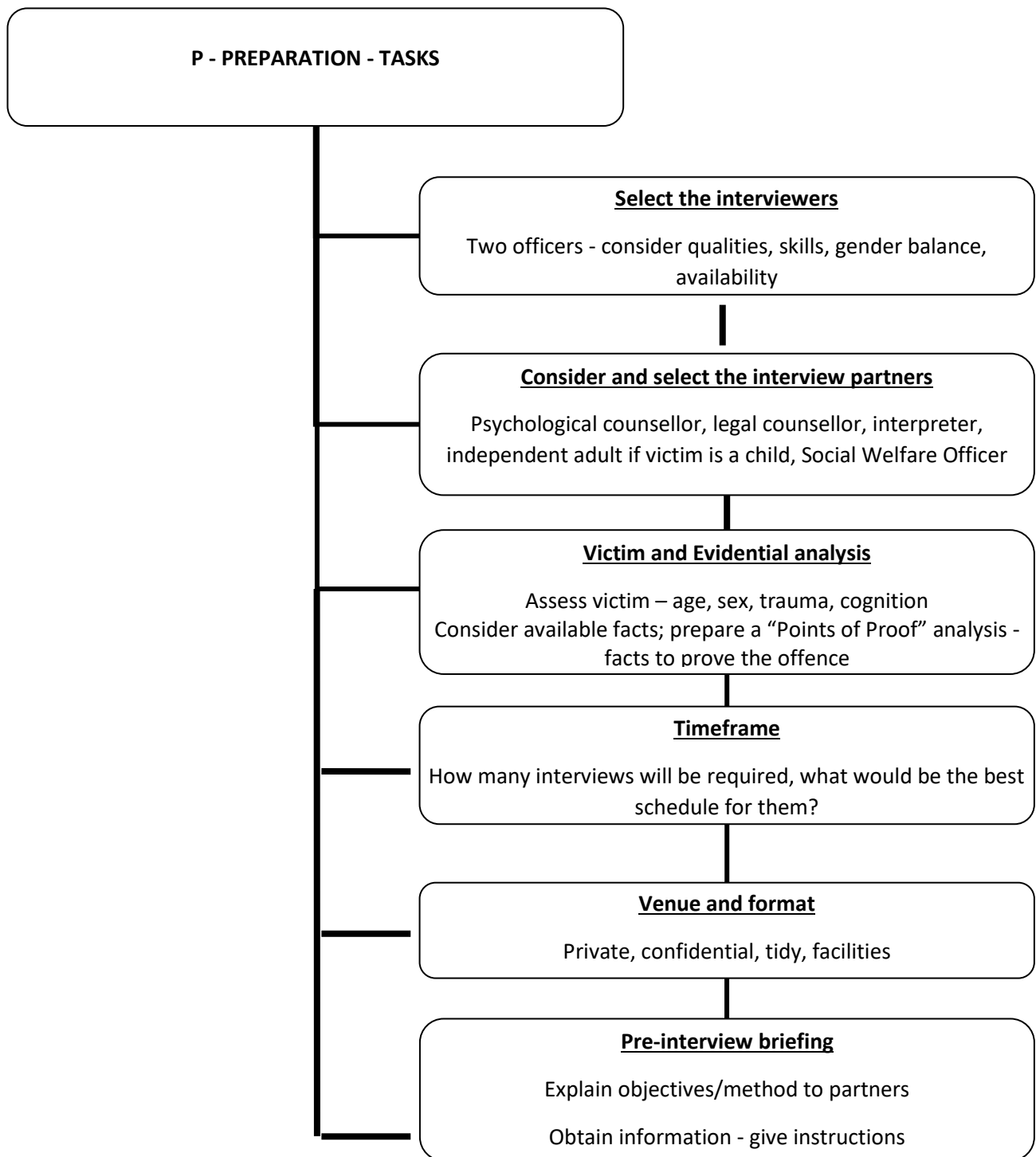
- Distribute Case Study – Phase 3 of “Aku and Ama Yeboah” and summarize the information contained in it.
 - Role play.
-



Trainer’s notes:

- See detailed role play instructions for the trainer and role players in Appendix 2.
 - Details in Appendix 4 is for use of trainer only in preparation for the role play exercise. It is not to be provided to the participants at this stage of the programme.
 - Summarize the responses and highlight the key issues.
-

Figure 6: P=Preparation



Engage and explain

- Engage – introductions and rapport;
- Create optimum conditions;
- Importance of first impressions;
- Friendly style – no physical contact;

- Introductions – identifications – titles;
- Body language – everybody seated;
- Confirm health, comfort, security, facilities;
- Rapport phase – do not discuss evidence;
- Assess condition of victim-witness;
- Explaining the interview methodology;
- Interview objectives;
- Rights and duties of a witness;
- Interview methodology;
- Duty to tell the truth;
- Interview rules;
- Confirm understanding;
- Confirm consent to cooperate;
- Adapt according to age and cognitive ability.

Account

- Full story and questioning;
- Obtain full story;
- Listen actively – do not interrupt;
- Expand the story with simple questions;
- Avoid jargon and profanity;
- Use chronological landmarks;
- Four types of question: open ended, specific, closed and leading.

Three critical interview questions:

1. Why did the victim accept the offer; what caused the vulnerability?
2. Why did the victim not walk away when the deception was first revealed?
3. Why did the victim not take available opportunities to physically escape?

Answer these questions before the defense does!

Managing inconsistencies

Why victims lie

- Natural liars;
- Fear of deportation;
- Fear of prosecution;
- Protection – fear of reprisals to self;
- Protection – fear of reprisals against loved ones;
- Following orders;
- Fear of shame and stigma;
- Access to benefits;

- Protecting others;
- Confront and identify motivation for lying.

Closure

- Closure phase – keep victim informed
- Crucial importance
- Avoid abrupt termination
- Allocate adequate time
- Review, cross-check and clarify statement
- Invite and respond to victim questions
- Explanation as to further plans
- Ensure immediate welfare needs

Evaluate

- Evaluate – evidence and performance
- Review and analyze evidential statement
- Identify areas that need clarification
- Identify new evidential areas
- Prepare next evidential plan
- Evaluate performance of interview team
- Re-apply PEACE model for next interview session

7.1.10 Child victims – specific points to consider when interviewing child victims

- Pre-interview assessment by child psychologist;
- Assessment of further trauma, resilience and suggestibility;
- Increase in sensitivity over whether to allow a child to cooperate;
- Presence of child psychologist during interview;
- Parental or guardianship consent.

Core concerns related to child victims

- Speed – it all happens too fast for them to manage;
- Lack of information – about what is happening and the likely outcomes;
- Lack of choice – when and where interview takes place, whom accompanies them and the gender of the interviewer;
- Fear of being disbelieved and seen as a liar is a major impediment to disclosure;
- Child victims –rules.

Rules for interviewing child victims

Special needs of child victims

- Best interests of the child are paramount at all times;
- Acutely vulnerable – special needs;
- Acute risk assessment – safety and impact on overall health;
- Specially trained personnel;
- Child rights – subject to age and cognitive ability;
- Information and involvement in decisions;
- Recognition of duty and ability to tell the truth.

Specifically address the four key assumptions of children

- Every question must be answered even though I don't understand them;
- Every question has a right or wrong answer;
- The interviewer already knows what happened, so if he or she says something that differs from what I remember, I am wrong; and,
- I am not allowed to answer: "I don't know or I don't remember"

Section 7.2 Interview of suspects



Activity:

- Provide each participant with a copy of Phase 3 of the Case Study on Aku and Ama Yeboah and direct them to elect a fresh spokesperson and undertake the following task.³⁷

Develop a plan for the interview of Kwame OSEI and Gloria OSEI and identify the key evidential points of proof that you will need to question them about in order to establish their role and guilty knowledge of their alleged crimes and the evidential material that you would use to assist you in this task.



Trainer's notes:

- Resume in plenary session and select one spokesperson to provide the team's responses to the task.
 - Ask the other three spokespersons to relate their response to the task insofar as they differ and or add anything to the first response.
-

Definition of interrogation

This is a process of questioning suspects or perpetrators of crime to extract information in relation to an allegation leveled against them.

³⁷ See Case study in Appendix 2.

7.2.1 Phased interview of the suspect

Divide into two phases:

Phase 1 – general history concerning lifestyle, association, income, employment, relationships, etc.

Specific evidential questions based on available evidence –specific allegations

Phase 2 – additional specific questions to confirm or deny that suspect has been untruthful – use exhibit evidence

Rights of a suspect

- Right of not being threatened;
- Right of not being influenced;
- Right not to be suppressed;
- Right not to be coerced;
- Right not to be tortured;
- Right to legal processes;
- Right to basic needs;
- Right not to speak to incriminate yourself;
- Right to be presumed innocent until proven guilty;
- Right to communicate to one's relative;
- Right to be treated fairly and to be given ample time to defend oneself;
- Right not to be arbitrarily arrested;
- Right to be taken to proper custody;
- Right to Legal Representation.

Interview of the suspect

- Compliance with legal and ethical standards;
- Objective: only to establish the facts;
- The P.E.A.C.E model:
 - Selection of the interview team;
 - Evidential review and analysis;
 - Preparation of points of proof;
 - Managing the time pressure;
 - Venue and equipment.

Table 5: PEACE Interview Model – Suspects

THE PEACE INTERVIEWING MODEL - SUSPECTS				
P PREPARATION	E ENGAGE AND EXPLAIN	A ACCOUNT	C CLOSURE	E EVALUATE
KEY FEATURES FOR SUSPECT INTERVIEWS				
PREPARATION	ENGAGE AND EXPLAIN	ACCOUNT	CLOSURE	EVALUATE
Select the interview team Qualities and skills Cultural issues	Introductions Explain purpose and methodology	Phase 1 Questions Lifestyle - home, income, employment	Summarize the contents, invite suspect to check the record	Need for additional interviews with suspect - ambiguities, new evidence
Review and analyze the evidence and identify interview objectives	Explain legal powers for the interview	Relationships and association with victims and other suspects in the investigation	Invite suspect for final time to admit or deny the specific allegations	Forensic and or medical examination to confirm/deny involvement in allegation
Identify offences Prepare Points of Proof evidential analysis	Notify suspect of rights during the interview	Physical and financial relationships with victims	Invite suspect to correct alter or add to record and sign it	Identification procedures if suspect denies knowledge of victim
Consider time pressure issues Plan to manage them	Ensure suspect knows offences for which detained	Put specific allegations to suspect in Phase 1	Invite suspect to sign any labels and seals for tapes	Enquiries for corroborative evidence to confirm/deny role
Prepare venue Test equipment	Review and agree arrest evidence note	Phase 2 Questions on the exhibits' inconsistencies	Explain the next steps in the investigation	Performance of interview team - need for changes?

7.2.2 Post–arrest phase

Objectives:

- Identify and secure additional evidence to strengthen the prosecution.
- Identify and seize assets and instruments.

Primary evidential sources:

- Victims and witnesses;
- Documentary and other exhibits;
- Five evidential components.

7.2.3 Five evidential factors

These are the evidential factors that an investigator can consider:

- Advertising – recruitment or exploitation phase;
- Purchasing – leasing – renting – related to infrastructure and modus operandi;
- Transportation – all movement of victims and or suspects;
- Communications – fixed line phones, cell phones, email, social media, and pagers;
- Financial transactions – in respect of all the above – large and small.

Module 8

Post-interview tasks and referral mechanism

Post-interview tasks and referral mechanism



Duration: One hour



Learning objective:

- Explain the critical importance of corroborating the account of the victim;
 - Explain the importance of corroborating the evidence of the victim and itemize the range of evidence and how to obtain it;
 - Identify the need for a victim-witness pretrial management strategy and describe the methodology for applying it;
 - Understand and explain the importance of ensuring the physical safety of victim-witnesses and the limitations on investigators in providing it;
 - Explain the Physical and Judicial Protection;
 - Outline the available methodologies for ensuring the physical safety of the victim-witnesses;
 - To develop the ability of the participants to identify the key range of post-interview tasks and to direct investigative focus in order to effectively undertake them;
 - Understand and appreciate the referral mechanism in the human trafficking.
-



Module content:

- Post Interview Task;
 - Victim Credibility and Corroboration;
 - Referral Mechanism.
-



Activity:

- Provide each participant with a copy of Phase 3 of the Case Study on Aku and Ama Yeboah³⁸ and direct them to elect a fresh spokesperson and discuss and answer the following questions:
 - a) What course of action would you now take in this case? (Do not spend any of your time on detailed planning of the execution of the course of action that you decide upon).***
 - b) What steps would you take to protect Aku?***
 - c) What enquiries would you initiate in order to corroborate her account?***
 - d) Review the risk assessment in this case. (105 minutes)***

³⁸ See Case study in Appendix 2.



Trainer's notes:

- Resume in plenary session and select one spokesperson to provide the team's responses to the four questions.
 - Ask the other three spokespersons to relate the responses of their respective teams, only insofar as they are either different and or additional to the response provided by the first spokesperson.
 - Summarize the key issues. (60 minutes).
 - Display [**PowerPoint Slides 158 to 168**].
-



Section 8.1 Post-interview tasks and referral mechanism

8.1.1 Post interview tasks

- Ongoing welfare needs;
- Partnership response;
- Victim status – offences – residency;
- Immediate investigative demands;
- Victim credibility and corroboration;
- Witness protection – range of options;
- Witness management – communications, reversion, guidance and records.

8.1.2 Victim credibility and corroboration

- Tracking the story back from victims, witnesses and complainants;
- Identify and exploit every opportunity;
- Medical corroboration;
- Photographic corroboration;
- Eye-witness corroboration;
- Documentary corroboration – all sources;
- Multi-agency sourcing.

8.1.3 Referral mechanism

The “referral mechanism approach” is a unique and right based process that ensures comprehensive assistance to victims of trafficking. It recognizes that all stakeholders, including law enforcement agencies must cooperate and work in synergy to develop a truly effective and comprehensive protection structure for trafficked persons.

The objective is to rehabilitate trafficked persons and implement sustainable structures that will provide them with support. The process begins with initial determination of a person as a victim and continues through immediate assistance, return and reintegration.

The law enforcement agencies are mandated and have authority to investigate all cases of human trafficking in and out of the country although any one or an NGO can identify a potential victim of trafficking. Also, the Law enforcement can play an active role as facilitators in several ways. Referral mechanisms generally fall into three categories: legal counselling, NGO support, psychological counselling and medical care.³⁹

8.1.4 Referral process

The referral process is based on the preliminary assessment of the immediate needs of the victim. When referring victims to a referral agency this should include both government and NGO's.

This should include transnational and national shelters, legal services, and medical services, psychological long-term housing, family tracing and reintegration while the investigation continues.⁴⁰

- **Referral for legal representation:** Although the state is duty bound to take up the legal representation of the victim, private lawyers are often required to intervene, particularly when the victim knows and has trust in the lawyer. Legal representation/aid should be consulted for any assistance required.
- **Referral to a counsellor:** Victims should be referred to an appropriate NGO or equivalent service provider for holistic counselling, especially for relief and rehabilitation.
- **Referral for health care:** When a victim of trafficking or a smuggled migrant needs immediate medical attention, it should be attended to on priority. Suggest a female medical officer/ medical attendant if the victim/smuggled migrant is a female. If the service providers are males, ensure that female representatives of an NGO are present.
- **Referral for psychosocial intervention:** The victim of trafficking in persons is often, but also smuggled migrants can be, extremely traumatized and need to be handled sensitively and in a humane manner. The police must make all efforts to facilitate psychosocial help and intervention through the services of a skilled counsellor to reduce the person's trauma and distress. Assistance should be taken from the staff of the government or shelter or other (victims) services providers.
- **Referral for rehabilitation:** Though this appears to be a non-police job, it is clear that a victim who is not properly rehabilitated can, and more often is, re-trafficked. Preventing re-trafficking is a LEA mandate; therefore, the officer should deem it essential to take all steps for proper rehabilitation of the victim. Refer the victim to the government, an NGO or shelter; communicating the case to appropriate rehabilitative agencies, including corporates and other bodies who could provide support.

³⁹ United Nations Office on Drugs and Crime. (2007). Standard operating procedures (SOP): On investigating crimes of trafficking for commercial sexual exploitation. Retrieved from, http://www.unodc.org/pdf/india/sop_investigation_131207.pdf.

⁴⁰ Ibid

- **Referral for compensation:** Victims of trafficking in persons who are identified require immediate support for their survival. Law enforcement should contact social service providers for incidental expenses such as travel, clothing, medicine and other immediate necessities.

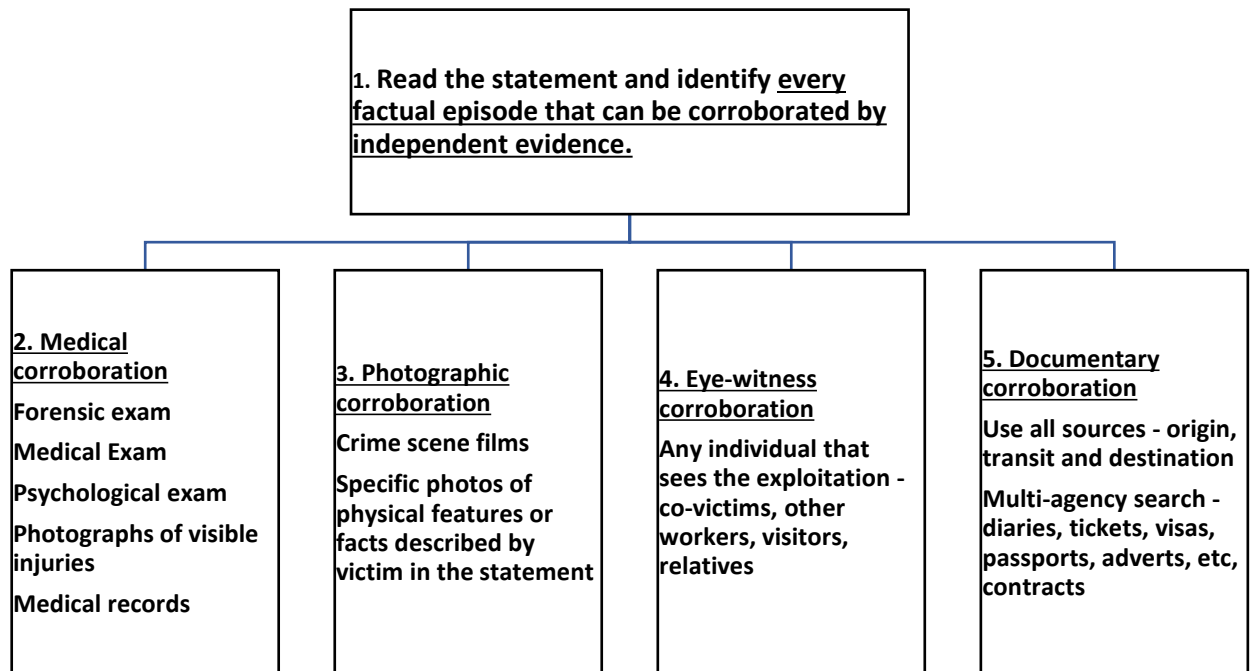
Referral should include the following information:

- Victim's personal data (personal ID number/name, date of birth and nationality).
- Victim's contact details.
- Description of the events: why do you suspect that the person has fallen victim to human trafficking.
- Describe the need for help: what kind of help the victim needs? Does the victim have accommodation? Money? Food? Lawyer? Physical or mental illnesses or problems? Is the victim's safety at risk?

Note: A sample referral form can be found in the SOP section H.⁴¹

⁴¹ Standard Operating Procedures to Combat Human Trafficking in Ghana, 2017.

Figure 7: Corroboration methodology



Module 9

Planning and executing arrest, rescue, search and seizure operations

Post-interview tasks



Day 5

Duration: One and half hours



Learning objective:

- Compare and contrast the key elements of Annex 3 of the SOP with the PEACE model for raid operations.
 - List the key planning issues and describe the Information, Intention, Method, Administration, and Communication (IIMAC) briefing formula.
 - Describe the key evidential material that should be seized in human trafficking raids and the methodology for securing it.
 - Explain the key challenges associated with interviewing trafficking suspects and outline the two-stage approach.
 - Enable the participants to analyze situations and assess and determine the key objectives of the arrest and rescue operations in trafficking cases.
-



Module content:

- Definition of terms;
 - Planned and unplanned Rescue operation;
 - Briefing and debriefing the Personnel;
 - Task to be performed during Raid operations;
 - Strategies to adapt before Raid operation (planned /unplanned);
 - Points to consider after Raid;
 - Arrest operations;
 - R-P.E.A.C. E Model - Number Two;
 - P – Plan and prepare;
 - I.I.M.A.C briefing formula;
 - E – Execute;
 - A – Arrest;
 - C – Crime scene control;
 - E – Evidence;
 - Additional good practice points.
-



Trainer's notes:

- Ask the participants to share any experiences they have with regards to any raid operations they may have undertaken.
 - Encourage the use of the good practice points.
 - Summarize the key issues.
 - Display [**PowerPoint Slides 173 to 192**].⁴²
-

⁴² Distribute Handout 5 to 7E in Appendix 5 to participants.

Section 9.1 Post-interview tasks



9.1.1 Definition of terms

- **Operation:** Operation is to control, manage and stop human trafficking.
- **Raid:** Unexpected action to attack, seize or suppress and arrest a situation. The aim of raid is for the collection of information, apprehension, rescue, evidence, prosecution, conviction and as a deterrent.
- **Rescue:** Action to free or liberate persons in confinement or danger.
- **Reintegration:** Placing victims back to society or community to start afresh in life.

9.1.2 Planned and unplanned rescue operation

Unplanned Operation: Carried out during emergencies and fast action to arrest the situation.

Planned Operation: During these operations, the following are prerequisites that should be considered. These will ensure either the success or failure of the operation.

- **Surveillance:** There is a need to undertake surveillance to gather the necessary intelligence and information required for the operation that will be done.
- **Undercover:** This can be considered as a means of going undetected and laying of ambush so perpetrators could be caught in the act.
- **Human resource:** Operations requires the use of specific skills and knowledge. It also needs a number of operatives to be available. This therefore is one of the major factors to be considered.
- **Finances:** Funds should be available for the acquisition of necessary items and tools need for the operation. A budget should be drawn to have an estimate of the cost of carrying out the operation.
- **Shelter:** In rescue operations, victims would need to be housed in shelters for their protection. This should be considered and made available.
- **Warrant:** There is a need to acquire the necessary warrant in order to have the authority to embark on the raid and other operations.
- **Ration:** Provision should be made to have the needed rations for the officers and victims during the operation.
- **Cooperation from other agencies:** Collaborations among agencies would have to achieve effective and efficient operations.
- **Informants:** These provide key information to law enforcement agencies to enhance their effectiveness.
- **Transport:** The means of moving from one point to the other would be made possible by securing appropriate vehicles such as pick-ups and motorcycles.
- **Briefing with caution:** The operatives need to be given adequate briefing.
- **Recording equipment:** It is necessary to carry the tools to record information that would be used as evidence against the perpetrations of the crime.

- **Environment:** A consideration of the environment in which the operation will be carried out should also be done.
- **Risk level:** Assessing the level of risk involved in the operation is needed.

9.1.3 Briefing the personnel

- The right of persons according to the 1992 Constitution.
- Handling of suspects and victims according to the law.

Victims:

- No re-victimization;
- Do not treat them as offenders;
- No branding;
- No arrest;
- No stigmatization;
- Provide needed assistance and support.

Suspects:

- Handle them well to achieve your aim or goal.

9.1.4 Task during raid operations

- Command and control;
- Positioning of personnel;
- Enforcement of task;
- Search Party;
- Exhibit collectors or handlers;
- Record keepers;
- Rescue Party;
- Arresting team;
- Photographers;
- Timing of operation;
- Transportation;
- Reserved team.



Strategies before raid (planned /unplanned)

- Information gathering;
- Intelligence gathering;
- Planning: Location, human resource, logistics, gender, type of traffickers, race, time, environmental condition and dangers of the location, safe passage.

Consideration after raid

- Find safer place for victims;
- Counselling, care and assurance for victims;
- Provide basic needs (food, water, first aid, etc.);
- Seal the premises;
- Proper keeping and labelling of all exhibits and other evidence;
- Investigation and prosecution.

Debriefing

- Safety of personnel;
- Cross check handling and labelling of exhibits according to law;
- Whether victims and suspects have been properly handles;
- Whether the aim of operation has been achieved;
- Whether there are casualties;
- Contributions, suggestion and challenges from the personnel;
- Motivation for the personnel.

9.1.5 Arrest operations

Target selection:

- value of minor players;

Timing and coordination factors:

- Rescue most victims;
- Arrest most suspects;
- Seize most evidence;

Resources:

- Personnel and equipment;
- Interpreters – victim support agency staff;
- Specialists – photographers, forensics, computer specialist.



9.1.6 R-P.E.A.C. E Model - number two

Arrest and Search and seizure;

R = Rescue;

P = Plan;

E = Execute;

A = Arrest;

C = Crime Scene;

E = Evidence.

P – Plan and prepare

1. Is there any sufficient grounds for use of legal powers?
2. Is there any Legal authority or arrest warrant?
3. Has the exact location been confirmed?
4. How to identify, assess and manage risks.
5. Include DSW social worker, NGO and medical staff, etc.
6. Assign task to various teams – video film
7. Provide operational plan (IIMAC)
8. Objectives and specific roles

I.I.M.A.C Briefing formula

I – Information – what has happened (threat);

I – Intention – what the officers will do;

M – Method – how the officers will do it;

A – Administration – logistic detail;

C – Communication – radios, phones .

E - Execute

1. Rapid and safe entry to location;
2. Ensure security of perimeter;
3. Ensure safety of all persons present;
4. Locate and reassure victims – expect panic and possible violence – clients;
5. Locate suspects;
6. Separate victims from suspects;
7. Prevent verbal and visual intimidation;
8. With DSW remove victims to place of safety;
9. Add bullet point on documenting the operation through film, etc.

A - Arrest



1. Ensure safety – prevent escape;
2. Treat correctly – observe rights;
3. Introduce self and others;
4. Inform suspects of:
 - Fact of arrest,
 - Specific offence,
 - Power of arrest,

- Brief summary of grounds of arrest,
- Observe rights of suspect,
- Reason for the arrest.

C – Crime scene control

1. Cordon and Control perimeter and crime scene
2. Authorized and recorded access and egress only
3. Slow down - methodical teamwork
4. Before searching:
 - Complete scene film/photos and sketch plan before starting to search
5. Before searching - inform suspects of:
 - Grounds for search, legal power, show warrant, explain rights, allow presence

E – Evidence

1. Search thoroughly and methodically;
2. Seize all relevant evidential items;
3. If in doubt – seize it;
4. Ensure integrity of each seized item, keep a written record of:
 - Date/time and exact place of seizure;
 - Detailed description of each item;
 - Details of seizing, packaging and recording officers.

9.1.7 Additional good practice points

1. Smallest, most innocuous items may contain important evidence;
2. Scribbled contact details, telephone numbers or email addresses account details;
3. Preserve integrity of IT equipment;
4. The “rubbish bin” factor;
5. Corroborate highly significant discoveries;
6. Evidential importance of keys.

Module 10

Pre- and post-trial responsibilities

Pre- and post-trial responsibilities



Duration: One hour



Learning objective:

- List the range of judicial protection measures available under Ghanaian law;
 - Identify the critical importance of pre-testimony support and explain the methodologies for providing it;
 - Understand the ongoing duty of care to victim-witnesses after they have testified and list the range of issues that must be addressed.
-



Module content:

- Pre -trial responsibilities;
 - Post-trial responsibilities.
-

Trainer's notes:

- Summarize the key issues using Slides.
 - Display [**PowerPoint Slides 194 to 200**].
-

Section 10.1 Pre and post-trial responsibilities



10.1.2 Pretrial responsibilities

Below are the duties that can be done:

- Pretrial conference;
- Pretrial court visits;
- Court escorts – entry – privacy;
- Information and explanation;
- Witness preparation;
- Refreshing the memory;
- Testimony options.

10.1.3 Post-trial responsibilities

After the trial, these are the activities that can be undertaken:

- Post-trial Issues;
- Ongoing responsibility;
- Immediate review of risk assessment;
- Reprisal risks;
- Reintegration risks;
- Repatriation risks;
- Victim debrief.

CONCLUSION OF TRAINING PROGRAMME

Programme closure

1. Post-programme test

- At the conclusion of the last didactic session at 1600, the trainer should then repeat the testing process, using the same 10 questions that appear at pages 22 to 25 of this document.
- The scores from the pre and post-tests should then be analyzed for comparative purposes.

2 Programme evaluation

- The trainer should require each participant to complete the Evaluation Format set out below.
- The participants should be informed that there is no requirement upon them to write their names on the forms and that they may complete the form anonymously if preferred.
- Participants are to be urged to record the frank views on the programme.

3. Presentation of the programme certificates

- To conclude the programme, a suitably senior police official should be asked to make the closing remarks to the group and to individually present the Certificate of Programme Completion to each participant.

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APPENDIX 1: PRE-/POST- TEST AND EVALUATION

Preprogramme test

Please **circle your answer or provide written answers** where it is necessary. Each answer carries one mark.

Question 1

Under the terms of the definition of human trafficking contained in Section 1(1) and (2) of the Human Trafficking Act [Act 694 (2005)] as amended by the Human Trafficking (Amendment) Act [Act 784 (2009)], there are three elements that need to be established to prove the commission of the offence in respect of adult victims:

Activity – means - purpose

Is the above statement (a) True or (b) False?

Question 2

Under the terms of the definition of human trafficking contained in Section 1(1) and (2) of the Human Trafficking Act [Act 694 (2005)] as amended by the Human Trafficking (Amendment) Act [Act 784 (2009)], the crime of human trafficking can be committed:

- a) *Only within the territory of Ghana*
- b) *Only outside of the territory of Ghana*
- c) *Both*

Which of the above statements is correct?

Question 3

Under Section 6(1) of the Human Trafficking Act [Act 694 (2005)] as amended by the Human Trafficking (Amendment) Act [Act 784 (2009)]:

A person with information about trafficking must inform the police.

Is the above statement (a) True or (b) False?

Question 4

Under Section 10(1) of the Human Trafficking Act [Act 694 (2005)] as amended by the Human Trafficking (Amendment) Act [Act 784 (2009)], a police officer must respond to a request for assistance in a trafficking case that is made by:

1. *The victim*
2. *A member of the victim's family*
3. *A friend of the victim*
4. *A member of staff of a civil society organization (NGO)*

5. *A member of the public*

Which of the above categories shown at 1 to 5 above are correct (Please circle your answer)?

- a) 1 and 2 only
- b) 1 and 3 only
- c) All the above
- d) 1, 2 and 5 only

Question 5

When trying to determine whether or not an individual is a victim of human trafficking, the following indicators are assessed to help with the determination:

1. *The age of the individual*
2. *The sex of the individual*
3. *The nationality of the individual*
4. *The location in which the individual is found*
5. *The documents that the individual may have in his or her possession*

Which of the above categories shown at 1 to 5 are correct?

- a) 1 and 2 only
- b) 3 and 5 only
- c) 1, 2 and 4 only
- d) All the above

Question 6

Under Section 11 of the Human Trafficking Act [Act 694 (2005)] as amended by the Human Trafficking (Amendment) Act [Act 784 (2009)], on receipt of a complaint of human trafficking, a police officer must:

1. *Take a statement from the parties and witnesses.*
2. *Record the complaint in detail and provide a copy of the written report to the victim.*
3. *Assist the victim to obtain medical treatment where necessary.*
4. *Assist the victim to a place of safety if the victim expresses concern about safety.*
5. *Notify an appropriate civil society organization to assist the victim if he or she requests such assistance.*

Which of the above categories shown at 1 to 5 are correct?

- a) 1, 2 and 5 only
- b) 3 and 4 only
- c) 1, 2, 3 and 4 only
- d) All the above

Question 7

When providing a first response to an allegation of a trafficking offence, under no circumstances can any action to rescue victims or arrest suspects be taken until a member of the Anti-Human Trafficking Unit has first been notified and consulted.

Is the above statement (a) True or (b) False?

Question 8

Section 11(2) of the Human Trafficking Act [Act 694 (2005)] as amended by the Human Trafficking (Amendment) Act [Act 784 (2009)], states that:

In urgent cases, a police officer may take a statement from a child in the absence of his or her next friend or a guardian.

Is the above statement (a) True or (b) False?

Question 9

Section 12 (1) to (3) of the Human Trafficking Act [Act 694 (2005)] as amended by the Human Trafficking (Amendment) Act [Act 784 (2009)], specifies seven separate circumstances in which a police officer may arrest a person suspected of committing a trafficking offence.

List five out of these seven circumstances

- 1.
- 2.
- 3.
- 4.
- 5.

Question 10

The sources of intelligence are as follows:

1. Open sources
2. Closed sources
3. Classified Sources

Is the above statement (a) True or (b) False?

Question 11

Is Human Trafficking a crime in Ghana?

- (a) True
- (b) False

Question 12

Mention two obstacles that confront human trafficking victims during interviews.

- 1.
- 2.

Question 13

The purpose of intelligence is to support decision-making to achieve your aims or objectives.

- (a) True
- (b) False

Question 14

There are some of the things an investigator is not to do during the process of interviewing a victim. Mention three of them.

- 1.
- 2.
- 3.

Question 15

A person suspected of committing a human trafficking crime has rights.

- (a) True
- (b) False

Post–programme test

Please **circle your answer or provide written answers** where it is necessary. Each answer carries one mark.

Question 1

Under the terms of the definition of human trafficking contained in Section 1(1) and (2) of the Human Trafficking Act [Act 694 (2005)] as amended by the Human Trafficking (Amendment) Act [Act 784 (2009)], there are three elements that need to be established to prove the commission of the offence in respect of adult victims:

Activity – means - purpose

Is the above statement (a) True or (b) False?

Question 2

Under the terms of the definition of human trafficking contained in Section 1 (1) and (2) of the Human Trafficking Act [Act 694 (2005)] as amended by the Human Trafficking (Amendment) Act [Act 784 (2009)], the crime of human trafficking can be committed:

- a) *Only within the territory of Ghana*
- b) *Only outside of the territory of Ghana*
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A person with information about trafficking must inform the police.

Is the above statement (a) True or (b) False?

Question 4

Under Section 10(1) of the Human Trafficking Act [Act 694 (2005)] as amended by the Human Trafficking (Amendment) Act [Act 784 (2009)], a police officer must respond to a request for assistance in a trafficking case that is made by:

1. *The victim*
2. *A member of the victim's family*
3. *A friend of the victim*
4. *A member of staff of a civil society organization (NGO)*
5. *A member of the public*

Which of the above categories shown at 1 to 5 above are correct (Please circle your answer).

- a) 1 and 2 only
- b) 1 and 3 only
- c) All the above
- d) 1, 2 and 5 only

Question 5

When trying to determine whether or not an individual is a victim of human trafficking, the following indicators are assessed to help with the determination:

1. *The age of the individual*
2. *The sex of the individual*
3. *The nationality of the individual*
4. *The location in which the individual is found*
5. *The documents that the individual may have in his or her possession*

Which of the above categories shown at 1 to 5 are correct?

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- c) All the above
- d) 1, 2 and 4 only

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1. *Take a statement from the parties and witnesses.*
2. *Record the complaint in detail and provide a copy of the written report to the victim.*
3. *Assist the victim to obtain medical treatment where necessary.*
4. *Assist the victim to a place of safety if the victim expresses concern about safety.*
5. *Notify an appropriate civil society organization to assist the victim if he or she requests such assistance.*

Which of the above categories shown at 1 to 5 are correct?

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- b) 3 and 4 only
- c) 1, 2, 3 and 4 only
- d) All the above

Question 7

When providing a first response to an allegation of a trafficking offence, under no circumstances can any action to rescue victims or arrest suspects be taken until a member of the Anti-Human Trafficking Unit has first been notified and consulted.

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List five out of these seven circumstances

- 1.
- 2.
- 3.
- 4.
- 5.

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The sources of intelligence are as follows:

1. Open sources
2. Closed sources
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Is the above statement (a) True or (b) False?

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Mention two obstacles that confront human trafficking victims during interviews.

- 1.
- 2.

Question 13

The purpose of intelligence is not to support decision-making to achieve your aims or objectives.

- (a) True
- (b) False

Question 14

There are some of the things an investigator is not to do during the process of interviewing a victim. Mention three of them.

- 1.
- 2.
- 3.

Question 15

A person suspected of committing a human trafficking crime has rights.

- (a) True
- (b) False

Answer sheet to pre/post-test

One mark for each answer given.

Questions	Answers
1.	A
2.	C
3.	A
4.	C
5.	D
6.	C
7.	B
8.	B
9.	<ol style="list-style-type: none">1. With a warrant2. Without a warrant, if:3. An act of trafficking is committed in the presence of the officer.4. The person obstructs the officer in the execution of his duty.5. The person has escaped or attempts to escape from lawful custody.6. The officer has reasonable grounds to suspect that the person has committed an offence of trafficking.7. The officer has reasonable grounds to suspect that the person is about to commit an offence of trafficking and there is no other way to prevent the commission of the offence.8. The person is willfully obstructing the officer in the execution of his duties.
10.	A
11.	A
12.	<ol style="list-style-type: none">1. Inability to adequately explain abuse due to the disability.2. Intense feeling of fear, shame, or guilt.3. Dependence on the caregiver/offender.4. Beliefs that they will be blamed.5. Beliefs that the abuser will retaliate or actual threats of further harm.

6. Lack of awareness of what constitutes abuse or neglect.
 7. Lack of knowledge of the protocol for reporting abuse.
 8. Fear of being left without a home or family.
13. B
14.
 1. Do no harm.
 2. Do not threaten the interviewee.
 3. Do not be harsh.
 4. Do not treat the interviewee as a suspect.
 5. Do not allow media to take pictures of rescued persons.
15. A

Evaluation of the training programme

Providing an effective first response and Specialist Proactive and Reactive Investigation of Human Trafficking Cases

You are kindly requested to fill out this evaluation form. You do not need to fill in your name.

Thank you very much for your cooperation!

1. What is your general impression of this training course?

- Very good
- Good
- Could be better, could be worse
- Bad
- Very bad

2. Has this training course satisfied your expectations?

- Yes
- No
- Do not know

Please indicate your reason(s) for answering this question the way you did:

3. Has this training course contributed to you understanding trafficking in persons better?

- Yes, very much

- Yes, to a certain extent
- Only a little bit
- Not really
- Not at all

Please indicate your reason(s) for answering this question the way you did:

4. Do you feel this training will contribute to you becoming more professional and effective in your daily work?

- Yes, very much
- Yes, to a certain extent
- Only a little bit
- Not really
- Not at all

Please indicate your reason(s) for answering this question the way you did:

5. Which sessions of this training course did you like most?

Please indicate your reason(s) for answering this question the way you did:

6. Which sessions of this training course did you like least?

Please indicate your reason(s) for answering this question the way you did:

APPENDIX 2: CASE STUDIES

Victim identification

Case study 1 - Adaana

Adaana is a 10-year old girl living in a small village in the Northern Region of Ghana. She was in P5 when she lost her father. After his death, her mother could not continue taking care of her education so Adaana stayed home and helped her mother pick shea nuts. The mother had hoped to send Adaana to be a sewing apprentice when she got enough money, but the mother was taken ill by a chronic disease and could no longer work.

During the Christmas holidays, a friend of the mother named Mamuna visited their village. Mamuna told Adaana's mother of employment opportunities for girls as waitresses in Kumasi and how children of Adaana's age were making decent money and helping their families by sending money home. Adaana's mother was interested and Mamuna told her Adaana would work as a waitress at a local restaurant in Kumasi where she would be well fed and accommodated by her employer. Mamuna also mentioned names of other families within the community whose children she had helped secure similar jobs. Adaana's mother agreed that she would allow Adaana to go to Kumasi with Mamuna.

Mamuna went to other families within the community and explained the same idea to them. Some other families agreed but none of them paid any money to Mamuna. They were rather grateful to Mamuna for her effort to secure a better future for their children. On the day of departure, Adaana's mother took her to meet with Mamuna where Adaana joined 6 other children that were also going on the bus to Kumasi with Mamuna. During the journey, Mamuna cautioned the children to tell bus and security officials they were all related if they were confronted. An hour away from Kumasi police officers stopped and boarded the bus at a routine checkpoint. An officer asked Adaana where she was going and who she was travelling with, to which Adaana nervously responded, "I am going to Kumasi with my family" while pointing to Mamuna and the other children.

The officer nodded, completed his search of the bus, and let it continue to Kumasi.

On arrival at Kumasi, Mamuna took all the children to a woman at Kwadaso and told them that they would spend a few days with the woman and she would be back for them soon. The next day, various people came to the woman in Kwadaso and, after negotiation and the payment of money, took the children one after the other. Adaana was sold to a stranger and told she would be a domestic servant in Kumasi.

Adaana worked for that woman in Kumasi for two years. She did all the household chores, without being paid. Occasionally, the woman would give her 5 to 10 cedis. She was fed and clothed. She had no time off, did not go to school and had no time to play.

She was also made to sell ice water on the street of Kumasi to generate income for the woman. Sometimes, Adaana was beaten. She has not seen Mamuna since she was handed over in Kwadaso and has lost contact with her family.

One day, a woman from Adaana's village recognized Adaana selling ice water on a street near Kumasi market. Aware that it is not right for a young girl to be doing such work, the woman immediately took Adaana to a nearby police station.

- 1. *What is your assessment of this situation?***
- 2. *What action should you take in this case?***
- 3. *What are the key objectives of the arrest and rescue operation in this situation?***

Case study 2 - Aku

Aku, 18, is from a poor family and lives in a village in Kwame-Danso with her mother, a single parent, and her three younger siblings. Aku has not been able to attend high school and works in the markets for a very small amount of money and dreams about finding a good job to help support her family.

One day, while selling fish in the market, Aku met a male called Kwame who lived in her village. Kwame told Aku that he had a sister of about Aku's age who had just returned from working as a waitress in Accra. He told her that his sister only worked for two years and was able to send enough money back home to help the family. Aku asked Kwame to help her find a job in the city like his sister.

The next day Kwame took Aku to a local chop-bar in the village where he introduced Aku to his sister. She was dressed in new expensive clothes. Kwame then introduced Aku to one of the men at the restaurant, Seidu. Kwame told Aku that Seidu and his associates operated an employment business where he found jobs for workers in Accra. Seidu told Aku that he could find her a job like Kwame's sister. Aku readily agreed, and when Seidu asked her if she knew any other girls who would be interested, she said her younger sister Ama might like to go too.

Five days later Aku and Ama met Seidu at the chop-bar where a driver called Kwasi was waiting for them with a truck. They drove to a guest house near to Accra. Kwasi told Aku and her sister that their new employer would meet them in the morning. He stayed with them throughout the night, telling them it was for their safety.

The next morning, Kwasi took Aku and Ama to a private salon. There were some other girls there. The girls spoke to Aku and Ama, asking where they were from, how old they were and whether they had any sexual experience. Aku started to feel worried about what type of job Seidu had arranged for them. Later the same day, Kwasi took Aku to a bedroom upstairs where he sexually assaulted her. He later sexually assaulted Ama in the same room.

The next day, the owner of the guesthouse, Mama Doris, took Aku and her sister to a beauty salon to have their hair and makeup done. Mama Doris also had their photos taken at the salon. Mama Doris told Aku that she and her sister now worked for her. Mama Doris told Aku that they owed a lot of money for transportation costs and for room and board. Mama Doris told Aku that they had to work to pay off this debt. Mama Doris said that if they refused to work or tried to run away, they would be punished. Mama Doris told Aku she would tell her family about the sisters' new job if they tried to run away.

From then on, like the other girls at the salon, Aku and her sister were required to provide sexual services for customers. They were not allowed out of the salon or paid any wages by Mama Doris. After a few months the girls were moved to a bar that operated as a brothel under the ownership of a woman called Auntie Naomi. Sometime later, the police raided Auntie Naomi's bar and Aku and Ama and the police rescued the girls and took them to the police station.

- 1. *What is your assessment of this situation?***
- 2. *What action should you take in this case?***
- 3. *What are the key objectives of the arrest and rescue operation in this situation?***

Case study 3 - Bukari

Bukari, 8, lived in a small village in Ghana's Central region. Bukari's biological mother died when he was a small boy, but his father eventually remarried and had two more children with his new wife, Anita. When his father died suddenly, Anita struggled to feed the family and began looking for ways Bukari could help support her and her two children.

When one of Bukari's younger brothers became very sick, Bukari and his family needed money to pay for medicine and doctor's appointments. Anita contacted her brother Julius who was a fisherman on Lake Volta and asked him to take Bukari to work on his boat in exchange for food and money to pay the doctor fees. Julius accepted the arrangement and Bukari left his village for the lake.

Bukari was worried about working on the lake because he could not swim, but his family needed the money, so he did not object. Julius took Bukari to the lake where there were many fishing canoes. He put Bukari onto a canoe that was old and leaked badly, and Bukari began to feel afraid. Julius explained what work he would be required to do, including hauling in nets, diving in the water to disentangle the nets, and sorting fish.

The work was dangerous and hard. Sometimes Julius would force Bukari to work for three days and nights without a break, even when the water was rough, and it was unsafe to be working. He would often accuse Bukari of not working hard enough and beat him on the head and body. His living quarters were cramped and dirty, and Bukari was always hungry.

Eventually, the canoe sank so Julius found another fisherman named Moses who needed workers on his boat. Moses agreed to pay Julius 200 cedis a week for Bukari. Julius continued to provide food to Anita and her children but kept the balance for himself. Julius did not tell Anita that Bukari worked on another fishing boat.

There were three other boys who worked with Bukari on the boat. One day, Moses had accused one of the other boys of stealing. He made everyone stop working and watch as he beat the boy and then threw him into the lake. Bukari was terrified and, although the Moses only provided one small meal a day, Bukari did not dare complain.

After two years, Moses told Julius that he no longer needed Bukari to work for him. Julius began looking for other fisherman in surrounding communities who might be interested to hire Bukari on their boat and eventually sold him to another boat owner in a nearby district.

- 1. What is your assessment of this situation?**
- 2. What action should you take in this case?**
- 3. What are the key objectives of the arrest and rescue operation in this situation?**

Case study 4 - Teresa and Edwin

Teresa and Edwin lived in northern Ghana with their four children. Edwin worked as a farm labourer where he earned just enough money to support his wife and children. However, the crops had been very bad one year and most of the labourers who worked on the farms surrounding Edwin's village were laid off, including Edwin. Edwin tried to look for another job so that he could support his family, but most of the men in the village were also labourers on farms and so were also looking for work. Both Teresa and Edwin started doing odd jobs for neighbours and casual manual work, but they struggled to feed their family.

When Teresa discovered she was pregnant with their fifth child, Teresa and Edwin worried how they would feed and look after the new baby. They hoped that the crop would be better the next year so that Edwin could work as a labourer on the farm again to support the family. Unfortunately, when baby Joe arrived, the crop was worse than the previous year and there was no work in the village. Teresa and Edwin were unable to feed and clothe the new baby as well as their other four children.

Teresa heard from one of the other villagers about a relative in Kumasi who was desperate for children with his wife, but who was unable to conceive. The man was even willing to pay parents to adopt their baby. Teresa and Edwin did not want to lose Joe, but they did not have enough money to feed him. So, they decided to give him to this man for adoption.

Teresa travelled with Joe to Kumasi to meet the man. There, the man explained to Teresa that he would pay 200 cedis for Joe and assured her that Joe would be well looked after and would have a better life. Teresa, who could not read, signed some papers, giving custody of her baby to the man. Teresa was given 200 cedis and returned to her village alone.

The next day, the man gave Joe, along with the paperwork signed by Teresa, to a wealthy couple from overseas that paid the man 20,000 cedis. The couple took Joe back to their home country where they started to raise him as their own son.

1. ***What is your assessment of this situation?***
2. ***What action should you take in this case?***
3. ***What are the key objectives of the arrest and rescue operation in this situation?***

Case study 5 - Abiba

Abiba, 24, lives in Accra where she works as a domestic worker. When her younger sister, Judith, gets into a serious car accident, Abiba's parents ask her to support them in paying hospital fees which amount to over GHC 7,000. Although she works hard, Abiba makes little from her efforts, and thus begins to urgently look for other ways to earn money for her sister. One day, she hears an advertisement on the radio about good-paying jobs in the Gulf and decides to call the phone number mentioned in the commercial. Upon calling, she reaches a man named Akwasi who asks to meet with her the following day.

During their meeting, Akwasi tells Abiba that he can organize a job for her in Qatar as a domestic worker in which she will earn substantially more when compared to her current job. He tells her that all-together his services will cost GHC 1,000. Desperate to earn money for her sister, Abiba agrees and delivers the money to Akwasi.

Two weeks later, Akwasi meets with Abiba to inform her that a job as a domestic worker has been secured. During the meeting he gives her a plane ticket to Qatar that departs from Lomé-Tokoin Airport. Akwasi explains that it has become difficult for migrant workers to leave from Kotoka Airport in Accra, and thus departure from Togo is required. He then hands Abiba a Togolese passport which appears to be real but the name and photo in the document is of someone else who looks like her. Akwasi informs Abiba to speak as little as possible to immigration officers during her journey and that a man named Amir will meet her at the airport in Qatar.

Although uncomfortable with travelling under false documents, Abiba feels obligated to use them in order to help her family.

After successfully crossing into Togo, Abiba boards her flight at Lomé-Tokoin Airport. In Qatar, she is greeted by Amir who drives her to a large house in a wealthy neighbourhood of Doha. The house is owned by a man named Karim, and several of his family members also live on the compound.

Two weeks into her work, Ahmed, Karim's brother, enters a room in which she is cleaning and sexually assaults her. He says to Abiba that if she tells anyone of this, he will inform the Qatari authorities that she is in the country illegally under a Togolese passport. He also tells Abiba that he has found her passport and taken it. Every week Ahmed sexually assaults her, and even begins to invite other men to the house to do the same.

Although desperate to escape, Abiba feels trapped and remains at the house. In desperation, Abiba texts a friend named Mabel in Accra and pleads her to go to police. Mabel, concerned about the safety Abiba, goes to her local police station the following day to alert them to the situation.

- 1. What is your assessment of this situation?**
- 2. What action should you take in this case?**
- 3. What are the key objectives of the arrest and rescue operation in this situation?**

Initial Response

Urgent case study - Aba

You are a uniform patrol officer based in the Kejetia district of Kumasi. You are on patrol with a uniformed colleague at 0200 hours in the morning when you encounter a young female hiding in a doorway in the market area. This female is clearly in a distressed state and appears to be between 12 and 14 years of age.

You speak to this young girl and she tells you that her name is Aba. She does not know her date of birth or how old she actually is.

When you ask her where she and her family reside, she declines to answer but she asks you to help her leave the area because she is afraid and believes she is in danger. When you ask her to explain why, she tells you that she is too scared to speak to you in the street.

You take her to your police premises and she then explains to you that she has escaped that night from brothel premises close to where you found her hiding.

When questioned further, she explains that she comes from Bawku in the north east of the country and that about 2 weeks ago, she had run away from home because her father was arranging a marriage for her. She intended to go to Accra but ran out of money by the time she reached Kumasi.

For her first night in Kumasi, she had slept in a doorway in the market area, but had been awakened by three men, the leader of whom was a man called Moro. She stated that these men took her to a nearby building where the man Moro raped her.

She stated that since that time, she had been kept in the building and that it is a brothel. She stated that there are 11 other females in the premises and that they are kept in a dormitory type room at the back of the building. In the front of the building, there are a number of small cubicles where the females are required to provide sexual services to the clients that come to the premises.

She stated that she has been kept as a prisoner since her first night in Kumasi and that the man Moro had threatened to kill her if she tried to escape. She stated that in addition to Moro and the other two men, named Bobo and Essien, there are two older women that manage the females and the clients on behalf of Moro.

She stated that she does not know many details of the other females that have to provide sexual services other than to say that, like her, they are kept as prisoners in the premises and that at least 4 or 5 of them are approximately the same age as her.

She provides a detailed description of the premises from which you are able to identify the building she is referring to. You are unable to make contact with an experienced or specialist investigator.

1. *What is your assessment of this situation?*

2. *What action should you take in this case?*
3. *What are the key objectives of the arrest and rescue operation in this situation?*

“Aku and Ama Yeboah”

PHASE 1

(Note: Please note that the characters and the locations referred to in this case study are fictional and that any references resembling real persons, living or dead, or locations, are entirely coincidental)

Anti-Human Trafficking Office, Cape Coast

You are an experienced criminal investigator currently attached to the Anti-Human Trafficking Unit of the Ghana Police Service.

You receive a telephone call from the morning shift uniformed Duty Officer stationed at Elmina Police Station, who informs you of the following situation:

At 05:15 hours this morning, a woman named Doris Afadzinu, had arrived at her work as usual as a cleaner at the “Asanka Delight” chop bar located on the lot of a petrol filling station on the Takoradi Road, Elmina. After letting herself into the chop bar, she subsequently went to the small yard at the back of the premises in order to put out sacks of rubbish.

As she entered the yard, she found a young teenage girl hiding inside the fence near the access gate to the yard. The girl was obviously distressed, fearful and incoherent but she did not run away when Ms. Afadzinu approached her. Instead, the girl gave her name as “Aku” and begged Ms. Afadzinu to help her.

When Ms Afadzinu had asked her what the problem was, Aku said that she had managed to escape from a rich home in the nearby Elmina Blue Horizons Estate where she had been kept as a prisoner for weeks and badly treated. She said that she was really scared of what would happen to her when the people that had harmed her found out that she had left the house without permission.

Ms Afadzinu had taken Aku into the chop bar and made her a drink to help calm her and had then dialled 191 to ask for police assistance.

Two uniformed officers from Elmina Police Station responded to the call and attended the chop bar where they saw Ms Afadzinu and the girl Aku. When the officers asked Aku what the problem was, she repeated what she had told Ms Afadzinu, but she also said that she was too scared to tell much of what had been done to her in case the people that she had ran away from found her again. After reassuring her that she would be safe, the officers took Aku to Elmina Police Station where they spoke to her in a private room.

Aku then disclosed the following information to the officers:

She is aged 16 years and comes from a small village close to the town of Wa, in the Upper North West region of the country. She stated that a woman called Mamuna had brought her and her 12 year old sister, Ama, to Cape Coast some months ago. The woman Mamuna had come to her village and had told Aku’s mother that she could

get the two sisters well-paid employment working in chop bars in the tourist resorts in Cape Coast. Because the family was very poor, Aku's mother had agreed to let Aku and Ama accompany Mamuna, as long as Aku could send money back home to her to help her feed the younger siblings.

Aku said that when she and Ama arrived in Cape Coast, Mamuna took them to a house of a woman called Araba that was located on the fringes of Kotokuraba Market. Mamuna told the two sisters that they would have to stay with Araba for a few days while their waitressing jobs were arranged. Aku stated that there were three other girls already in the house when she and Ama arrived and that they all slept together on the floor in a large room at the back of the premises.

The next day, a number of different adults came to the house and spoke with Araba. Aku could not hear the conversations, but on each occasion, after the adults had finished speaking with Araba, they left with one of the three girls that Aku had seen when she first arrived at Araba's house. Later that day, a smartly dressed middle-aged couple came to the house and spoke with Araba. After a while, Araba told Aku that she and her sister would have to go and stay with the couple and keep their house clean for them.

When Aku told Araba that she and Ama had come to Cape Coast to work as waitresses, Araba told them that those jobs were not yet available and that she and Ama would have to work as domestic servants in the meantime. Aku was unhappy with this but did not know what else she could do except follow Araba's directions. She and Ama left the house with the two adults.

Aku said that the male's name was Kwame and that the woman, his wife, was called Naomi. She said that they had taken her and her sister to very large, rich house overlooking the sea in a place called Elmina Blue Horizons Estate in Elmina. When they arrived at the property, Naomi had shown the sisters to a small room that she described as being the servant's quarters. Naomi told them that she had purchased their services from Araba and that from now on they had to do as she told them and work hard as domestic servants.

Aku explained that the house was divided into two parts and that Kwame and Naomi occupied one half and that their son and his wife occupied the other part. Aku was the servant to Kwame and Naomi, while her sister Ama acted as servant to their son and his wife.

She went on to state that from the day of their arrival at the house, neither she nor her sister Ama had been allowed to leave the house and that they had been forced to work up to 18 hours per day as servants. She said that she and Ama had been beaten by the family and that they had not been paid any wages for their work.

She said that last night, after Kwame had hurt her again, she realized that she could not endure her maltreatment any further and she made her mind up to escape from the premises. There had been a party at the house last night and she had gone into the yard to put some rubbish sacks and was able to flee through the automatic gates of the property when they opened to allow one of the guests to leave in his car.

She said that she felt terribly guilty because she had abandoned her sister who was still in the house but that she could not endure her abuse anymore.

When the officers asked her how Kwame had hurt her last night, Aku became quiet and said that he had hurt her a number of times, but that she did not want to talk to them about it.

When the officers asked Aku to give them the address of the house, she said that the house was on Beach Road, but she did not know the number. She said it was located on a corner and described it as being a very large house on three floors, with white painted walls and a green tile roof. She said that the house had two very large columns either side of the door and large, gold-painted automatic entry gates, with a large “Beware of the Dog” sign attached to one of the two gates (although she said that there were no dogs on the property).

She stated that she wanted to do whatever was necessary to help get her sister out of the house and begged the officers to rescue her sister. She said that she was prepared to cooperate in any way if it would help free her sister from the house.

The uniformed early-turn Duty Officer tells you that Aku has now left the police station in the care of a representative of the Department of Social Development (DSD), Ms. Cecilia Armah, who is making urgent arrangements to accommodate Aku in a local shelter in the Abura district of Cape Coast, as a short-term measure until her situation can be stabilized.

The Duty Officer requests that you take over the investigation of this case.

Task One

Working with your team and based upon the above information, discuss and decide the following:

- 1. What course of action would you take in this case?*
- 2. Conduct an immediate risk assessment in this case*

PHASE 1 (Continued)

Anti-Human Trafficking Office, Cape Coast

Based upon the information supplied by Aku, AHTU officers have undertaken some immediate preliminary enquiries into her allegations.

Following a brief surveillance check in Beach Road, the house Aku refers to in her allegation appears to be located at Lot 132, Beach Road, Elmina.

The house is situated at the corner of the junction of Beach Road and Blossom Road and matches all of the particulars provided in the description provided by Aku.

Discreet enquiries with trusted contacts at the municipal authority reveal that the registered residents of the address are shown on official records as being Kwame OSEI and Naomi OSEI. No other persons are registered as being resident at the address.

AHTU personnel have contacted Cecilia Armah from the Department of Social Development who stated that she is now handling the welfare aspects of the case and that Aku has now been temporarily accommodated in a shelter located in the Asokwa district of Cape Coast that is run by a non-governmental organization called Community of Faith and Hope.

Aku and Ama Yeboah

PHASE 2

Anti-Human Trafficking Office, Cape Coast

You liaise with both Cecilia Armah of the DSD and the care manager of the Community of Faith and Hope shelter, Ms Grace Tetteh, in order to arrange to see Aku.

Grace Tetteh, who is also a qualified psychologist, tells you that it is apparent even at this early stage that Aku is in a traumatized state and appears to have suffered substantial abuse. She states that following an initial interview on arrival at the shelter, Aku is now sleeping. Grace Tetteh tells you that Aku wants to know what she would have to do in order to cooperate with investigators but that in her opinion it would be safer to leave any further interview with Aku until tomorrow as she is in desperate need of rest. Cecilia Armah concurs with Grace Tetteh's view.

In light of this opinion from a medical professional, you agree to meet with Aku tomorrow.

NOTE: FOR USE OF TRAINER ONLY IN PREPARATION FOR THE ROLE PLAY EXERCISE - NOT TO BE PROVIDED TO THE PARTICIPANTS AT THIS STAGE OF THE PROGRAMME

“Aku and Ama Yeboah”

PHASE 3

Anti-Trafficking Unit Office – Cape Coast

Aku Yeboah has been interviewed and has now provided an outline of her story which is set out below in summary form:

SUMMARY OF EVIDENTIAL INTERVIEW CONDUCTED WITH AKU YEBOAH

She is 16 years of age and comes from a small village close to the town of Wa, in the Upper North West region of the country. She is the eldest of four children and lives with her mother in conditions of extreme poverty. She states that her father died last year and that her mother has never really recovered from his death and does not work anymore. Aku states that in order to earn some money to support the family, she does various jobs, including selling vegetables in the local market and harvesting shea nuts.

She has three siblings: her sister Ama, aged 12 years and her two younger brothers, Essien, aged 10 years and Edwin, aged 7 years. Aku states that her mother had originally wanted to send her on an apprenticeship to learn sewing, but after the death of her father, there was insufficient money to afford this and that the family lived in very difficult economic circumstances. Aku stated that Ama also worked at menial jobs in and around the local market and that she had dropped out of school last year.

Aku stated that some months ago, when she returned from her work in the local market, she found her mother outside their home in conversation with another woman who Aku did not recognize. Her mother introduced her to this woman as being an old friend of hers from her school days, named Mamuna, and said that this Mamuna might be able to help the family.

Mamuna then explained that she had family members living in the Cape Coast area and that she was in a position to offer employment to Aku working as a waitress in the chop bars of the tourist resorts that lined the coastline at Cape Coast. Mamuna told Aku and her mother that her cousin lived there and supplied fresh fish to a number of the Cape Coast resorts and knew the chop bar managers, which was how he always knew when there might be jobs available.

When Aku’s mother asked about how Aku would be looked after, Mamuna explained that Aku would be treated like the rest of the waiting staff; she would earn good wages and the resort companies provided accommodation and food for their staff members, most of who lived in communal huts on the resort compound. Mamuna said that Aku would get a wage of about 300 cedis a month to start with and that, provided she proved to be good at the job after a three-month probationary period, her would

wages would go up to around 500 cedis a month. Mamuna also said that the employer would make sure to help her send money back to her mother each month to support the family.

Aku's mother then asked Mamuna whether or not there would be any jobs available for Ama, Aku's younger sister. Mamuna said that Ama was too young to work as a waitress, but that there might be something available as a kitchen hand at one of the chop bars. She said that she would have to call her cousin to see whether or not any such work was available. Mamuna said that she would come by the house again tomorrow to let her know. Mamuna then left the house and Aku saw her get into an old red-coloured BMW saloon car and drive off.

Aku was impressed by Mamuna, who seemed to her to be business-like and professional. That night, she discussed the situation with her mother and Aku told her that she was not sure about Ama coming with her because she was still too young. Aku's mother said that she shared that concern but that as Ama would be with Aku, it would be all right. She said that money was so short, she was really anxious about how to feed Edwin and Essien and that any idea to ease the burden was a good one, as long as Aku and Ama would be safe and well treated.

Mamuna returned to the family home the following lunchtime in the same car. She told Aku's mother that they were in luck because her cousin had spoken to one of the chop bar managers and that he was prepared to employ Aku as a waitress and Ama as a dishwasher in the same resort. Mamuna said that Ama would only receive half of Aku's wages until she was a bit older.

Aku's mother then told Mamuna that the only problem left was the fact that she did not have any money with which to pay Mamuna for finding jobs for her two daughters. Mamuna told her not to worry, as she was happy to help the family. She said that she would not charge any fee on this occasion as they were old school friends and that she only needed to be reimbursed for the phone calls she had made and for the fuel she would use driving the two girls to Cape Coast. Mamuna said that Aku and Ama could repay her the expenses out of their wages in due course. Aku's mother was very grateful and it was agreed that Mamuna would come by the house the following morning to collect Aku and Ama for the journey to Cape Coast.

That night, Aku and Ama collected their few belongings, together with an old photograph of their mother with her husband, which their mother then placed in a small workbag that had been her husband's tool bag. As planned, Mamuna arrived the following morning in the same BMW saloon car and the two girls said goodbye to their mother and drove off with Mamuna.

When they reached the town of Wa, Mamuna pulled into a petrol station where she then met with another adult woman who was stood waiting with a young girl around Aku's age. After a short conversation, the young girl joined Aku and Ama in the car and then Mamuna drove off again. The new girl was introduced to Aku and Ama as being Adika and Mamuna told them that Adika was also going to work as a waitress, but at a different resort.

They travelled for some hours and then when they reached Kumasi, Mamuna stopped at another petrol station to re-fuel. However, she could not get the car to start again and they had stopped there for nearly two hours while a local mechanic, a man named Hector, had worked on the car. Aku did not know exactly where the petrol station was but she did remember that it was a "Shell" station and the thing she remembered most was that there was a small chop bar on the lot that had her name on the outside; it was called "Aku's Pantry" and that was why she remembered it.

Once the car was repaired, they continued their journey to Cape Coast and finally arrived late in the evening, stopping near to a very large market area that Aku came to learn was called Kotokuraba Market. Aku said that she was amazed and had never seen any place so crowded and busy with people and noise. Mamuna parked the car and told the girls to bring their bag and walk with her to the house where they would stay for the night.

Aku said that the three girls then followed Mamuna on foot along a very busy street full of shops on both sides and then they turned down a short, narrow, dead-end alley where they entered a one-storey, shack-like building at the end. Aku did not know the location but she did recall that where the alley turned off of the busy street there was a strange dark-coloured statue that was shaped like a crab.

When they entered the house, they were met by a middle-aged, very fat woman that Mamuna introduced to them as being a friend of hers called Araba. Araba took the three girls to a larger room at the back of the shack that was entered through a large multi-coloured striped curtain. When they entered, Aku saw that there were three other girls lying on matting on the floor. These girls were all approximately the same age as Ama, but Aku never really conversed with them.

Mamuna told Aku, Ama and Akida that they would have to stay with Araba until their jobs were ready. When Aku asked how long they might have to stay with Araba, Mamuna replied that it would only be for a few days at the most and that Araba would look after them from then on. Mamuna then left the shack and Aku stated that she never saw her again. Araba told the three girls to find some space on the matting and get some sleep.

The following morning, Aku again asked Araba how long they would have to wait and Araba told her to be patient as Mamuna was making all of the arrangements. As the day passed, Aku noticed that Araba took a number of calls on her mobile phone and that after each one, adults would come to the premises and Aku could see and hear them talking through the curtain of the room she was in with Ama. She heard some words that mentioned money but could not fully hear what was being said. On each occasion, after the conversation with the visitors, Araba would come into the room and call one of the three girls that were already there to accompany her to the front of the shack. As far as Aku could see, the selected girl then left the shack together with the visitors.

Later the same day, Aku asked Araba if she and Ama could go into the market to get some food, but Araba told them that they had to stay at the house because Mamuna did not want them wandering around in a strange place. Later the same day, her sister

Ama became increasingly upset about being kept in the shack and Aku again asked Araba when Mamuna would come back. Araba became very frustrated with Aku and then said that she would call Mamuna so that she could talk to her herself. Araba called Mamuna on her phone and Aku spoke with her. Mamuna reassured her and told her that she was at one of the resorts finalizing the arrangements for the job. She told Aku to be patient.

In the early evening, an adult couple came to the house and spoke with Araba. She then came into the back room and beckoned Aku and Ama to go with her, which they did. Aku then saw the adult couple stood in the front room. They were both smartly dressed and Araba introduced the male as a man named Kwame. Araba told Aku and Ama that Mamuna had called her earlier to say that the jobs at the resort were delayed and that they would have to go with the male Kwame and work as cleaners at his house, just for a few days until the resort jobs were ready.

Aku protested that they came to Cape Coast to work in a resort, not as cleaners in a private house. Araba became angry with her and reminded her that they needed to work to earn wages because they owed money to Mamuna and that it was not a good idea to make Mamuna angry. She told Aku that if she did not do as she was told, it would cause problems for her mother because Mamuna would complain to her about it.

Aku felt intimidated by the way in which Araba had threatened her and was worried for her sister Ama, who was becoming upset again. Not knowing what else to do or where she was, she obeyed Araba, picked up their bag of belongings and she and Ama left the shack with Kwame and the woman that was with him, leaving Akida in the shack on her own with Araba. Kwame walked them back up the narrow alley and then they all got into a white Toyota SUV vehicle and were driven off by him.

They drove in silence for some while until they entered the gates of a large, three storey house that overlooked the sea. They all entered the house and Kwame then introduced the woman as his wife, Naomi. He told Aku and Ama that Naomi was in charge of the house and that they had to do exactly as she told them. He said that they should understand that he had now purchased their services from Araba and that they now had to work for him and Naomi. He told them that Naomi would instruct them about their duties and the rules of the house. He then left again in the SUV car.

Naomi then took Aku and Ama to a very small, window-less room at the rear of the house on the ground floor. There were two mattresses on the floor and a small stainless-steel sink in the corner with one cold tap. Naomi then told them that they would live in this small room. She said that they would be responsible for all of the household chores and would have to work as many hours as necessary. She told them that they were not allowed to leave the house or its grounds and warned them that the fence to the property was electrified. Naomi said that they were forbidden from using any of the phones in the house and they were not allowed to communicate with anybody outside of the house.

Aku protested and said that they were supposed to have jobs at one of the resorts and how could she send money from their wages home to her mother if she was not

allowed to leave the house? Naomi responded by saying that, as she had paid off their debts to Mamuna, they now owed the money to her and that they would not receive any wages until their debts were paid off.

When Aku protested again, Naomi grabbed her by the hair until she cried out in discomfort and told them both that they needed to learn obedience and that should be very sure not to upset her husband, otherwise they would both really suffer. She then told them to stay in their room until the following morning when they would start their work. She then slammed the door and Aku heard her turn the key in the lock to ensure that they could not get out.

Aku then went on to describe the daily life that she and her sister lived at the house. She explained that the house was divided into two main parts and that Kwame and Naomi lived in one part and Kwame's son, a younger adult male called Seidu and his wife, named Gloria, lived in the other part of the property.

Aku stated that she did not know for sure but from the various documents she had seen around the house and the conversations that she had overheard, she thought that Kwame worked as some kind of agent buying and selling property. She believed that Seidu and his wife Gloria worked at a hospital that was quite close by. Aku said that Kwame, Seidu and Gloria were always out of the house during the weekdays and were only at home during the day at weekends. Naomi did not work and was around the house most of the time.

Aku said that she was responsible for all of the household cleaning, laundry and food preparation for the part of the house that Kwame and Naomi occupied and that Ama performed the same role for Seidu and Gloria in their part of the house. Both of them were responsible for keeping the garden tidy. She said that they both started work just after dawn and continued until after they had served and cleared away the evening meal. If Kwame had guests to the house, they often worked until beyond midnight and then had to start again at dawn as usual. They were provided with soap but their only source of water for personal hygiene was the cold-water tap in the tin sink in their room.

She said that their meals consisted of leftovers from the meals that they prepared for the family and anything else that they were able to secretly consume while they prepared the meals. Aku said that throughout the time she was at the house, her overwhelming feelings were of hunger and fatigue because they had to work so hard, for so long, each day.

She said that throughout the months she was kept there, she was not paid one cedis by Kwame or Naomi and that neither her nor her sister had been able to leave the property. She said that the only things that Naomi ever gave them were two new housecoats to work in. Naomi purchased them because she said that their own clothes were old and disgusting and that she did not want their guests to see them in that condition.

Aku went on to detail the abuse she had suffered at the house. She stated that she had been physically assaulted on numerous occasions by Naomi for various reasons,

usually around what Naomi said was unsatisfactory work. She said that Naomi first assaulted her on the second day after she had first arrived at the house. She explained that Naomi became angry with her because she did not know how to operate the modern washing machine that was in the laundry room.

Aku explained that she had never operated a washing machine before and that when she tried it, she got it wrong because the colour from some of the clothing had “run” and stained the other clothes. When Naomi saw this, she had struck her across her back several times with the handle of a red broom that was kept in the laundry room. Aku had fallen to the floor and begged her to stop, which she eventually did.

Aku said that she had been beaten on so many occasions by Naomi that she could not recall them all. She stated that she was usually beaten either for unsatisfactory work or because Naomi felt that she had not shown proper respect for her. Sometimes, Naomi slapped or punched her and other occasions, she used to implement, such as an iron and a stool. She said that after about a month, Naomi stopped locking them in their small room each as she had become confident that they were too scared to try to leave the home. She said that the worst assault on her occurred in the kitchen at a weekend some weeks ago when Kwame was also involved.

On this occasion, Naomi had begun to beat her sister Ama over the head with a very large metal ladle because Ama had accidentally spilled some boiling water onto a work surface. Naomi hit Ama so forcefully that Ama was bleeding from her scalp. Aku had pushed Naomi over as she tried to protect her sister and Kwame had rushed into the kitchen and punched her repeatedly in the stomach until she collapsed on the floor. He had then dragged both girls by their hair into their small room and pushed them down on the mattresses and locked the door of their room. Aku recalled this incident because for days afterwards she noticed traces of blood in her urine when she urinated.

When Aku was asked whether Kwame had assaulted her on any other occasions, she became very quiet, hesitant and distressed before disclosing that Kwame had also sexually assaulted her on a number of occasions, usually at weekends when Naomi was out of the house shopping with her friends.

She explained that the first sexual assault happened about a month after she had first arrived at the house. It occurred at a weekend when Kwame ordered her to clean the inside of his SUV vehicle that he had parked in the garage. She was in the garage hoovering the car as ordered when Kwame entered the garage from the internal house door and locked the door behind him. He then closed the garage door, went to the boot of the SUV and then grabbed Aku by the throat and dragged her into the back of the SUV where he raped her, after first tying her hands together with a length of tow rope that he had removed from the boot of the vehicle.

She had fought with him to stop him tying her up and had also tried to physically push him off with her knees as he entered her, but he just increased the pressure of his hand on her throat and in the end she had no choice but to submit. She said that she did not scream out because the only person who could have heard her was her sister

Ama and that she did not want to make her more scared of the family than she already was.

When he was finished, Kwame dragged her back out of the car and pushed her up against the internal garage wall, again holding her by the throat. He threatened her that if she ever spoke a word about what had happened, he would kill her and her sister Ama. He told her that she needed to keep in mind that nobody knew they were in the house and that nobody would notice if they simply “disappeared”. Aku was terrified of what he might do to her sister and promised him that she would remain silent. He then released his grip and left the garage, telling her to finish cleaning his car.

Aku said that the pattern had been repeated on several occasions; always at weekends when Naomi was out of the house shopping with her friends. She knew that if Kwame told her to clean the inside of his car, it would mean that he was going to rape her again. She said that she could not recall exactly how many times this happened but that she stopped resisting him physically and just submitted to him because she knew it would be pointless and dangerous to resist. Again, Aku stated that she never told Ama about what happened because she did not want to make her more frightened and subjugated that she was already.

Aku said that she knew that her sister Ama had been assaulted on several occasions by Naomi but that she had not witnessed them all. She felt confident that Kwame had not also sexually assaulted her because she felt that Ama would have told her if this had happened, although she explained that her relationship with her sister had become very strained because Ama held her responsible for the situation that they were in, even though it was not her fault.

She said that neither Seidu nor Gloria had ever harmed her while she was at the house. She could not be sure as to whether Ama had suffered at their hands because Ama spent a lot of her time doing chores in their part of the house which meant that she would not have seen any assaults if they had taken place. She said that Seidu and Gloria must have known how they were being mistreated by Naomi because they had been present when some of the physical assaults had taken place and they both knew that she and Ama were forbidden to leave the house.

When asked to explain why she finally decided to escape from the property, Aku explained that she had been sexually assaulted by Kwame as usual in the garage at the weekend just passed but that after he had finished, he told her that he would be bringing a very important male business associate of his to the house during the coming weekend and that it would be Aku’s job to “entertain” him and make sure he left the house “happy”.

When Aku told him that she was not going to prostitute herself for him, he had slapped her hard on the face and told her that if she did not do as she was told, he would rape Ama while she – Aku - was having sex with his friend. This threat terrified Aku and she was in a state of near panic from that moment on. She said that Kwame brought some

of his business friends back to the house on Monday night for a drinking party and that while she was putting rubbish sacks out in the yard late in the evening, she saw the automatic gates opening to allow one of the guests to leave in his car.

On the spur of the moment, she seized the chance to get away and she ran through the gates as they were closing. She said it was a panic reaction and that she now felt guilty about abandoning her sister. She said that once she got onto Beach Road, she just kept running until she could run no further. She was too scared to speak to any local people because she was worried that they may know Kwame or Naomi. She eventually came onto the main road and spotted the petrol station. Because she was so overcome with fatigue, she decided to climb over the fence and hide at the back of the chop bar where the cleaning lady later found her.

At the conclusion of the interview, Aku provided detailed physical descriptions of Kwame, Naomi, Seidu and Gloria and a floor-by-floor description of the house and its contents.

She repeated the fact that she wanted to help release her sister and that she was prepared to cooperate in any way to help see Kwame and Naomi brought to justice.

Participant role play - Victim – Esi

Esi, aged 17 years, is from a poor family and lives in a village in Kwame-Danso with her mother, a single parent, and her three younger siblings. Esi has not been able to attend high school and works in the markets for a very small amount of money and dreams about finding a good job to help support her poor family.

One day, while selling fish in the market, Esi met a male called Edwin who lived in her village. Edwin told Esi that he had a sister of about Esi's age who had just returned from working as a waitress in Accra. He told her that his sister only worked for two years and was able to send enough money back home to help the family. Esi asked Edwin to help her find a job in the city like his sister.

The next day Edwin took Esi to a local chop-bar in the village where he introduced Esi to his sister. She was dressed in new expensive clothes. Edwin then introduced Esi to one of the men at the restaurant, a man called Coffie. Edwin told Esi that Coffie and his associates operated an employment business where he found jobs for workers in Accra. Coffie told Esi that he could find her a job like Edwin's sister. Esi readily agreed, and when Coffie asked her if she knew any other girls who would be interested, she said her younger sister Kakra might like to go too.

Five days later Esi and Kakra met Coffie at the chop-bar where a driver called Edo was waiting for them with a truck. They drove to a small hotel near to Accra. Edo told Esi and her sister that their new employer would meet them in the morning. He stayed with them throughout the night, telling them it was for their safety.

The next morning, Edo took Esi and Kakra to a private salon. There were some other girls there. The girls spoke to Esi and Kakra, asking where they were from, how old they were and whether they had any sexual experience. Esi started to feel worried about what type of job Edwin had arranged for them. Later the same day, Edo took Esi to a bedroom upstairs where he sexually assaulted her. He later sexually assaulted Kakra in the same room.

The next day, the owner of the guesthouse, Mama Doris, took Esi and her sister to a beauty salon to have their hair and makeup done. Mama Doris also had their photos taken at the salon. Mama Doris told Esi that she and her sister now worked for her. Mama Doris told Esi that they owed a lot of money for transportation costs and for room and board. Mama Doris told Esi that they had to work to pay off this debt. Mama Doris said that if they refused to work or tried to run away, they would be punished. Mama Doris told Esi she would tell her family about the sisters' new job if they tried to run away.

From then on, like the other girls at the salon, Esi and her sister were required to provide a range of sexual services for customers. They were not allowed out of the salon, or paid any wages by Mama Doris. After a few months the girls were moved to a bar that operated as a brothel under the ownership of a woman called Auntie Paula. Sometime later, the police raided Auntie Paula's bar and the police removed Esi, Kakra and the other girls from the brothel and took them to the police station.

APPENDIX 3: ROLE PLAY BRIEFING SHEET

Role Play Briefing Sheet for trainer and actors involved in the role play interview of “Aku Yeboah”

Role players:

The role play is to be carried out with actors playing the following roles:

- Aku Yeboah

If possible, a young-looking female member of the staff of the training institution in which the programme is being presented could portray the role of Aku.

Another option is to recruit the actress from among the undergraduate students of the drama faculty of a local university.

Note: If this university option is available to the training team, they should in fact seek the services of four female students to assist in this programme on the Thursday morning of the programme when the participants could be given an opportunity to practice interview techniques in a series of role plays. For this event, four victim role players will be required.

A separate role play briefing sheet setting out how to deliver the participants role play exercise can be found in the reference materials for that day (see below).

- Lead interviewer

The lead trainer of the programme should play the role of the lead interviewer.

- Second interviewer

A second member of the staff of the training institution should play the role of second interviewer.

- Counsellor

A third member of staff should play the role of the psychologically trained counsellor from the victim support agency.

Note 1: If no other members of the training staff can be made available to assist the lead trainer for the role play session, an option exists to select suitable participants to play the role of second interviewer and counsellor – provided that they are properly briefed in advance. This is not a preferred option as it means that the selected participants are unable to concentrate solely on what is being demonstrated in the role play.

Note 2: In this role play scenario, the term “counsellor” should be interpreted as being either a member of staff of a victim shelter, or, the social welfare officer from the Department of Social Development/Welfare.

Trainer - preparatory steps

The key preparatory tasks of the trainer are as follows:

- Read and fully comprehend SOPs 1 and 2, Module 7 on the PEACE Model, Presentation Slides M7 and this role play briefing sheet. The exercise will not function well unless the lead trainer is in full command of the necessary knowledge and mechanisms of delivering the role play.
- Identify and select the other role play actors and ensure their availability for the role play sessions.
- Meet with and fully brief the other role players. This should be organized at least two days in advance i.e. on the Monday, in order to ensure that the players have sufficient time to develop a good understanding and command of their respective roles.
- At this briefing, the players should be handed copies of this briefing sheet and Phases 1 to 2 of the Case Study setting out the development of the case study and the details of Aku's story. This is important because it will assist the players to get a general overview of the whole case study and a detailed specific picture of what has happened to Aku.

Delivering the role play - timings and methodology

The following sections set out in detail how to deliver the role play on a session-by-session basis. Specific notes for each of the role players are included here:

P = PREPARATION PHASE

First afternoon session: preparatory tasks

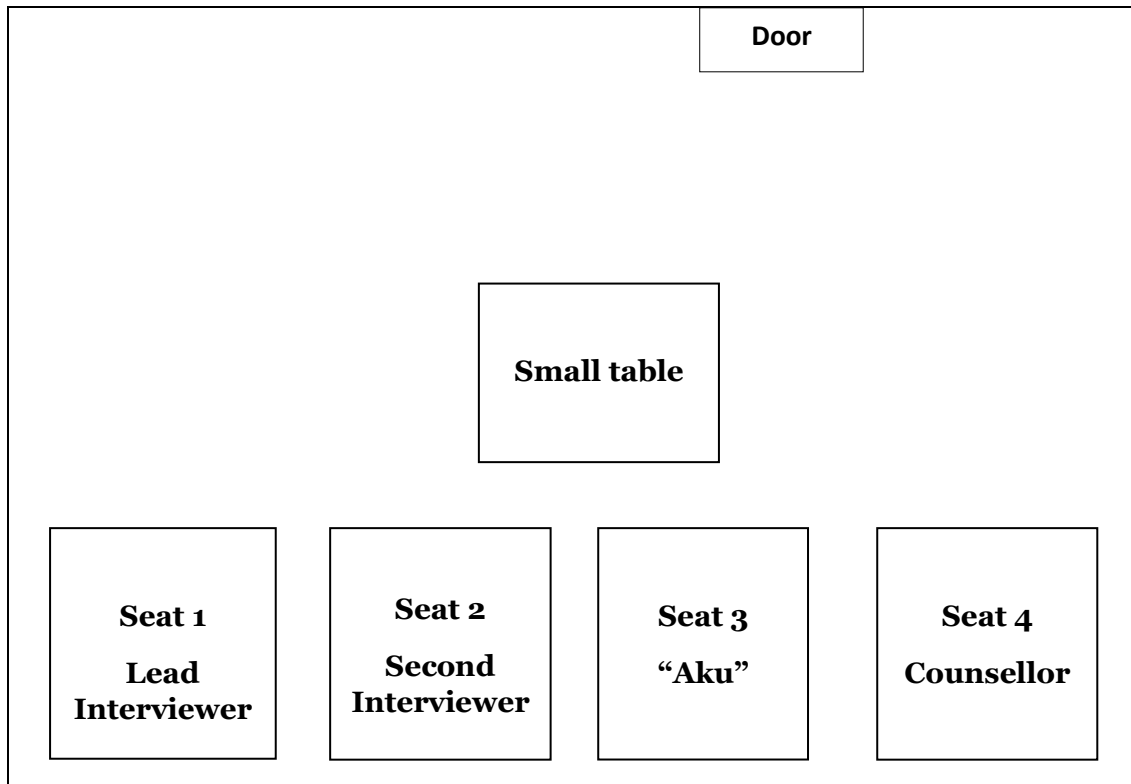
Note 1: All of the role play session should be conducted on a "time-in" and "time-out" basis; the trainer should explain that at the start of each role play, s/he will call "time-in" to indicate to the participants that they should observe only; at the end of each role play, the trainer will call "time-out" to allow for questions on what has just been demonstrated and to enable the trainer to provide lecture information on good practice.

First Exercise - Room Layout - Trainer as lead interviewer (30 minutes - exercise, questions and discussion)

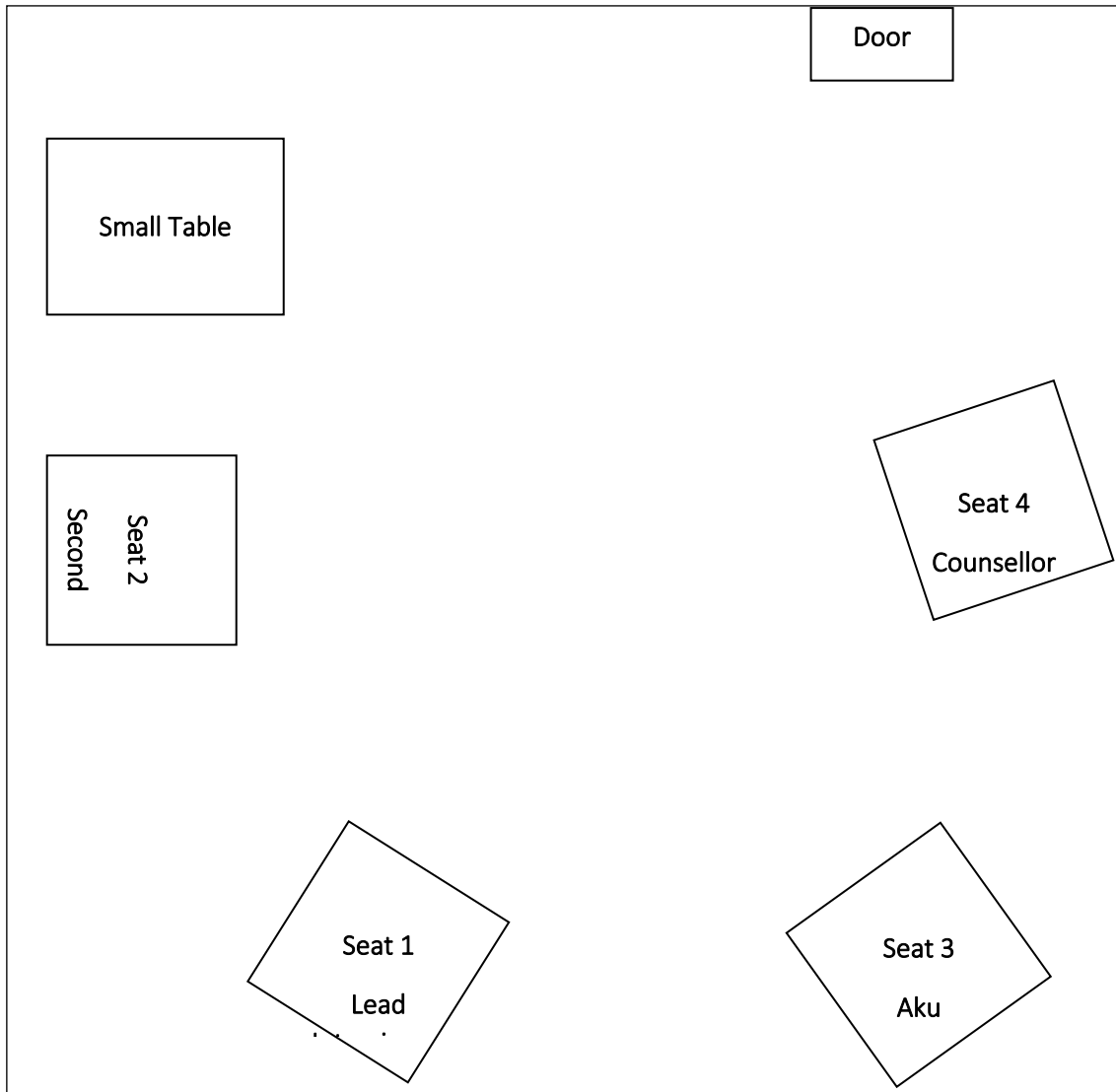
Objective - Demonstrate the importance of interview seating and preparation.

1. Prior to the commencement of the session, the trainer should position 4 seats and a small table at the front of the plenary room as an imaginary interview room.

Imaginary interview room with small table and four chairs - set up at front of the plenary training room - note that there are no windows in this model.



2. The trainer should tell the participants to position themselves in the room where they can see the role play properly.
3. Explain the lay out of the room and the seat allocations to the participants.
4. Ask for volunteers to come to the front of the room and organize the room in the most effective way to enable Aku to feel physically and psychologically secure in this room.
5. After the first volunteer has made his or her changes to the layout, repeat this process until there are no further volunteers.
6. Re-organize the room in accordance with the diagram on the next page:



7. Explain the following key positioning points:

Aku- the key position is Aku; in this example, she has complete visual control of the room and can see the door, which is psychologically important, as she has come from a history of recent imprisonment. She can see all of the persons in the room and nothing can happen without her being aware of it - in brief, there are no secrets in this room for her.

Counsellor - is positioned close to Aku to reassure her and also to enable the counsellor to monitor her condition.

Second interviewer - has been positioned away from the central area of the room that lessens the impact of the “officials”. S/he does not need to be close to the action and the only limitation on his or her position is to be able to hear what is being said.

Lead interviewer - is seated adjacent and at an angle to Aku; the critical points here are that the lead interviewer is further away from Aku than the counsellor and is also not seated directly opposite her which avoids a confrontational approach.

Table - has been removed from the centre of the room and does not form a barrier between the lead interviewer and Aku. It may be necessary to keep the table to enable the second interviewer to make notes and or operate tapes, etc. if not necessary, the table should be removed completely.

Video - there is no video camera shown in this model. The trainer should highlight the points that victims often panic when first confronted with the presence of the camera and that it is essential to explain immediately that the camera is switched off and will not be switched on unless the victim agrees to such a step and to then fully explain the methodology if it is to be used.

Interpreter - as previously stated, the interpreter is not being included in this role play. However, the trainer should indicate that if one was present, s/he should be positioned between the lead interviewer and Aku, slightly behind both but still within her peripheral vision.

8. The trainer should call “time-out” to enable questions and discussions.

Second exercise - Equipment and Privacy - Lead Interviewer and Second Interviewer (10 minutes – role play, questions and discussion)

Objective - Demonstrate importance of preparing the room and equipment.

The two role players should act out the following points:

1. The lead interviewer will instruct the second interviewer that only s/he (lead interviewer) will ask questions and that the role of the second interviewer is to:
 - Ensure that the room is clean, tidy, properly prepared and equipped;
 - To keep notes of the interview and to maintain a checklist of issues that the interviewer will need to go back to before ending the interview;
2. The second interviewer should visibly:
 - Prepare a “Do Not Disturb” sign;
 - Place adequate quantities of pens, forms, tapes, etc. on the table;
 - Ensure that the room is tidy;
 - Place a bottle of water and a glass on the table;
3. Both role players should visibly switch off their mobile phones;
4. The trainer should call “time-out” for questions and discussion.

Third exercise – counsellor briefing – Lead interviewer and counsellor (20 minutes – role play, questions and discussion)

Objective - Demonstrate the importance of pre-briefing with the counsellor and the topics that must be discussed prior to meeting Aku.

1. The two role players should act out a meeting in the room and both sit at their allocated seats. The two role players should cover the following psychological points in their discussion and the counsellor should respond as follows to the questions of the lead interviewer:
 - **Guardianship role** - in response to the lead interviewer's request, the counsellor should agree to act as the independent adult (guardian) for Aku; as she is a child, no interview can take place without an independent adult person.
 - **Traumatized condition** - the counsellor should state that Aku is an intelligent girl but has been significantly traumatized; that she is reasonably articulate and determined to help her sister.
 - **Interests and hobbies** - the counsellor should respond that Aku has spoken of a range of interests and should describe them (these issues should be agreed at the role play briefing – the point here is to enable the lead interviewer to get an insight into what interests Aku which will facilitate the development of rapport between them).
 - **Extent of interview** - the counsellor should state that the interview should not extend beyond one hour, when a break should be taken at which the situation can be reviewed – unless Aku's condition is such to indicate that it should be stopped sooner.
 - **Questioning areas** - the counsellor should indicate that there are only two issues that should be avoided with Aku at this first interview and those are the subject of her sister Ama and the allegations of sexual assault upon her by Kwame; both topics are hypersensitive and should not be explored in depth during this initial evidential interview.
 - **Medication** - the counsellor should respond that Aku has not been medicated while in the shelter and that there is no medication currently in her system that would impede in any way her ability to fully participate in the interview.
 - **Instructions** - at this final point of the briefing, the lead interviewer should instruct the counsellor that his or her role is to monitor the condition of Aku and not to participate in the interview - but that should in his or her professional opinion the condition of Aku deteriorate to the extent that there is a risk of breaching the "do no harm" principle, s/he must indicate that the interview should be stopped - this should be done by an agreed sign between them.
2. The trainer should call "time-out" to enable questions and discussion.

E = ENGAGE AND EXPLAIN PHASE

Second afternoon session: - Engage and Explain - All Four Role Players (60 minutes)

Note: From this point onwards, all four role players should remain in their allocated seats until the end of the whole role play - even though the majority of the role play work will be between Aku and the lead interviewer.

It is at this stage that Aku will be first introduced to the role play. The actor playing the role should note the following:

Notes for actor playing Aku - General points

- Aku is 16 years old and an intelligent young girl. She is anxious and fearful of involvement with the police but also determined to cooperate in order to secure the release of her sister Ama.
- Remember that she has been chained and imprisoned as a domestic slave for an extended period of time and has recently been sexually assaulted.
- As a consequence, she is suffering from a significant degree of trauma.

Note: The actor does not need to specifically learn any “lines”; what is important is to be able to remember in detail the main parts of the story in Phase 3 so as to be able to recall it in the role play. Other than this, the actor can respond freely - but within the overall story line as set out below - to any questions that are put by the interviewing officer).

First exercise - Introductions - Aku, counsellor and lead interviewer (15 minutes - role play, questions and discussions)

Objective - Demonstrate the importance of first impressions and how to sensitively handle the initial contact.

- Upon being taken into the interview scene, Aku should appear as very nervous, scared of the environment and worried about what happens next;
- Aku and counsellor should enter the imaginary room together;
- The counsellor should introduce Aku to lead interviewer;
- There should be no physical contact between the interviewers and Aku;
- Lead interviewer should ask all parties to take their seats and indicate to Aku where she is to sit;
- Lead interviewer should then introduce self and second interviewer using forenames and explain their position and role;
- Lead interviewer should ask Aku how she wishes to be called;
- Aku should nervously reply “Aku”;
- Trainer to call ‘time-out’ for questions and discussions.

Good practice points to be highlighted by trainer

- The intention is to enable Aku to relax more and feel safe in the environment.
- No physical contact as she has been handled without her consent as a victim.
- All parties to sit as soon as possible to enable level eye contact and to avoid the interviewer appearing to physically dominate Aku.
- It is both more courteous and helpful to the interviewer to ask Aku how she wishes to be called - this will demonstrate respect on the part of the officials.

Second exercise - Rapport - Aku and lead interviewer (15 minutes – role play, questions and discussion).

Objective - Demonstrate the importance of developing “rapport” and the objectives of it.

1. Initially, Aku should start by answering any questions slowly, but gradually start to relax and respond to the rapport building questions that should be put by the interviewers.
2. Lead interviewer to confirm with Aku that she is content to allow the counsellor to act as her independent adult - Aku agrees to this and states that the counsellor had already discussed this with her.
3. Lead interviewer should confirm that Aku feels safe and comfortable in the room; is she satisfied with the degree of privacy afforded by the room - Aku should confirm these points monosyllabically.
4. Lead interviewer should confirm that Aku feels well enough on this day to participate in the interview - Aku should confirm this fact.
5. Lead interviewer should inform Aku of the proximity and location of toilet facilities and of the refreshments on the table. She should acknowledge this information by nodding.
6. Lead interviewer should continue by asking general welfare questions such as “are thing okay at the shelter”; “is the food okay”; ‘have you made any friends there’; “Do you like the staff”, etc. – Aku should provide short but positive responses.
7. Lead interviewer should raise questions on hobbies (based upon whatever interests - music, sport, fashion, films, books, religion, etc. - that have been pre-agreed at the briefing between the role players). This conversation should be expanded to last a few minutes.
8. The lead interviewer should call a “time-out” for questions and discussions.

Good practice points to be highlighted by the trainer:

- Initial engagement should avoid all mention of the case or evidence - the task is to establish a communicative connection with Aku.
- Assuring safety, comfort and privacy are essential parts of the “Do no harm” principle.
- It is also essential to establish that she feels well-enough to take part - if she responded negatively, the task of the lead interviewer would be to postpone the interview and seek medical help.
- There are two objectives of developing rapport:
 - a) To enable Aku to feel a little less stressed and feel more comfortable in the room and with the interview team; human beings are always more relaxed when talking about matters that interest them.
 - b) To enable the interviewer to assess Aku; her degree of nervousness, her level of intelligence and articulacy; her level of understanding.
- If possible, the lead interviewer should extend this phase because the longer it takes, the more relaxed Aku will become - and the more relaxed she is, the better able she will be to cooperate with the interviewer.

Third Exercise - Rights and Responsibilities - Aku and lead interviewer (15 minutes - role play, questions and discussions).

Objective - Demonstrate the essential need to ensure that Aku understands her rights and the possible demands that may be made upon her if she agrees to cooperate.

1. Although very nervous and scared of the process, Aku's main purpose is to do whatever is necessary to free her sister Ama from exploitation. She also wants to cooperate as a witness, but has two main concerns; the safety of herself and her sister, and fear of shame and stigmatization through exposure of the way in which she and her sister have been deceived and exploited by the traffickers.
2. Lead interviewer to explain that s/he will provide all of the information concerning what Aku might have to do if she acts as a witness; lead interviewer should explain that not all of these things may need to happen but that Aku needs to be aware of the possibilities; lead interviewer also to explain that much of this will depend on whether or not her traffickers are located and arrested - Aku to acknowledge these facts.
3. Lead interviewer should then describe the following procedural points in accordance with Ghanaian law and procedure:
 - Right of refusal to cooperate - Aku has the right to decline to cooperate as a witness if that is her wish – but that it will make it much harder to assist her sister without her help - also that this decision should be taken in liaison with the counsellor who must also agree as her independent adult – Aku to nod in acknowledgement.
 - Confidentiality – what measures are in place to protect her personal data being disclosed; her rights to confidentiality as a child – Aku to respond by asking for more detail as to how her name will be protected as she is frightened of being made to look foolish – further explanation is to be provided by the interviewer.
 - Interview methodology – how the interview will be recorded; video, audio or in writing – likelihood for a series of interviews.
 - Medical examination – possibility of a medical and or forensic examination; location, purpose and methodology of examination; choice of sex of examiner (if available); only to be conducted with her full written consent; right to refuse; consent also necessary from the counsellor as the independent adult.
 - Identification issues - possibility of identification procedures; methodology, line-up or one-way mirror approach, whether she will see or be seen by her traffickers.
 - Court attendance and testimony options - whether she will be required at court, whether she will have to testify and if so, how this will be done.
 - Witness protection - lead interviewer to describe only what measures are available to protect her from reprisals; Aku to respond by asking what can be done to protect her and her sister and that she wants to be able to go home – lead interviewer to respond by providing only accurate information as to what is possible.

4. Lead interviewer to confirm that Aku has understood all of the information and whether she has any further questions to ask – Aku to respond that she has understood and has no further questions at this time.

5. Lead interviewer to inform her that she now has all of the relevant information and that she must now make the decision, either on her own volition, or in consultation with the counsellor; lead interviewer to add that she does not need to make the decision now but can take time to consider and consult overnight back at the shelter - Aku to respond that she is willing to cooperate and make a statement as she wishes to help her sister and see Kwame and Naomi punished for what they have done to her and Ama.

6. Trainer to call a 'time-out' for questions and discussion.

Good practice points to be highlighted by the trainer

- Duty of police to be open and honest at all times – even though much of the information is negative and unwelcome, it must still be provided to ensure that Aku has all of the information before making any decision – anything less is yet more deception of this victim.
- The interviewer must remain neutral during this phase and resist the temptation to encourage her excessively or make unrealistic or even false promises as to what might happen if she agrees to cooperate.
- The critical factor is that she is allowed to make the decision without interference – other than consultation with the counsellor who is acting as her independent adult.

Fourth exercise - interview rules - Aku and Lead Interviewer (15 minutes – role play, questions and discussions).

Objective - To demonstrate the importance of providing Aku with information that will enable her to play a partnership role in this interview and how these assists in securing a quality interview.

1. Lead interviewer to show a visible change in attitude following Aku's agreement to cooperate – visibly become more animated and encouraging.
2. Lead interviewer to explain the following interview rules to Aku (at intervals, the lead interviewer should also check that she has understood the information – Aku should respond with nods to indicate that she understands the information).
 - Aku should see the interview process as a partnership - the police cannot do their job without her.
 - It is likely that there will need to be a series of interviews and that the statement will not be completed this day.
 - It will be necessary to ask very many questions to ascertain the facts but that the lead interviewer will not ask any questions that are not necessary.
 - She will need to be patient – there is no rush, it is important to do the interview properly first time.

- She should expect that some of the questions are likely to be on topics that are painful for her to recall, but that she should take her time in thinking and answering.
 - There is no problem if she does not understand any particular question – if she does not understand, she should ask for clarification.
 - The questions will need to cover the complete history of the crime and that it is unlikely that she will be able to remember all of the detail – that this is perfectly natural and not a problem; if she cannot recall an answer, she should simply state that she cannot remember and not under any circumstances attempt to invent an answer.
 - She must understand that it is her duty to tell the truth and answer all of the questions as honestly as she can.
 - She can take a break at any time - if she does not want to ask for one, she need only signal with her hand that she wants to stop for a break - but that it is not possible to discuss any of the evidence during any of the breaks.
3. At the conclusion, the lead interviewer should confirm that she has fully understood all of the information and whether or not she has any questions at this stage – Aku will respond that she understands everything and has no questions.
 4. As the final act in this section, the lead interviewer should re-confirm with her that she still wishes to cooperate, now that she has all the information – Aku confirms her agreement to cooperate.
 5. The trainer should call a “time-out” for questions and discussions.

Good practice points to be highlighted by the trainer

- A good quality interview relies on good cooperation and understanding between the interviewer and the victim.
- Providing detailed information of how the interview will proceed involves Aku as a partner in the interview.
- The more she is able to understand of the process, the more she will be able to contribute to it and make the task of the lead interviewer easier.
- The final reconfirmation of the consent to cooperate demonstrates commitment to her rights, fairness and interest in her situation.

A = ACCOUNT PHASE

Third afternoon session: Account – Aku and lead interviewer (45 minutes)

First Exercise – telling the story – Aku and lead interviewer (20 minutes – role play, questions and discussions).

Objective - To demonstrate how to facilitate Aku in the first telling of her account.

1. Lead interviewer and second interviewer should visibly demonstrate that they are ready to record the interview (second interviewer to have tapes and equipment ready or begin to make a written record – in order to maximize role

play time, there is no need to actually make a written record as this will slow the process far too much).

2. Lead interviewer to explain to Aku that s/he and second interviewer will be making notes and why this is being done.
3. Lead interviewer to invite Aku to tell her story - using expressions such as: "I need to know exactly what has happened to you; I want you to go back in your mind to the first time you met this woman Mamuna that you told the officers about and then tell me everything that you can remember up until the point that you escaped and hid in the yard at the chop shop – take your time, there is no rush, tell me in your own words".
4. Aku should then relate the story set out in Phase 3 in as much detail as possible, over a period of some minutes. Aku should not try to recount the story word for word as it is in the case study but instead concentrate on the main framework points as follows:

Recruitment points

- Her family background and history – family members, poverty, difficult circumstances, lack of money
- First meeting with Mamuna some months before – in the presence of her mother – location; description of Mamuna – details of the offer to work as waitresses in Cape Coast.
- Mother's agreement to the offer by Mamuna – packing of personal belongings, rendez-vous with Mamuna.

Transportation

- Journey to Wa to pick up Akida – onward journey to Kumasi and the vehicle breakdown – arrival in Cape Coast – transfer to Araba's house near to Kotokuraba Market – other three girls being present – departure of Mamuna.

Exploitation

- Lack of waitress job - meeting with Kwame and Naomi at Araba's house – departure with Kwame and Naomi to their house – description of the house – instructions from Naomi as to work and being in her debt – living conditions.
- Aku should become increasingly hesitant and slow in describing the following – it is important not to disclose too much detail at this time about the exploitation – highlight the nastiness of Kwame and Naomi – their forcing of her and her sister to work as domestic slaves – no freedom, no wages – hunger – violent assault.
- At any point in the story that Aku mentions her sister Ama, she should visibly show that it is painful to think of her sister because of her guilt at abandoning her in the house.
- When the actor playing the role of Aku has finished recalling as much as she can and has no more to add, she should indicate this by a simple expression such as "that is it".

- During the account phase, it is essential that the lead interviewer does not interrupt by asking questions or seeking any form of clarification; s/he should confine him or herself to short encouraging expressions such as “go on”, “you are doing well”.
- When Aku has finished her account, the trainer should call a “time-out” to allow for questions and discussions.

Good practice points to be highlighted by the trainer

- The most important one is that interviewers should not interrupt during the first telling of the account by the victim. To do so, breaks their concentration and disrupts the flow of the story.
- Short words of encouragement are acceptable, but no more.
- Interviewers should remain attentive to their body language at this stage and avoid invading the space of the victim.

Second exercise – Questioning - four levels of questions - bad practice - Aku and Lead Interviewer (25 minutes - role play, questions and discussion)

Objective - To demonstrate bad practice in the art of developing the account into a detailed evidential statement by the skillful use of three different levels of questions.

Good practice points

The questioning phase of the role play is likely to extend over the two afternoon sessions because the trainer will require significant time to demonstrate and lecture on the four levels of questions as set out below. The following good practice notes on the levels of questions should be used as the guiding framework for this exercise session:

1. *Open Questions: (i) Can you tell me more about the part where; (ii) Can you explain to me about...; (iii) I need to understand more on this point.*
 - The key point is that the question in no way suggests the answer.
2. *Specific Questions: (i) When did you meet Dorothy; (ii) Where did you cross the border; (iii) Who was present when you entered the factory; (iv) What happened when you produced bad quality work; (v) Why did you escape?*
 - The key point is that the question takes Aku to the specific point in the story but does not suggest the answer.
3. *Closed Questions: Was the door to the garage dark or light in colour, or can you not remember; did Mamuna’s car have two, four or five doors, or can you not remember?*
 - The key point is that the question is closed onto a particular point of detail but offers Aku a range of alternatives from which to choose.

4. *Leading Questions: you were beaten for bad quality work weren't you; you ran away because you were scared; Naomi beat you with weapons, didn't she?*
- The key point on leading questions is in their title; they “lead” the victim to only one possible answer and differ from closed questions in this respect. This type of questions should not be used at all and any answer given in response to them is usually ruled inadmissible in court.
 - The purpose of these levels of questions is to reduce the possibility of obtaining inaccurate evidence from victims that are highly suggestible - that is to say, victims that will readily agree with whatever is suggested to them, as opposed to relating what actually happened as far as they can remember. Children are the most vulnerable to this risk, but so are traumatized adults. In this case, Aku is both a child and traumatized.
 - As a matter of good practice, the interviewer should endeavour to use only open and specific questions in developing the story into an evidential account, but in practice in trafficking cases, it is highly probable that the interviewer will have to resort to closed questions at various stages.
 - Questions should be kept short and simple and interviewers should avoid multiple clause questions.
 - The tone of voice of the questioner should be supportive, but neutral and balanced.
 - Interviewers should avoid the use of police jargon and profane language.

Bad practice exercise - methodology

1. It is not helpful to the credibility of the role play for the lead interviewer to pose questions from a pre-prepared list and s/he should be ready to ask and demonstrate a range of questioning techniques across various parts of Aku's story.
2. Equally, Aku should have sufficient command of the story to be able to answer the questions relatively accurately according to the account set out in Phase 3 of the case study. If not, it is not too great a problem and there is no objection to Aku ad-libbing answers as and when necessary.
3. To a large extent, this exercise relies on the skill, flexibility and the ability of the lead interviewer and Aku to ad-lib in the role play.
4. The method in this exercise is to start by demonstrating bad practice, stop to see if it has been identified by the participants, and then resume with a demonstration of good practice.
5. The key part of the role of the lead interviewer in this bad practice phase will be to make deliberate mistakes that contradict what is set out above to see whether the participants recognize and comment upon them during the 'time-out' session.
6. The interviewer should take Aku back over account, following the recruitment, transportation and exploitation phase.
7. Therefore, at various points in the first questioning phase, the lead interviewer should:
 - Ask complex, multiple phase questions, such as; “When you first met Mamuna, where did this meeting take place and where were you and where was your sister”?
 - Use one or more profane words.

- Use some police jargon, for example, by introducing a question with the expression “this will be useful for the indictment” or “there may be some forensic issues in relation to my next question”.
 - Use some closed questions - as exemplified above.
 - Use some leading questions - as exemplified above.
8. At the conclusion of this “bad practice” phase, the trainer should call a ‘time-out’ to enable questions and discussions.
 9. Depending on how long the questioning session has taken, the trainer should then lecture on the four levels of questions and questioning style as set out above.

Fourth afternoon session: – account, questioning, good practice - Aku and lead interviewer.

Third exercise - four levels of questions - good practice - Aku and Lead Interviewer (30 minutes - role play, questions and discussions).

Objective - Do demonstrate good practice in the art of developing the account into a detailed evidential statement by the skillful use of three different levels of questions.

Methodology

1. This exercise is a reversal of the bad practice example set out above and the lead interviewer and Aku should play again the questioning role play but this time, apply good practice techniques in the way it is managed.
2. To conclude this part of the role play, the lead interviewer should finally start to ask a series of questions concerning Kwame and the abuse he may have inflicted upon her.
3. As this final series of questions focused on Kwame unfold, Aku should visibly demonstrate increased stress; she should start to become more and more anxious and to become visibly distressed, i.e. delay in answering questions, looking at feet, wringing hands, starting to breathe more heavily, on the brink of tears, etc.
4. As this stress becomes apparent, the counsellor should intervene and indicate to the lead interviewer that s/he should stop because of the risk of breaching the ‘no-harm’ principle.
5. This should then terminate the account and questioning role play.
6. The trainer should call a ‘time-out’ to enable questions and discussions.

C = CLOSURE PHASE

Fifth afternoon session: - closure - Aku and lead interviewer (30 minutes).

First exercise - closure - Aku and lead interviewer (15 minutes - role play, questions and discussion).

Objective - To demonstrate good practice in the art of developing the account into a detailed evidential statement by the skillful use of three different levels of questions.

1. The four role players should resume their set positions.
2. Lead interviewer should then go over the following points:
 - Crosscheck with the second interviewer whether there are any corrections, alterations or ambiguities to be finalised before closing the interview - the second interviewer should indicate that there are none at this stage.
 - Lead interviewer should then praise Aku for her courage and performance.
 - Lead interviewer should ask Aku if there is anything she has said that she wishes to correct, alter or add and whether her statement and answers are correct – Aku should respond that there is nothing to add and that she has told the truth.
 - Aku should be asked to read and sign the notes.
 - Lead interviewer should then explain to her what the next steps are in the process; when and where the next interview will take place; tell her what the topics will be and ask her to start to focus her memory on them; check that she is satisfied with the interview procedures thus far - Aku should respond that everything is acceptable so far.
 - Lead interviewer should check on her welfare needs – does she have all that she needs, is she being properly cared for and does she feel safe at the shelter – Aku should respond affirmatively.
 - The trainer should then call a ‘time-out’ to enable questions and discussion.

Good practice points to be highlighted by the trainer:

- Crucial importance of this short closure phase;
- It makes the victim feel a genuine partner in the interview team and that s/he is cared for;
- By indicating the next steps and topics for questions, it enables the victim to start to concentrate the memory on this area - which will facilitate the next interview.

E = EVALUATION PHASE

Second exercise - evaluation - group discussion - Trainer - lecture and group discussion (15 minutes)

Objective - to highlight the two areas for interview evaluation and to emphasize the importance of the last segment of the PEACE Interview Model.

The trainer should pose the following two questions as a buzz-group exercise:

- *In regard to the interview that you have just observed, what areas should be evaluated at this time?*
- *What is the purpose of the evaluation?*

- The trainer should allow the participants 5 minutes to outline their responses in their teams whilst remaining in the plenary room.
- The trainer should then select one team to answer the first question and then initiate group feedback.
- The trainer should then repeat the process with another team in respect of the second question.
- The trainer should then summarize the good practice points.

TWO PARTS TO EVALUATE:

Evaluate performance of the interview team – are any adaptations or changes required; areas for improvement?

Evaluate content: what is the scope and quality of the evidence obtained thus far; have all of the requisite elements of proof been covered in the interview record; have the roles and associations of all of the suspects and any other victims been fully described in the interview record; what further evidence is still required to maximize the quality of the interview?

APPENDIX 4: VICTIM-WITNESS INTERVIEW SKILLS CHECKLIST

Please consider each of the questions below and indicate whether the interviewers covered the point raised by the question by placing either a tick or a cross in the box:

Interview Conditions

Was the interview conducted in a private room or other private space?

Was the interview room closed off from external view and hearing by others?

Did the interviewer place a 'do not disturb' sign on the door?

Was the interview room comfortable and tidy?

Were toilet facilities and refreshments offered?

Introduction and explanation

Did the interviewer maintain eye contact with victim?

Did the interviewer sit directly opposite or next or adjacent to the victim?

Did the interviewer(s) introduce themselves to and explain their position and role?

Did the interviewer(s) produce any form of identification?

Did the interviewer(s) ensure that other persons present also introduced themselves?

Did the interviewer also explain the roles of any other persons that were present?

Did the interviewer ask the victim the title or name by which she wished to be addressed?

Did the interviewer start by asking general questions about background and welfare?

Did the interviewer ask you if the victim was comfortable and felt secure?

Did the interviewer ask the victim if she felt well enough to begin the interview?

Did the interviewer specifically ask whether the victim was suffering from any illness or pain?

Did the interviewer ask if the victim wanted any refreshments or the use of toilet facilities?

Did the interviewer confirm with the victim that s/he was consenting to the interview?

Did the interviewer explain the requirements of acting as a witness?

Did the interviewer re-confirm that the victim was still prepared to act as a witness?

Did the interviewer explain the interview process and explain the role of each person?

Did the interviewer state that the interview was a team effort between partners?

Did the interviewer explain how the interview was going to be recorded?

Did the interviewer indicate and explain any technical equipment, such as videos?

Did the interviewer explain the objective of the interview?

Did the interviewer explain that s/he could not guarantee that the traffickers would be arrested, or convicted, or adequately punished by the courts?

Did the interviewer explain that such matters were decisions for the courts, not the interviewer?

Did the interviewer explain that the only guarantee that could be given was that the interview team would do everything within their legal powers to fully and professionally investigate the allegations?

Did the interviewer explain that the interview could take a long time and might require several interview sessions?

Did the interviewer explain that it was necessary to obtain as much detail as possible and that this might mean that it would be necessary to ask a large number of questions?

Did the interviewer explain that some of the questions might seem trivial or senseless but that they were necessary to establish the truth of the story and to corroborate your account?

Interview Rules

Did the interviewer state that it was okay to say so if the victim didn't understand any question?

Did the interviewer state that it was okay to seek clarification of any question or activity?

Did the interviewer state that it was unlikely that the victim would be able to recall all of the events that were likely to be questioned about?

Did the interviewer state that it was okay to say that if the victim was unable to remember the answers to any questions?

Did the interviewer state that some of the questions might be upsetting and painful to recall?

Did the interviewer state that it was okay to take time to answer questions?

Did the interviewer state that it was okay to take a break at any time?

Did the interviewer identify and agree a verbal and physical signal that the victim could use to indicate that a break was required?

Did the interviewer state that the victim should make a full disclosure of everything that could be recalled and not hold anything back from the interview team?

Did the interviewer explain the duty of telling the truth?

Did the interviewer explain that the victim should disclose any offences that may have been committed as a result of being trafficked and that the victim would not be prosecuted for them?

Did the interviewer make sure that the victim had clearly understood all the above?

Did the interviewer ask the victim if she had any questions before the interview started?

Did the interviewer ask the victim if she was still agreeable to take part in the interview?

Interview Closure

Did the interviewer summarize the interview with the victim?

Did the interviewer give the victim an opportunity to clarify or correct any of the answers?

Did the interviewer ask if the interview had been acceptable to and understood by the victim?

Did the interviewer ask the victim if she had any final questions for the interview team?

Did the interviewer thank the victim for her contribution and enquire as to her welfare needs?

Did the interviewer then explain in detail what would happen next?

General Points

Was the overall approach of the interviewer courteous, respectful and sensitive?

Did the interviewer appear interested and actively listen to the victim?

Did the interviewer interrupt too often you when the victim was speaking?

Did the interviewer keep the questions short and simple?

Was the interviewer's tone of voice acceptable; was it supportive, doubting or accusing?

Did the interviewer use any official jargon or expressions that the victims could not understand?

Did the interviewer use any inappropriate or offensive language at any time?

Did the interviewer use open-ended questions or did the questions suggest an answer?

APPENDIX 5: HANDOUTS

Handout 1: Trafficking vs Migrant Smuggling – Comparative Table

Feature	Human Trafficking	Migrant Smuggling
Legal definition	Recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat of use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or a position of vulnerability, or the giving or receiving of payments or benefits to achieve consent of a person having control over another person for the purposes of exploitation.	Procurement, in order to obtain, directly or indirectly. A financial or other material benefit, of the illegal entry of a person into a State party of which the person is not a national or permanent resident.
Purpose of the movement	Exploitation of the individual's sexuality or labour for profit.	Movement for profit.
Nature and quality of the consent	Consent for movement may be present but true consent is nullified by force, coercion, deception, fraud, etc.	Consent for movement is clearly present.
Nature of the relationship between the individual and criminal	<u>Victim-Exploiter</u> Long-term relationship with the traffickers-initial recruiter and or facilitator may be a link in the chain.	<u>Buyer – Supplier</u> Short-term relationship that terminates upon completion of the movement.
Profit element	Major profit source is the exploitation of the individual.	Sole profit source is the movement of the individual.
Violence and intimidation Psychological abuse, direct and subtle coercion	Characteristic of trafficking and necessary to maintain the victim in the exploitative situation.	Incidental to the movement.
Autonomy and freedom	Severely compromised.	Generally, not severely compromised except to the extent necessary for successful movement.

Handout 2: Comparative Table – Child Labour and Forced Child Labour

CHILD LABOUR	FORCED CHILD LABOUR	WORST FORMS OF CHILD LABOUR
<p>ILO defines the term “child labour” as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development.</p> <p>It refers to work that:</p> <ul style="list-style-type: none"> Is mentally, physically, socially or morally dangerous and harmful to children; and Interferes with their schooling by: <ul style="list-style-type: none"> Depriving them of the opportunity to attend school; Obliging them to leave school prematurely; or Requiring them to attempt to combine school attendance with excessively long and heavy work; <p><u>Ghana Children’s Act 560 (1988)</u></p> <p>s.87(1): No person shall engage a child in exploitative labour;</p> <p>s.87(2): Labour is exploitative of a child if it</p>	<p>Article 2(1) of the International Labour Organization Convention on Forced Labour (1930) defines forced labour as: all work or service which is extracted from any person under the menace of any penalty and for which the said person has not offered himself or herself voluntarily”;</p> <p><u>6 Key operational indicators</u></p> <ul style="list-style-type: none"> Use or threat of physical, psychological and or sexual violence; Restriction of movement; Debt bondage; Withholding or refusing to pay wages; Retention of passports and identity documents; Threat of denunciation of illegal status to the authorities; <p><u>Examples of menace</u></p> <ul style="list-style-type: none"> Physical violence against the worker, family or close associates; Sexual violence against the worker, family or close associates; 	<p>"Article 3 of <i>ILO Convention No. 182</i>:</p> <ul style="list-style-type: none"> (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." <p><i>ILO Recommendation No. 190</i>:</p> <p>In determining the types of work referred to under Article 3(d) of the</p>

<p>deprives the child of its health, education or development;</p> <p>s.88(1): No person shall engage a child in night work;</p> <p>s.88(2) Night work constitutes work between the hours of eight o'clock in the evening and six o'clock in the morning;</p> <p>s.89: The minimum age for admission of a child to employment shall be fifteen years;</p> <p>s.90(1): The minimum age for the engagement of a child in light work shall be thirteen years;</p> <p>s.90 (2): Light work constitutes work which is not likely to be harmful to the health or development of the child and does not affect the child's attendance at school or the capacity of the child to benefit from schoolwork;</p> <p>s.90 (1): The minimum age for the engagement of a person in hazardous work is eighteen years;</p> <p>s.90(2): Work is hazardous when it poses a danger to the health, safety or morals of a person;</p> <p>s.90(3): Hazardous work includes:</p>	<p>Imprisonment and other forms of confinement;</p> <p>Denunciation of illegal status to the authorities - police, immigration, etc.). and threats of deportation;</p> <p>Dismissal from current employment;</p> <p>Exclusion from future employment;</p> <p>Exclusion from community and social life;</p> <p>Removal or rights and or privileges;</p> <p>Deprivation of food, shelter and other necessities;</p> <p>Shift to even worse working conditions;</p> <p>Loss of social status;</p> <p><u>Examples of involuntariness</u></p> <p>Birth or descent into slave or bonded labour;</p> <p>Physical abduction or kidnapping;</p> <p>Sale into the ownership of another;</p> <p>Physical confinement in the workplace;</p> <p>Psychological compulsion - order to work backed up by a credible threat of a penalty for non-compliance;</p> <p>Induced indebtedness;</p> <p>Deception or false promises about the type and conditions of the work;</p>	<p>Convention, and in identifying where they exist, consideration should be given, inter alia, to:</p> <p>(a) work which exposes children to physical, psychological or sexual abuse;</p> <p>(b) work underground, under water, at dangerous heights or in confined spaces;</p> <p>(c) work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;</p> <p>(d) work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health;</p> <p>(e) work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.</p>
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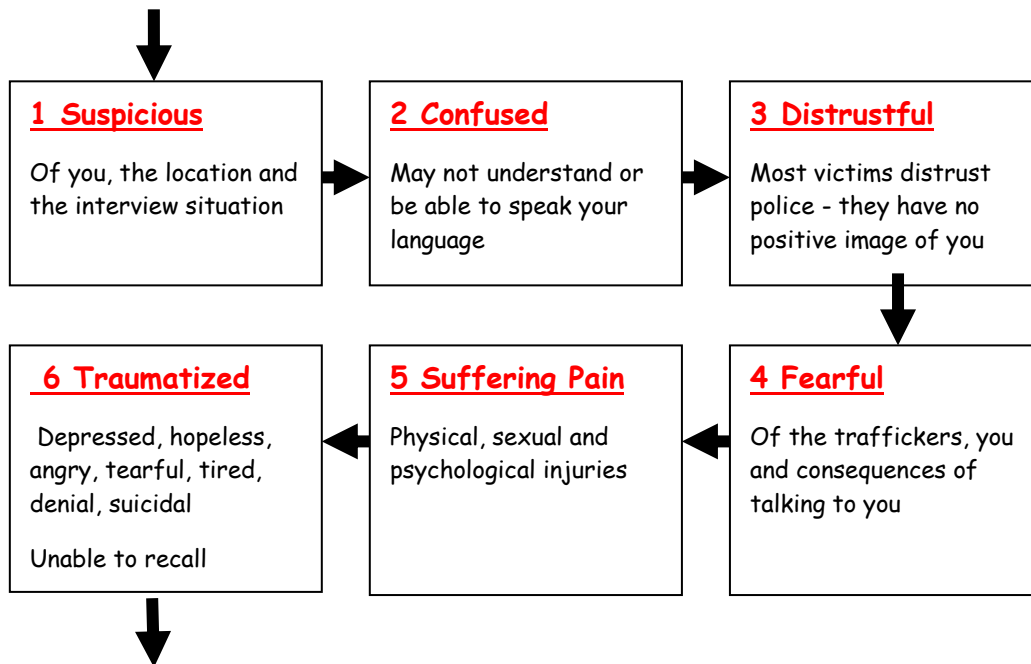
<p>(a) Going to sea;</p> <p>(b) Mining/quarrying;</p> <p>(c) Heavy portorage;</p> <p>(d) Manufacturing industries where chemicals are produced or used;</p> <p>(e) Work places where machines are used;</p> <p>(f) Work in places such as bars, hotels and places of entertainment where a person may be exposed to immoral behaviour.</p>	<p>Withholding or non-payment of wages.</p>	
<p>KEY GHANAIAN DEFINITIONS</p>		
<p>FORCED LABOUR: Art 117 of the Labour Act 2003 defines forced labour as <i>“meaning: work or service exacted from a person under threat of a penalty and for which that person has not offered himself or herself voluntarily, but does not include (a) labour required as a result of a sentence or order of a court; (b) labour required as a member of a disciplined force or service as part of his or her duties; (c) labour required in a period of emergency or calamity that threatens life and well-being of the community; (d) labour reasonably required as part of normal communal or other civic obligations”</i>.</p>		
<p>SLAVERY: Defined in Regulation 25 of LI 2219: <i>‘means a condition whereby a person exercises actual or seeming rights of ownership of another, giving rise to the control of that other person’</i>.</p>		
<p>DEBT BONDAGE: Defined in Regulation 25 of LI 2219 as <i>“meaning a situation where a person who is in debt facilitates the trafficking of another person to set off the debt, either in full or in part, or a situation where the debtor would render the victim without the victim’s reasonable consent to be at the service of the creditor, or the creditor assigned agent, until the debt is paid off”</i>.</p>		
<p>SERVITUDE: Defined in Regulation 25 of LI 2219 as <i>“meaning involuntary bondage”</i>.</p>		

Handout 3: Victim Identification Process

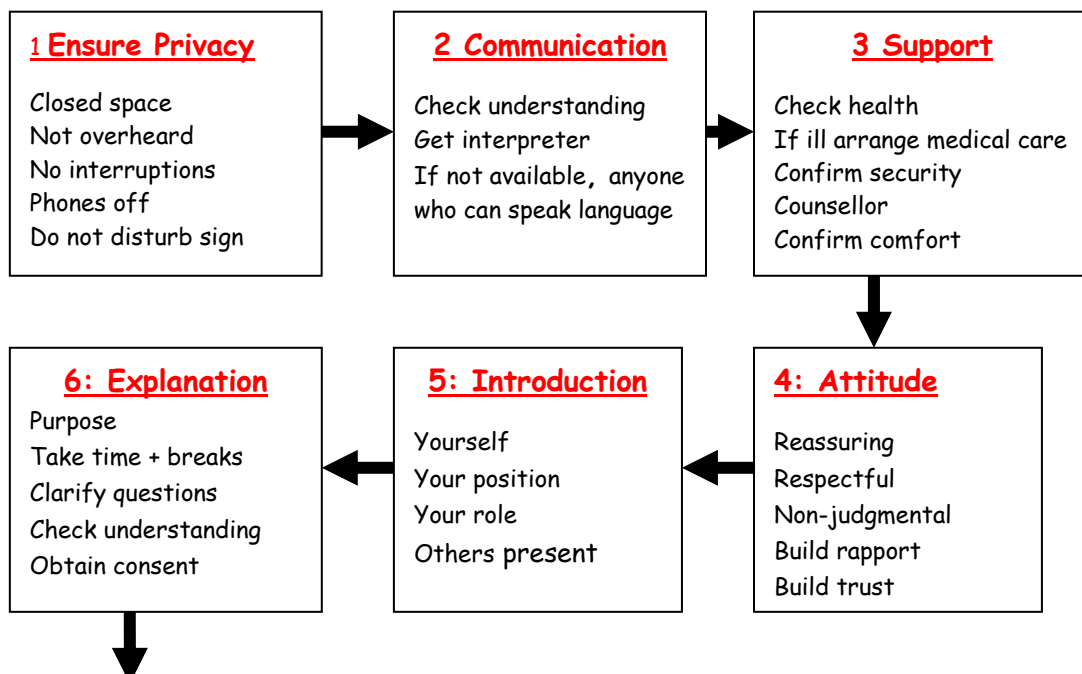
<p><u>Step 1</u> Initial Contact</p>	<p>Allegation from victim or third party, or Front-line law enforcement official comes into contact with an individual whom s/he has some grounds to believe may have been trafficked</p>
<p><u>Step 2</u> Pre-interview Assessment</p>	<p><u>Collect all available information and apply indicators:</u> Age Sex Nationality Documents Last location Circumstances Evidence of neglect or abuse Suspicious travel circumstances Based on indicators, do you still believe that the person may have been trafficked? If YES – go to Step 3 below</p>
<p><u>Step 3</u> Create Interview Conditions</p>	<p><u>Remember:</u> Ensure safety, confidentiality, impact of trauma; Ensure privacy, avoid any distractions; comfort Consider an interpreter and counsellor; Do not judge; try to build rapport Introductions Go to Step 4:</p>
<p><u>Step 4</u> Conduct Interview</p>	<p><u>Explain:</u> Purpose of the interview Obtain story as far as possible <u>Focus on:</u> Circumstances related to recruitment, transportation, transfer, or receipt of the person Means used to obtain or maintain the person in the exploitative situation Exploitation purpose: commercial sex, forced labour, servitude Go to Step 5</p>
<p><u>Step 5</u> Consider other material</p>	<p><u>Evaluate:</u> Identity documents Travel tickets Medical treatment Copies of contracts or adverts Diaries, records of earnings Physical condition of the person Go to Step 6</p>
<p><u>Step 6</u> Final Decision</p>	<p>Cumulatively assess the following: Indicators + interview + other materials Is it likely that the person is trafficked – YES or NO? If YES: immediately notify the supervisor If NO, refer to other relevant agencies</p>

Handout 4: Interviewing Victims - Good Practice Tips

Interviewing individuals that may have been trafficked is a big challenge and can be very difficult. Remember that victims are likely to be feeling:



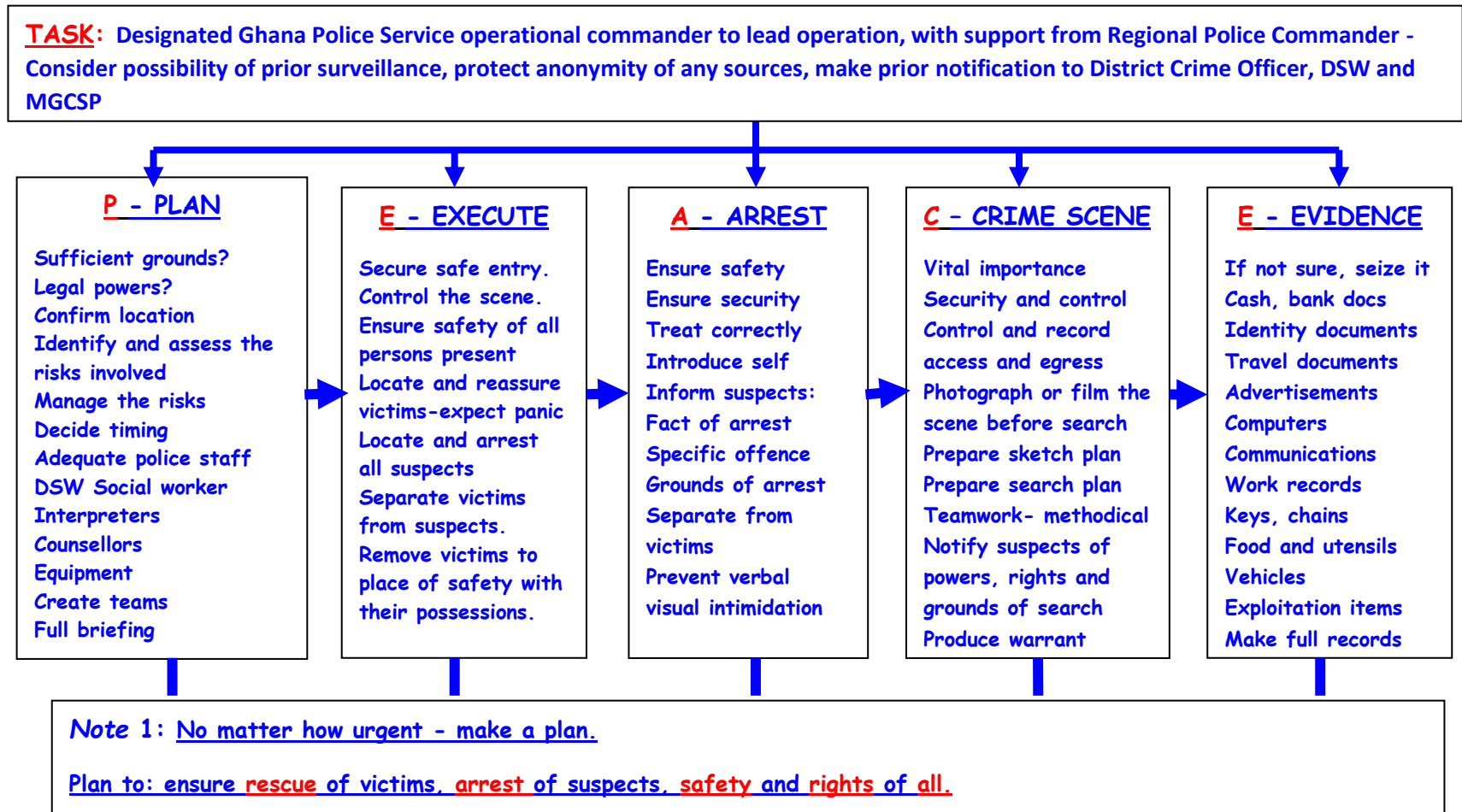
Remember: **DO NO HARM** - Reduce the above by doing the following:



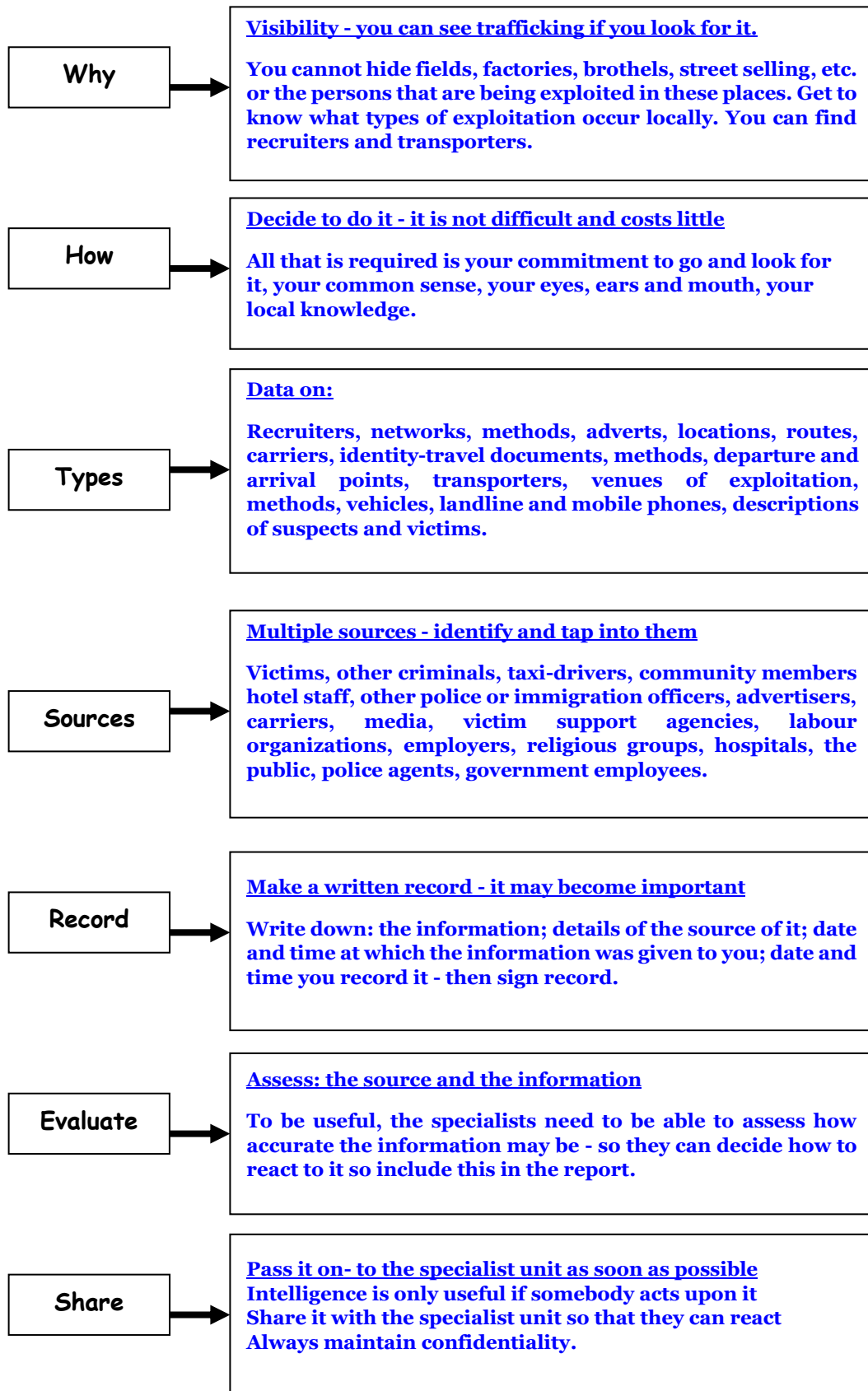
Purpose of doing the above - much better chance that the victim will answer your questions and provide the information that you need to be able to make an accurate identification.

Handout 5

PEACE - Arrest and Rescue Operations
(See also Annex 3 of SOP)



Handout 6 Trafficking Intelligence



Handout 7A Planning and Preparation of Apprehensions

P - PLANNING AND PREPARATION

THERE ARE MANY ASPECTS TO THESE OPERATIONS AND THEY ARE NOT EASY: NO MATTER HOW URGENT - TAKE TIME TO PLAN AND PREPARE

P	<p><u>Consider the following points:</u></p> <p><u>1. Law</u></p> <p>Does the available information provide sufficient grounds for the use of legal powers to enter and search locations and to apprehend suspects?</p> <p>Ensure that legal authority or court warrant has been issued and that a copy is in your possession.</p>
	<p><u>2. Prior notification</u></p> <p>Ensure prior notification to appropriate authorities: regional police commander, MGCSP, DSW, District Crime Officer – maintain need to know basis.</p>
	<p><u>2. Location</u></p> <p>Is initial prior surveillance possible?</p> <p>Protect the anonymity of any intelligence sources.</p> <p>Confirm the exact location at which the victims are being exploited.</p> <p>Try to obtain sketch plan of the exterior and interior.</p> <p>What is the best route to approach the location?</p>
P	<p><u>3. Personnel requirements</u></p> <p>Operation to be led by Designated Operational Commander.</p>
L	<p>How many victims need to be rescued and where should they be taken to after they have been rescued?</p>
A	<p>How many suspects are expected to be present; how many officers will be needed to safely manage these numbers and where should the suspects be taken after their apprehension?</p>
N	<p>Will other persons be present, such as clients in brothels, legal workers, householders, etc.; if so, how should they be managed?</p> <p>Medical care - does the information indicate that one or more of the victims are ill or injured and does it make sense to have medics present.</p> <p>Other personnel - interpreters if the victims speak a foreign language.</p>

DSW social worker (or NGO partner) - to reassure and assist with the victims.

4. Risks and risk management.

What does the information tell you about the possible risks?

Suspects - how many are there; are they believed to be violent and have access to weapons?

Victims - how many are believed to be present and are they likely to panic

Location - is there anything dangerous about the location; overloaded floors, dangerous wiring, substances, fire hazards?

How can the risks be managed?

5. Equipment

Consider safety equipment such as police weapons, body armour, handcuffs.

Vehicles - how are the personnel going to get to the location?

Take camera equipment - video and still cameras.

Search equipment - torches, screwdrivers, search record documents, pens.

Communications - how are the officers going to communicate with each other - voice, radio or mobile phones.

6. Team briefing

Divide the personnel into teams and give each team specific tasks:

Example; separate teams to deal with initial entry to the location, apprehension of suspects and searching, victim rescue and management, perimeter security and crime scene management.

Prepare a briefing; ensure that all officials engaged on the operation know:

Why the operation is taking place.

The legal powers that are being used.

The overall objectives of the operation.

Details of the victims that are to be rescued.

Details of the suspects that are to be apprehended.

Details of any specific evidential items that should be looked for.

Each officer knows his or her specific role and tasks.

	<p>As soon as practicable after the execution of the raid and rescue operation, organize a debrief with police, DSW and other stakeholders to identify and learn any lessons from the operation.</p>
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Handout 7B Entry and execution

E - ENTRY AND EXECUTION

THE SUCCESS OF THE OPERATION WILL DEPEND ON THE ACTIONS TAKEN IN THE INITIAL ENTRY PHASE

E N T R Y A N D E X E C U T I O N	<p><u>Consider the following points:</u></p>
	<p><u>1. Entry</u></p>
	<p>What is the best method of entering the location?</p>
	<p>Is it necessary to force entry or can entry be secured by other means?</p>
	<p>Deploy the perimeter and initial entry teams at the same time.</p>
	<p>If possible, ensure that one of the initial entry team has a video or still camera and is instructed to record the scene at the time of the entry.</p>
	<p>Ensure that at least one of the initial entry is dressed in police uniform to prevent confusion.</p>
	<p>Take control of the scene as soon as possible.</p>
	<p><u>Suspects</u></p>
	<p>Ensure that the apprehension teams locate the suspects and detain them as soon as possible to prevent risk of harm to any person.</p>
<p>Prevent the suspects from discarding any items they have in their possession.</p>	
<p>As soon as the suspects are under control, separate them from the victims so that they cannot visually or verbally intimidate them.</p>	
<p>Separate the suspects from each other so that they cannot communicate with each other.</p>	
<p><u>Victims</u></p>	
<p>Locate the victims and ensure their safety.</p>	
<p>Anticipate that the victims may panic or react in a hostile manner until they understand what is happening.</p>	
<p>As soon as the suspects have been apprehended and no longer pose any threat to safety, bring the interpreter and counsellor (if available) into the location to explain the situation to the victims and to reassure them.</p>	
<p>Allow the victims to identify their personal property but leave it in place for crime scene purposes.</p>	

	<p>As soon as possible, remove the victims from the location and take them to a place of safety, such as a police station, shelter, hospital, etc.</p> <p><u>Other persons</u></p> <p>If other persons are present, such as clients, or legal workers, obtain their details and remove them from the crime scene as soon as possible.</p> <p><u>Medical assistance</u></p> <p>If any person - victim, suspect or official - is hurt at any stage of the operation or is obviously ill and in need of immediate medical assistance, arrange for medical treatment as soon as possible, either through medics at the scene or by removal to the hospital.</p>
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Handout 7C Apprehension

A - APPREHENSION

YOUR DUTY IS TO ENSURE THE SAFETY OF THE SUSPECTS AND THE LEGALITY OF THEIR APPREHENSION AND TREATMENT

<p>A P P R E H E N S I O N</p>	<p><u>Consider the following points:</u></p> <p><u>Safety and use of force</u></p> <p>Locate and apprehend the suspect.</p> <p>Use only such as force as is necessary to affect the apprehension and to prevent the suspect from causing harm to himself or to others.</p> <p>Handcuff the suspect to ensure safety of all persons.</p> <p>Do not allow the suspect to communicate visually or verbally with the victims.</p> <p>Do not allow the suspects to communicate with each other.</p> <p>Do not allow the suspects to use any mobile or landline phone at this stage.</p> <p><u>Information to the suspect</u></p> <p>As soon as possible, inform the suspect of the following points:</p> <p>The name and rank of the apprehending officer.</p> <p>The fact that he or she is now under apprehension.</p> <p>The specific offence(s) for which he or she has been apprehended.</p> <p>Brief summary of the grounds for the apprehension.</p> <p>The rights of the suspect under the law - i.e. the right to remain silent.</p> <p>Record any responses spoken by the suspect during this phase.</p> <p>If the suspect has been apprehended under the powers of a warrant, show the suspect a copy of it.</p>
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Handout 7D Crime Scene

C - CRIME SCENE

PROPER CONTROL AND MANAGEMENT OF THE CRIME SCENE IS ESSENTIAL - THIS IS WHERE VITAL EVIDENCE IS LIKELY TO BE FOUND

C R I M E S C E N E	<p><u>Consider the following points:</u></p> <p><u>1. Security</u></p> <p>Once the entry to the location has been achieved, the location becomes a crime scene.</p> <p>It is important to control the crime scene so that it is not contaminated unnecessarily.</p> <p>As soon as the suspects are under control, re-deploy the perimeter team to the entrances to the location.</p> <p>This team should ensure that only authorized persons enter and leave the crime scene.</p> <p><u>2. Crime scenes to be searched</u></p> <p>Assuming that suspects are apprehended at the location, the following locations should be regarded as crime scenes and searched for evidence:</p> <p>Location of exploitation and arrest.</p> <p>Home addresses of the suspects (if different from above).</p> <p>Any vehicles owned or used by the suspects.</p> <p><u>3. Search preparation</u></p> <p>As soon as the suspects are under control, slow everything down and avoiding rushing the rest of the operational duties.</p> <p>Do not start searching for evidence until:</p> <p>The victims have been removed from the scene.</p> <p>Any other persons have been removed.</p> <p>A sketch plan of the premises has been made.</p> <p>The crime scene film has been taken - this should be with a video camera and show the whole premises starting from the entrance and cover every room.</p> <p>If a video camera is not available, use a stills camera instead.</p>
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Make a film or photograph record of door locks, padlocks, chains and bars on windows and general living conditions.

4. Method

Ensure that there are sufficient evidence bags and search records to complete the search.

Take your time - do not rush.

Divide the allocated team into roles; one to search, one to record, one to package evidence, one to ensure the safety of the suspect.

3. Suspect rights

1. Before starting the search, inform the suspect of the following:

The powers under which the search is taking place

If the search is being conducted under the power of a warrant, show a copy of it to the suspect.

The right of the suspect to be present during the search.

2. If applicable, the right to have an independent person present during the search and to a copy of the record of items seized as evidence.

Handout 7E Evidence

E - EVIDENCE

THE TASK IS TO LOCATE AND SECURE ALL ITEMS OF EVIDENCE THAT MAY BE RELEVANT TO THE ALLEGATION OF TRAFFICKING.

REMEMBER THE IMPORTANCE OF THIS TASK - THE EVIDENTIAL ITEMS MAY BE VITAL IN ESTABLISHING THE TRUTH.

<p>E V I D E N C E</p>	<p><u>Consider the following points:</u></p> <p><u>1. Evaluate the information you already have</u></p> <p>As there has been sufficient information to justify the use of legal powers to conduct a rescue and apprehension operation, it must be the case that some information exists about the nature of the allegation.</p> <p>Consider this information and ask the question: <i>What evidence would be relevant to confirm or contradict this allegation?</i></p> <p>Make a list of the general or specific items that should be looked for and ensure that all officials are aware of it.</p> <p><u>2. Method</u></p> <p>Search the location of the exploitation, the home address of the suspects and any vehicles that they may drive.</p> <p>Subject to the law, seize each and every item that you think may be relevant evidence.</p> <p>If in doubt over any item, seize it; it can always be given back later.</p> <p>Conduct the search in the presence of the suspect that owns or controls the location, or the vehicle concerned.</p> <p>Work slowly and methodically.</p> <p>Do not rush - take time to do this task properly.</p> <p>In relation to each item of property, make a written record of the following details:</p> <ul style="list-style-type: none">• Description of the item.• Exact place within the crime scene in which it is found.• The exact time at which it is found.• Details of the officer finding and seizing it.• Details of how it is packaged - in sealed bags, envelopes, etc.
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At the conclusion of the search, read the record of seizures to the suspect and ask him or her to sign it as correct.

3. Evidential items

Specific items

Seize any items that have specifically mentioned in the original information, such as:

Any weapons or instruments that have been used to assault victims in any way.

Any implements that have been used to restrain the freedom of victims in any way.

Any personal items belonging to victims.

Any documents belonging to victims, such as identity documents, travel documents, diaries, etc.

General items

In addition to the items listed above, the following categories of items will always be relevant evidence in trafficking investigations:

Quantities of cash, credit cards, cheque books.

Any other documents relating to financial transactions - such as leases or rental agreements for buildings, vehicles, equipment, invoices, bills, receipts, credit card vouchers.

Documentation relating to the payment of wages to any persons.

Any identity or travel documents.

Any documentation relating to any form of advertising, whether to recruit victims or to sell the product of the exploitation, i.e. sale of garments or other goods, sale of sex, etc.

Any documentation relating to the management of the exploitation and the product of it, such as purchases of raw materials, equipment, work sheets, sales ledgers, and delivery or dispatch records.

Any documentation relating to the use of vehicles and communications equipment such as landline and mobile phones, fax machines, computers, email accounts, etc.

	<p>Any items of equipment that the traffickers use in order to exploit their victims; this includes:</p> <ul style="list-style-type: none">• Any machinery, raw materials, landline and mobile telephones, fax machines, computers, vehicles.• Keys - in relation to keys found in the possession of suspects, check which doors and padlocks the keys fit.• Any items relating to the conditions under which the victims were kept at the location; food utensils, medical supplies, food stuffs, bedding materials. <p>At the conclusion of the search at each crime scene, check that nothing has been left behind and that all seized items are accounted for.</p>
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