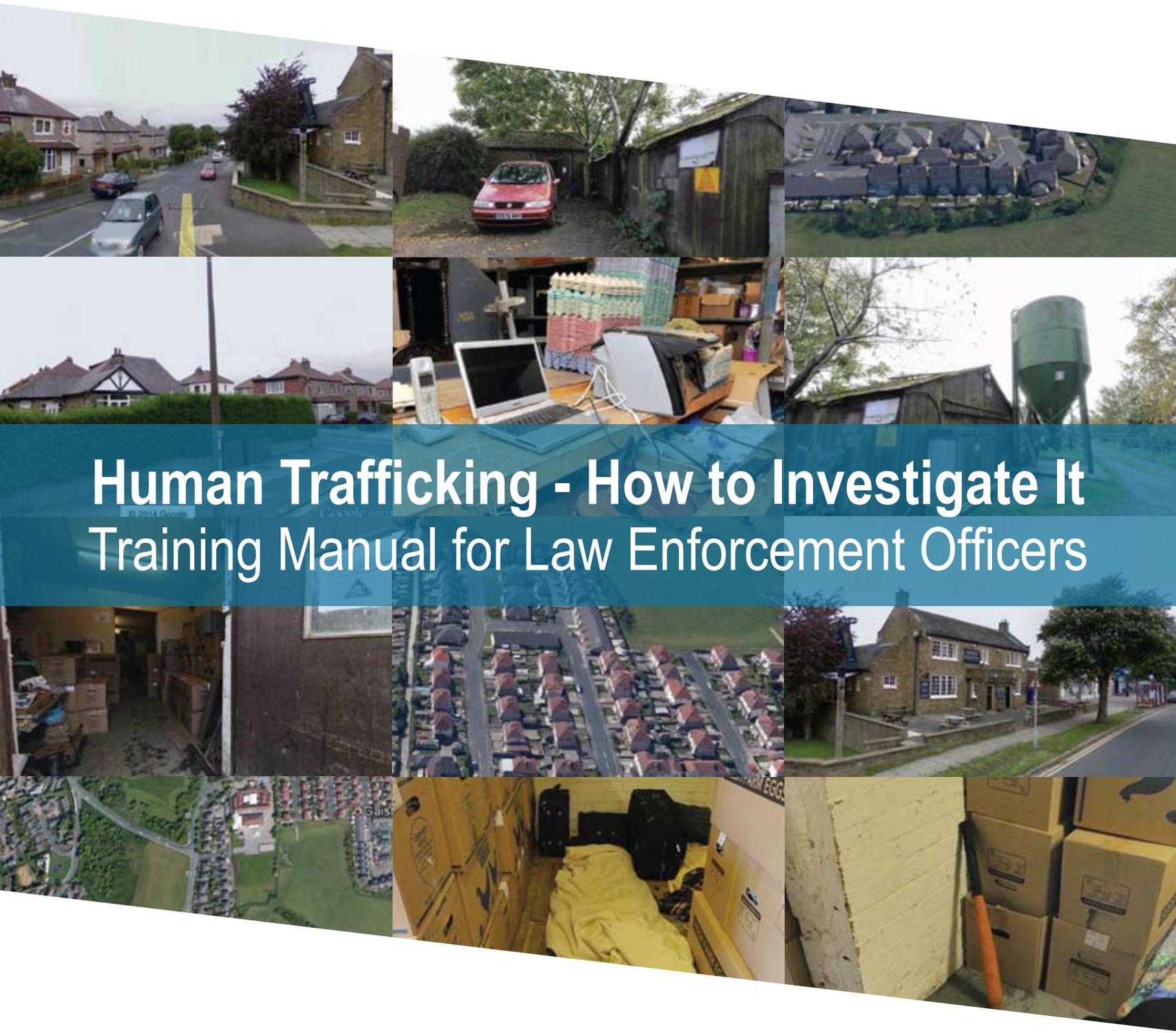




This project is funded by the European Union



Human Trafficking - How to Investigate It Training Manual for Law Enforcement Officers



Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers



International Centre for Migration Policy Development (ICMPD)

2015

This publication has been elaborated in the framework of the project “Fight against Trafficking in Human Beings – Phase 1” funded by the European Commission and implemented by ICMPD in cooperation with EF and FIIAPP.

This publication has been produced with the assistance of the European Union. The contents of this publication are the sole responsibility of the author Paul David Newton and can in no way be taken to reflect the views of the European Union or ICMPD.

Author:

Paul David Newton

ICMPD Project Team:

Ivanka Georgieva, Steve Harvey, Martijn Pluim, Enrico Ragaglia, Brigitte Stevkovski and Elisa Trossero

International Centre for Migration Policy Development (ICMPD)

Gonzagagasse 1

A-1010 Vienna

Austria

www.icmpd.org

Copyright:

International Centre for Migration Policy Development

Austria, 2015

All rights reserved. No part of this publication may be reproduced, copied or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission of the copyright owners.

This publication has been produced with the assistance of the European Commission. The content of this publication is the sole responsibility of ICMPD and can in no way be taken to reflect the views of the European Commission.

Layout by Marc Rechdane

Printed and bound in Vienna, Austria

ISBN: 978-3-902880-31-4

ISBN: 978-3-902880-32-1 (Electronic version)

Table of Contents

1. Introduction	5
2. Glossary	6
3. Content	7
4. The content described	8
4.1 Lesson plans	8
4.2 Case studies	8
4.3 Case exercises	8
4.4 Role plays	8
4.5 Media resources (Available only in electronic version)	9
4.6 PowerPoint presentations (Available only in electronic version)	9
5. Content index	10
5.1 Lesson plans	10
5.2 Case studies	10
5.3 Case exercises	10
5.4 Role plays	10
5.5 Media resources (Available only in electronic version)	11
5.6 PowerPoint Presentations (Available only in electronic version)	11
6. Bibliography	12

1. Introduction

This training material was developed in the framework of the project *Fight against Trafficking in Human Beings – Phase 1 (THB/IFS/1)*, which was funded by the European Union under its Instrument for Stability¹ with the aim to fight organised crime and trafficking in human beings (THB) in Azerbaijan, Bosnia and Herzegovina, Moldova and Turkey. The project was implemented in the period January 2013 to September 2014 by ICMPD (International Centre for Migration Policy Development) in partnership with FIIAPP (Fundación Internacional y para Iberoamérica de Administración y Políticas Públicas) and EF (Expertise France) and focused on the enhancement of national, regional and trans-regional law enforcement cooperation.

In the framework of the project the countries' capacity to collect and analyse data related to trafficking in human beings was improved; information sharing and enhanced coordination on trafficking in human beings was promoted; and the capacity of a broad range of stakeholders to address and fight the crime of trafficking in human beings more effectively was increased. The project consisted of three components. Component 1 focused on data / intelligence gathering and analysis, with the objective of improving the knowledge-base on trafficking in human beings in all participating countries. Component 2 provided a platform for systematic information sharing within and between the four countries. Component 3 aimed at enhancing the capacity of relevant stakeholders, including frontline agencies, law enforcement officials and prosecutors, etc., to identify THB situations and offenders.

This training material was prepared within Component 3 of the project, in order to enhance the capacity of relevant actors to address trafficking in human beings more effectively. The material was developed by an independent law enforcement expert and built upon learning points gathered during Component 1 and 2 of the project. The training material was tested and further adapted through a series of training sessions conducted in Azerbaijan, Bosnia and Herzegovina, Moldova and Turkey in July and August 2014.

The material is designed to be used in a flexible way. Considerable guidance and supporting material is provided for trainers, however trainers are also encouraged to use this as a foundation from which the content and delivery methods of training may be adapted to the nature and setting of the audience.

1 The EU Instrument for Stability (IfS) aimed at linking security and development. The main objective was to support measures to safeguard or to re-establish the conditions under which partner countries of the EU can pursue their long term development goals. In March 2014 the Instrument contributing to Stability and Peace (IcSP), which succeeds the IfS, was established. For more information on the IcSP see http://ec.europa.eu/dgs/fpi/what-we-do/instrument_contributing_to_stability_and_peace_en.htm (2014-08-06)

2. Glossary

Glossary of terms, abbreviations, and acronyms used in this material:

AHT	Anti Human Trafficking
CE	Case Exercise
CS	Case Study
CSE	Crime Scene Examination
Decision Log	Form used to record decisions and supporting rationales in investigations
EU	European Union
Greenland	Fictional country used in material
ICMPD	International Centre for Migration Policy Development
ID	Identity
IFS	Instrument for Stability
ILO	International Labour Organisation
LP	Lesson Plan
MR	Media Resource
NGO	Non Governmental Organisation
OSCE	Organisation for Security and Co-operation in Europe
PEACE	An acronym for an interviewing model – Planning and Preparation, Engage and Explain, Account, Closure, and Evaluation
PP	PowerPoint
PTSD	Post Traumatic Stress Disorder
RP	Role Play
Redland	Fictional country used in material
Risk Assessment Matrix	Visual tool to help assess potential likelihood and severity of risk
SIT	Specialist Investigative Techniques
THB	Trafficking in Human Beings
TIP	Trafficking in Persons ²
UC	Under Cover
UN	United Nations
UNODC	United Nations Office on Drugs and Crime

2 Note THB and TIP describe the same phenomenon – Human trafficking. It is purely a stylistic choice made by different organisations. There is no legal or other distinction between what the two acronyms describe.

3. Content

The content is divided into a number of types.

These are:

- Lesson plans
- Case studies
- Case exercises
- Role plays
- Media resources
- PowerPoint presentations

The basic concept is that all types of content are interlinked through the lesson plans. So, for example, a lesson plan will describe content that should be presented didactically (i.e. in lecture type presentation). In many cases the lesson plans will also outline some plenary (large group) and small group exercises you can run. Most lesson plans also identify one of the other types of content you can either use to support presentations and exercises, or that can be used to develop learning further.

The reason this has been done is to allow 're-use' of content in a range of contexts and to prevent duplication of material.

It is recommended you look at one or more of the lesson plans to see what this structure looks like in practice.

4. The content described

4.1 Lesson plans

Lesson plans follow the same basic structure. This is:

- An introduction, containing:
 - Objectives – Overall learning objectives of the lesson
 - Target audience – giving details of the groups the material is aimed at
 - Prior learning – what prior learning is required of audience
- Topic areas, each divided into:
 - Time – an estimated time to deliver the topic
 - Delivery – suggested delivery methods
 - Information for trainer – a variety of types of guidance for delivery

4.2 Case studies

A case study is a detailed account of a THB case from outset to conclusion. They present a number of complex dilemmas. The Case studies reflect genuine cases from the beneficiary countries.

4.3 Case exercises

A Case exercise is defined as a simple and short account of an aspect of a THB case e.g. stopping a vehicle on routine patrol.

4.4 Role plays

A Role play is a set of instructions that typically describes how to set up an interaction between students where they take on a role in a learning environment. These roles may reflect the work they do, reflect the work of other anti THB practitioners, or reflect the experiences of victims, suspects or witnesses.

4.5 Media resources

A Media resource is any kind of image, video, sound or graphic representation.

4.6 PowerPoint presentations

A PowerPoint presentation is the content of a didactic presentation on PowerPoint. Typically these are used to develop specific points of technical knowledge. They are generally simple text but there are some images and links to other media resources.

5. Content index

5.1 Lesson plans

Lesson plan 1.....Illegal migration or THB?
Lesson plan 2.....Indicators
Lesson plan 3.....Screening interviews
Lesson plan 4.....Risk Assessment
Lesson plan 5.....Needs of victims
Lesson plan 6.....Evidential interviews
Lesson plan 7.....Specialist investigative techniques
Lesson plan 8.....Decision logs
Lesson plan 9.....Crime scene examination

5.2 Case studies

Case Study 1.....Labour exploitation
Case Study 2.....Sexual exploitation
Case Study 3.....Domestic servitude exploitation
Case Study 4.....Illegal activity exploitation

5.3 Case exercises

These are all in the single ‘Case Exercise’ document. They are:

Case Exercise 1.....Missing person
Case Exercise 2.....On the road
Case Exercise 3.....Domestic servitude
Case Exercise 4.....Brothel
Case Exercise 5.....Farm
Case Exercise 6.....Illicit activity - begging

5.4 Role plays

Role play 1.....On the road
Role play 2.....Domestic servitude
Role play 3.....Labour exploitation

5.5 Media resources (Available only in electronic version)

Media resource 1.....	'Chicken Farm' scenario
Media resource 2.....	Surveillance exercise
Media resource 3.....	Crime scene exercise

5.6 PowerPoint Presentations (Available only in electronic version)

PowerPoint 1.....	Definitions of THB and Illegal migration
PowerPoint 2.....	Identifying THB
PowerPoint 3.....	Interviews
PowerPoint 4.....	Risk Assessment
PowerPoint 5.....	Needs of victims
PowerPoint 6.....	Crime scene examination

6. Bibliography

CARIM EAST – Consortium for Applied Research on International Migration, Legal Aspects of Struggle against Human Trafficking in Azerbaijan, Alovsev Aliyev, June 2013

ICMPD Training Needs Analysis - Fight against Trafficking in Human Beings – Phase 1 (THB/IFS/1) – For beneficiary countries of Azerbaijan, Bosnia and Herzegovina, Moldova, and Turkey, May 2014 (unpublished)

ILO Combating forced labour: a handbook for employers and business. International Labour Office. Geneva, 2008

ILO Operational indicators of trafficking in human beings. International Labour Office. Geneva, 2009

OSCE Needs Assessment Report, Anti-trafficking response in Republic of Azerbaijan: Assistance and services available to victims of trafficking and forced labour. Baku 2012

OSCE Office of the Special Representative and Co-ordinator for Combating Trafficking in Human Beings, Trafficking in Human Beings for the Purpose of Organ Removal in the OSCE Region: Analysis and Findings, Occasional Paper Series no. 6 July 2013 <http://www.osce.org/cthb/103393>

OSCE Report of the Tenth Alliance against Trafficking in Persons Conference - “Unprotected Work, Invisible Exploitation: Trafficking for the Purpose of Domestic Servitude”, Vienna, 17-18 June 2010 <http://www.osce.org/secretariat/75804>

OSCE Trafficking in human beings for the purpose of labour exploitation - A reference paper for Bosnia and Herzegovina 2011

Reigeluth, C.M. et al Instructional-Design Theories and Models – A New Paradigm of Instructional Theory Volume II, Lawrence Erlbaum Associates, 1999

Scott, S, G. Craig, A. Geddes Experiences of Forced Labour in the UK Food Industry, Bristol University, 2012

Shepherd, E. Investigative Interviewing: The Conversation Management Approach. Oxford University Press, 2010

UN Protocol against the smuggling of migrants by land, sea and air, supplementing the United Nations convention against transnational organized crime General Assembly resolution 55/25. New York, NY, United Nations General Assembly, 2000.

UN Protocol to prevent, suppress and punish trafficking in persons, especially women and children, supplementing the United Nations convention against transnational organized crime. General Assembly resolution 55/25. New York, NY, United Nations General Assembly, 2000.

UNODC Anti-Human Trafficking Manual for Criminal Justice Practitioners, 2009, New York

UNODC Case law database <http://www.unodc.org/cld/index.jspx>

UNODC First Aid Kit for Use by Law Enforcement Responders in Addressing Human Trafficking, 2010, Vienna

UNODC Global Report on Trafficking in Persons, 2012, Vienna <https://www.unodc.org/unodc/en/human-trafficking/global-report-on-trafficking-in-persons.html>

USDOS. Trafficking in Persons Report 2013. Washington, DC, United States of America Department of State, 2013 and 2014 <http://www.state.gov/j/tip/rls/tiprpt/>

Zimmerman, C, M. Hossain, K. Yun, B. Roche, L. Morrison, and C. Watts, 2006, Stolen Smiles. The physical and psychological health consequences of trafficking in women, London School of Hygiene and Tropical Medicine: London

Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers

Lesson Plans

Lesson Plan 1: Illegal Migration or THB?

Lesson Plan 2: Indicators of THB

Lesson Plan 3: Screening Interviews in THB Cases

Lesson Plan 4: Risk Assessment in THB Cases

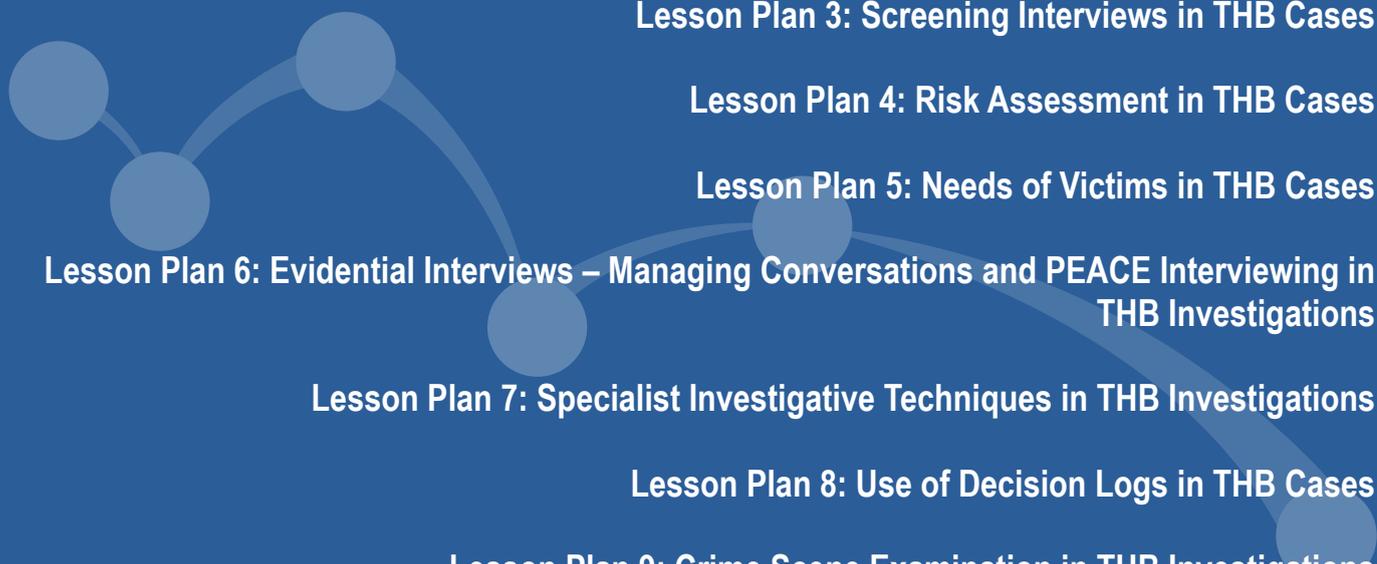
Lesson Plan 5: Needs of Victims in THB Cases

Lesson Plan 6: Evidential Interviews – Managing Conversations and PEACE Interviewing in THB Investigations

Lesson Plan 7: Specialist Investigative Techniques in THB Investigations

Lesson Plan 8: Use of Decision Logs in THB Cases

Lesson Plan 9: Crime Scene Examination in THB Investigations



Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers

Lesson Plan 1

Illegal Migration or THB?



Table of Contents

- 1. Introduction 5
 - 1.1 Objectives 5
 - 1.2 Target audience 6
 - 1.3 Prior learning 6

- 2. The International Definitions 7
 - 2.1 Duration 7
 - 2.2 Delivery 7
 - 2.3 Information for the trainer 7

- 3. National Legislation 9
 - 3.1 Duration 9
 - 3.2 Delivery 9
 - 3.3 Information for the trainer 9

- 4. The ‘Three Countries’ Exercise 10
 - 4.1 Duration 10
 - 4.2 Delivery 10
 - 4.3 Information for the trainer 10
 - 4.4 The narrative – part 1 11
 - 4.5 The narrative – part 2 12
 - 4.6 The narrative – part 3 13

1. Introduction

This lesson plan looks at the international definitions of Trafficking in Human Beings (THB) and the Smuggling of Migrants.

In a small number of situations, the legislation of jurisdictions directly mirrors that of the international definitions; in the majority of jurisdictions, however, the international definitions have been amended in some way.

The international definitions have been steadily adopted as the basis for national legislation over a number of years; the situation is that most (but not all) THB and Migrant Smuggling legislation around the world is now compliant with international standards.

The benefits of learning about the international definitions are that students:

- Understand the principles underpinning ‘their’ legislation.
- Consequently, understand their domestic legislation better.
- Are assisted in better understanding the legislation of other jurisdictions.
- This in turn facilitates efficient international co-operation.

Legislation is an essential topic but can be rather ‘dry’. Furthermore, it is important that practitioners should not be only able to recall legislative texts, but also have the ability to apply them in practice. For these reasons, this lesson has a didactic presentation followed by an interactive exercise that will both energise students and allow them to apply the legislation to a range of situations.

It is strongly recommended that the international definitions be delivered and that you also include definitions from relevant legislation of the jurisdiction in which you are working.

1.1 Objectives

On completing this lesson, students will be able to:

- Recall the elements of the international definitions of THB and people smuggling.
- Explain the key differences between the two.
- Apply international definitions to a range of contexts and forms of THB.

(Optionally)

- Recall the elements of relevant national legislation.
- Apply national legislation to a range of contexts.

1.2 Target audience

This lesson is intended for anyone who may encounter THB in their work, including:

- Social workers.
- Non-governmental organisation (NGO) workers.
- Police officers.
- Prosecutors.
- Members of the judiciary.

1.3 Prior learning

No prior learning required.

2. The International Definitions

2.1 Duration

20 - 25 minutes.

2.2 Delivery

The recommended method of delivering this part of the session is a didactic presentation of the PowerPoint 'Definitions of Trafficking in Human Beings (THB) and People Smuggling'.

2.3 Information for the trainer

The information here is the same as that in the PowerPoint presentation, but is included here for your convenience and ease of reference.

THB is defined as:

- **Act** – What is done.
- **Means** – How it is done.
- **Purpose** – Why it is done.

The '**Act**' is:

- Recruitment.
- Transportation.
- Transfer.
- Harboring.
- Receipt of persons.

The '**Means**' are:

- Threat or use of force or other forms of coercion or abduction.
- Fraud.
- Deception.
- Abuse of power or of a position of vulnerability.
- If consent is not genuine, a trafficker cannot use the defence that the victim consented.
- A person does not have to be subjected to force or threats of force to be trafficked.

The **'Purpose'** is:

- For exploitation.

'Exploitation' includes (at a minimum):

- Exploitation of the prostitution of others or other forms of sexual exploitation.
- Forced labour or services.
- Slavery or practices similar to slavery.
- Servitude.
- Removal of organs.

The definition of the **'Smuggling of Migrants'** is:

“Procurement of the illegal entry of a person into a State Party of which the person is not a national or a permanent resident in order to obtain, directly or indirectly, a financial or other material benefit.”

The **key differences** between THB and People Smuggling are:

Coercion

- THB requires recruitment by threat, deception, abusive of authority, etc.
- People smuggling does not: smuggling is not coercive.

Transnationality

- THB can be internal within a State.
- People smuggling must be across international borders.

State versus Individual

- Smuggling of migrants is a crime against the migration policies and public order of States.
- THB is a crime against individuals.

3. National Legislation

3.1 Duration

Varies, depending on the relevant legislation.

3.2 Delivery

The recommended method of delivering this part of the session is a didactic presentation similar to that used for the international legislation above.

3.3 Information for the trainer

It is up to the trainer to decide how best to incorporate national legislation into this lesson. Options include:

- Didactically presenting it straight after the presentation on the international legislation.
- Running a 'compare and contrast' exercise between national and international legislation.
- Running the exercise below and at its conclusion making a presentation on national legislation and asking the group to apply this to the scenarios in the exercise.

4. The 'Three Countries' Exercise

4.1 Duration

20 - 25 minutes.

4.2 Delivery

This is an energetic and interactive method of presenting to students the key legal concepts of THB and People Smuggling. It has been used a number of times in various situations and has always attracted positive feedback.

It uses a series of imaginary countries represented by groups of chairs and students in a very simple role play.

4.3 Information for the trainer

Set up three groups of chairs at the front of the plenary group. From left to right: the left group of chairs should have three chairs; the middle group should have five chairs; the right group should have three chairs.

The left group of chairs is 'Greenland'; the group in the centre is 'Redland'; the right group is 'Blueland'.

You may wish to put some kind of colour representation on a flip chart near to each 'country'.

Now ask for six volunteers as role actors, you may get a more positive response if you tell them all they have to do is sit on seats – they are not required to speak!

Sit three of them in 'Greenland'; two in 'Redland'; and one in 'Blueland'.

For the purposes of this lesson plan, letters are used, but you may wish to use your role actors' names.

A, B and C are in 'Greenland'; D and E are in 'Redland'; F is in 'Blueland'.

You should now run through a narrative which includes pauses to allow the remainder of the plenary group to decide what offences have been committed. Information is also provided to allow you to debrief each group after the task.

4.4 The narrative – part 1

Read the following to the group:

“Greenland is a very poor country. Many of its people dream of going to the rich country of Blueland; between Greenland and Blueland is Redland, poor, but not as poor as Greenland.

A and B are poor farmers in Greenland; they want to go to Redland. They ask around and hear that C might be able to help them make the journey. They approach C and he/she says they can help them, but that it will cost 5,000 US dollars each. They agree. On the agreed day, C arrives in a car and takes A and B to a remote part of the border with Redland. He/she then points out the way and says that they will be met on the other side.”

Now move A and B to Redland.

Stop and ask the group what offences do they think have been committed.

At this stage, on the information given, it appears that this is a case of illegal migration (on the part of A and B) and people smuggling (on the part of C).

At this stage, we don't yet know the intent of C. It may be that despite appearances, C intends to pass A and B into the hands of traffickers, in which case C would commit the crime of human trafficking. This may be pointed out by a student, but if it isn't, consider asking the group what would make the crime one of human trafficking.

It is likely that in the debate that follows, one or more students will point out the difficulty of proving a case of trafficking against C. This is true, but consider asking the group what kind of investigative approaches could help prove the crime. Examples of what might work are specialist techniques such as the examination of communications data and content, further enquiries to establish C's activities in the past and whether these have ended in trafficking, and activities to monitor C's future activities.

4.5 The narrative – part 2

Read the following to the group:

“Just over the border of Redland, A and B are met by D. D tells them that he/she will take them across the country to Blueland. The journey will take a few days. They are taken to a remote farm, where they are hidden with other people. After two days, D appears with a lorry. About twenty people are put into a container on the lorry and the lorry sets off. The journey is long and the conditions are very bad. A falls ill. B and other people start banging and shouting on the container walls.

The lorry stops and D comes to speak to them. On hearing of A's illness, he/she makes an offer to A. D will take A to the farm of his friend E. A will be able to get better and then he/she will have a job until D is passing that way again. The days on E's farm are long, but the pay is good. There will be food and A will be able to sleep in a dormitory.

A agrees and is taken to E's farm. When A arrives, he/she finds out that they have to sleep on a floor under some machinery. He/she has to work 12 hours a day; there are no wages. E says he/she has been taken on in exchange for accommodation and food. The food is poor.

B continues with D. Three days later, the container doors are opened. They are in a city. D tells them they are in the capital of Blueland and that they are on their own now.”

Stop and ask the group what offences do they think have been committed.

On the surface it appears that D trafficked A to the farm of E, and in doing so committed a human trafficking crime. He/she also appears to have committed a people smuggling crime by bringing A and B into Redland and B into Blueland. Again, proving a case of human trafficking against D will depend on his/her intent. It is possible that D genuinely believed A would be treated well by E. However, enquiries into the relationship between D and E may well show D was very much aware of what was going to happen to A.

E clearly commits a human trafficking offence.

B commits an illegal migration offence. It should be noted that the illegal migration undertaken by B is not an offence covered by international protocols. The only migration offences covered by the international protocols are those where (in short) there is a procurement of illegal entry of a person into a country for financial or other material benefit.

4.6 The narrative – part 3

Read the following to the group:

“B walks around the capital of Blueland for three days. He/she is nearly starving. He/she tries to get work in various places. On the third day, he goes to F’s restaurant and asks for work. F tells B he knows that he/she is an illegal migrant from Greenland and that he/she can work in the restaurant but without pay, he/she will have to work up to 16 hours a day, there will be no days off, he/she will have to sleep on the kitchen floor, and he/she will only be fed leftover food. B agrees.

Against the odds, A has recovered in Blueland and is now, according to the farmer E, making trouble. E calls D who comes to the farm and smuggles A into Redland. D leaves A in the capital. A tries to get work, but can’t find any. As a result he/she begins to beg on the streets.”

Stop and ask the group what offences do they think have been committed.

It appears that F has committed a human trafficking crime because he/she has exploited the vulnerability of B. Exploitation of vulnerability is a concept that can cause disagreement. It can be argued that many employment transactions are exploitations of vulnerability in one way or another. However, the circumstances in this case seem to show a very clear and cynical exploitation of a person on the verge of starvation.

A has not been trafficked because he/she reached the independent decision to beg – no one is exploiting her/him.

D has committed further people smuggling crimes by bringing A into Blueland. However, on the facts given here, he/she has not committed any further human trafficking crimes. He/she simply abandoned A and B in Redland; he/she was not involved in the recruitment of B to work in F’s restaurant or in any other part of the exploitation of B.

Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers

Lesson Plan 2

Indicators of THB

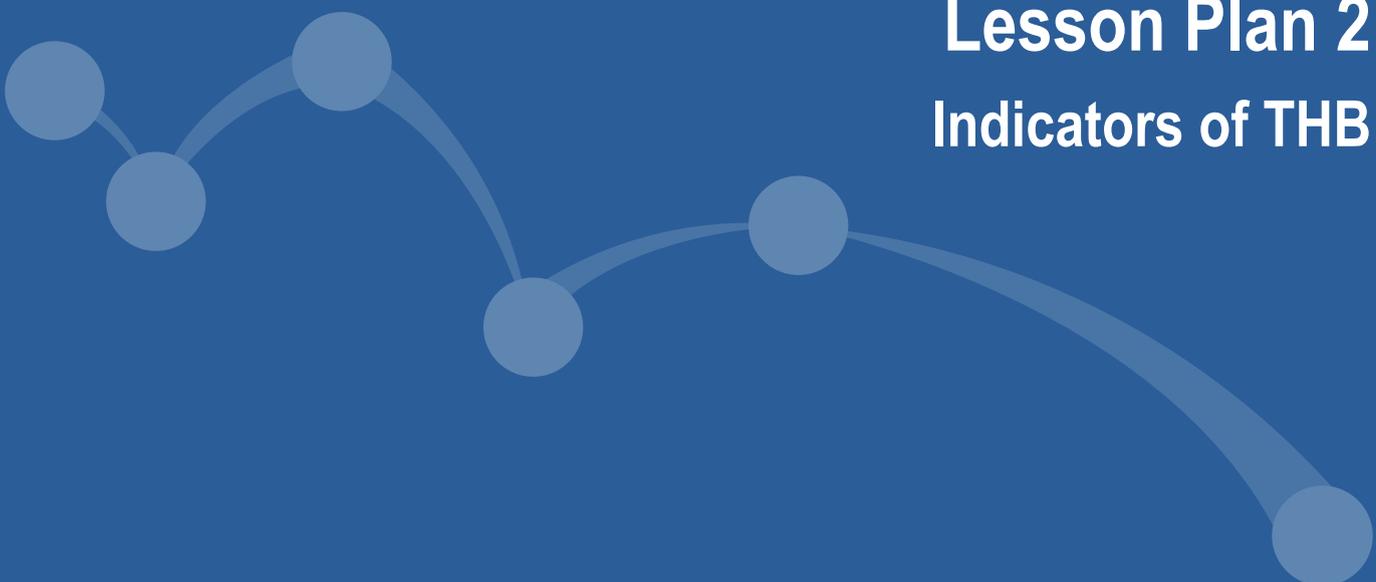


Table of Contents

- 1. Introduction 5
 - 1.1 Target audience 5
 - 1.2 Learning objectives 5
 - 1.3 Prior learning 5

- 2. THB Indicators 6
 - 2.1 Duration 6
 - 2.2 Delivery 6
 - 2.3 Information for the trainer 6

- 3. Managing the Identification of THB 8
 - 3.1 Duration 8
 - 3.2 Delivery 8
 - 3.3 Information for the trainer 8

- 4. Doing it on your own 10

- 5. Appendix A – Indicators of THB 11

1. Introduction

1.1 Target audience

All those whose job is likely to bring them into contact with potential victims of Trafficking in Human Beings (THB).

1.2 Learning objectives

On conclusion of this lesson, students will be able to:

- Recall the actions required when attempting to identify indicators of THB.
- Plan the management of initial encounters.
- Explain the rationale for their plan.
- Demonstrate the application of these plans to simulated scenarios.
- Outline what worked and what did not work in a simulated scenario.
- Describe how they would conduct operational encounters.

1.3 Prior learning

No prior learning required.

2. THB Indicators

2.1 Duration

Between 1 hour and 90 minutes, depending on size of group and number of Case Exercises (see below) used.

2.2 Delivery

Small group exercise using Case Exercises and information contained in Appendix A of this lesson plan.

2.3 Information for the trainer

Generally, screening interviews will take place after some indicators have been identified. This may be as part of a planned intelligence-led operation, during routine screening activities at borders, ports or airports, or during general routine law enforcement activity.

The indicators of THB at three different stages are outlined in Appendix A below. It is recommended that you read these and gain a good knowledge of them before the lesson. There may also be some specifics of the location where you are working or a particular form of THB prevalent in that location, which you might wish to include in the lesson.

The Case Exercises are specifically laid out to support delivery of this lesson, although they can also be used for a number of other lessons.

There are six cases in all, which cover all the primary types and phases of THB. They are:

1. Missing Person
2. On the Road
3. Domestic Servitude
4. Brothel
5. Farm
6. Illicit Activity - Begging

Each case exercise follows the same format, this is:

- Narrative (the account or story of the case).
- What indicators are present?
- What else should you find out?
- So, is this trafficking?
- How would you find out?

Each case exercise gives you extensive guidance that will help you deliver the lesson.

Exercise

Divide the plenary group into up to six small groups (one for each of the Case Exercises). It is for you to decide how many groups there should be, according to the size of the main group, their roles, and the nature of THB in the location where the training is taking place.

Distribute the first part of each Case Exercise to each group i.e. the 'Narrative' part.

Also distribute Appendix A of this lesson plan – Indicators of THB – to each group.

Instruct them to read the narrative and to compare this with the content of Appendix A.

Allow 10 to 15 minutes for each group to identify the indicators present in the narrative.

To conclude, debrief each of the groups in the plenary, first asking them to read the narrative, then to identify the indicators present. You may use the information found in the 'What indicators are present?' section of each Case Exercise to assist in your debriefing.

3. Managing the Identification of THB

3.1 Duration

Between 1 hour and 90 minutes, depending on size of group and number of Case Exercises (see below) used.

3.2 Delivery

A mixture of a didactic presentation and a small group exercise.

3.3 Information for the trainer

How you deliver this part of the lesson will depend on a number of factors, including the background and experience of the participants.

You may:

- Facilitate it.
- Give a didactic presentation.
- Use a combination of the two.

Whichever approach you choose to use, the following Key Techniques when identifying THB will help you to debrief the responses:

- If you can, observe a group/individual for indicators before you speak to them.
- Note who is where when you first find a group; this can help indicate their roles.
- If possible, have one person asking the questions while others watch for reactions and interactions in the group.
- Observers should look for signs of friendship and fear or apprehension within the group.
- Think about asking a question of the group and see who responds. This may show who is in control.
- Consider trying to then ask a question of each person in the group. See if anyone answers for someone else. Again, this may show who's in control.
- Only allow this to go on as long as you need to identify the 'spokespeople' of the group.
- DO NOT allow those 'spokespeople' to take control.
- 'Spokespeople' include people claiming to be employers/managers.
- Try to speak to each person individually.
- Try to split groups up entirely, not take one person out at a time.

- Leaving people in a group can lead to intimidation and traffickers may identify who is giving information to you.
- Be wary of people who volunteer to interpret as they may be traffickers.
- In some circumstances, you may have to use 'volunteer interpreters'. Use them as little as possible, and only to establish basic facts. Always check later on what exactly they said.
- If you are planning a visit or operation, take interpreters with you.
- Suspected victims may need support when they are spoken to.
- Don't use the interpreter as a support person: different skills are required for this role.
- Don't use apparent 'friends' of the victim without very careful consideration.
- If you are planning a visit or operation, try to take appropriate support people with you.
- Make a legal search of the premises/location/vehicle where you found the people.
- Make a legal search of the people you found.
- Record what you found and where you found it.
- ALWAYS THINK FORENSIC – many items may have clues of great value to an investigation.

Exercise

In the same groups as used above, ask the students to think about the following questions in relation to 'their' Case Exercise:

- What else should you find out?
- So, is this trafficking?
- How would you find out?

On conclusion, debrief each of the groups in the plenary. Use the information found in each Case Exercise to assist you in the debriefing.

Role play

Consider running Role Play 1 – On the Road.

This role play is based on Case Exercise 2 – On the Road.

It allows you to further develop learning through simulation.

Full instructions on how to run it are given in the role play itself.

4. Doing it on your own

There are a large number of resources included in this training programme that you could adapt according to local conditions or audience. You may also wish to use the basic structure of the Case Exercises to devise your own case exercises directly appropriate to the context in which you are carrying out the training.

5. Appendix A – Indicators of THB

These indicators are divided in a number of ways.

First, they are grouped into:

- Source locations.
- Transit locations.
- Destination locations.

Second, the Source and Transit locations are divided into various aspects of the process of THB. These include (with slight variations between the two):

- Recruitment.
- Advertising.
- Premises.
- Transport.
- Communications.
- Finances.

Third, the Destination location indicators are divided into 'General Indicators', 'Children' and different types of exploitation, including:

- Sexual exploitation.
- Labour exploitation.
- Domestic servitude.
- Illicit activity.

Source locations

Recruitment

- Deception, stories about jobs that are either false or unlikely to be true, such as work as film stars. Included in these are stories from suspected recruiters who say they are basketball stars, wealthy businessmen, etc.
- 'Oaths' being given before leaving. This is linked to traditional religions in some parts of the world and is used as a method of control; oaths, etc. may be referred to as 'witchcraft', 'juju', or by other terms.
- Presence of photographs of a woman together with clippings of hair and other bodily material, particularly where there are photographs of a woman both clothed and naked. This is another indicator of a control measure linked to traditional religion, and is very often a perversion of traditional practices.
- People who have left a district unexpectedly.
- Visible injuries or threats being made may suggest force or coercion to 'recruit' a person.
- Deformities in children that do not appear to be naturally occurring, particularly where this occurs in two or more children. In some source locations, children are deliberately mutilated for the purpose of begging.
- Children being 'indentured' for a fee.
- Missing persons whom have been missing for an extended period of time. These are more likely to be children.

Advertising

- Offering migration opportunities, particularly where migration to the location(s) mentioned is restricted.
- Advertisements saying or implying that there will be no cost to the person migrating (this may be transnational or internal). In trafficking cases, it is rare that money is paid before leaving; more commonly, traffickers will tell the victim that they can pay the money back when they get there.
- Offering jobs for one particular gender or only for young people.
- Offering jobs in particular industries, trades and types of occupation with a high prevalence of THB exploitation. This varies depending on location. Examples include some types of textile work, domestic service and work associated with the commercial sale of sex, for example, work in bars as dancers or in other parts of the entertainment industry.
- These advertisements may come in many different forms: posters in shops, travel agents, leaflets, advertising in newspapers, etc.
- Any evidence of cold calling or unsolicited approaches to people offering work in another location.
- Intelligence from members of the public that suggests informal advertising with essentially the same content as in the formal advertising described above.
- Gifts to children and young people by adults for no apparent reason.

- Travel agencies which offer employment without a contract and which pre-pay the costs incurred by the employee.

Premises

- Brothels where sex workers have migrated to other areas. (They may have gone of their own free will, but they may also have been deceived, or those whom recruited/obtained them may have recruited others.)
- Anything that suggests a child or a young person was approached by older people trying to 'befriend' them at or near an orphanage, school, or any other place where vulnerable young people congregate.
- People offering work at locations where potential migrants gather, such as bus stations, truck stops, etc.
- The presence of unregulated labour agencies recruiting for work in another location.

Transport

- Any evidence of escorts or control over movement.
- Children travelling in the company of people whom are not their parents or relatives.
- Groups of children travelling with one adult. (Both this and the last point may indicate that the adult is a 'recruiter'.)

Communications

- Letters, telephone calls, e-mails, etc. sent back to a source location that indicate that a person who migrated is not allowed freedom of movement, etc. at a destination location.

Finances

- Money paid to parents or guardians to take a child as an 'indentured' labourer or similar. These amounts may seem very small indeed to investigators in some jurisdictions.
- Information or intelligence that suggests attempts have been made to recover debt bonds from relatives or others. This type of recovery may come a considerable amount of time after the person left the origin location.
- Remittances received from migrants, particularly when the money has been sent to the relative of a migrant by someone else. It is important to remember that remittances are also sent following legitimate migration and smuggling, both non-THB situations. Some traffickers, however, send back money to relatives in order to increase a victim's complicity, reduce their chances of escape and build a defence in case of arrest. While remittances from THB are difficult to distinguish from other types of remittances, control of the process by third parties may be an indicator that the remittance is related to a THB situation.

Transit locations

Transport

- People in groups where all the documents are in the possession of a single person.
- Groups travelling with no common language or a limited understanding of a common language. This can indicate a group of smuggled people or may indicate THB.
- Routes used by people from an area associated with THB by intelligence or previous investigations. Private vehicles and public transport are both used in THB cases.
- Transport paid for by another person. This may be public transport or payment to a car or lorry driver. This payment may have been made by a person travelling with the suspected THB victim(s) , or by a third party whom is not present.
- Any evidence of approaches to transport people unofficially in lorries, particularly if the transport is over borders. (The significance of this may vary from location to location as informal transport like this may be normal. However, in some locations it is highly irregular to carry unauthorised passengers.)
- Pairs of people or small groups where a number of people have one-way tickets and others have return tickets. This may suggest that the people with single tickets are possible THB victims and that those with return tickets are possible traffickers. This may be of particular significance if those with single tickets have come on the journey at the suggestion of those with return tickets and where they do not know that the other person has a return ticket. In some locations, a very strong indicator has been a return airline ticket where the return leg is on the next flight or on the same day as the first leg of the journey.
- 'Walk up', last-minute purchases of tickets, particularly in the case of airline tickets. This may be linked with responding at short notice to traffickers having secured a 'sale', or be a countermeasure to investigation.
- Children travelling in the company of people whom are not their parents or relatives.
- Groups of children travelling with one adult.
- Stopping near borders or checkpoints to change modes of transport; for example, getting out of a vehicle to continue on foot.
- People having in their possession another person's identification (or other documents) when they are stopped for routine checks or when checked at borders crossings.
- Handing out and/or collecting documents before or after passing an identity or travel document control point. (Indicates the point made immediately above.)

Premises

- Accommodation for a group paid for by one person. This may indicate that the other members of the group do not have access to money.

Finances

- One person having money in their possession when the other members of the travelling party do not have any. Again, this indicates not having access to money.
- One person having local currency when the others in the group do not.

Communications

- Regular telephone calls, especially international calls, to the same destinations. There may be evidence that phone calls are being made to source locations of THB.

Destination locations

General Indicators

- Subjective belief on the part of the victim that they have to work against their will.
- Imposed working conditions.
- Lack of ability to negotiate working conditions.
- Lack of ability to stop working.
- Expression of fear or anxiety.
- Restricted communication with others.
- Unfamiliarity with language.
- Distrustful of authorities.
- Afraid of saying what their immigration status is.
- A person's passport or documents being held by someone else.
- A person having false identification or travel documents.
- A person found in/connected to a type of location likely to be used for exploitation.
- A person not knowing their home or work address.
- Others speaking on behalf of a person you are addressing.
- Poor or sub-standard living accommodation.
- Injuries apparently as a result of assault.
- Injuries or impairments typical of certain jobs or controlling measures.
- Injuries apparently from controlling measures.
- Lack of access to earnings.
- Any evidence of control over movement.
- A person acting as if instructed by another person.
- A person feeling like they cannot leave.
- Excessive number of working hours/days.
- No (or very little) payment.
- No days off.
- Limited contact with family or the outside world.
- Originating from a trafficking source location.
- Threats to victim or third party.
- False promises.
- Restraining measures.
- Limited or no social interaction.
- Lack of access to medical care.
- 'Discipline' through punishment.
- Very limited social contact.
- A person receiving threats of being handed over to the authorities.
- A person perceiving that they are bonded by a debt.
- Threats of or actual violence against a person, or against family members or loved ones.
- Being placed in a situation of dependency.

Children

- Separate accommodation to other children.
- Eating separately from other members of the 'family'.
- Only being given leftover food to eat.
- Child-sized work or sexual clothing.
- Children travelling unaccompanied by adults.
- Children travelling in groups with persons whom are not related to them.
- Claims of "finding" an unaccompanied child.
- Toys, beds or children's clothing at inappropriate locations, e.g. brothels, factories, etc.
- Intimidated expression or behaviour that does not correspond to that child's age.
- No access to education.
- No time for playing.
- No access to parents or guardian.
- No friends of their own age outside of work, etc.
- Unaccompanied children with telephone numbers for taxis.

Sexual Exploitation

- Under 30 (varies according to location and market).
- Advertises for brothels, etc. offering women from particular ethnic/national groups.
- Sleeping where one works.
- Clientele being limited to a certain ethnic group.
- Tattoos or other marks indicating 'ownership' by exploiters.
- Comments from clients of sex workers that the worker did not smile or would not co-operate.
- Movement of women between brothels or working in alternate locations.
- Women whom are always escorted e.g. to and from work, to the shops, etc.
- Women working long hours or having no or few days off.
- Groups of women living or travelling as a group.
- Women with very limited amounts of clothing.
- A large proportion of the clothing they do have is 'sexual'.
- Only knowing words related to sex in local language or language of the client group.
- Women having no cash of their own.
- Groups of women travelling together, but using different languages amongst themselves.
- Inability to produce ID.
- Evidence of unprotected and/or violent sex.
- Evidence that suspected victims cannot refuse unprotected sex, etc.
- Evidence of a person being bought and sold.
- Evidence of groups of women who appear to be under the control of others.

Labour Exploitation

Examples include: agricultural or construction labour, sweatshop work, work in the entertainment or service industry, etc.

- Notices in foreign languages.
- Places with a migrant labour force, but where key notices (e.g. health and safety signs) are not in foreign language.
- Employer or manager being unable to produce the required documents when employing migrant workers.
- Employer or manager being unable to provide records of wages paid to workers.
- Poor or non-existent health and safety equipment.
- Absence of health and safety notices.
- Equipment designed or modified for operation by children.
- Evidence of labour laws being breached.
- Groups of people living on work premises and leaving only infrequently or not at all.
- Living in run-down or unsuitable places (e.g. agricultural or industrial buildings).
- Lack of suitable clothing for the work being done (e.g. lack of protective equipment or warm clothing).
- Security measures designed to keep people inside the premises.
- Any evidence of workers being required to pay for tools, food or accommodation, or deductions from their wages being made for these.
- No access to earnings.
- No labour contract.
- Working an excessive number of hours.
- Dependence on employer for a number of different elements of their life, e.g. work, transport, accommodation, etc.
- Imposed accommodation.
- Never leaving premises without employer.
- Restriction on movement.
- Fines used as discipline.
- Only being given leftover food to eat.
- Being subjected to insults, abuse, threats or violence.
- Lacking basic training and/or certification, licenses, etc.

Domestic Servitude

- Living with a family.
- Not eating with the rest of the family.
- Not having any private space.
- Sleeping in a shared or improper space.
- Employer reporting them as a missing person.
- Never or rarely leaving the house for social reasons.

- Never leaving the house without employer.
- Only being given leftover food to eat.
- Being subjected to insults, abuse, threats or violence.

Illicit Activity

- Child, elderly, or disabled migrants begging passively or actively in public places or on public transport.
- Physical impairments that appear to have been created by mutilation.
- Any evidence that the group has moved collectively over a period of time through a number of countries.
- Large groups of single ethnicity children moving with a small number of adults.
- Movement of groups while travelling on public transport e.g. moving up and down the train.
- Operating in organised criminal gangs.
- Gangs of a single ethnic group.
- Gangs being composed of mainly children.
- The same adult being guardian to numerous children.
- Appearance of new forms of gang crime.
- Punishment for not collecting/stealing enough.
- All gang members living together.
- All gang members having travelled together to country of destination.
- Gang members living with people who are not their parents.
- Evidence of a person having been involved in similar crime in another country.
- Unaccompanied minors being 'found' by adults of the same nationality/ethnic group.
- The daily movement of large groups over considerable distances e.g. from city to city.

Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers

Lesson Plan 3

Screening Interviews in THB Cases



Table of Contents

- 1. Introduction 5
 - 1.1 Target Audience 5
 - 1.2 Learning Objectives 5
 - 1.3 Prior learning 6

- 2. The Purpose of a THB Screening Interview 7
 - 2.1 Duration 7
 - 2.2 Delivery 7
 - 2.3 Information for the trainer 7

- 3. The Challenges of a THB Screening Interview 8
 - 3.1 Duration 8
 - 3.2 Delivery 8
 - 3.3 Information for the trainer 8

- 4. The PEACE Model 9
 - 4.1 Duration 9
 - 4.2 Delivery 9
 - 4.3 Information for the trainer 9

- 5. The PEACE Model applied to THB Screening Interviews ... 11
 - 5.1 Duration 11
 - 5.2 Delivery 11
 - 5.3 Planning and preparation – information for the trainer 11
 - 5.4 Engage and explain – information for the trainer 13
 - 5.5 Account – information for the trainer 14
 - 5.6 Closure – information for the trainer 15
 - 5.7 Evaluation – information for the trainer 17

- 6. Annex A – Example Questions for Screening Interviews ... 19
 - 6.1 Questions at recruitment phase 19
 - 6.2 Questions at transport phase 19
 - 6.3 Questions at exploitation phase 20

1. Introduction

The intention of this lesson is not to teach how to conduct a full victim/victim witness/suspect interview, but to provide basic good practice for use specifically in screening interviews.

An adapted version of the standard PEACE model of interviewing is used.

1.1 Target Audience

This lesson is intended for anyone who may encounter Trafficking in Human Beings (THB) in their profession, including:

- Police officers.
- Border guards.
- Labour inspectors.
- Social workers.
- Health and safety inspectors.
- Education officers.

There are a number of exercises included in the lesson that are for particular forms of THB and contexts that may not be relevant to some of these professions. The programme gives a wide range of other case exercises that can be adapted to a particular profession using the basic outline of this lesson plan.

1.2 Learning Objectives

- To outline the challenges that may be faced when conducting THB screening interviews.
- To state the purpose of a THB screening interview.
- To recall the basic elements of the PEACE model of interviewing.
- To describe how the PEACE model can be applied to THB screening interviews.
- To explain the different approaches required in planned and unplanned interviews.

1.3 Prior learning

It is assumed that students have already completed Lesson 2 'Indicators of Trafficking in Human Beings'.

Depending on the audience, you may wish to deliver selected parts of Lesson 6 'Evidential Interviews' prior to this lesson.

2. The Purpose of a THB Screening Interview

2.1 Duration

5 - 10 minutes.

2.2 Delivery

This can be didactically presented using the information below. However, the concepts are not complicated and it should also be possible to facilitate most audiences with some prior law enforcement experience.

2.3 Information for the trainer

The purpose of a THB screening interview is to identify if there are reasonable grounds to suspect a person has been trafficked and, if so, what action(s) to take.

Generally, screening interviews will take place after some indicators have already been identified. This may be as part of a planned intelligence-led operation, during routine screening activities at borders, ports and airports, or during routine law enforcement activity.

3. The Challenges of a THB Screening Interview

3.1 Duration

5 - 10 minutes.

3.2 Delivery

As above – didactic delivery or facilitation.

3.3 Information for the trainee

Screening interviews are basically similar to many other kinds of interviews carried out by law enforcement. However, they face a number of particular challenges, including:

- Time – Often, there is very little available.
- Location – Likely to be conducted in less than ideal locations such as roadsides, work places, transport hubs, etc.
- Privacy – Connected to location, but also lacking because others are frequently present, including potential traffickers.
- Legal powers – You may not legally be allowed to speak to someone.
- Indicators – These may be present, but could be very inconclusive.
- Screening interviews are carried out by both people who occupy a quasi-law enforcement position (such as labour or factory inspectors) and also those in non-law enforcement positions (such as NGO staff or social workers) with no previous training or experience in interviewing.

4. The PEACE Model

4.1 Duration

5 - 10 minutes.

4.2 Delivery

It is recommended that the basic structure of the PEACE model be delivered didactically.

Many students will not have heard of PEACE. The principles of PEACE can probably be facilitated for many audiences, but doing this is unlikely to be an efficient use of time, particularly for screening interviews.

It may be that students are aware of PEACE through training for other types of interviews. However, their recollection may not be perfect and, additionally, there are differences between the application of PEACE to screening interviews and other types of interviews. So, even where there is knowledge of PEACE, it is recommended to give a didactic delivery of the basics of the model before you go on.

Slide 1 (titled 'PEACE – The Basics') of the PowerPoint 'The PEACE Model of Interviewing in THB' presents the information below. The 'bulleted' section is on the slide, the explanation is below in 'Notes' view.

4.3 Information for the trainer

PEACE stands for:

- **P**lanning and preparation
- **E**ngaging and explaining
- **A**ccount
- **C**losure
- **E**valuation

PEACE – the terms explained

- **Planning and preparation** – Covers areas such as planning where the interview is going to be held, who is going to do it and what questions are going to be asked.
- **Engaging and explaining** – Building a relationship or rapport with the person being interviewed, identifying interviewers and explaining why the interview is taking place.
- **Account** – Main part of the interview where the person being interviewed gives their account of what happened. Interviewees are encouraged to give 'free recall' (an interrupted account) of events. This is then developed by a variety of question types.
- **Closure** – Checking the person being interviewed has nothing more to add, explaining what will happen after the interview and thanking them for their time.
- **Evaluation** – Looking at what has been said and deciding what action is required, such as further interviews or enquiries.

5. The PEACE Model applied to THB Screening Interviews

5.1 Duration

Approximately 1 hour without role plays. 3 hours with role plays.

5.2 Delivery

The recommended approach is to either didactically present the information below or facilitate the group and debrief with the information.

Facilitation can be done in the plenary session in a 'brainstorm' format, recording the responses on a flip chart or white board.

The learning is then applied to one of the case studies.

5.3 Planning and preparation – information for the trainer

In the context of Screening Interviews of potential THB victims, planning and preparation is vital.

- **Be prepared** – You can prepare yourself for both unplanned and planned encounters with potential THB victims.
 - Unplanned – Make yourself aware of what human trafficking might look like where you work, the types of trafficking you are likely to see, and the indicators that might reveal it. Consider what the impact of THB is on victims. This is important because THB victims may react differently to how you might expect. Consider what your legal powers are and what options you have through procedures such as your national referral mechanism.
 - Planned – What languages might you encounter? Arrange for properly qualified interpreters to be available. How many people do you have that can assist? How should they be deployed? What should they be briefed to do? Do you have any choice in where the screening interview should take place?
- **Know the basics** – There are some simple and effective techniques you can use to manage encounters with potential THB (planned and unplanned). Find out what they are. Lesson 2 'Indicators of Trafficking in Human Beings' explains these and suggests some exercises to help you put them into practice.

- **Do no harm** – There may be circumstances where interviewing THB victims puts them at serious risk of harm. If you think this is the case, think of other ways to investigate and/or consider delaying the interview.
- **Communicate with colleagues** – A situation where you need to conduct a screening interview may arise quickly and unexpectedly. Talk to your colleagues about how to plan the interview; who’s going to ask the questions, how you are going to separate people, what to look for, etc.

Exercise

Divide the group into pairs.

Either distribute the narrative part of Case Exercise 3 ‘Domestic Servitude’ or read it out loud.

Note that if students have already completed Lesson 2 ‘Indicators of Trafficking in Human Beings’, they may already be familiar with this case exercise. However, it is still worth refreshing their knowledge of the narrative. If they have completed Lesson 2, it may also reduce the time required to run this exercise.

Instruct the pairs to plan and prepare for a screening interview with a girl. It should be assumed there is no need for an interpreter.

Tell the pairs they have five minutes to plan. Explain that this time limit is realistic; indeed, it is probably a lot more than they would have in many real-life situations.

As they plan, consider putting more pressure on the pairs by saying things like “The girl says her employer is coming home soon and she still has work to do” and “she’s getting really anxious now and asking when she can get on with her work”, etc. Only do this twice.

After five minutes, tell the pairs that their time is up and bring them back into the plenary.

Ask for a volunteer pair to present their plan and explain their rationale.

Invite the other pairs to say anything they have to add.

Debrief with the assistance of the information provided above.

Ask the pairs how they felt about the time pressure. Did it reflect reality? How would they deal with the time pressure in real life?

Finally, ask the plenary group what they can do to plan for such encounters in their work. Note that this should not be only confined to a domestic THB scenario.

5.4 Engage and explain – information for the trainer

Interviewers should always be aware of the need to build a trust and rapport with potential victims of THB.

Listen and respect – Recognise that each experience is unique to that individual. Actively listen and be open.

Ask general questions first – Use a normal conversation style; it may not be appropriate in every case, but it often helps you engage with the person you are interviewing.

Don't make it look like you are screening for THB – This is different guidance to other types of PEACE interviews (where you are recommended to tell interviewees what the purpose of the interview is). If you say that you are screening for THB, many people probably won't know what you mean, and those that do might be scared to say anything. By saying this you could also be alerting traffickers. Appendix A gives some suggested questions that should help you create a natural conversational approach.

Use open body language – Smile or use other culturally appropriate signs that indicate you are not a threat and only wish to talk. Even if you don't understand the person's culture, do what you can.

Observe the person you are talking to for signs of relaxing with you such as smiling and open body language. Try and identify what made them relax and use this to develop your conversation.

Secret sign – consider telling the person to use a sign e.g. 'raise your left index finger if you are in danger'.

Role Play

Consider running the role play 'Domestic Worker'. Full instructions on how to run it are given in the role play document.

The 'Domestic Worker' role play is divided into two sections. You may wish to run just the first section which examines the 'Engage and explain' phase of a PEACE screening interview. The second section covers the 'Account' phase (see below).

The 'Domestic Worker' role play also gives guidance on how to amend the role play by using either CE 'Farm' or CE 'Brothel'. This is to give you options in order to make the lesson as relevant as possible to your audience.

5.5 Account – information for the trainer

Evidential PEACE interviews start with 'free recall'. Free recall is the person telling their own story, uninterrupted by the interviewer.

Using this approach to screening interviews is probably not appropriate in all screening cases. Where time is very short, as it often will be, the interviewer must take more control of the direction of the interview.

Taking control of an interview does not mean simply asking direct closed questions: opening with the question "Have you been trafficked?" is only going to scare most THB victims and place an immediate barrier between you and them.

Although free recall may not be appropriate in all screening interviews, other Account techniques are. Open questions should be used at first, responses noted, and any clarification made by further open questions or, when appropriate, closed questions.

An example where a closed question may be appropriate is when open questions are not providing any clear information and it appears that a person is fearful. It is a last resort, but you may consider asking direct questions such as "Are you frightened by someone?" This could be combined with the 'secret sign' described above in 'Engage and explain'.

- **Open questions** – Start a screening interview with an open question, appropriate to the situation, but not directly about THB, for example "What is your job?"
- **Develop response** – Depending on their response, develop the interview with other questions such as "So you work as a _____? (insert whatever it is they have said they do) Tell me how your day was today." An example of how response might be developed is by saying "So you _____? (insert some activity they have mentioned) How many hours do you spend doing that?"
- **Closed questions** – In some cases you may decide to use a fully closed question such as "At _____ (insert their place of work), do you work more than twelve hours per day?" or "Do you start work before sunrise/finish after sunset?"
- **Topics** you might choose to cover are where a person sleeps, eats, socialises and whether they have injuries or suspected mutilations. Whatever subjects you choose to probe, always try to start with an open question, demonstrate active listening and use partially and fully closed questions only when appropriate.
- **Introduce direct THB questions slowly** – Start by asking what is currently happening to them and then move on to what has happened in the past.

- **Active listening** – This is a range of techniques that demonstrate that you are listening to a speaker, which builds a rapport and encourages them to keep speaking. One of these is to repeat part of a person’s response or make some comment on what they have said. This helps to show that you have been listening to them.
- **Secret sign** – Consider telling a person to use a sign if they are not comfortable with answering a particular question, or one sign for ‘Yes’, and another for ‘No’. Please see the ‘Account’ section below for further guidance on this.
- **Continually evaluate** – Does what you are being told fit in with what you know about the THB process, how the person you are speaking to is responding, any injuries or other physical evidence you may see and what you would consider to be normal according to local circumstances?

Role Play

Consider running the role play ‘Domestic Worker’. Full instructions on how to run it are given in the role play document.

The ‘Domestic Worker’ role play is divided into two sections. The second section examines the ‘Account’ phase of a PEACE screening interview.

5.6 Closure – information for the trainer

There are differences in closing a PEACE screening interview compared to a PEACE evidential interview.

If the interview has produced enough information for you to decide that there does seem to be trafficking taking place and that you are going to take action, you need to tell the person what that action is going to be. Simply telling them probably won’t be enough. For example, you may be asking a suspected victim of THB to come with you; if a law enforcement officer is asking this, many people may interpret this as being arrested or detained. Although it may be difficult, you should do what you can to explain further; failing to do so may prevent a suspected victim co-operating with the investigation.

You may feel that it is a case of THB, but don’t have enough information to take direct action. In this situation, you would close by giving the person information about what they can do if they want to contact law enforcement or other relevant agencies.

In this situation, take into consideration the following suggestions:

- Ask if there is anything else they want to tell you.
- Give the person the opportunity to tell you if they are fearful or feel in danger.
- Consider letting the person give a sign in response to a direct question concerning their fearfulness or their being in danger.
- Explain what they can do if they are in danger and give contact details of the police, a 'helpline', etc.
- If they are part of a group, do what you can to prevent them returning to the group until you have spoken with the other members of the group or spoken to colleagues whom have spoken to the other members.
- Don't make promises that can't be kept.
- Get contact details if you can.
- It should be strongly emphasised that even though you may feel there is not enough information from the interviewee to confirm THB, there may be many ways in which you can act. Examples of these include:
 - If there are injuries, an assault may have taken place and you could investigate.
 - There may be health and safety issues with equipment, where the person is staying, food, etc., and so either you or people from another agency could take action.
 - The person being interviewed may be a child or you may suspect that they are a child; this may give you powers to take them to a place of safety or into care.
 - Similarly, if the interviewee is a vulnerable adult, you may have powers to remove them.
 - There may be health and safety or hygiene violations, etc. that would allow you or other agencies to take action.
 - You may find migration or labour registration offences that either oblige or allow you to detain the person interviewed. This can be a very challenging situation because you are arresting or detaining the person, but still trying to maintain a rapport with them so as to increase the possibility that they will give you information concerning THB.
 - Similar considerations apply when you arrest/detain a person for a crime they have committed because they have been forced to do so by traffickers. Examples include theft, sexual offences, begging, etc. In some cases, you may have discretion about making an arrest; in others you will be obliged to make the arrest and then discuss the circumstances with investigators and prosecutors who may decide to halt criminal proceedings against a suspected THB victim or start the appropriate judicial process to have the criminal charges dropped.

Exercise

Consider 'board blasting' what is needed to close the screening interviews that the participants have just seen in the role plays. Debrief the responses using the information above.

5.7 Evaluation – information for the trainer

In more formal interviews, you may be able to spend some time evaluating what you have just heard. In many screening interviews, however, you may have very little time.

Evaluating screening interviews can be difficult and stressful because you may have to make a decision whilst out in the field, with limited information, and knowing that you are not going to see the person again if you do not take action.

When evaluating interviews, take the following into consideration:

- Try to continually evaluate as the interview proceeds.
- If you are not happy with something you have been told, check it with your colleagues.
- Consider if the account you have been given appears to fit with other circumstances, such as the person's physical and mental condition or evidence from the location where they were found.

Exercise

Ask the plenary group what is their evaluation of the case they have seen role played and discussed.

Does the interview suggest the person is a victim of THB?

What are the supporting reasons for their evaluation?

What action would they take next?

If they don't feel they have enough information to indicate what they are seeing is THB and so cannot take direct action, consider asking what action they should take.

Exercise

This exercise was used at the pilot stages of the development of the learning material. It can be used as either a formative or summative tool. The approach below can be adapted to various contexts.

Using chairs, set up a 'railway carriage compartment' or 'bus seats'.

Identify six role players to play the 'passengers'.

Brief each with a simple account that they will give of themselves when questioned by border guards/police, etc. There should be some differences between the accounts. Six possible examples include:

- Unskilled person travelling with very little money to a location and hoping to find a job when he/she gets there.
- Skilled person (tradesperson such as an electrician, plumber, etc.) returning from their holidays to a job he/she has had for three years.
- Skilled person travelling to a job with a contract from an employment agency.
- Skilled person travelling with no contract but with a plan to return in a month if he/she cannot find work, and with sufficient money to cover accommodation and a return ticket if necessary.
- Unskilled person travelling in response to an internet recruitment advert for construction workers. He/she does not have a contract but only a phone number to contact when they arrive at their destination.
- Unskilled person with a contract, but which has an unrealistic job specification for their skill set and/or unrealistically good terms and conditions.

The rest of the class should then be briefed about the circumstances ("This is a train/bus travelling from X to Y", etc.) and told that they are to conduct a rapid screening interview of each of the people on the 'train/bus'.

Divide the class into pairs. Tell each pair to reflect on the screening interview lesson they have just experienced and that they should prepare to interview one of the occupants of the 'train/bus'.

After five minutes have passed, ask each pair up in turn to select one of the 'passengers' and conduct the interview.

Debrief each pair once they have concluded their interview.

6. Annex A – Example Questions for Screening Interviews

6.1 Questions at recruitment phase

- What have you been told about the work you are going to be doing?
- What is your experience of that kind of work?
- What wage/employment conditions have you been offered?
- How did you hear about this job?
- If someone told you about the job, who was that person?
- Have you spoken in person/by telephone/via text/through e-mail about the job?
- If you found the job through an advert, where did you see the advert? What did it say? Do you still have it?
- Who is paying for your travel to your new place of work?
- If you aren't paying, who is paying? What have you been told about paying back the money?
- What have you been told about when you will be leaving/the route you will be taking/the mode of transport that will be used?
- When are you going?

6.2 Questions at transport phase

- Who are you travelling with?
- What are their names?
- How do you know them?
- Do you have any money on you?
- How much?

- Have you given any money to someone to keep for you?
- Who paid for your ticket?
- Do you have your travel documents (ticket, etc.)?
- If you don't have them, do you know who has?
- If someone else does have the documents, when did they give them to that person?
- Do you have your identification documents (national ID card, passport, etc.)?
- Can you tell me what route you took to get here?

6.3 Questions at exploitation phase

What work have they had?

- What kind of jobs have you done before?
- Which of those jobs did you like best?
- What was good and what was bad about those jobs?
- How long did you do that for?
- When did you finish working as a _____? (insert the profession they have mentioned)
- What did you do between finishing that job and starting the next one?
- What's your job now?
- Is that all you have done since you came here?
- That sounds like an interesting job. Tell me a bit more about it.
- Is that what you thought you were going to work as when you came here? (If the answer to this question is "No", ask "Why didn't you work as that when you got here?")

What have they been paid?

- What's your job? That sounds like hard work. What kind of money do you get for that type of work?
- If you could manage to save up a bit of money, what would you do with it?
- How far away are you from being able to do that now? Do you need a lot or just a little more money to be able to do that?
- Have you been able to save any money since you have had this job?
- If you have some extra money, how do you like to spend it to have fun?
- Who keeps your money if you save up a little?
- How much do you get paid?

Working conditions

- What time do you start work in the morning?
- What time do you finish?
- Where do you go at meal times?
- What do you like to eat at work?
- What kind of things do you do when you are on your break?
- During a meal break, what do you do once you have eaten?
- Tell me about the place you work. How big is it? What does it look like?
- What happens on a hot day/cold day? Do they have fans/heaters?
- You must get thirsty out in the fields. How do you get something to drink?
- How long do you get for break?
- Can you leave the factory/bar/restaurant when you're on your break?

Freedom of movement

- What kind of things do you like to do on your day off?
- Who goes with you?
- What kind of things do you buy?
- What kind of things have you bought since you have been here?
- Do you go out alone?
- What kind of food do you like? Where's the nearest restaurant that serves that kind of food? Have you been there? When did you last go to a restaurant?
- Do you go to mosque/church/temple? Which one do you attend? When do they have service/prayers, etc? When did you last go?

Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers

Lesson Plan 4

Risk Assessment in THB Cases



Table of Contents

- 1. Introduction 5
 - 1.1 Learning objectives 5
 - 1.2 Target audience 5
 - 1.3 Prior learning 6

- 2. Definition of Risk 7
 - 2.1 Time 7
 - 2.2 Delivery 7
 - 2.3 Information for the trainer 7

- 3. The ‘Risk Assessment Matrix’ 11
 - 3.1 Duration 11
 - 3.2 Delivery 11
 - 3.3 Information for the trainer 11

- 4. Dynamic Risk Assessment 13
 - 4.1 Duration 13
 - 4.2 Delivery 13
 - 4.3 Information for the trainer 13

- 5. Risk in Trafficking 14
 - 5.1 Duration 14
 - 5.2 Delivery 14
 - 5.3 Information for the trainer 14

- 6. Nothing is perfect 19

1. Introduction

Assessing levels of risk is critical in Trafficking in Human Beings (THB) cases. Every person involved in combating THB needs to be aware of the process so that they can make an informed and useful contribution to it when required to do so.

Making risk assessments in the field of THB is probably a uniquely complex task in criminal justice and associated disciplines. There are frequently many individuals involved, often spread over a large geographic area (including foreign countries), who exploit intimidated and frightened people whom may not be willing to co-operate with you.

However, the underlying principles are simple and something we do every day in all aspects of our lives. This Lesson Plan seeks to give students an explicit understanding of what they are doing already and how this can be applied to the context of THB.

Trainers are encouraged not to see this as solely a 'stand alone' lesson. The topic should be continuously revisited and applied when looking at this programme's other lesson plans, case exercises and case studies.

1.1 Learning objectives

On completion of this module, students will be able to:

- Recall the basic principles of Risk Assessment.
- Explain the terms 'Remove', 'Accept', 'Reduce', 'Avoid' and 'Transfer'.
- Describe a 'risk assessment matrix'.
- Explain the concept of 'dynamic risk assessment'.
- Apply risk assessment principles to the context of THB in a simulated exercise.

1.2 Target audience

This lesson is intended for anyone who may encounter THB in their profession, including:

- Social workers.
- Non-government Organisation (NGO) workers.
- Police officers.
- Prosecutors.
- Members of the judiciary.

There are a number of exercises included in the lesson which are for particular forms of THB and contexts that may not be relevant to some of these professions. The programme gives a wide range of other case exercises that can be adapted to a particular profession using the basic outline of this lesson plan.

1.3 Prior learning

No prior learning is required.

2. Definition of Risk

2.1 Time

20 - 25 minutes.

2.2 Delivery

The recommended method of delivering this part of the session is a mix of a didactic presentation and an exercise.

2.3 Information for the trainer

Risk is defined as the likelihood of a potential hazard occurring and what will happen if it does occur.

Risk assessment is identifying those hazards, deciding on the severity of the consequences and deciding on a plan of action.

Although the specific phrase 'risk assessment' may be unfamiliar to you, it is something you do many times per day, mostly entirely subconsciously. In your everyday life, it does not need to be a conscious process because your life experiences have taught you how to recognise hazards and how to avoid or deal with them. Generally, this process is very effective; if it wasn't you might not be here. The problem comes when you either move to an environment you have no experience of or something new enters your environment.

For many practitioners, human trafficking is likely to be one of those new and novel problems. As it is new and complex, you are also probably unable to effectively assess the risks it presents.

Exercise – Crossing the road

This exercise uses an everyday situation to illustrate the concept of risk assessment, how risks may differ, and what can be done to deal with those risks. It can be done very easily in a classroom.

While the exercise is light-hearted and amusing, it has a serious message, is a good introduction to the topic and experience has shown that it helps people apply its concepts to THB scenarios.

You can run this as an activity in class or simply tell it as a story.

Ask the class for three volunteers.

Two are pedestrians; the other one is driving a car.

Tell the group that they are in a country where the cars drive on the left side of the road (United Kingdom, Australia, India, Japan, etc.).

One of the pedestrians is from that country; the other is a visitor from a country where the cars drive on the right side of the road (USA, Ghana, France, Serbia, etc.).

(You can, of course, reverse the left/right scenario according to the country you are in.)

The two pedestrians are about to cross the road.

The driver is driving towards the two pedestrians.

Instruct the pedestrians to look in the direction they expect the traffic to come from.

The pedestrian who looks in the correct direction stays on the pavement; the pedestrian who looks the wrong way is hit by the 'car'.

It doesn't matter whether the pedestrians argue that they would both look the correct way or if similar comments come from the audience – you can use this to generate more energy by asking them why they say this, expressing the opposite point of view, etc.

You now introduce the following concept:

The questions we ask when assessing risk are:

- Who or what is at risk?

- What is the risk?
- What is the level of risk?
- What action should be taken? Remove, Accept, Reduce, Avoid, Transfer?

This can be done by either presenting the above information didactically or facilitating the 'Crossing the road' exercise in the following way:

Question: Who or what is at risk?

Answer:

- The pedestrians.
- Possibly the driver.
- Possibly other road users and witnesses.

Question: What is the risk?

Answer:

- Physical and psychological injury to the driver.
- Damage to the car.
- Delays while the police deal with a road accident.
- Costs of investigating the accident.
- Costs of treating the injured parties.
- Trauma to witnesses.
- Bad press for the tourism industry.

Question: What is the level of risk?

Answer:

- On the facts presented, this differs between the two pedestrians.
- The severity of the risk would be the same for both if they were hit by a car – some kind of injury or a potential fatality.
- The difference is in the likelihood of the risk to each of them.
- The native of a country which drives on the left would probably automatically look right, be more likely to see the car and therefore avoid the risk.
- The visitor from the country which drives on the right would be more likely to look left, not see the car, be hit and receive injuries.

Question: What can the pedestrian visiting from the 'left-driving' country do to:

- Remove;
- Accept;
- Reduce;

- Avoid; and
- Transfer

the risk to themselves?

Answers:

Remove

He/she could simply stop travelling to countries that drive on the left.

Accept

He/she could just step out onto the road and hope that there was no traffic coming, that the driver would see him/her, or that the car would be travelling too slowly to cause serious injury.

Reduce

He/she could train themselves to consciously think about which direction the traffic comes from. They might forget this and revert to what life has previously taught them, but there would be less chance of this.

Avoid

He/she could use only proper crossings or pedestrian underpasses, bridges, etc. or take a taxi everywhere.

Transfer

The pedestrian would not be able to transfer all of the risks, but they may be able to transfer some. For example, if he/she took a taxi instead, some of the risks of him/her having to pay for hospital treatment if he/she was in an accident would be transferred to the insurance of the taxi driver.

You can only work on what you know

Note that you can only make decisions concerning risk by basing them on the information you know or that which you could be reasonably expected to find out.

3. The 'Risk Assessment Matrix'

3.1 Duration

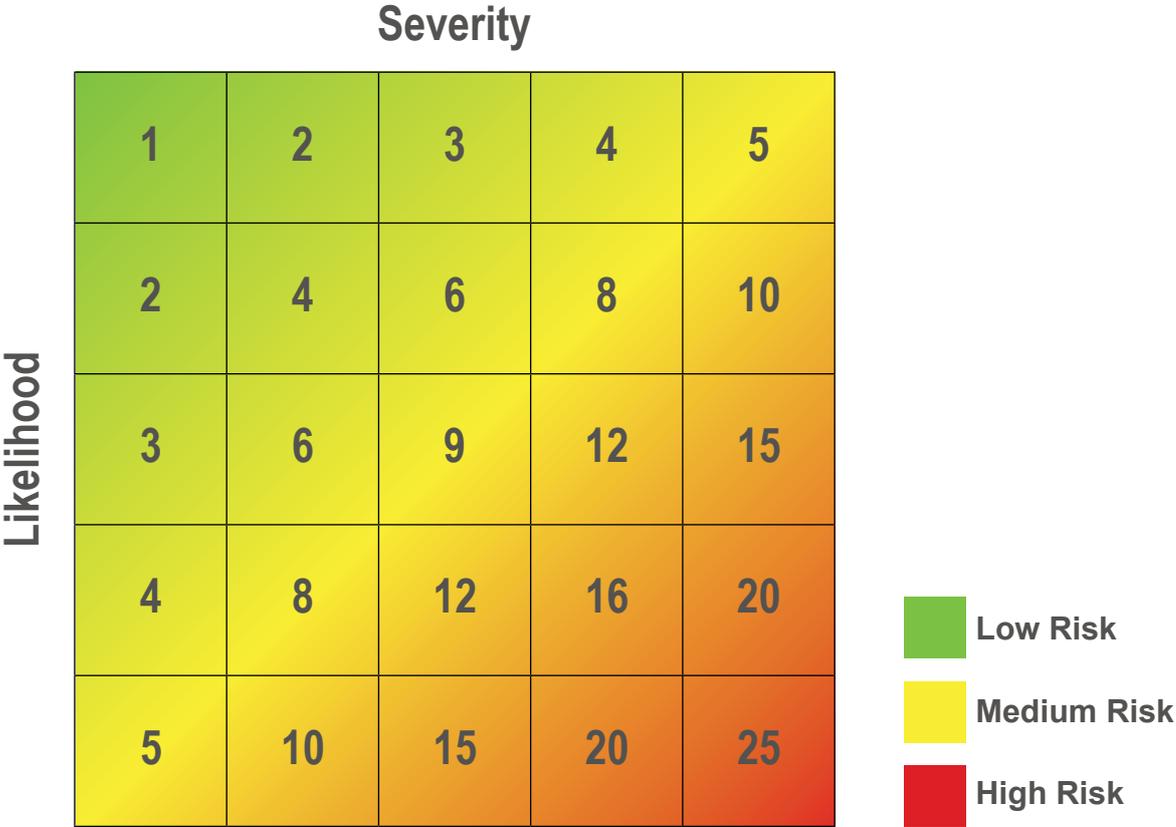
10 - 15 minutes, depending on whether the exercise is used.

3.2 Delivery

The recommended method of delivering this part of the session is a mix of a didactic presentation and an exercise.

3.3 Information for the trainer

A useful tool for helping to assess risk level is the 'risk assessment matrix'.



As you can see, on the vertical axis is the 'likelihood' of an outcome, whilst on the horizontal axis is the severity of the consequences of an outcome. The numbers are multiples of the columns that run across the top and down the left. So, the lowest risk level is a score of 1 for the severity of outcome and 1 for the likelihood of it happening – 1×1 being equals to 1. The highest risk level is 5×5 , i.e. 25.

Note also the colour of each section. Even if there is a very high likelihood of an outcome, where this is coupled with a very low severity of outcome, the overall risk level remains almost entirely green; the same applies where there is great severity but very little chance of it happening.

The combination of colours and scoring allows you to visualise levels of risk and make comparisons between the levels of risk for the risks which you have identified.

Exercise

Consider inviting the students in the plenary to apply the 'risk assessment matrix' to the individuals in the 'Crossing the road' exercise above.

4. Dynamic Risk Assessment

4.1 Duration

Approximately 10 minutes.

4.2 Delivery

Didactic presentation.

4.3 Information for the trainer

Dynamic risk assessment (sometimes known as ‘continuous risk assessment’) is the process of continually assessing how the risk assessment has changed in the light of evolving information and events.

It is essential that you dynamically assess risk in THB cases, as circumstances can change very rapidly.

It’s of course not possible to give guidance for every possible situation, but this example illustrates it:

- The level of risk of assault is high in a case when the suspected trafficker is a violent person who has assaulted the victim, has a long history of violence, and is still at large.
- The victim is placed in a secure and secret shelter; the overall level of risk of assault is reduced.
- Another resident at the shelter is overheard speaking on the telephone describing where the shelter is; the risk level of assault becomes higher.
- Analysis of the resident’s phone shows that she has contacted the violent trafficker who is still at large; the risk level of assault is now higher, probably substantially so.
- The man is arrested near the shelter, charged, and placed in pre-hearing detention; the risk level of assault is reduced.

5. Risk in Trafficking

5.1 Duration

Approximately 45 minutes.

5.2 Delivery

The recommended method of delivering this part of the session is a mix of a didactic presentation and an exercise.

5.3 Information for the trainer

Who or what is at risk?

(Please note this is not an exhaustive list)

- Victims of THB.
- Victims' families.
- Anyone involved in the investigation, giving support, etc.
- Witnesses.
- The likelihood of producing a successful outcome to the investigation.
- The confidence of future victims to make reports.

What is the risk?

(Please note this is not an exhaustive list)

- Assault/intimidation of THB victims or their families by criminals.
- Intimidation of witnesses.
- Criminals will continue to victimise people if not convicted.
- No future testimony if victims/witnesses lose confidence in the system.
- Rejection or isolation if victims return home without support.
- Investigative techniques will be revealed to criminals and compromised.

What is the level of risk?

This depends on a number of factors, including the answers to the following key questions:

- Are the criminals capable of reaching the victim or his/her family?
- How violent are the criminals?
- How is the physical health of the victim(s)?
- How is the psychological health of the victim(s)?
- If an investigative technique is revealed, how serious will the consequences be for the future?

(Please note this is not an exhaustive list)

What action should be taken?

This depends on all the factors above, examples include:

- Placing suspected THB victims in secure shelter accommodation and other witness protection measures.
- Providing counselling and medical treatment to traumatised/injured victims.
- Applying for the pre-trial detention of suspects.
- Providing support for THB victims to return home.
- Providing facilities for witnesses/victims to give evidence via video or anonymously.
- Using methods to conceal the investigative techniques employed, for example, recovering suspected victims in what appear to be routine law enforcement operations.

(Again, please note that this is not an exhaustive list)

Exercise – Applying risk assessment in THB

Part 1

This exercise uses Case Exercise 5 ‘Farm’ to apply risk assessment principles.

Divide the plenary group into small groups.

Distribute the first part of the Case Exercise and ask the groups to identify the following:

- Who or what is at risk?
- What is the risk?
- What is the level of risk?
- What action should be taken? Remove, Accept, Reduce, Avoid, Transfer?

Trainer:

Who or what is at risk?

- The main risk appears to be to the people on the farm.
- There could also be a risk to the people who buy the potatoes.

What is the risk?

At this stage, the main risk appears to be to the health of the people on the farm. They don't have any specialised clothing, they don't appear to have proper hygiene facilities (no toilet, no place to wash), and they are also living and sleeping in unsuitable conditions. They could be injured or contract diseases. In addition, there is industrial equipment present. They may possibly be injured or catch diseases.

Something that may not be considered an immediate risk is the risk to public health that situations like this can present. If people are processing food in a place where they do not have proper toilets or washing facilities, there appears to be a risk of spreading disease to the people consuming the food.

There may be many more risks, but based only on what we have observed, we can't say for sure. This does not mean that we should accept the situation – far from it. The circumstances suggest we should make further enquiries before a proper risk assessment can be carried out.

What is the level of risk?

This is difficult to assess on the information provided. For example, it could be that the place where they are sleeping may not be suitable but is also not actually a health risk. Factors that might change this are the prevailing weather conditions, the time of year, the nature of the 'beds', what bedcovers there are, how watertight the building is, etc. A clean, dry camp bed would have a low likelihood of causing harm and low severity if it did. A wet, dirty piece of cardboard would have a much higher likelihood and severity.

The lack of toilet and cleaning facilities is of the most concern. You could assess this by a more detailed check of the location and by interviewing those present.

What actions should be taken?

Again, this would depend on the exact nature of what you find. If it looks like there are no hygiene facilities, then serious consideration should be given to whether to **remove** the people from the situation. This would apply regardless of whether this is human trafficking. It may be that the hygiene facilities, while not perfect, are adequate and the risk can therefore be **accepted**. It could also be that there are some simple measures that could be suggested that might **reduce** this risk.

Even if this is not THB, there would still be needed some action from the relevant agency to reduce both the risk to the workers and to the public.

Part 2

Tell the group that during the screening interviews, one of the workers interviewed states that the man who speaks the local language has been making threats against them, saying that if they cause trouble they will get some of "this", with "this" being a baseball bat which he walks around with and periodically bangs on the floor. The worker tells the officers where the baseball bat is.

The officers interview the man with the baseball bat. He gives a name which they check on their intelligence systems. They ask him to empty his pockets. When he empties them, there are a number of identity cards of the people who have been interviewed. There is also one with his picture, but with a different name. When this name is checked on intelligence systems, it shows he is a man with convictions for violence.

Who or what is at risk?

- The people working on the farm.
- The future investigation.

What is the risk?

- It seems the people at the firm are at risk of at least psychological harm through the threats and, given the combination of the man's violent behaviour and previous history of violence, possibly assault.
- The future investigation is at risk because if the officers are not seen to take effective action against the man, the potential witnesses will be frightened and unlikely to co-operate.

What is the level of risk?

- Again, this is difficult to assess with complete accuracy. However, it looks like the likelihood of potential harm has become higher and that the severity is also higher as there is some evidence of violence and that violence could have serious consequences.
- Remember also that the potential risks identified at the earlier stage still remain.

What action should be taken? Remove, Accept, Reduce, Avoid, Transfer?

- You may consider **removing** the risk from the man who has been making the threats. You could do this by arresting/detaining him. It's still not clear if this is a THB case (although the more information that emerges, the more it looks like it might well be), but you probably do have some type of assault case.
- You might also be able to **remove** the risk by taking the workers to a place of safety. However, this assumes you have a place to take them. Shelter space is very limited and often not available for suspected victims of labour THB. If you remove suspected victims and they have nowhere to stay or no means to feed themselves, they are at risk from various sources, including being re-trafficked.

6. Nothing is perfect

It is important to remember that no system of risk assessment is perfect, particularly in the complex context of THB.

You can only do your best and carry out an honest assessment of what you could reasonably be expected to know.

Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers

Lesson Plan 5

Needs of Victims in THB Cases

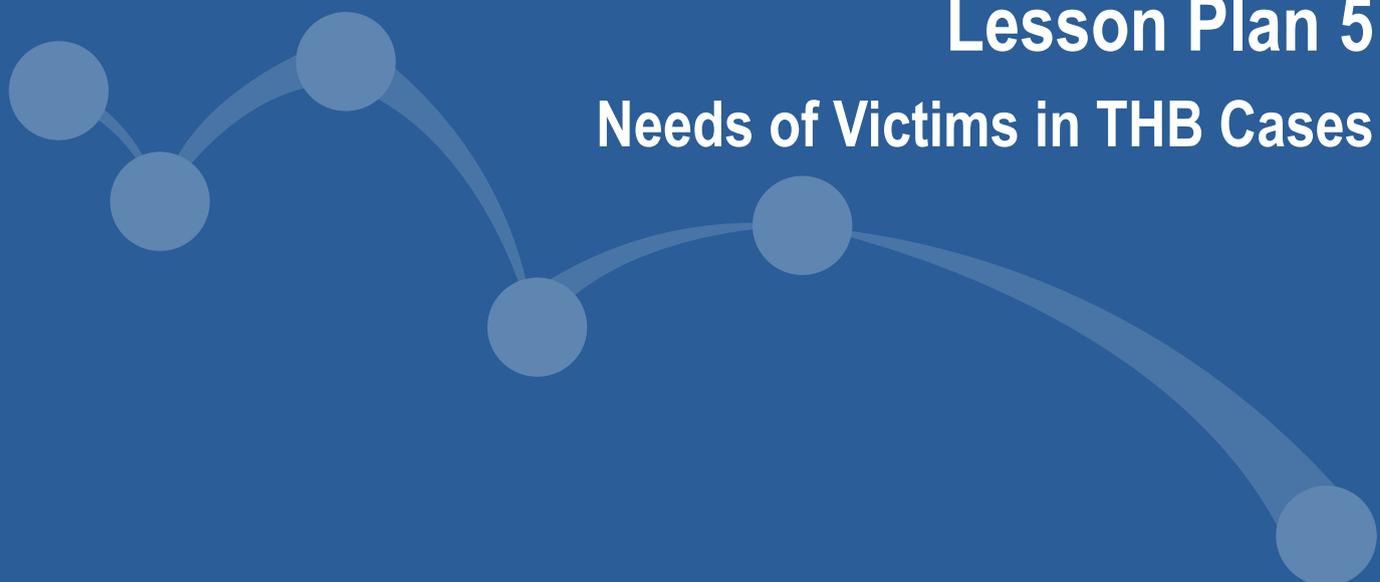


Table of Contents

- 1. Introduction 5
 - 1.1 Target Audience 5
 - 1.2 Learning objectives 6
 - 1.3 Prior learning 6

- 2. The Effect of THB on its Victims 7
 - 2.1 Duration 7
 - 2.2 Delivery 7
 - 2.3 Information for the trainer 7

- 3. Victim Needs 11
 - 3.1 Duration 11
 - 3.2 Delivery 11
 - 3.3 Information for the trainer 11

1. Introduction

Understanding and addressing the needs of victims of Trafficking in Human Beings (THB) is critical for anyone involved in combating the phenomenon.

First, there is a basic humanitarian need to assist victims of crime so that they may recover from the effects of the crime, develop their potential, and contribute to society.

Second, particularly in the case of THB, there may be a specific legal duty to address victim needs.

Third, for the criminal justice system, there is the practical consideration that if you do not deal with victim needs, you may not have a witness; if you do not have a witness, you are unlikely to have a case.

Although there are often individuals and agencies with a specific role in supporting victims, it is the responsibility of everyone to provide that support from the moment a potential victim is identified. If this early support is not provided, the victim may return to a state of vulnerability and/or not provide worthwhile information or intelligence.

In order to understand how you can provide for victims' needs, it is important to first understand the impact which the process of THB has on its victims and why it has this impact. Therefore, the first part of this lesson looks at the effect of THB on victims.

The second part of the lesson looks at the implications of those effects for anti-THB professionals and explores some practical steps for dealing with these.

1.1 Target Audience

This lesson is intended for anyone who may encounter THB during the course of their work, including:

- Police officers.
- Border guards.
- Labour inspectors.
- Social workers.
- Health and safety inspectors.
- Education officers.

1.2 Learning objectives

- List the challenges victims of trafficking face.
- Identify who may assist victims.
- Describe how supporting the physical and psychological recovery of the victim will help him or her to participate in the criminal justice process.

1.3 Prior learning

None required.

2. The Effect of THB on its Victims

2.1 Duration

30 minutes.

2.2 Delivery

Didactic presentation of the 'Information for the trainer'.

2.3 Information for the trainer

Virtually every human being will have experienced a traumatic event: the death of a loved one, injury resulting from an accident, loss of a job, etc. For most people, the trauma is a relatively short-lived phenomenon. They recover from it through the natural psychological healing processes of the brain, the support of family and friends, or physical rehabilitation.

Trauma becomes difficult to recover from when a number of factors are present. In some cases, individuals may have a pre-existing vulnerability to trauma, particularly if they have experienced traumatic events in the past from which they have not fully recovered. Some situations, war, for example, may produce multiple events of an intensely traumatic nature. Other situations may not have the same intensity, but may be prolonged. Domestic abuse, for example, may be a series of incidents which, taken alone, may not be traumatic. However, in combination with each other and over a long period of time, they may be highly traumatic.

The essence of trauma is that "it overwhelms the victim's psychological and biological coping mechanisms. This occurs when internal and external resources are inadequate to cope with the external threat."¹

Being a victim of THB is a very traumatic event. The following factors contribute to producing this trauma:

1 UNODC. Anti Human Trafficking Manual for Criminal Justice Practitioners - Module 3: Psychological reactions of victims of trafficking in persons. 2009, United Nations: New York, p.2.

Events

A THB victim's experience is likely to be one where events are both unpredictable and uncontrollable. The nature of the process of THB 'recruitment' is that the victim 'predicts' something is going to happen (e.g. "I will have a well-paid job") that does not actually transpire (they are paid nothing). Unpredictability will remain present throughout the THB process.

Loss of control is also a key element. The victim is likely to assume (and often be specifically told) that they will have normal control over their life ("I will be able to live like I normally do") when in fact they will be highly controlled ("You can't leave this building, you do as you are told to do.")

Control measures

Victims may be controlled by a number of measures, including restricting movement, violence and abuse.

All these terms should be broadly understood and are often inter-linked. For example:

- 'Movement' may be restricted by physical measures such as walls, locks, and barbed wire. It may also be restricted by threats to assault victims or their families, tell authorities about some 'crime' they have committed, or remove 'privileges'.
- 'Violence' can take the form of a direct assault, verbal threats, violence against others, or even the subtle implication of violence.
- 'Abuse' may take many forms, ranging from violent assault to constant humiliation and attacks on a person's self-respect.

Multiple trauma

A critical aspect of traumatising of THB victims is that it is multiple: there are many traumatising events of varying forms. Some of these would be sufficient to induce trauma by themselves (a rape or a serious industrial accident, for example), but when they occur in combination with other effects of THB, the trauma becomes much more profound.

So what are the consequences of that traumatising?

Trauma symptoms

The following symptoms have been identified in studies of THB victims. It should be noted that early studies focused mainly on victims of THB for sexual exploitation. However, more recent studies have found similar symptoms in victims of other forms of THB. The symptoms identified are:

- Concurrent.
- Physical.
- Mental health.
- Post-traumatic stress disorder (PTSD).

Concurrent

This is the presence of multiple types of symptoms at one time. Studies have shown that up to half of victims of THB for sexual exploitation, for example, can experience 12 different physical symptoms up to 14 days after the THB experience. This then begins to decline, yet even after some 28 days, 7 percent were still experiencing 11 different symptoms.

Physical

The most commonly reported symptoms in THB for sexual exploitation cases were:

- Fatigue.
- Weight loss.
- Neurological symptoms (disorders of the nervous system such as muscle weakness, confusion and pain).
- Gastrointestinal problems (stomach and bowel disorders).

Mental health

Frequently reported and observed mental health symptoms include:

- Depression.
- Anxiety.
- Hostility.

Post-traumatic stress disorder (PTSD)

This disorder is a mental health disorder caused by exposure to one or a number of traumatic events.

Identified consequences of PTSD include:

- Recurrent memories of traumatic events.
- Difficulty sleeping.
- Not being able to feel emotions.

There is a difference between 'simple' and 'complex' PTSD. Simple PTSD is the product of a single traumatic event; complex PTSD is the product of multiple events.

THB victims tend to suffer from complex PTSD as they have often experienced multiple traumatising events.

PTSD symptoms tend to decline with the passage of time, although this depends on the circumstances and the individual concerned. It can also reappear at times of stress.

As noted above, we know the most about THB for sexual exploitation (almost exclusively of women); information about victims of other forms of THB is still emerging and suggests that PTSD is also found in these individuals.

Exercise

This exercise should be handled very sensitively.

In the plenary group, ask the students to reflect upon a traumatic event in their lives. This may be something from their personal or professional lives.

Tell them they will not be required to discuss it.

Allow up to one minute for silent reflection.

Ask them then to reflect upon the impact that this had on how they functioned in their lives. Now ask them to think about what the impact would be if a second traumatic event had occurred in their lives at the same time or shortly after the first event.

This is highly likely to induce a reflective and quiet atmosphere in the group.

Ask the group what they think would be helpful responses to people who have experienced trauma. Record these using the method of your choice and debrief them.

3. Victim Needs

3.1 Duration

30 minutes.

3.2 Delivery

Didactic presentation of the 'Information for the trainer'.

3.3 Information for the trainer

The general principles of victim needs are:

- Victims of trafficking should be identified as victims of crime.
- They should not be treated as criminals.
- They should not be treated as only a source of evidence.

Identifying people as victims

This is a critical element of anti-THB activity and not one that is always easy to achieve. Examples of where there have been failures of identification include:

- Taking the view that the women or men involved are “just prostitutes” (applying a prejudiced view to people who are sex workers) and being blind to any indication of THB.
- Concluding that a report of labour exploitation is a contract dispute.
- Believing that people are ‘down-and-outs’, ‘drunks’, ‘addicts’, etc, rather than vulnerable people who have been exploited virtually as slaves.
- Accepting complaints of “theft” and other allegations of crime by employers against ‘employees’ without question or investigation.
- Dealing with people simply as irregular migrants rather than investigating the circumstances of their presence in a particular location.

Not treating victims as criminals

Many THB victims will have committed 'crimes' as part of the THB process. This may be as a consequence of illegally crossing a border, working without the necessary papers, or being directly exploited through illicit activities such as begging or petty theft.

Treating victims as not just evidence

Victims of THB are clearly an important source of evidence. Indeed, they are perhaps the most important. Unless you treat them as human beings and take care of their basic needs, it is probable that you will not have these sources of evidences for long. This is because they are likely to stop co-operating with the investigation and/or decline to give testimony in court.

Suggested response

The overall response during any post-trafficking process should ensure victims are as safe as possible and also that they feel as safe as possible.

Below are some of the key actions that you should take in order to achieve this goal.

It should be noted that the structure of the response to these needs will vary between jurisdictions depending on resources available, the nature of the specific case and the requirements of local legislation. In a number of cases, it is suggested you consider certain actions (such as providing social support measures) that may not be formally available. This should always be done in a way that does not infringe upon the laws of the location and only after a proper risk assessment of these informal arrangements.

Investigation phase

- Assess the risk to the victim from the beginning; continue to carry out risk assessment throughout your involvement with the victim.
- Assess the suspected victim's physical and psychological health and get appropriate treatment for them as soon as you can.
- Use clear, simple language and check victims understanding.
- Explain who you are and what your role is; do the same for any other people involved in the process.
- Explain what their rights are under your location's system. Examples include leave to remain, the right to have a social support worker present and arrangements for their accommodation.
- Even if there is no specific 'right' to social support, consider providing it anyway.
- Whenever you can, explain what is happening and why it is happening.
- Only search or medically examine victims with their informed consent.

- Do not make promises you can't keep.
- Work with practitioners from other disciplines to plan a coherent and multi-disciplinary approach.
- Use appropriate interviewing techniques when interviewing vulnerable victims.
- Be aware of the process in your jurisdiction to have a criminal charge withdrawn where it is determined a person only committed that crime as part of THB exploitation.
- Provide protection to the witness and (where appropriate) their family through measures such as secure shelters, keeping the details of locations secret, making a plan for urgent assistance, etc.

Pre-trial and trial

- Continue to risk assess.
- Continue to explain what is happening and why it is happening, covering issues such as hearing times, the process of the court (including, for example, protective measures such as screens and video links), who will be at the hearing, etc.
- Keep communication 'channels' open throughout the pre-trial and trial phase.
- With the support of relevant professionals, monitor the physical and psychological condition of the victim.
- Continue to work with practitioners from other disciplines to identify the specific needs of individual victims.
- You may have a formal process for providing social and practical support to victims of THB; if you don't, consider providing it.
- Provide accommodation appropriate to the risks victims face.
- If you are considering returning a victim to a source location, risk assess and establish what support is available there before taking the decision to return them.
- Take care of the basics such as how victims are going to travel to court.
- Whether or not victims are obliged to give testimony at court varies between jurisdictions. Where the legal system allows it and they decline to give testimony, this should be respected. If the legal system requires them to provide testimony, it is critical that this is explained and all possible support is given.

Post-trial

- Remember that the need to support victims continues after the judicial process has ended.
- Identify and work with organisations that provide appropriate reintegration and rehabilitation services.
- Offer a communication 'channel' to allow victims to report any concerns they have or any threats to their safety.

Exercise

This exercise is based on Case Exercise 4 - Brothel.

This can be done as a small group exercise or in the plenary.

Either read the content of the first section of the CE (up to 'What indicators are present?' or (preferably) distribute copies for the students to read themselves.

Ask your students to consider the following questions:

- In what state of physical health might you expect to find these women?
- What are the symptoms of trauma you might expect to find in these women?
- What do you think their immediate 'victim needs' will be?
- In the context of your work, how could you address those needs?

Exercise debrief information for the trainer

(The following are key points only and should not be taken to be exhaustive)

Physical health

- It appears likely that the women have had unprotected sex. There is likely to be a high risk of sexual transmitted diseases.
- The general conditions at the location seem to be unhealthy, so the women could be suffering from a variety of illnesses and diseases associated with these conditions.
- From what we can see, it appears that the food available at this location is inadequate, so we may find symptoms of malnutrition.
- There is also some evidence of blood in some of the 'booths', which may indicate at least some (if not all) of the women have been assaulted.
- We can't yet tell until we have interviewed the women and taken the result of any medical examinations into account, but the fact that the women are living where they work and that the brothel appears to be a 'high volume' location means it is likely that they will display physical symptoms of fatigue.

Trauma

- Although we cannot say for certain at this point what is the precise situation concerning consent, if it transpires that the women have been trafficked, they will have been raped a number of times.

- Depending on how long they have been there, this could be hundreds or even thousands of times.
- Therefore, you are likely to see the presence of PTSD, including recurrent memories, difficulty sleeping and being unable to feel emotions.
- They are also likely to be suffering from other symptoms, including depression, anxiety and hostility.

Immediate needs

- It seems the assessment of the physical condition of each woman should be the first priority in this case, so that action to treat them can be taken.
- The dirty conditions at the location suggest that clean clothing and a chance to wash would also appear to be priorities (after considering any needs for forensic examination).
- Basic matters such as when and what the women last ate and drank should be considered.
- Assuming that THB is suspected, the women should be removed to a secure location.
- The women may also have anxieties about threats being carried out to them, on their families, or that their sexual exploitation will become public knowledge within their own communities.

Addressing the needs

- It is essential that what is going to happen is explained to the women
- A medical examination should take place as soon as is practical (subject to their consent).

Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers

Lesson Plan 6

Evidential Interviews – Managing Conversations and PEACE Interviewing in THB Investigations



Table of Contents

- 1. Introduction 5
 - 1.1 Target audience 5
 - 1.2 Learning objectives 5
 - 1.3 Prior learning 6

- 2. Conversations 7
 - 2.1 What is a conversation? 7
 - 2.2 Turn-taking, topics and power 9

- 3. PEACE 12
 - 3.1 PEACE explained 12
 - 3.2 What is the purpose of an evidential interview? 12
 - 3.3 Comparative structure of general conversations and PEACE interviews 12

- 4. Planning 14

- 5. Engage and explain 19

- 6. Account 22

- 7. Closure 28

- 8. Evaluation 29

- 9. Putting it into practice 30

1. Introduction

Interviewing victims, witnesses and suspects is a critical element of any crime investigation. Evidential interviewing can have a certain mystique about it and be regarded as complex and daunting by those required to do it.

The philosophy that underpins this lesson is one that sees evidential interviews as simply conversations held for a particular purpose. Once students understand the elements of general conversations they have many times a day, they will be able to apply what they already unconsciously know to evidential interviewing.

The challenges presented by interviews in Trafficking in Human Beings (THB) cases (particularly those of victims) are different than those found in general crime cases. They are more similar to those found in rape, serial abuse and violent assault cases. The main issues are:

- THB crimes can be very complex, often taking place over a long period of time, in multiple locations and with many individuals linked to the crime. This means that there is a lot for victims to remember.
- The traumatising effects of THB crime on victims affects their ability to recall events.
- Control methods such as collusion in illicit activity, exploitation of irregular migration status, or fear of there being consequences for their relatives may lead victims to give untruthful accounts.
- Through careful, sensitive handling and interviewing it is often possible to get an accurate account. However, where this differs from the original account given, this can cause problems at the court hearing stage.
- Post-interview care is critical if a victim is to remain as a witness and testify in court.

1.1 Target audience

This lesson is intended primarily for those who play a role in managing investigations into THB, including:

- Anyone who conducts evidential interviews of victims, witnesses or suspects.

1.2 Learning objectives

On completion of this lesson, studentselegates will be able to:

- State the overall objective of all law enforcement interviews.
- Identify the five stages of an interview, which are:
 - **P**lanning and preparation.
 - **E**ngaging and explaining the process and content.
 - **A**ccount of the victim/witness.
 - **C**losure of an interview appropriately.
 - **E**valuation of the content of the interview.
- Explain why interviews should be planned for.
- Describe the practical steps to be taken when planning an interview.
- Identify how to engage with a person in an evidential interview (be it the witness, victim or suspect).
- Explain when an interview should move to the Account stage.
- Explain the concept of 'free recall'.
- Identify open, specific, closed and leading questions, and explain the differences between them.
- Describe how an interview should be closed.
- Identify practical steps to help evaluate an interview.
- Plan and prepare a simulated interview of a victim/witness.
- Identify appropriate actions and ways to engage and explain in victim/witness interviews.

1.3 Prior learning

It is desirable that students will have already completed Lesson 3 'Screening Interviews in Trafficking in Human Beings Cases'.

What is an interview?

A police interview, either of a witness or a suspect, is essentially a conversation. Whilst it does have some key differences from the conversations you partake in every day, it has many more similarities with these than it has differences.

In order to be an effective police interviewer, you must first have an understanding of conversations; their purpose, their structure and the techniques involved in having them. As you have hundreds or even thousands of conversations per day, you know all there is to know about them, right? If you are very self-aware, you may do; if, however, you are like the vast majority of us, it is unlikely that you actually do.

This lesson looks first at the structure of general conversations, so as to apply lessons from this to the specialised type of conversation that is a police interview.

2. Conversations

2.1 What is a conversation?

This section contains information about the basic rules of conversation. The purpose of this is to start a learning process where we identify how the components of general conversation (which virtually everyone knows and practices) are transferred to evidential interviews. In other words, by focusing on what people already do (although they may not realise they do it), we seek to demystify the process of effective evidential interviewing.

You have a choice here. You can either run facilitated plenary discussion first and then the 'Observing a conversation' exercise or you can run the exercise and then the discussion.

Experience has shown that running the exercise first creates very high levels of energy and is useful as an ice breaker; the disadvantage is that some people may find it confusing.

Facilitated discussion

Ask the plenary group the following question:

What is a conversation?

A conversation does the following:

- Exchanges information.
- Signals the relationship between participants (can reinforce an existing relationship or establish a new one).
- Is more than just speaking the spoken word, as it involves a range of non-verbal communications (NVCs).

How is a conversation structured?

Every conversation has the same basic structure:

- Opening.
- Exchange.
- Closing.

The basic rules of a conversation are:

- It requires co-operation.
- Co-operation is signalled.
- Once started, one is obliged to continue.
- Closure must not confuse or offend.

Example

Two people who know each other meet in a corridor. One says “Hi, how are you?” The other replies “Fine”. In this case, there is no co-operation and the second person has signalled that they don’t want to co-operate.

Two more people meet on the corridor, one says “Hi, how are you?” The other responds “Fine, and you?” In this case, co-operation has been signalled. The first person may simply say “Fine”, signalling that they don’t want the conversation to go any further, but this would be unusual and be outside the general ‘rule’. By initiating the contact, they have signalled that they wanted to talk; such an abrupt ending with no thanks, etc. could be offensive.

No matter what is actually said, NVC’s can contradict and override the meaning of the words spoken. For example, “Have a nice day” is a pleasant and positive phrase with which to end an encounter, but said while snarling and grimacing, conveys a totally different meaning and verges on being a threat.

Exercise – Observing a Conversation

Select or ask for two participants to have a conversation.

Take the ‘conversationalists’ from the room.

Brief the conversationalists to talk about (for example) why they support a particular football club, their favourite player, what they like about that player’s style of play, etc.

They should be allowed five minutes together. At the end of the conversation, each should know something about the other’s opinion on the subject discussed.

Divide the remainder of the class into three groups and give them each one of the following questions to answer in relation to the conversation between the two conversationalists:

- How did the conversation open? (Look at how they position themselves, introduce themselves, introduce their topic, etc.)
- How were new topics introduced? (Comments might be made or invited on this point.)

- What non-verbal actions were they doing during the conversation? (Sitting, arm gestures, indicating with their eyes, etc.)

Tell the observers they should simply observe. They should not become involved in the conversation. They may take notes if they wish.

Place two chairs side by side, possibly some distance apart.

Bring the two conversationalists back into the room, direct them to the chairs and run through the conversations.

Stop after five minutes and allow two to three minutes for reflection. This allows the conversationalists time to consider whether they learnt anything through the conversation and the observers the time to reflect on whether they saw what they had been asked to look for.

Bring the group back into plenary.

Ask the conversationalists if they are now more aware of what their partners 'thoughts, opinions, feelings' are on the chosen topic? Consider asking for examples of what they have learnt.

Describe to the whole group what questions the observers have been given to answer.

Ask the observers to give their findings.

Additional guidance

It is anticipated that at least something will have been observed, but even if the general response is weak or lacking in detail, it makes the valuable point that we don't think much about conversations – they just happen. We, as evidential interviewers, need to think about them and how they work.

2.2 Turn-taking, topics and power

This part of the session brings in some formal concepts of how conversations are structured.

Turn-taking

A conversation obviously requires people to take turns in exchanging information. The basic 'rules' of turn-taking are:

- Participants take a 'speaking turn' and a 'listening turn'.
- A voluntary change of turn puts pressure on the listener to take a turn.
- Refusing an 'offered' change of turn puts pressure back on the speaker to continue.
- An involuntary change of turn, where one participant interrupts the other, is a demand by that participant for the 'floor'.
- The pressure to take the 'speaking turn' when it is signalled to you is great.

Turn-taking is signalled in the following ways:

- Verbal – stopping to speak voluntarily, actively seeking a response with phrases such as “What do you think?”
- Non-verbal – nodding, making gestures, facial expressions, moving closer to or further away from other participants, making noises that aren't actually words, etc.

Speed and frequency of turn changes:

- Adults, with their long experience of conversation, are aware of the 'rules' of turn-taking.
- In a conversation between an adult and child, an unaware adult steps in, taking turns to speak early (through frustration, perhaps) means that the adult occupies most of the speaking time and responses are only limited.
- A similar 'parent - child' phenomenon may be observed between unaware 'people in power' (e.g. police) when they are interviewing people they perceive as not possessing power.
- This approach may also lead to closed questioning, confirming assumptions, etc.

Control and concern

All participants in a conversation make a decision on control through:

- Access to speaking time.
- Topic selection and progression.
- Concern – – concern for yourself – concern for the other person.
- Yourself – excludes the other person and their perspective.
- Others – consciously takes into account points of view expressed by others, etc.

Topic selection

Topics are introduced by making a comment, inviting views, or asking a question. After exchange on that topic (which may go on for some time), one participant moves the conversation further by introducing another topic.

Power relationships

The structure of a conversation often reflects the power relationship between the participants. It may even (consciously or subconsciously) be used to enhance a 'power' relationship.

Stereotypically, a 'powerful' participant will do the vast majority of the talking, control 'turn' changes and decide what topics are discussed. Taken together, this is likely to induce submissive behaviour in the less 'powerful' participant.

In the case of police, there are a number of issues involved. Even where there is no active 'power' behaviour on the part of a police interviewer, the mere fact that they are a member of the police force means they are likely to be considered powerful by the person being interviewed. This person may then respond submissively. Some police officers may also see themselves as 'powerful' and actively pursue control through talking the most, etc. Indeed, some may believe this highly assertive approach is the way to the truth.

This has potentially serious consequences. The more the interviewer speaks, the less the person being interviewed has the opportunity to speak. If an interviewer is talking most of the time, it is less likely he or she will be listening when a response does eventually come from the interviewee. More speaking by an interviewer increases the chances that he or she is imposing their own view of what happened rather than finding this out from the interviewee. In this situation, the interviewee gets a strong message that it is his or her place to listen, not to speak. The overall effect is that this reduces or eliminates the information coming from the person being interviewed.

Therefore, control should be exercised by access to speaking time and topic selection and progression.

Interviewers should also be very sensitive to the 'power relationship' phenomenon and take all possible measures to reduce its impact. Some ways in which this can be done are discussed later in the lesson plan.

3. PEACE

3.1 PEACE explained

PEACE is an acronym for an interviewing method primarily used in law enforcement. It stands for:

- Planning and preparation
- Engage and explain
- Account
- Closure
- Evaluation

3.2 What is the purpose of an evidential interview?

Evidential interviews are structured conversations held for a particular purpose – to obtain an accurate account of an incident (or series of incidents) from victims, witnesses or suspects. The information from this interview is used along with other information to decide on a course of action, such as charging a person with a crime, conducting further interviews or making other further enquiries.

Even where an interview is not directly admissible as evidence (for example, some first stage police enquires in some jurisdictions or interviews by other agencies without a direct law enforcement role), it is good practice to follow the PEACE model and the guidance that contained in this lesson plan. comes with it.

An evidential interview is not an attempt to extract a confession, to obtain an account that ‘fits’ with other evidence, or to confirm an interviewer’s prejudices or stereotypes.

3.3 Comparative structure of general conversations and PEACE interviews

The structure of a PEACE interview is similar to that of general conversations but with some specific additions.

Phase	Conversation	PEACE Interview
Before	<p>Planning</p> <p>Perhaps some will be required, but often very little conscious planning.</p>	<p>Planning</p> <p>Requires conscious planning based on the information available.</p>
Beginning	<p>Opening</p> <p>May take a variety of forms according to the conversation's purpose, participants and relationships.</p>	<p>Engage and Explain</p> <p>Should give specific information about the purpose of the interview, details of interviewers, etc., but must also conform to the social norms required to have positive, fruitful conversations.</p> <p>Conscious efforts to build and maintain relationships should be made.</p>
Middle	<p>Exchanging</p> <p>Social norms should be followed e.g. turn-taking, signalling co-operation, continuing the conversation etc.</p> <p>In many cases, the exchange phase may signal power relationships.</p> <p>Sometimes structured in the way it covers topics, but more often not.</p>	<p>Account</p> <p>Basic social norms should be followed, but turn-taking, etc. should be explicitly considered and planned.</p> <p>In particular, techniques such as slowing speech, handing control to the interviewee, initiating free recall, using appropriate probing questions, etc. should be used.</p> <p>The purpose of the account should be structured according to the planning stage and information that emerges as the account progresses.</p>
End	<p>Closure</p> <p>Can take a number of forms. It marks the close of the conversation, may summarise an outcome or reinforce the relationship.</p>	<p>Closure</p> <p>Should follow social norms, but also contain specific information on what may happen next and give the interviewee an opportunity to have his/her concerns addressed.</p>
After	<p>Evaluation</p> <p>May formally occur, but in the vast majority of cases, the content of the conversation is either never consciously evaluated or the evaluation is internal and informal.</p>	<p>Evaluation</p> <p>Should be conscious and specific in order to identify which plan objectives have been achieved and what investigative opportunities are offered, as well as to use as the basis for planning for future interviews.</p>

4. Planning

You should plan (as far as is possible) for all stages of the interview. Clearly, what is said by the person being interviewed will alter that plan as you go along, but there are many aspects of the interview that can be planned for. These include finding out what information already exists and identifying areas of interest, practical matters such as equipment, how you are going to behave towards the interviewee, and the general and specific topics that are appropriate and/or necessary.

Practical issues

These include:

- What is the story so far, i.e. what information is available?
- What do we want to know?
- Where is the interview going to be held?
- Who's going to carry out the interview?
- How is it going to be recorded?

The story so far

This may come from a number of sources, including the circumstances in which individuals were found, where they were found, what condition they were in when found, anything they may have said prior to being found, property they had in their possession, etc.

What do we want to know?

This is the objective of the interview. Generally, the primary objective will be to obtain as honest an account as possible. In some circumstances, there may be different primary objectives, for example, where it is believed people may be at risk of serious harm and it is believed that the interview may be able to help locate them. Clearly, the account still has to be honest, but it may be that we wish to focus on that one issue first.

There are likely to be a number of other specific objectives, such as finding out the role of a particular suspect, identifying communications systems, and establishing if and how a person has been controlled.

It is also good practice to identify any 'investigatively important questions' (discussed in more detail below) such as the questions needed to prove a charge, those needed to clear up any ambiguity you are already aware of, or questions which may garner information about the whereabouts of key individuals. You may be aware of some of these at the planning stage, others will be revealed as the interview progresses.

Where is the interview going to be held?

This may be determined by your legislation and circumstances. The basic minimum for the location of an interview is that it should be:

- As clean and comfortable as possible.
- Equipped with sufficient tables, chairs, etc.
- As free from disturbance as possible.
- Equipped with working equipment required by guidelines, legislation, etc.

Who's going to carry out the interview?

Again, this will probably be determined by a combination of your legislation and the particular circumstances of your location. The following is recommended:

- Ideally, there should be at least two interviewers.
- Interviewers should be trained appropriately, for example, in interviewing vulnerable victims.
- Interviewers should display the appropriate behaviour towards interviewees.

The gender of the interviewer is an issue which has been hotly debated in global anti-THB circles for some time now. In some jurisdictions, this is not an issue because the legislation dictates what should happen (i.e. that, generally speaking, female interviewees should only be interviewed by female interviewers). Where there is a choice, some contributors to the debate have argued that men should interview women, arguing that some women respond better to a male interviewer than a female interviewer. While this may have some validity, the general consensus is that it is preferable to have females interview females, especially when it is likely that intimate information about sexual activity will be revealed.

How is it going to be recorded?

This is another issue that may be determined by a combination of legislation and circumstances. Some key considerations are:

- Any form of electronic recording reduces pressure on the interviewer and allows interviews to progress more 'freely'.
- Recordings capture reactions, which may be an advantage in eventual court hearings (although, depending on what the reaction is, this may also be a disadvantage).
- Electronic recording (particularly video) may allow recognition of the person being interviewed, or at least the interviewee will be fearful that they might be identified.
- Even if you are using some type of electronic recording, it is good practice to keep notes of key points mentioned as it may very difficult to find them again on what may be a very long recording.

Behaviour

Take a moment to consciously reflect on the behaviour you are going to display in the interview. This includes thinking about how you are going to put and keep the person as at ease as possible so as to give yourself the best possible chance of getting the most accurate and complete account available.

Appropriate behaviour is very similar to that involved in conversations. Some people, such as skilled conversationalists, appear to do these things instinctively. You might do all of them all of the time, but it is more likely that you do some of the things, some of the time. We are now going to do a small exercise to make you more aware of what the appropriate behaviour is.

Exercise – Behaviour

The aim of this exercise is, of course, to demonstrate the appropriate behaviours for an interview. It will also demonstrate how consciously using these processes used in the exercise can relax a situation.

This exercise is likely to generate some humour – that is partly its intention, and specific comment about this is made below. Humour is positive, but should be managed in order to prevent it from obscuring the session's very serious message of.

Ask all present to smile.

It's likely that some will start laughing. They should be told to smile, not laugh. This should be done in a light-hearted, relaxed way to both relax the students and to demonstrate the relaxing effect which a smile has on others. The trainer may consider demonstrating extreme 'smiles' (expressions that are clearly forced and which are not genuine smiles).

The trainer should then say that they are going to tell them something sad; they should look concerned.

The thing told should be slightly sad, e.g. “I did not sleep last night because a dog was barking.” Again, there may be some humour present here, as well as the opportunity to explore and demonstrate various levels of ‘concerned’ expression.

Tell all the students to adopt an open posture.

Their hands should be away from their mouths, their arms should be uncrossed, and they should be sitting upright, not slouched, but also not overly to attention.

The trainer may wish to walk around, taking in the various postures – too near, too far away, slouched, too much to attention, etc. asking the students what they feel comfortable with. This should continue until there is a consensus that they have got it right. Trainers may consider telling the Goldilocks story – in each of the situations confronting Goldilocks she tries two options before finding the third, “just right” option.

Students should then be asked to adopt the correct posture with a partner.

Select a student and sit in front of them with an open posture.

Ask the person to tell you how they feel about some neutral topic such as the weather, their favourite food, etc.

As they are telling you lean forward and get too close to them.

Ask the group to describe what you are doing and what is right/wrong about it.

Then, ask the students to lean forward and go through the same process and find an appropriate ‘leaning distance’.

The trainer should now tell the students that they have just met the person in front of them. How do they greet each other, etc?

The participants should demonstrate this.

This is then debriefed with reference to the role played by culture, gender and power relations

Make eye contact with a selected student.

Again, follow a similar pattern – is this too much? Ask the participants to say what is right/wrong about it.

The participants should then demonstrate this with their partners.

Nodding – The trainer asks an individual to tell him something about a topic – and nods as they do so.

Pass to pairs – One says something and the other nods – then they change over.

Supportive sounds – The trainer asks someone about something – nods and makes noises – then when the person stops speaking, the trainer falls silent.

Describe supportive words (it is important not to praise them), the use of “Uh-huh” and silence.

Pass to the pairs, who practice.

Conclude by emphasising that while this may have been entertaining, its purpose is to help you build the rapport necessary to get the most accurate and comprehensive account you can.

General topics

These should be non-controversial matters – the weather, sport, personal interests, general common experiences, etc.

The opportunity should also be taken to check if the interviewee is comfortable, has been fed, is sufficiently rested, etc.

Specific topics

Details should be given regarding the identity of the interviewers and any other people present. The purpose and structure of the interview should be outlined. The use of any equipment, such as video or audio recording equipment, should be explained.

5. Engage and explain

This is basically the art of putting your planned behaviours into practice, engaging the interviewee with the general topics and then going into specific topics such as the details of the people present, the structure of the interview, its purpose, etc.

This is also the time to introduce the following:

- Focused retrieval.
- Report everything.
- Transfer of control.

Focused retrieval

Remembering accurately requires focused attention and intense concentration. Make sure there are as few distractions as possible. Acknowledge that it may not be easy to recall things and state that interviewees should relax as much as possible.

Report everything

The person being interviewed may not volunteer a great deal of information. This may be because of a genuine or assumed power relationship with the interviewer or the assumption on the part of the interviewee that the interviewer already knows a good deal (this opinion may have been reinforced by unskilled interviewer behaviour).

There may also be 'editing' by the interviewee in order to present a 'confident' and thereby convincing account. Confidence in delivery does not necessarily indicate accuracy, although it is often thought that it does.

Therefore, interviewees should be asked to 'report everything', in other words, to not leave anything out. However, simply saying "please report everything" is probably not going to be sufficient, particularly when dealing with a vulnerable victim witness. The whole environment – the surroundings, the manner of the interviewers, the interviewer's NVCs, etc. – should put the interviewee at ease and give the best chance of them giving as much information as possible.

Exercise – Describe a simple task

Ask a student to describe a common task – making a cup of tea, using a lift, etc.

Once this description has been given, break it down into component parts which demonstrate the level of detail required.

Using the ‘cup of tea’ example, the initial account might go something like “You boil the water, put the tea into a cup and pour the water over it.” This might be developed by saying “You boil the water? Can you describe how you do that?” This may attract a response of “You put water into a pan. You put it on the gas, turn the gas on and it boils.” This could then be developed further by saying “Where do you get the water from?” – “The tap” – “Where is the tap?” – “In the kitchen” – “Please describe the tap” and so on.

This only needs to go on as long as it takes to make the point about the level of detail required.

Alternatively, you may describe making a cup of tea yourself, going into detail in order to demonstrate how to ‘report everything’ and the level of information it can generate.

Tell the group that this approach can be used to help demonstrate the level of detail required to interviewees.

Transfer of control

There is likely to be an expectation from the interviewee that there will be a stream of questions from the interviewer. This may be because of the perception of the interviewer as an authority figure and/or media portrayals of police interviews as being interviewer-led.

The role of the interviewer in a cognitive interview is that of facilitator. In other words, he or she enables the interviewee to give an accurate account. This requires interviewers to pass control to interviewees.

Control should be passed explicitly.

Exercise – Transfer control

The trainer should tell the class that ‘passing control’ is done all the time in general conversation (note ‘Turn-taking’ above).

He/she should then ask for examples.

These might include things like “Where have you been?”, “What did you do?”, etc.

The trainer should then briefly explain the concept of the ‘Maximum of Quantity’. This is to make your contribution to a conversation as informative as required, but no more than this. This is a basic tenet of conversation which we learn from a very young age and breaking it may be seen as rude. Unless told explicitly to give as much detail as possible, interviewees will tend to abide by the ‘Maximum of Quantity’ rule.

The trainer should now ask for examples of phrases and sentences that indicate to the interviewee that they have control.

Appropriate phrases could include:

- “I wasn’t there. I don’t know happened. You were there. Please tell me what happened.”
- “Please tell me everything you can remember.”
- “Don’t leave any detail out. I want to hear it all.”

6. Account

It is often somewhat difficult to define when exactly an interview moves from the 'Engage and explain' stage to the 'Account' stage.

The person being interviewed may volunteer information during the 'Engage and explain' stage. This might come, for example, during an early general conversation which leads on to specific disclosures about the matter under investigation. They may also ask for further detail on the concepts that lead them to start an account which contains information relevant to the investigation.

Starting the account stage does not mean the need to end the 'engage and explain' stage. The interviewer may need to reinforce some of the concepts above, e.g. report everything as the interview progresses. Interviewers will almost certainly need to explain new concepts e.g. mental reinstatement of context.

Exactly how this is managed is up to the interviewer. It is likely to be determined by factors such as the personality and cognitive development of the interviewee, the circumstances of the case and the interviewer's level of experience.

The process is a fluid one. The structure is not rigid or to be followed at all costs. It is a framework for helping interviewers to get the most accurate accounts possible.

Remember to maintain posture, positioning, etc. as decided at the planning stage.

Structure of the account

The overall approach is to start broad, then narrow down. This cycle may take up a whole interview, or there may be a series of 'broad to specific' cycles during the course of an interview. The phases of an interview are generally:

- Free recall.
- Open-ended questions.
- Specific closed questions.
- Depending on the circumstances, potentially back to free recall and so on.

Free recall

Free recall is an account given by a person without interruption or questioning by interviewers.

Interviewees should be told that they should give their account in their own words and that they should give as much detail as they can i.e. they should ‘report everything’. Interviewers may want to use the ‘Describe a simple task’ approach outlined above.

A free recall account may be very short, perhaps only a few words. However, it could also be very long and last a long time.

Theoretically, it is possible that a free recall account could give all the information required by the interviewer, but this is very unlikely. This means that interviewers have to go back over the free recall account and develop it with questions.

Ideally, there should be two interviewers. One can take the lead in asking questions, while the other makes notes of the response. Even where the interview is being recorded on audio or video, taking notes is good practice because it allows the interviewer to make note of areas they want to develop later in the interview.

Exercise – Free recall questions

Ask the plenary group “What kind of questions would you use to start a free recall account?”

Examples include:

“Could you please tell me everything?”

“Could you please tell me what happened?”

“Can you describe what happened yesterday/last week?”, etc.

Open-ended questions

Open-ended questions are often described as Who-, What-, Where-, When-, Why-, How-questions or ‘the 5 WH questions’. The exception in THB victim interviews is that ‘Why-questions’ are generally not used, as they may be taken to imply that the victim is in the wrong.

Open-ended questions should be used to develop the free recall account. Open-ended questions are the preferred choice because they allow the interviewee to give any answer they wish, thus improving the chances that what they say is accurate and preventing later defence challenges.

The ‘cup of tea’ exercise gives an example of how a free recall account may be developed by using open-ended questions.

Interviewers should focus in a structured way on points of interest from the free recall stage. For example, a free recall account in a THB account may have moved quickly from recruitment through transport to exploitation. The account of the recruitment may be simply “I saw an advert on the internet, applied, and then came here.” At this stage, the information is very superficial but contains points of great interest to the interviewer and which are of value to the investigation.

Examples of open-ended questions that could be used to develop this account include.

- “Can you describe how you found the internet advert?”
- “What did it say?”
- “Can you describe what the internet page looked like?”
- “What were the instructions given to apply for the job?”
- “Where were you when you saw the internet advert?”
- “Which computer were you using when you saw the advert?”
- “When did you last see the man/woman involved?”
- “Where did you meet him/her?”
- “What did he/she say?”

Examples of other, general, open-ended questions include:

- “Can you please describe the room?”
- “Where are you from?”
- “What happened next?”
- “Who was there?”
- “When did that happen?”
- “How did he/she do that?”
- “Who hit you?” (This is assuming that the person has already said that they have been hit – this could also be a leading question if being hit has not been mentioned before.)

Specific closed questions

Closed questions are questions to which there are only two possible answers – “Yes” or “No”. There are a number of dangers in using closed questions.

As outlined above in ‘Power relationships’, interviewees may give the answer he or she feels the interviewer wants to hear. “Did he hit you?”, for example; if the person answers “Yes”, it may be difficult to know whether that person did actually hit them or whether the person being interviewed only wants to please the interviewer.

However, there are circumstances where you may use specific closed questions. These include situations where an interviewee does not understand or cannot respond to an open question. For example, if the question “How big was the room?” went unanswered, it might be rephrased as “Was it bigger than this room?”

Inappropriate questions

There are a number of inappropriate questioning styles.

Forced choice

A question where the interviewer has set the parameters, for example: “Was the car yellow or green?” The car might have been brown or any other colour, but these are not given as options. The interviewee may say “It was neither, it was...”, but again you should bear in mind the impact of power relationships and the possible desire to please. Given the impact of THB on victims, interviewees may not challenge something that is clearly wrong.

Multiple questions

Put simply, these are questions with a number of questions rolled into one, for example: “Who was in the car? Where was it? What time was it?” This will place an unnecessary burden on the interviewee. They may not hear properly what the question is, may focus on the last part of the question, or have already forgotten the other questions by the time they have answered the first one.

(Mis) leading questions

A leading question is a question that will provoke a specific answer. “John hit you?” is one such example which is actually a statement that could also sound rather like a command.

A variation of the leading question is the misleading question. For example “I take it you saw the red car?” There may not have been any car, and if there was, it may not have been red.

Leading/misleading questions may be deliberately used to get a certain answer, be asked carelessly to cut corners, or they may be based on false information that the interviewer believes to be true.

Varying temporal orders

This means changing from asking an interviewee to recall things in chronological order to asking them to recall them in reverse chronological order i.e. go back in time, for example, asking “What did you do before that?”, and after that has been answered “And what did you do before that?”

The different rationales for this approach include trying to generate new recall in the interviewee and probing to find out whether the account is genuine or whether it is ‘learnt’.

It is a controversial approach as it is very difficult for many people to recall events in reverse chronological order.

It is strongly recommended that you do not use this approach when interviewing THB victim witnesses. Due to the effects of traumatisation, they are likely to be confused about the temporal order of events anyway and asking them to reverse it will cause confusion and may generate false contradictions that are later exploited by the defence.

Changes in perspective

This is a technique similar to reversing the temporal order. In this case, an example would be: “You say you were sitting on the chair when you saw the man. Imagine you are standing at the door. Describe what you see.”

Again, the rationale for this is that it generates new recall, and again it is a controversial approach.

For the same reasons as above, it is strongly recommended that you do not use this approach when interviewing THB victim witnesses.

Memory jogs

These are techniques for encouraging recall.

For helping to recall a certain name or piece of text, example questions include:

- “How many letters did the word have?”
- “Can you recall what digit the number started with?”
- “Was it similar to any other word you know?”

For descriptive information, examples include:

- “What colour were the man’s eyes?”
- “Can you please describe how the man was dressed? Start with his upper body and move down to his feet. Relax. Take your time.”
- “You say the man was “big”? Bigger than whom?”

When using this technique, it is important to stay in the context of what interviewees are saying. For example, if an interviewee says “I saw the shape of a man at the window” (a visual experience) you should not immediately say “What could you hear?” (a question about an auditory experience). A correct interviewer response would be to say “You saw the shape of a man? Can you describe this shape?” possibly followed by memory jog prompts. If the interviewee at some point mentions the sound they heard, you could of course ask them to speak about that, or you could introduce the issue of sound when you are satisfied with the information you have been given about the visual description.

Investigatively important questions

'Investigatively important questions' are questions that are particularly significant to a case. They are found in both witness and suspect interviews. They are questions that investigators know are significant because of legal requirements, their knowledge of the case, or their experience in conducting investigations.

Many interviewees will not know what is important to an enquiry. Others may know something is important but, through (in the case of victim witnesses) embarrassment or fear, or (in the case of suspects) a desire not to incriminate themselves, do not mention it in the interview unless prompted to do so.

A simple example in the case of a witness interview might be a comment made in 'free recall' that the suspected trafficker "called me on the phone". To maximise the value of this comment, it shouldn't be just left as it is, it should be developed. The 'investigatively important questions' here would revolve around what phone the call was made to, what time the call was made, how long it lasted, precisely what was said, etc. Interviewers should use probing questions to try to get the required information.

An example of a more complex witness response case would be a situation which involves apparent rape. In almost all jurisdictions, there is a legal definition of rape that involves sexual penetration of a person's body. If this is not proven, it is not a case of rape. The initial account may suggest there was penetration, but not explicitly state it in a way that would satisfy legal requirements. Therefore, investigators must question the person to determine whether or not they are alleging penetration. Clearly, this should be dealt with in a very careful and tactful manner.

In the case of a suspect interview, an example could be to do with the suspect's alibi. The suspect may provide an alibi that the interviewer knows they can prove is false. It is clearly 'investigatively important' that the suspect is challenged on this. Precisely how and when this is done can be a complex tactical decision, and one that is often governed by the legal requirements of the jurisdiction.

At the planning stage you will be able to identify at least some of the 'investigatively important questions'; for example, if an initial allegation suggests rape, you should establish the facts to a legally acceptable standard. Responses by the interviewee are likely to raise other 'investigatively important questions' in the interview.

7. Closure

Closure is an opportunity to clarify anything that has been misunderstood and, as far as possible, help the interviewee leave the interview in a positive frame of mind. This is important from both a psychological and humanitarian point of view. It is also used to clear up the practical issues, such as there being the need for further interviews, and to state that the victim witness is likely to be required to continue to participate in the judicial process.

The key points are:

- Consider recapitulating the key points of the interview to check that both you and the interviewee understand what has been said.
- The witness should be thanked, but not praised, for giving their time.
- They should be told what the next stages will be.
- Witnesses should be asked if they have any questions; these should be answered as far as the circumstances allow.
- Promises that can't be kept should not be made in any circumstances (e.g. the granting of residency status).
- Victims should be given the opportunity to make a 'victim personal statement', which is a statement that shows the effect(s) the crime has had on them.
- Information should be given about what help and support is available; in most THB cases, investigators and others will already have arranged appropriate support under pre-agreed local arrangements and/or national referral mechanisms.

8. Evaluation

A structured evaluation of what has been said in the interview allows planning for further interviews and investigations. It also allows you to consider how well your approach to the interview has worked and whether you need to alter this for further interviews.

The key points are:

- Evaluation should take place after every interview.
- A risk assessment should always be carried out after every interview in light of the information revealed. (Note that risk assessment should be in your mind throughout the interview in case information is revealed that requires immediate action.)
- Consider the mental and physical condition of the person being interviewed and decide what support they should be given.
- Work with others in the investigation team to identify, analyse and act on the investigative opportunities revealed by the interview.

9. Putting it into practice

All the Case Studies provide opportunities to devise role plays to further develop interview knowledge and put it into practice.

The role play below can be used if you wish, or you can use the structure and content provided to help you devise other role plays.

Role Play

Consider running Role Play 3 – Labour Exploitation.

This role play is based on Case Study 1 – Labour Exploitation.

It allows you to further develop learning through simulation.

Full instructions on how to run it are given in the role play.

Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers

Lesson Plan 7

Specialist Investigative Techniques in THB Investigations



The contents of this lesson plan are restricted and only available on special request to ICMPD.

Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers

Lesson Plan 8

Use of Decision Logs in THB Cases



Table of Contents

- 1. Introduction 5
 - 1.1 Target audience 6
 - 1.2 Learning objectives 6
 - 1.3 Prior learning 6

- 2. Decision Logs 7
 - 2.1 Duration 7
 - 2.2 Delivery 7
 - 2.3 Information for the trainer 7

- 3. Appendix A – Blank Decision Log 10

- 4. Appendix B – Completed Decision Log 21

1. Introduction

A decision log is a record of events which occur during the course of an investigation, a record of the decisions taken concerning how to respond to those events and the reasons (the rationale) behind why those decisions were taken.

The exact form and use of decision logs is explained in detail below. In summary:

- They are a consecutive record of events, decisions and supporting rationales.
- They are generally in the form of logbooks.
- These logbooks are given a unique reference number.
- Where there is more than one logbook, the subsequent logbooks are numbered sequentially.
- Generally, decision logs are not presented as evidence in court. However, they are usually disclosable to the court, including to the defence.
- Generally, a decision log will be kept by the senior investigator, but others may be kept by, for example, crime scene managers and prosecutors.

Keeping decision logs is good practice when investigating serious crime. The advantages they provide include:

- Having an auditable record.
- Ensuring there is no duplication of effort.
- Helping investigation managers maintain a logical approach.
- Helping investigators they are managing understand what is required of them.
- Allowing review and suggestions from others.
- Providing courts with a transparent view of what was done.

There are challenges, though, and these include:

- The possibility of criticism if events, etc. are ignored or the wrong decision is taken.
- Disclosure to the defence may reveal investigative tactics and techniques.
- There may be difficulties at court if the decision log doesn't reflect what is presented in the evidence.

You may already use decision logs or something similar in your jurisdiction. It may be that in some jurisdiction they are not allowed in the format you will see here. However, even if you don't use the logs, the thought process they encourage is universally useful.

1.1 Target audience

This lesson is intended primarily for those who have a role in managing the investigation of THB, including:

- Police officers.
- Prosecutors.
- Investigating judiciary.

1.2 Learning objectives

- Outline the challenges faced when conducting THB screening interviews.
- State the purpose of a THB screening interview.
- Recall the basic elements of the PEACE model of interviewing.
- Describe how the PEACE model can be applied to THB screening interviews.
- Explain the different approaches required to planned and unplanned screening interviews.

1.3 Prior learning

It is anticipated that learners will have either a basic knowledge of THB investigations acquired through completing earlier lessons in this programme or prior operational experience.

2. Decision Logs

2.1 Duration

30 - 40 minutes.

2.2 Delivery

Didactic presentation of the 'Information for the trainer' below (2.3), followed by a case exercise.

2.3 Information for the trainer

Appendix A is an example of a simple blank decision log. You will note that there are ten pages. This is to allow you to print it out and use in exercises. It is recommended that, if possible, you print it out double-sided to help both you and the students visualise the concept.

You may also decide you can use it operationally. It is based on decision logs used by London's Metropolitan Police and is very similar to decision logs used by other police forces in the United Kingdom and around the world.

The front page shows:

- When the log was commenced.
- When the log was completed.
- The sequence number of the logbook (when part of a series).
- The reference number of the case.

The pages inside all follow the same pattern.

The left-hand page is the Investigation Diary. This has columns in which to enter (from left to right):

- Date and Time.
- Key Events/Deployments/Situation Report, etc.
- Decision Number.

The right-hand page is the decision page. This has space to enter the following (from left to right):

- Decision Number.
- Decision – Supporting Rationale.

The concept is that when completed, each event on the left-hand page will be matched by a decision on the right-hand page.

Appendix B is a partially completed decision log. It uses Case Study 2 – Sexual Exploitation and shows how a decision log can be filled out. It is recommended you print this out double-sided to help visualise the concept. The entries on the completed example are, of course, typed. However, decision logs will generally be physical documents completed by hand.

Key Events/Deployments/Situation Report, etc.

This covers everything that may happen during an investigation. Examples include:

- The initial report of an incident or crime.
- What units were sent to the scene of the incident/crime.
- What they reported when they got there.
- Any actions or investigations that were carried out.
- The outcome of those actions/investigations.
- Each 'Key Event, etc.' leads to a decision (explained below). When the actions directed in the decision have been completed, that decision leads to a further 'key event'.

Decisions – Supporting rationale

The decisions should be clearly stated and address each of the issues identified in the 'Key Events, etc.' section.

The supporting rationale is a record of the thought process that has led to the decision, based on the information in 'Key Events, etc'.

Appendix B gives examples of how this record can be kept.

Exercise

This exercise uses Case Study 2 – Sexual Exploitation

Distribute blank copies of the Decision Log.

Either read or distribute Part 1 of the Case Study (the telephone call to the police from the mother).

Tell the students to fill in their decision logs, identifying the key issues, etc., stating their decision and giving their supporting rationale.

Allow them ten minutes to complete the task.

Distribute Appendix B (the completed Decision Log).

Allow two minutes for the students to read it.

Bring the group back into plenary.

Ask the following questions:

- Did they make a different decision?
- Did they identify issues that were missed in the completed Decision Log?
- How would they change their entries now, having seen the completed Decision Log?

3. Appendix A – Blank Decision Log

Crime Investigation Log

Log commenced	Log completed
Book number of	Reference No.

Investigation Diary

Date & Time	Key Events/Deployments/Situation Report, etc.	Decision Number

Decisions

Decision Number	Decision – Supporting Rationale

Investigation Diary

Date & Time	Key Events/Deployments/Situation Report, etc.	Decision Number

Decisions

Decision Number	Decision – Supporting Rationale

Investigation Diary

Date & Time	Key Events/Deployments/Situation Report, etc.	Decision Number

Decisions

Decision Number	Decision – Supporting Rationale

Investigation Diary

Date & Time	Key Events/Deployments/Situation Report, etc.	Decision Number

Decisions

Decision Number	Decision – Supporting Rationale

Investigation Diary

Date & Time	Key Events/Deployments/Situation Report, etc.	Decision Number

Decisions

Decision Number	Decision – Supporting Rationale

4. Appendix B – Completed Decision Log

Crime Investigation Log

Log commenced	Log completed
Book number of	Reference No.

Investigation Diary

Date & Time	Key Events/Deployments/Situation Report, etc.	Decision Number
27.5.2014 7.13 p.m.	Mrs. Anna Blue of Grandtown, Blueland, telephoned saying her daughter's boyfriend had just called her saying that her daughter Monica Blue had called him saying she was in Redland and that she had been sold to a man and raped. Police information system check made on the details given showed that there was nothing known of Monica.	1
27.5.2014 10.30 p.m.	<p>Detectives Smith and Johnson report as follows:</p> <p>Description of Monica Blue b. 19.5.1995. White female, 1.65m tall, fair complexion, slim build, brown straight shoulder-length hair. Last seen three days ago wearing black tracksuit bottoms with yellow belt, light grey hoodie.</p> <p>Using mobile phone +38 263 445 671</p> <p>Last seen at boyfriend's address. See Missing person report 137/20114 for full details.</p> <p>Photo obtained and attached to missing person report.</p> <p>Monica circulated on all relevant systems as missing.</p> <p>Mothers details:</p> <p>Anna Blue b. 4.8.1966 residing at 66th Street, 3rd District, Grandtown, Blueland.</p>	2

Decisions

Decision Number	Decision – Supporting Rationale
1	<p>Decision</p> <p>Detectives Smith and Johnson attend Mrs. Blue’s home and interview her. They obtain:</p> <ol style="list-style-type: none"> 1. Descriptive details plus photo of Monica for missing persons report and submit missing persons report. 2. When mother last saw her. 3. Boyfriend’s details. 4. Boyfriend’s phone number. 5. Once obtained, they check details of mother, boyfriend and Monica on police information systems. <p>Rationale</p> <p>At the present time there is insufficient information to circulate Monica as a missing person, to make any enquiries, or take any action. Once the above information has been obtained enquiries should be made.</p>
2	<p>Decision</p> <ol style="list-style-type: none"> 1. Circulate misper details to Redland. 2. Obtain phone records for Monica’s phone and initially analyse for phone calls made in last week. 3. Make high priority request to Redland to obtain phone customer details and cell site analysis to identify (if possible) holder of the phone and location call was made from. 4. Secure DNA material of Monica, if possible. 5. Had she or does she have access to a computer? If so, seize for analysis. <p>Rationale</p> <p>All current information suggests she is in Redland – enquiries required there urgently. Redland phone analysis of Monica’s phone records may show possible recruiting and corroborate/disprove his account to mother. Redland records will narrow down where she is and may establish who she is with. DNA material will assist in future identification if required. Computer may hold details of contact with possible recruiters, etc.</p>

Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers

Lesson Plan 9

Crime Scene Examination in THB Investigations

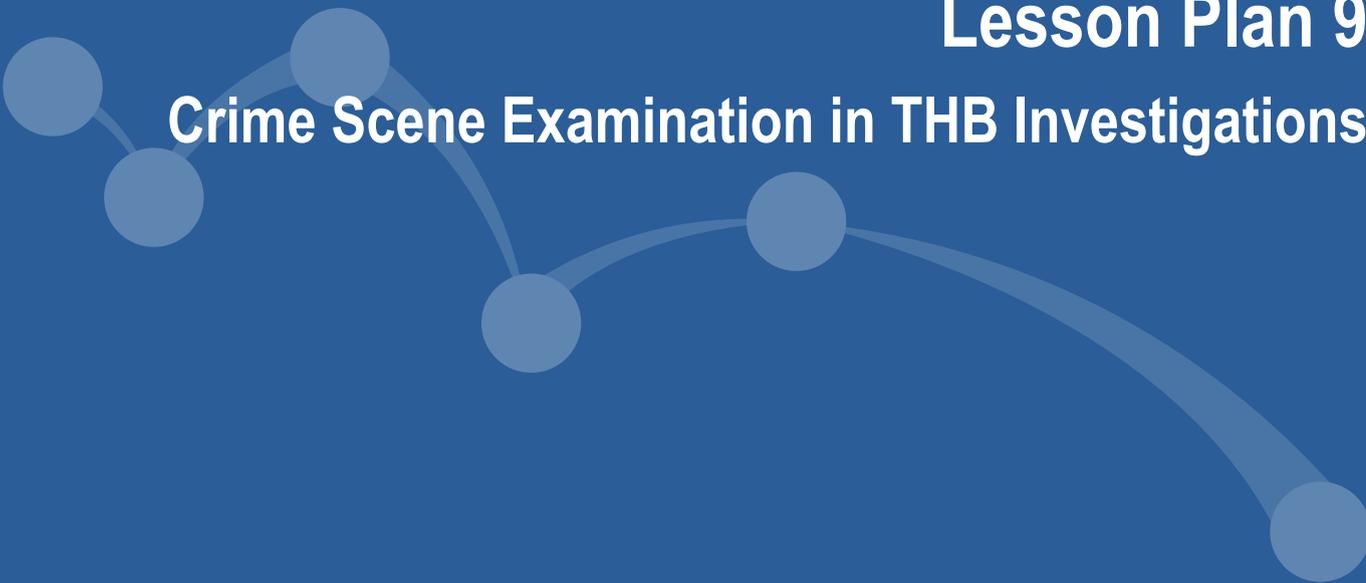


Table of Contents

1. Introduction	5
1.1 Target audience	5
1.2 Learning objectives	5
1.3 Prior learning	6
2. Basic Knowledge	7
2.1 Duration	7
2.2 Delivery	7
2.3 Information for the trainer	7
3. THB Crime Scenes	12
4. Managing THB Crime Scenes	14
4.1 Objectives	14
4.2 Achieving the objectives	14
4.3 Actions at the scene	15

1. Introduction

Crime scene examination in Trafficking in Human Beings (THB) cases is a vital component of the investigative process. However, due to some of the complexities THB presents and a lack of understanding of the crime and its elements, it may not always be conducted as effectively as it could be.

One of the key benefits of proper crime scene examination in THB cases is that it reduces reliance on victim testimony.

1.1 Target audience

This lesson is intended primarily for those who play a role in managing the investigation of THB, including:

- Police officers managing THB investigations.
- Specialist Investigation Techniques (SIT) specialists working on THB investigations.
- Prosecutors.
- Investigating judges and others providing SIT warrants and authorisations in THB investigations.

1.2 Learning objectives

On completion of this module all students will be able to:

(Those students not employed in law enforcement/law enforcement first responder professions)

- Describe what a crime scene is.
- Explain the concept of 'every contact leaves a trace'.
- Summarise the 'traces' found at crime scenes.
- Explain why it is important for them in their profession to have 'crime scene awareness'.
- List the actions they can take to help preserve crime scenes for potential examination.

(Those with a THB crime scene management role)

- Outline appropriate objectives for the examination of THB crime scenes.
- Identify how those objectives may be achieved.
- Describe appropriate actions at THB crime scenes.

1.3 Prior learning

No prior learning is required for those with non-law enforcement/law enforcement first responder jobs.

Those employed in jobs related to scene management should have a basic knowledge of crime scene examination in general crime cases.

2. Basic Knowledge

2.1 Duration

5 - 10 minutes.

2.2 Delivery

Didactic presentation of the 'Information for the trainer'.

2.3 Information for the trainer

As this material is not aimed solely at criminal justice practitioners, the information below is included to allow trainers to give all participants involved in combating THB an awareness of the key principles. This is important for three reasons:

- First, it will help prevent disturbance of crime scenes and the potential destruction of evidence.
- Second, it may assist in the preservation of potential evidence prior to the arrival of law enforcement experts.
- Third, it may allow practitioners outside the criminal justice system to identify areas of potential forensic interest to crime scene managers and examiners.

What is a crime scene?

A crime scene is any scene that contains physical traces of crime. It may be a building, a place, a vehicle, or a person's body.

There are certain specific aspects to THB crime scenes that are outlined below.

What is crime scene examination?

Crime scene examination is a technical and scientific approach to examining a crime scene in order

to locate and recover evidence from any physical traces present.

The principle of ‘every contact leaves a trace’

The main principle of the science behind crime scene examination is that ‘every contact leaves a trace’.

So, if:

- Someone has come into contact with another person;
- Someone has come into contact with a particular object; or
- An object has come into contact with another object;

some kind of trace will be left by one on the other.

Examples include:

- A person has sex with another person – each will transfer biological material to the other.
- A person sits in a car – fibres from the person’s clothing will transfer to the car seat and material from the car seat will be transferred to the person’s clothing.
- A car hits a wall – paint and metal fragments will be found on the wall, and traces of brick and mortar will be found on the car.

In this way, it is possible to link people to people, etc.

The first law enforcement use of this phenomenon (from the late 19th Century on) used fingerprints to identify suspects and link them to crimes. Since that time, there has been great progress in the techniques and technology used to exploit the concept of ‘every contact leaves a trace’.

A relatively recent development that has revolutionised crime investigations is the use of Deoxyribonucleic Acid (DNA) analysis. DNA is a molecule with a unique genetic code. It is contained in all living tissue. When first discovered and applied to crime investigation, large samples (for example, a significant quantity of blood) were needed to get an accurate DNA ‘profile’ (a breakdown of the genetic code). As time has gone by, the required size of the sample has reduced and the age of material from which a profile can be obtained has increased. It is now possible to get a profile from very small and very old samples.

In the case of fingerprints, these can now be obtained from a huge range of surfaces, including skin, paper and cloth. There has been a ‘cross over’ between fingerprints and DNA in that it is now possible to obtain DNA from the skin cells contained in a fingerprint.

Other relevant techniques such as imaging (photography) and chemical analysis have also dramatically improved in recent years.

What are the ‘traces’ we are looking for?

(Please note this is not an exhaustive list)

Biological

- Blood.
- Semen.
- Saliva.
- Skin cells.
- Breath.

All of these contain DNA. How practical it is to recover DNA from these traces differs according to a number of factors, including the type of material, its location, the amount of time which has elapsed, the quantity available, etc.

Body marks

Prints from:

- Fingers.
- Feet.
- Ears.
- Lips.
- Elbows.

Fingerprints are the most commonly used, but the other types have all been recovered and used as evidence, although prints from ears, lips and elbows are uncommon and have attracted controversy.

Fibres and other micro traces

Fibres from:

- Clothes.
- Bedding.
- Seats.

- Floor coverings.
- Bath towels.

Other micro traces:

- Glass.
- Paint.
- Metal.
- Seeds.
- Soil.
- Stone.
- Brick.

So what does this mean to me?

Clearly, the range of traces and the techniques used to recover them are a powerful investigative tool. However, the fact that they have become so sensitive brings a potential problem.

Note that the phrase is 'every contact leaves a trace'. This does not mean only criminal contact leaves a trace – you also leave traces everywhere you go, 24 hours a day. So if you enter a 'crime scene', you will leave traces. This may lead to the destruction of evidence through contamination, but at the very least will add complications to the investigation.

You may also take direct actions for various reasons that destroy potential evidence.

In the context of THB, here are some examples of how this might happen:

- You are a worker in an NGO dealing with THB for sexual exploitation. A woman reports she has been trafficked for sex and raped by a number of men in a brothel. She undresses in a private room and gives you her clothes, which you put in a drawer. You ask if she wants to take a shower, she says that she does and proceeds to take one. Some skin of your skin cells will have transferred to the clothes. The shower will have removed at least some of the biological material transferred during sex.
- You are a labour inspector at a garment factory. You see that a sewing machine is old, dirty and apparently dangerous. You turn the switch off, pull the plug out, and wipe some of the dirt off so that you can get a better look. You will probably have destroyed at least some fingerprints and possibly replaced them with your own.
- You are social worker in a village. A woman comes to you in a very distressed state, saying she has just received a letter from her daughter saying that she is being kept as a slave in a house in a foreign country. You take the letter, hold it, read it, pass it to two colleagues, take it back, and hold it again. You will probably have damaged any fingerprints of interest with your own and those of your colleagues.

You should be 'crime scene aware'. This does not mean you should not do your job.

The following are some simple measures which may help:

- Touch items as little as possible.
- If you have touched any items, tell the investigators.
- Consider seeking the advice of people with knowledge of crime scene examination before you take particular actions.
- If you work in an environment (e.g. in the NGO worker sexual exploitation example above) where you may only involve law enforcement if the victim wishes you to do so, get advice on how you can at least preserve items of possible interest to an investigation.
- You might be an expert in a particular field, for example Health and Safety or Labour inspection. You may be able to point out how specific pieces of machinery, for example, can be examined to show who has used them or who has maintained them.

3. THB Crime Scenes

THB crime scenes present a number of specific challenges. These include:

The crime of THB

Those responsible for examining and managing the examination of crime scenes may be very experienced but unaware of the particular requirements for THB crime scenes.

There are potentially fewer ‘smoking guns’, i.e. single pieces of incontrovertible incriminating evidence, such as a single set of fingerprints found on a knife.

Successful THB crime scene examination is more a case of a steady accumulation of a large amount of low-grade evidence that slowly builds a cumulative picture.

Multiple scenes

Most ‘classic’ crimes have only a small number of crime scenes, generally within a small geographic area.

THB crime may have many crime scenes spread across a large area and all phases of the THB process – recruitment, transport and exploitation.

Accounts

Due to the traumatising effects of THB, accounts provided by victims can be confusing and contradictory, making it difficult to identify crime scenes or, when identified, prioritise where to look and what to look for.

People

Many THB ‘scenes’ will have a large number of people present at the time of the crime scene examination. Examples of this include factories, bars and sex trade locations. This is difficult to manage.

Many traces

This is linked to 'People' above. As THB locations may have many people passing through them or involved in some other way, there may be a great number of fingerprints, biological samples and fibres present.

Time

Also linked to 'People' and 'Many traces'. As THB exploitation can take place over a long period of time, there are likely to be a large number of traces at particular locations.

This can be difficult to manage. However, it can also be very useful where traffickers claim that a person has only been in a location for a short period of time (as the presence of a large number of traces tells a different story).

4. Managing THB Crime Scenes

THB crime scenes, of course, have many basic similarities with other crime scenes. There are, however, some differences, as outlined above. This leads to differences in the way a THB crime scene is managed. These can be divided into three areas:

- Objectives.
- Achieving those objectives.
- Actions at the scene.

4.1 Objectives

The overall objective is to build a picture of what happened at a scene. There are potentially hundreds of specific objectives that would support the overall objective. It's only possible to give a few examples here. These include:

- Linking a suspected victim to a particular machine in a labour THB situation.
- Finding out whether a suspect has handled documents used in a business exploiting trafficked labour.
- Linking a person to a phone used to control a THB network.
- Establishing if a woman has been raped in a bed found at a THB for sexual exploitation location.
- Discovering how long a person has been living in a room at a THB for domestic exploitation location.

4.2 Achieving the objectives

The greatest difference (and greatest challenge) between many types of crime and THB crime is the number of potential traces at a location or, in some cases, on a person. Take the example of establishing if a woman was raped in a bed found at a THB for sexual exploitation location.

There may be thousands of fingerprints in the vicinity of the bed. There could also be a great amount of hair, skin cells, blood and other fluid traces that could potentially be from dozens or even hundreds of different people. You could collect recover all the fingerprints, obtain all the samples and attempt to identify all the individuals who have ever been in or on that bed. Clearly this would be enormously time-consuming, expensive, and probably beyond the capabilities of the majority of law enforcement agencies. Yet, what exactly would such an investigation achieve? You would certainly be able to prove that there was a lot of sexual activity on the bed, but the goal may not be to prove that. The main issue is likely to be one of consent and other ways would therefore have to be used to investigate this case.

You might be able to achieve what you want to achieve by showing instead that there are many fingerprints identified as being from the woman (suggesting her exploitation has taken place over a long time); that there are many fingerprints from many unidentified people (suggesting many men have been in that bed with her); and (possibly) that there are many traces of semen from many unidentified men (suggesting they have had sex with the woman).

The same considerations apply in varying degrees to all the examples given above. It is a case of establishing what you can reasonably achieve given the circumstances of the case and the resources you have at your disposal.

4.3 Actions at the scene

General issues

It is assumed that those managing THB crime scenes will already be aware of the following general concepts:

- Preserving the scene.
- Recording the scene.
- Recording and preserving evidence.
- The 'chain of custody', i.e. recording each time an exhibit has passed from one person to another.

Some of the THB-specific issues to consider include:

- There may be many people at a location when you arrive; note or record via camera or video where they are when you arrive. In the early stages of an investigation, it is often difficult to establish who is a suspected trafficker and who is a potential victim. If you do decide to film, do so as sensitively as possible.
- Search people (subject to what the law allows and in a way that allows privacy and dignity), record what objects they have on them, preserve and package them accordingly, and identify any items of particular interest for further examination
- Consider slowly 'walking the scene' (this, of course, is subject to not disturbing or damaging it) to allow you to collect your thoughts concerning objectives.
- Brief the crime scene examiner on what your objectives are. Discuss with him/her what is achievable given the circumstances and resources available. While this needs to be realistic, you should be prepared to challenge the examiner to do things a little differently to general crime scenes.
- You may wish to interview those present before the crime scene examination starts, so as to allow you to focus the examination. It is acknowledged that this may be very challenging in some circumstances.

Note that all such crime scene examinations should **always be done in accordance with the law** of the jurisdiction.

Examinations of suspected/potential victims

- A first priority when examining any person should be the personal safety of those carrying out the examination and the person being examined. A person may be armed, have property in their possession that may harm examiners or themselves, or may have infectious diseases. It is not possible to give full guidance on this in the present text, but examinations should be conducted in accordance with local 'best practice' personal safety guidance.
- Generally, an examination of potential victims requires the person's consent, although there are some jurisdictions where it is done by some form of legal order. Even if there is an order, the reasons should be explained sensitively.
- There are two types of examination. They are:

- Screening examinations

These take place when you find a suspected victim at a particular location. Their first objective is not directly related to crime scene examination; it is to establish that there are no injuries or diseases that need immediate medical attention. The crime scene objective is to identify any evidence that might otherwise be lost and which needs immediate steps to record and/or preserve it. These are 'non intimate' examinations in the field. Generally, they will be brief.

- Evidential examinations

These are most likely to take place in a police station, surgery, or clinic, as appropriate to the nature of the case and the jurisdiction's rules and regulations. Their main objective is to recover traces of crime to an evidential standard. Generally, the evidence we are looking for is that of some form of physical or sexual abuse relating to exploitation or control measures. These are likely to be more intimate, potentially involving the removal of some clothing and, in the case of sexual exploitation, internal examinations of sexual organs. There are generally very tight regulations covering intimate personal examinations. These include, for example, regulations allowing only medical practitioners to make the examination; only allowing examinations by people of the same sex; and regulations which define precisely where such an examination may take place. It is very important both for the integrity of a case and the needs of suspected/potential victims that these regulations are followed correctly.

- Whether you are conducting a screening or evidential examination of a person, it is good practice to obtain their account before the examination so as to allow you to focus the examination.
- In many cases of general crime, simply proving contact between people is sufficient for the investigation; in THB cases, this may not be the case as people may have had long-term contact which suspects are openly prepared to admit to.
- Victims may disclose information about events which took place a long time ago. In these circumstances, there may not be a realistic chance of recovering any trace evidence. In consultation with specialists, you must decide whether the possible additional stress and trauma which an examination may place on a suspected victim is worth it, if there is very little likelihood of it being worthwhile evidentially.

- In a case that involves a particular industry, consider working with specialists from the relevant industry to identify what the work practices are and how this might be shown through injuries and other marks on a person's body.

Examination of suspects

- Most of the considerations above also apply when examining suspects.
The most significant difference in many jurisdictions is that there is more likely to be the legal power to examine suspects without their consent than there is to examine victims without their consent.
- Although all people present a potential 'health and safety' risk when being searched or examined, it may be greater in the case of suspects as they have an interest in escaping.
- There is a greater chance of suspects deliberately concealing or contaminating evidences as they obviously have an interest in obstructing justice.
- It may be difficult to establish precisely who is a potential victims and who is a suspect before an evidential examination takes place.

Examination of locations

- Many THB locations you will be required to examine will have health and safety risks because of the nature of these businesses and the lack of regard for such issues by those owning/managing them.
- Documents are of great interest to THB investigators, both for the information they contain and the forensic traces that can link them to individuals and thereby that individual's role in a particular enterprise.
- Computers, telephones, printers and other information technology equipment should be seized. You are recommended to seek guidance from experts on how you should seize such equipment so as to give the best chance of preserving the evidence it contains.

Exercise

Divide the group into pairs.

Distribute a different image from Media Resource 3 'Crime scene examination - Labour Trafficking exercise' to each pair. The resource contains ten images. If you don't have twenty people in the group, still use pairs but distribute fewer images.

If you haven't already used Case Study 1 'Labour Exploitation', distribute the following parts of the case study:

- Section 3.1 'The inspectors' discovery'
- Section 3.2 'The inspectors' report'
- Section 3.3 'First phase of the investigation'
- Section 4.1 'Before the raid'
- Section 4.2 'The raid'

Alternatively, verbally brief the students on the contents of these sections.

Ask each pair to look at 'their' image and to consider the following questions:

- What 'trace' evidence do you think you would find in your part of the scene?
- Which traces do you think would it be practical to recover, given the resources you work with in real life?
- What would be your objectives?

Information for debriefing

It's not possible to cover all the elements present in each image, but the following are the key points.

Trace evidence

Fingerprints:

- Around the 'bed' areas.
- On and inside work equipment.
- On the baseball bat.
- On kitchen appliances/utensils.
- On the bucket, cleaning lotion, and toilet paper.
- On the notices.
- Inside the suitcases and on property inside the suitcases.
- On rubbish bags.
- On the contents of the rubbish.
- Inside the car.

Hair on:

- 'Beds'
- The clothing hanging up.
- The clothing inside the suitcases.
- The car seat.

Fibres from:

- Clothing on the bedding (e.g. clothing worn by the apparent victims when rescued/recovered in the raid, that in the suitcases, etc.).
- The bedding on clothes.
- The car seat on clothing.
- Clothing on the car seat.

Most practical

- Fingerprints would appear to be the most practical and cost-effective trace to recover in this situation.
- Biological material would be available, notably hair on the beds. However, if people have been living there for a fairly long period of time, there would be a large amount of material. Recovering and examining this would be time-consuming and expensive and may not provide much more evidence than gained through recovering fingerprints.

Objectives

Some of the key objectives include:

- Linking individuals to 'bed' areas through fingerprints. This would help corroborate accounts from the possible victims. It may also help establish whether an identified person was a victim or a trafficker. Note that this isn't foolproof, but the degraded conditions suggest it would be unlikely a trafficker would be sleeping there.
- Establishing how long it appears that person was sleeping there. Although not an exact science, recovering a large number of prints usually suggests a longer period of occupation.
- Linking individuals to suitcases through fingerprints. Again, this helps corroborate accounts.
- Linking individuals to machines and other equipment. This would help demonstrate: Who has been working on the 'production' side of the operation (as this is more likely to be a victim) by identifying fingerprints found on packing equipment, boxes, etc.).
- Who has been working on the 'management' side (as this is more likely to be a trafficker) by identifying fingerprints on and inside (particularly where batteries, SIM cards, etc. have been handled) equipment such as telephones, computers and printers.
- Linking an individual to the baseball bat. Again, this is not an exact science, but it could help establish who has been using the bat to threaten and thereby control the people.
- Establishing who has handled items which are now in the rubbish before they were put there. Through the identification of fingerprints on different types of items, this might help give an indication of who was 'controlled' and who was doing the controlling.

Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers

Case Studies

Case Study 1: Labour Exploitation

Case Study 2: Sexual Exploitation

Case Study 3: Domestic Servitude Exploitation

Case Study 4: Illicit Activity Exploitation



Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers

Case Study 1

Labour Exploitation



Table of Contents

1. Introduction	5
2. The Case Study	6
3. Monday the 12th of May	7
3.1 The inspectors' discovery	7
3.2 The inspectors' report	8
3.3 The first phase of the investigation	8
4. Tuesday the 13th of May	10
4.1 Before the raid	10
4.2 The raid	10
4.3 Interview of the victims	11
4.4 Scenes of crime report	14
5. Wednesday the 14th of May	15
5.1 Interview of the farm manager Paul Smith	15
5.2 Interview of the farm foreman John Brown	15

1. Introduction

This Case Study follows the format common to all the case studies in the programme.

It gives an outline of a case from initiation to the interviewing of suspects. It is broken down into pieces of new information about the case, followed by details of the investigation and the outcomes of those investigations. Trainers are given extensive guidance and support through the text.

This case study is supported by a comprehensive set of media resources that should allow trainers to create quite an immersive and interactive environment.

2. The Case Study

It must be emphasised that this is a fictional case, although experience in pilot delivery of the material has shown that many students find it hard to believe it is not genuine.

It is based on a number of cases that have considerable similarities with the case presented below. The countries where either recruitment or exploitation took place were France, Italy, Poland, Romania, and the United Kingdom. Transport of victims is believed to have taken place across most countries of the central part of the European Union. As there are currently few recorded prosecuted cases in the beneficiary countries of this programme, it cannot be said definitively that these circumstances are typical of cases in those locations. However, all the available information suggests that they are.

3. Monday the 12th of May

3.1 The inspectors' discovery

At 10.30 a.m. on Monday the 12th of May, two inspectors from the Redland Ministry of Agriculture visited an intensive egg farm at Midtown in the Eastshire district of the country.

An intensive egg farm is one in which the chickens are housed in cages in large sheds. The inspectors were visiting the farm in order to ensure that regulations concerning the number of chickens per cage, hygiene facilities, etc. were being complied with. The manager met them, showed them the chicken sheds and then left to take a phone call. The inspectors carried on their inspection and found everything to be in order.

At the end of the visit, one of the inspectors was walking around the site looking for the manager to give him the certificate of compliance. He could not find him, so opened doors to a number of sheds and other buildings on the site looking for him.

At a building at the top of the site, he heard voices. He opened a door and stepped inside. He saw three people, two women and a man, packing eggs in what looked like a small office. He also saw what appeared to be a bed and a suitcase in a small space behind some boxes.

A man in blue overalls started to shout at him, asking him what he was doing there. He explained he was an inspector from the Ministry of Agriculture. The man in overalls at first looked scared, but when the inspector said he only wanted to give the manager his certificate, the man relaxed. He came to the inspector, gently took him by the arm, turned him towards the exit, and walked him out of the building. As they left, the man closed the door behind him. The inspector saw there was a notice in a foreign language on the inside of the door.

The man in the blue overalls took the inspector to the manager's house, where the inspector gave the manager the certificate. Both inspectors then left.

On the way back to the office, the inspector told his colleague what he had seen and that he felt it was a little strange that people seemed to be living where they worked. The colleague said he also thought it odd and that he remembered seeing something a few months before about human trafficking and wondered if that's what might be going on at the farm.

They decided to report the matter to the police.

3.2 The inspectors' report

The inspectors report the matter to the police. They give the following information:

- The address of the farm – The Midtown Egg Farm, Long Lane, Midtown.
- A mobile phone number for the manager.
- A fixed line phone number for the chicken farm.
- A description of which shed it was where the inspector saw the people and the 'bed'.
- A description of what he saw.
- The manager's name – Mr. Paul Smith.
- A description of the man in blue overalls.

3.3 The first phase of the investigation

An investigator is appointed. She urgently holds a meeting with her team where they discuss the report. This is a summary of the key issues they identified:

- At this stage, it is not certain that the people seen in the building have been trafficked.
- It can be said that sleeping where you work is known to be one of the strong indicators of Trafficking in Human Beings (THB) for labour (and other forms of) exploitation.
- Sleeping in agricultural places of work is unusual in Redland.
- There is no direct evidence to suggest that the people seen in the building are subject to violence or threats.
- On the information provided, it appears the people seen were packing eggs; this does not seem to be hazardous work.
- Although there may be hazardous jobs on a chicken farm, there does not seem to be the same likelihood of injury that might be found in locations such as quarries or mines.
- There is a notice inside the door in a foreign language, but we don't know what it says.
- Notices inside can be an indicator of control measures in THB.
- Enquiries show that the only information known about the farm is that there have been three reports of theft of equipment made in the last two years.
- One of these reports was made by the manager Paul Smith; the other reports were made by a man called John Brown, who gave his occupation as foreman.
- Both men gave their dates of birth when reporting the crimes, so checks can be made on intelligence systems; nothing is known about either man.
- The farm is at the end of a long road – this is the only road access to the property.
- There are numerous commercial and residential properties at the intersection of the farm road with the main road.
- There are a number of residential properties along the farm road.
- These properties give opportunities for static surveillance of people and vehicles moving to the farm.
- The farm itself cannot be seen from any other buildings.
- The farm can be seen from a number of fields and from some small thickets of trees.

- This provides the opportunity for rural observations.
- The phone numbers are known.
- These give the opportunity for communications data analysis and communications interception.
- At present, there is no information about vehicles linked to the farm.
- It appears that the farm is an established business, connected to utilities such as a fixed phone line, electricity and gas.
- This gives an opportunity to start financial analysis.
- The location where it appears the people are living and working is known.
- This gives an opportunity to put in place covert surveillance devices.
- There is a path leading past the farm that is regularly used by members of the public.
- Due to the theft from the farm and other thefts in the area, police patrols are regularly seen in the area and are viewed as not being out of the ordinary.
- The team acknowledges a balance is required between the recovery/rescue of the potential victims and allowing the exploitation to continue so as to enable the gathering of strong evidence.
- There are only limited resources available.
- It will take a number of days to research suitable locations and establish any static surveillance in buildings or surrounding fields, etc.
- It will take at least a week to survey and put in place covert surveillance.
- It is not possible to tell what language the people at the farm speak.

A summary of the decisions taken is as follows:

- Authorisation is obtained to get communications data from the phone numbers.
- A police patrol will make an ostensibly routine check of the area to identify any vehicles present and note any activity of interest.
- A raid is planned for the following day at 7.00 a.m.
- A warrant is obtained from the courts for the raid to be carried out.
- Scenes of crime examiners are contacted and told to be on standby to go to the farm.
- The rationale for making the intervention rather than making enquiries is that:
 - On the information given there is a specific 'target' (the building the people were seen in) to go to.
 - It would take a long time to put surveillance, etc. in place.
 - While there is no direct evidence of violence or abuse towards the people seen (indeed, there are so far only indicators that they are actually THB victims), the length of time it would take to pursue other investigative approaches could allow possible continued exploitation to an unacceptable level.
 - If the people have been trafficked, the traffickers may decide to move them now that they have been seen by the inspectors from the Ministry of Agriculture.

4. Tuesday the 13th of May

4.1 Before the raid

Before the raid, the following information is received:

- Local police report that there are two vehicles at the farm, a blue van and a red car.
- These vehicles are registered to the farm.
- Analysis of the communications data is complex and will take some time to complete, but one thing is already apparent: there have been a number of phone calls to phone numbers with a Blueland country code.
- The senior investigator, while acknowledging this does not mean for certain that the people will speak the language of Blueland, asks an officer to check the availability of interpreters for the language of Blueland.
- Leaflets that show flags and questions in various languages (produced as part of Redland's anti-trafficking programme) are obtained.

4.2 The raid

The raid is carried out at 7.00 a.m. The following is found:

- There are four people in the shed originally identified by the inspectors, two women and two men.
- All are thin but do not appear to be injured.
- They are asked to indicate where they come from by pointing to flags on one of the leaflets.
- They indicate they come from Blueland.
- Using a combination of leaflets and calls to a phone interpreting service, the following information is given by the three people. They have:
 - Been in the shed for about three months, they think.
 - Not been allowed to leave.
 - Been kept there by threats from a man.
 - Are hungry.
 - One of the women is very agitated and wants to show the police something.
 - She points out an orange baseball bat.
 - Through phone interpretation, the police come to believe that she is saying that the baseball bat has been used in the threats.
- None of the people have passports or other identification/travel documents.
- There are three 'beds' in the building, each of which seems to consist of a thin mattress on the floor.
- Next to each bed is a suitcase.

- There is a bucket on some boxes next to a packet of toilet paper and some hand cleansing lotion.
- There does not appear to be any toilet facilities.
- There are other indicators, such as laundry hanging up to dry, that this is a place where people are living.
- There is a sink at the back of the building.
- The sink is in what appears to be a crude kitchen area.
- The cooking and eating facilities consist of a small single burner stove, a small number of pans and some plastic plates.
- The only food found consists of a small number of tins of vegetables and some pasta.
- There are many boxes used for packing and transporting eggs.
- There are some telephones, a computer and a printer.

Other actions in the raid:

- Police visit the house of the farm manager on the site and arrest him.
- The manager's wife and family are in the house.
- A search is made to find the man fitting the description of the man in blue overalls.
- As the search is being made, a man dressed in blue overalls arrives in a car, apparently to come to work.
- He is identified as the farm foreman, John Brown.
- A police scenes of crime examiner is called and starts to take photographs and make other examinations as directed by the senior investigator.

4.3 Interview of the victims

The people recovered from the farm are taken back to the police station. They give the following details:

- The women identify themselves as:
 - Anna Blue, born 19.3.1993.
 - Monica Green, born 3.11.1992.
- The men identify themselves as:
 - Tom Red, born 21.8.1991.
 - Martin Orange, born 3.12.1990.

They are medically examined and pronounced fit for interview. Interpreters are arranged and the interviews begin later that afternoon.

All four tell a similar story.

Recruitment phase

- All were students in the capital city of Blueland, Bluetown.
- After graduating, it was very difficult to get work in Bluetown, but it was even more difficult to find work in the small country towns from which they all originally hailed.
- They were all frequenting cafes and receiving free drinks for little tasks like washing glasses and cleaning.
- All were able to stay in Bluetown because they had relatives there with flats.
- Anna and Monica were friends; Tom and Martin were also friends, but neither pair knew the other.
- In each case, a man approached them and asked if they would like to go to Redland to work on farms.
- The offer was that they would be taken to Redland (Redland is in the same 'common travel area' as Blueland, so travel is possible without a visa), they would be given accommodation and food, and paid the minimum wage of Blueland, which is equivalent to about 10 United States dollars per hour.
- They would be packing eggs.
- All agreed.

Transport phase

- The route taken to Redland was the same in each case.
- They went to an intersection on the edge of Bluetown, where a large lorry stopped and picked them up.
- They were taken through a number of countries during three days and two nights before arriving in Redland.
- They were taken straight to the farm.
- Anna and Monica travelled together and arrived in Redlands about three months ago. Tom and Martin came about ten days later.

Exploitation phase

- When Anna and Monica arrived, the lorry driver introduced them to a man called 'Johnny'.
- He told them that Johnny was a man with a nasty temper and that they should do what he said or there would be trouble.
- Johnny spoke a few words of the language of Blueland, mainly swear words and words to do with eggs and working.
- They were shown to their 'beds' on the floor of the building from which they were recovered.
- They were also shown a bucket, toilet paper and cleansing lotion, which, through sign language, they were instructed that that was how they should go to the toilet.
- They were shown a small stove, some pasta and some cans of tomatoes at the rear of the building.
- Their first job (that started as soon as they had been shown around) was to start unpacking eggs from the lorry they had just arrived in.

- They stopped late in the night, when 'Johnny' left them to sleep in the building.
- He returned sometime the following morning when it was still dark and they continued unloading the lorry.
- When the lorry was empty, the driver came to the women again and said they must stay there and obey Johnny otherwise "bad things would happen".
- He also told them they must give their passports to Johnny, as he needed them to process their labour permits with the Redland authorities.
- Johnny then showed the women what their other duties were.
- Johnny would bring large packs of eggs and they were to repack these into small boxes and then load these into vans, small lorries and cars outside the building they worked and lived in.
- Anna was not happy and started to shout at Johnny.
- Johnny went to get an orange baseball bat and walked towards both the women, staring at each in turn as he hit the bat hard into his hand.
- Both girls were scared and made no more complaints.
- The next day, Johnny put up the notice in the language of Blueland on the door.
- When Tom and Martin arrived, they were given the same instructions and threatened immediately by Johnny with the baseball bat.
- Tom can read a little of the language of Redland; he saw that the small boxes which they were putting the eggs into were branded 'Midtown' and also marked 'Produce of Redland'.
- He thought this odd as all the eggs they packed came from the lorries that arrived from Blueland, and mentioned this to the others.
- During the time they were in the building they were fed on pasta, tinned tomatoes, sweet corn and, occasionally, cheese.
- All lost significant amounts of weight.
- The weather was very cold, it being winter.
- The only heating was a small gas heater.
- Lorries from Blueland loaded with eggs arrived every three to four days.
- They generally worked ten hours a day, but would work longer when a lorry arrived.
- They were never paid anything.
- They are then questioned about whom was sleeping in which 'bed' and which suitcase they owned. They give the following responses:
 - Anna was sleeping in the 'bed' nearest the entrance door to the building; she had two small black suitcases.
 - Monica was sleeping directly next to Anna; she had a large black suitcase that stood between her and Anna.
 - Tom was sleeping in the second room, immediately to the left of an archway; he had a large orange suitcase.
 - Martin was sleeping at the very back of the second room; he had a large black and a light blue suitcase.
- They all give descriptions of the contents of their suitcases.

4.4 Scenes of crime report

The scenes of crime report gives the following information:

- Photographs of the scene have been obtained.
- A 'virtual reality' record has been made.
- There are very large numbers of fingerprints around each of the beds.
- These indicate that people have been present for a considerable period of time.
- An orange baseball bat has been found in the second room of the building; a large number of fingerprints have been recovered from the baseball bat.
- It is not possible to give a complete breakdown of which fingerprints belong to which person, but it should be possible to give some preliminary findings in a few days.
- These findings will be able to identify clusters of the same fingerprints.
- It is assumed that there are fingerprints present of both the suspected victims and the suspected traffickers.
- The computer, the telephones, and the printer have all been seized.
- They will be examined both for the data they hold and their physical forensic evidence, such as fingerprints on SIM cards inside the mobile phones, etc.

5. Wednesday the 14th of May

5.1 Interview of the farm manager Paul Smith

At 9.00 a.m., Paul Smith is interviewed. The key points of what he says are:

- The people who are there were recruited by a business partner of his in Redland.
- He has had very little to do with them since they arrived at the farm.
- They are taken care of by the farm foreman John Brown.
- He gives John Brown's home address.
- Paul Smith is initially reluctant to talk about the wages they were paid.
- He is pressed on this by the officers, and says that the reason he is not happy to speak about the matter is because he paid cash to John Brown to give to the people and he is concerned that he will be reported to the tax authorities.
- He knows that they live on the farm; he's not happy with this, but John Brown said they had asked to live there in order to save money.
- He says he doesn't know anything about the signs that are in the building.
- He says he doesn't know anything about the baseball bat.
- He is asked if at any time since the people have been working; he says that he has been into the building.
- He is asked if he has seen the living conditions in the building; he says that he has.
- He is asked if he finds it acceptable that people should live in such conditions on the premises; he says that he has said before that it was their choice, and in any case, people from Redland also live like that.
- He is asked if he is in charge of accounts; he says that he is.
- He is asked if as part of this he is responsible for buying food for the workers; he says he is, but that he just gives cash to John Brown to deal with it.

5.2 Interview of the farm foreman John Brown

John Brown is also interviewed at 9.00 a.m. The key points of what he says are:

- He is a foreman employed at the farm by Midtown.
- His immediate boss is Paul Smith.
- About four months ago, Paul Smith told him he was trying to recruit workers in Blueland because they had a reputation for hard work, would work for cheap and could now come to Redland because of the new 'common travel area'.
- He therefore started to learn the language of Blueland.
- He says that when the people arrived, he used the driver of the lorry to ask where they wanted to stay.

- They were told they would have to pay rent of about a third of their wages.
- They all asked if they could stay on the farm rent free; he spoke to Paul Smith, who agreed.
- He says he has paid the money to the workers which they were owed.
- He doesn't know where it is now, and suggests they might have hidden it somewhere.
- When asked about the baseball bat he laughs and agrees that he did walk around with it, but that this was just a little joke between him and the workers.

Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers

Case Study 2

Sexual Exploitation



Table of Contents

- 1. Introduction 5
- 2. The Case Study 6
- 3. Monday the 12th of May 7
 - 3.1 The initial call 7
 - 3.2 Interview of Mrs. Blue 7
 - 3.3 Interview of the boyfriend Peter Red 7
 - 3.4 Blueland detectives' first phase actions 8
- 4. Tuesday the 13th of May 9
 - 4.1 First response of the Redland police 9
- 5. Wednesday the 14th of May 10
 - 5.1 The text message to Mrs. Blue 10
 - 5.2 Blueland detectives' second phase actions 10
 - 5.3 Second response of the Redland police 10
 - 5.4 Blueland detectives' third phase actions 11
 - 5.5 The 'four-way' phone conversation 11
 - 5.6 The 'rescue' 12
- 6. The investigation 13
 - 6.1 First interview of Monica 13
 - 6.2 Arresting the first suspects 13
 - 6.3 Second interview of Monica 14
 - 6.4 Identifying Danny 15
 - 6.5 Further enquires 16

1. Introduction

This Case Study follows the format common to all the case studies in the programme.

It gives an outline of a case from initiation to the interviewing of suspects. It is broken down into pieces of new information about the case, followed by details of the investigation and the outcomes of those investigations. Trainers are given extensive guidance and support through the text.

2. The Case Study

This case is fictional but is based substantially on a genuine case.

Very similar cases have been seen in many parts of the world. It is a fast moving case that can be adapted with techniques such as role play, the use of satellite and other images, and group tasks to deliver quite engaging, interactive, and dynamic learning.

3. Monday the 12th of May

3.1 The initial call

At 5.15 p.m. on Monday the 12th of May, police in Blueland received a call from a woman who said her daughter's boyfriend had called her to tell her that he had received a phone call from the daughter. He says her daughter told him that she was in Redland and that she had been sold to a man and raped.

3.2 Interview of Mrs. Blue

Police detectives were sent to interview the mother.

The mother's name is Anna Blue, born 16.10.1970.

Her daughter's name is Monica Blue, born 19.5.1995.

Mrs. Blue says she last saw her daughter about ten days ago. She had been talking about going to look for work in the capital city. She says her daughter was a normal teenage girl, no more or less trouble than is usual, but that she had become frustrated that she could not find work near home.

She describes Monica as being a white female, 1.65m tall, of fair complexion and slim build, with straight brown shoulder-length hair. She can't remember what Monica was wearing when she saw her last.

Mrs. Blue gives the detectives the phone number of Monica's boyfriend.

The detectives call him and arrange to see him.

3.3 Interview of the boyfriend Peter Red

His name is Peter Red, born 21.2.1994. He lives with his mother in the same town as the Blues.

He says that he last saw Monica three days ago. She was wearing black tracksuit bottoms with a yellow belt and a light grey hoodie. Monica came to the house and seemed very excited. She said she had made friends with some people who could take her to Redland and get her work cleaning or serving in bars. The money was good, and she would have a place to stay as part of the deal. Monica told Peter she was only going for a month to see what it was like. If things were OK, she would call him and he could come over too.

The next time Peter heard from Monica was this afternoon when he had received a telephone call. It was from a foreign phone number that he did not recognise. Monica was very upset and crying. She said she could only talk for a minute or “the man might beat me”. She said that she had been sold to a man and raped, and that Peter should call her mother. The phone then went dead.

3.4 Blueland detectives’ first phase actions

The detectives took the following actions:

- Spoke to Peter’s mother who corroborated Peter’s account that Monica had visited the house three days ago. She also said that she had heard Peter on the phone earlier in the day, that he had sounded very upset, and that he had told her it was a strange call from Monica.
- Examined Peter’s mobile phone and found that the call had been made from a Redland number. They told Peter that he should contact them if he received any further phone calls or other messages from Monica.
- Obtained the number of Monica’s mobile phone from Mrs. Blue. They also told Mrs. Blue to contact them if she heard anything from Monica.
- Made urgent checks on Monica’s mobile phone. They found it was last used to call Peter three days ago.
- Spoke to their ‘central authority’ dealing with liaison with other countries and with the help of the central authority made an urgent ‘police-to-police’ request to make enquiries in order to establish to whom belonged the phone number Monica had used and to try and identify from where the call had been made.
- Circulated details of Monica and her description through the normal Blueland systems and also sent the details of her description to Redland.

4. Tuesday the 13th of May

4.1 First response of the Redland police

Redland police contacted Blueland police with the interim results of the phone enquiries. They reported the following:

- The mobile phone Monica had used to call Peter was a 'pay as you go' phone and there were no customer details.
- The phone has been used mainly in a district of the capital city of Redland called East Town.
- The call Monica is believed to have made came from somewhere in East Town.
- The phone has also been used in a number of medium-sized towns in the centre of Redland.
- They could only say that the call Monica made came from an area of about half a square kilometre, and that this area contained over 1,000 separate flats and houses.
- They will continue to try to locate the phone more accurately.

5. Wednesday the 14th of May

5.1 The text message to Mrs. Blue

At 2.30 p.m. Mrs. Blue contacted the Blueland police. She was very upset. She had received a text message saying:

“Mum, I am so scared. They are prostituting me.”

Detectives went immediately to Mrs. Blue’s house and examined the text message and the phone. They saw that the message has been sent from a Redland number, but a different one to the one that used by Monica to call Peter.

5.2 Blueland detectives’ second phase actions

The detectives took the following actions:

- Contacted the ‘central authority’ urgently and gave the new number to them with a request that they contact the relevant authorities in Redland to trace where the text message was sent from.
- Sent a message from Mrs. Blue’s phone telling Monica to send a text when she is alone and feels safe to speak.
- Waited with Mrs. Blue for a message.
- Planned to call Monica if she texted and ‘interview’ her to try to identify where she was and arrange recovery by the Redland police.
- Arranged for an officer who spoke the language of Redland to come to the house to speak directly to the Redland police and try to direct them to where Monica was.

5.3 Second response of the Redland police

An hour passed. The Redland police contacted Blueland police with the following information:

- The text had been sent from a location somewhere in a town called Midtown in the centre of Redland.
- Where it had been sent from could only be located up to an area of around 300 metres square.
- This area contained hundreds of small houses and flats.
- Midtown was also one of the locations where the phone from which Monica had contacted Peter had been used.

- The Redland police had contacted the local police in Midtown and told them of the situation and that they were to await further instructions.
- Details of the phone numbers for the Midtown police were given.
- The Blueland officer who spoke the language of Redland contacted the Midtown police to establish a communications link and inform them directly what the Blueland police planned.
- Midtown police sent a patrol car to the general area identified by phone analysis and told them to await further instructions.

5.4 Blueland detectives' third phase actions

Half an hour passed. The following text message was received on Mrs. Blue's phone:

"Alone now. Call quickly. Please!"

The detectives took the following actions:

- Immediately called the number from which the text had been received.
- Immediately contacted the Midtown police, established communication and told them the incident was 'live'.

5.5 The 'four-way' phone conversation

There then followed a complex four-way telephone conversation. One Blueland detective asked Monica questions. The phone was on speaker. A second Blueland detective listened to the conversation between her colleague and Monica. She interpreted this on a second phone to the police controller in Midtown, Redland. The controller in Redland then responded to information and suggested further questions. This was then interpreted by the Blueland detective, and put by her colleague to Monica, and so on.

Through this process Monica gave the following information:

- She was in a bedroom in an upstairs room of a small house looking out onto a street.
- There were many similar houses opposite her.
- The houses each had a door and two windows, one downstairs, one upstairs.
- Some of the houses had small gardens, others had no gardens.
- There were many cars parked in the street.
- The man she was scared of could be back at any time.
- She could hear trains constantly. She knew there was a very busy railway line at the back of the house.

5.6 The 'rescue'

Information was being passed back and forth. The problem was that the description of the houses could describe many in the area. Until:

- The Redland controller asked if Monica could see the licence number of some of the cars
- She could see three and gave them
- These were checked on the police
- Two of these were registered to a street in Midtown of the kind that Monica had described.
- The police patrol was instructed to drive to where the cars were with its blue lights going and the back door of the car open and stop
- Monica was instructed to look for the car. As soon as she saw the car she was to run out and jump into the car
- The car arrived, Monica ran out, jumped in, and was rescued.

6. The investigation

6.1 First interview of Monica

The situation was very confused. The Redland police took Monica back to Midtown police station. By using the Blueland police to interpret over the phone the Redland police obtained the following very brief account from Monica about what had happened.

Monica's first account was as follows:

- She was told that she was coming to the Redland to do bar work
- She was flown from the capital of Blueland by a male friend, a woman, and another young girl about her age to the airport of the capital of Redland
- When she arrived in Redland she became suspicious. The other girl was separated from her. When she came back she was crying. She said she had been sold to a man for prostitution.

The story then became very confused.

- Monica had not seen the other girl since just after she arrived.
- Monica had been sold to man, taken to the capital of Redland she thought, then brought back to Midtown by a man she called Steve and a man who she had met just after she arrived in the UK called Bobby.
- She knew the car she was brought to Midtown in was a blue BMW.
- She said Steve had given her the phone to try to stop her crying and complaining.

She handed to the police the following items:

- A Blueland Airlines boarding pass and ticket for Redland capital.
- The mobile phone she said Steve had given her.
- A photo of Steve.

6.2 Arresting the first suspects

Police went back to the house. No one was there. They made a search and found some paper relating to a blue BMW with a registration number on.

They identified the owner of the house who said he had rented it two weeks ago to a foreign man.

The car was circulated on the national police computer as of interest.

A short while later traffic police saw it on a motorway, stopped it, and arrested the two men in it:

- Robert Green (DOB 21/05/74)
- Steven Grey (DOB 30/07/79)

These men were taken to Midtown police station

6.3 Second interview of Monica

A more detailed interview of Monica was then carried out by the Redland police by interviewers trained to deal with vulnerable victims. She gave the following account:

- She had been befriended in Blueland by a man called John and a woman called Lana.
- She meet John and Lana through mutual friends in the capital of Blueland.
- John asked Monica if she had ever thought of going to work in Redland. She said she had not, but was eventually persuaded to go just to see what it was like.
- John asked if she had her passport; she had (note that it is legal for residents of Blueland to travel to Redland).
- John arranged a day on which he would take Monica to Redland. The day before they were to fly, he picked Monica up from a friend's house and took her to his flat.
- Lana was at the flat with another girl about Monica's age called Diana.
- The following day all four of them – John, Lana, Monica and Diana – went to the airport of Blueland's capital.
- At the airport John bought tickets for them all.
- Monica thinks he paid cash.
- All flew together to Redland; Monica believes they landed at the airport of the capital city.
- They all four went through immigration and customs.
- Once in the arrivals area Monica saw Lana talking to Diana; Diana started to cry.
- Monica asked Diana why she was crying; she said that Lana had told her that she (Diana) had been sold into prostitution. Diana also said that she thought the same thing was going to happen to Monica.
- John and Lana took both girls to the airport car park where they met two men who were introduced as 'Bobby' and 'Danny'.
- The girls were handed over to Bobby and Danny; their mobile phones were taken from them.
- They were driven for about three hours on motorways to a hotel.
- The only things Monica can remember about the hotel is that it had a figure '7' in the name.
- Bobby left the girls with Danny in a hotel room.
- About an hour later, Bobby returned and took Monica to a bar. The last she saw of Diana was sitting in the hotel room with Danny.
- At the bar, Bobby introduced Monica to 'Michael'.
- After a few drinks, Bobby told Monica she must go with Michael; Monica refused.
- Bobby took her to one side and said that she could do a lot worse than Michael and that if she did not go, she would be taken to a place where she would be prostituted to many men.

- Reluctantly, she agreed to go with Michael.
- Michael drove her to his home which seemed about two hours drive away.
- The next day he raped her.
- Monica became very upset.
- Michael tried to calm her down, and took her out to buy clothes.
- He raped her two more times.
- Michael left his mobile phone on a table while he was sleeping. Monica called her boyfriend because that was the only number she could remember.
- The next day, Michael said he was giving her back to Bobby because she was too much trouble.
- Monica believes that Michael's flat is in a place called East Town, a suburb of Redland's capital, because she heard him talking about it.
- She can give a good description of the flat, the building it is in, and what can be seen from the windows.
- That evening Bobby arrived in car with Steve and collected Monica.
- During the drive, Bobby told Monica she had cost him a lot of money and trouble, so much so that his life was at risk, and that if anything bad happened to him something much worse would happen to her. He said that she had had her chance and she was now going to be sold as a prostitute.
- Again, the drive took about two hours along motorways. Monica thought they went back to the same town where the hotel was, but she couldn't be sure.
- She was taken to the house from which she was rescued and left there with Steve.
- She believes it was Steve's house.
- Steve took her out the next day to buy clothes and to have her hair done. She realised she was being prepared for prostitution.
- She became very upset. Steve did a deal with her. If she would calm down, he would give her a mobile phone to text her mother. She agreed and texted her mother.
- She received the text back telling her to text when she was alone. She deleted both texts and made up an excuse, saying that she couldn't work the phone.
- The following day, Steve told Monica she would be sent to be a prostitute in three days. In the afternoon he went out; the phone was left behind.
- Monica made the call that was taken by the Blueland police.

6.4 Identifying Danny

Monica had been interviewed in a special room at Midtown police station. When the interview was finished, she was taken to go to a shelter for trafficked women. As she was passing through the public enquiry area at the front of the police station, she started to scream and point at a man standing at the enquiry desk.

At first the man look confused, but then started to leave the police station. Police officers prevented him. Monica managed to tell the officers that the man was Danny.

Danny was arrested. His real name was Daniel Green, born 4.11.1976. He had been visiting the police station to find out what had happened to his brother Robert.

6.5 Further enquires

The following men are now in custody:

- Robert Green, born 21.05.1974 – known as ‘Bobby’.
- Steven Grey, born 30.7.1979 – known as ‘Steve’.
- Daniel Green, born 4.11.1976 – known as ‘Danny’.

‘Michael’ has yet to be identified.

The following enquiries took place:

- Monica took part in police line ups and identified all three men.
- CCTV footage which corroborated Monica’s account of events was obtained from the airport arrivals area and the airport car park.
- The hotel was identified as a budget hotel belonging to the ‘Lucky Seven’ chain and located near the motorway at the edge of Midtown.
- CCTV footage has also been obtained from the hotel. It is possible from the footage to identify Robert (‘Bobby’), Daniel (‘Danny’), and Monica. There is also a second girl with them whom is yet to be identified, but is believed to be Diana.
- On the hotel CCTV footage, Robert is holding Monica; Daniel is holding the girl believed to be Diana. From the film it is clear both girls are being forced to walk with the men.
- The telephone used by Monica to speak to the police was linked to Steven (‘Steve’) by fingerprint examination. Further examination of this phone showed it had been used to call numbers linked to both Robert and Daniel.
- Mobile phones found on all three were linked to the number that Monica had used to call her boyfriend.

Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers

Case Study 3

Domestic Servitude Exploitation



Table of Contents

1. Introduction	5
2. The Case Study	6
3. Monday the 12th of May	7
3.1 The initial report	7
3.2 Background information	8
3.3 The investigators' actions	8
3.4 Results of the enquiries	9
4. Tuesday the 13th of May	10
4.1 Enquiries by Orangetown police	10
4.2 Results of the enquiries by Orangetown police	10
5. Wednesday the 14th of May	11
5.1 Further enquiries by Orangetown police	11
5.2 Results of the observations	11
5.3 At the police station and the interview of Lucia Grey	12
5.4 Interview of Martin Black	14

1. Introduction

This Case Study follows the format common to all the case studies in the programme.

It gives an outline of a case from initiation to the interviewing of suspects. It is broken down into pieces of new information about the case, followed by details of the investigation and the outcomes of those investigations. Trainers are given extensive guidance and support through the text.

2. The Case Study

The case study herein is fictional, but is heavily based on a genuine case.

It is slightly unusual in that a physical letter was sent by the victim, rather than the more common text or phone message. However, the basic principles of the investigations remain the same. One genuine feature of the crime is that (as in the case study) the victim was recovered very quickly after the letter was first handed into the police, despite requiring very close international co-operation.

The case also demonstrates how Trafficking in Human Beings (THB) can be found in even the poorest and most remote areas.

3. Monday the 12th of May

3.1 The initial report

At 10.30 a.m., a police officer was on duty at Bluetown police station, in Blueland, when a woman came in and put an open envelope on the counter. The woman was very upset and asked the officer to read it. The letter said the following:

Dear mum,

I know you think I went to Greentown to work and that I am probably still there. I did, but then I went to Orangetown in Redland at the end of last summer to look for better work. A man offered me a place to live for free. I needed it because I had no money. But he is keeping me prisoner here in his house. I don't know where exactly it is, but it is in a village in the hills behind Orangetown. He has no wife and makes me look after his three small children. He makes me cook, clean...everything. He never lets me out and I have no money. Please, please, please Mum, help me! I know we have had our differences, but I am so scared!

Your loving daughter,

Lucia

The woman is called Anna Grey, born 19.10.1961, a citizen of Blueland and resident of Bluetown, where she has lived all her life. The officer interviews Anna and gets the following information:

- Lucia's date of birth is 12.4.1982.
- She is Anna's only daughter, although she has two sons older than Lucia.
- Lucia lived at home with her mother all her life until about 15 months ago.
- After leaving school, Lucia had various unskilled jobs such as cleaning, but she seemed to have difficulty keeping them.
- For about a year, Lucia was out of work; the relationship with her mother became strained.
- 15 months ago, she said she was bored, needed money, and was going to go to the Blueland seaside town of Greentown because she had heard that there was plenty of cleaning work there and she wanted to be by the sea. Lucia left.
- About 9 months ago, Anna's son John told his mother that he had received a phone call from Lucia saying that she was in Greentown, but because it was the end of the season, there was no work there cleaning holiday apartments and she didn't know what she was going to do. Nevertheless, John said Lucia sounded reasonably happy.
- Since then the first information Anna received about her daughter was when the letter arrived that morning.

The information was passed on to the criminal investigation team

3.2 Background information

Some general background information:

- Blueland and Redland are in a common travel area.
- They share a common language, although there are differences between their dialects.
- Blueland and Redland share a coast which is a popular and developing holiday area for Western Europeans.
- The town of Orangetown in Redland, where Lucia says she is, lies approximately 300 kilometres south-east of the town of Greentown in Blueland (the place where she told her mother she was going and where she told her brother she was calling from).
- Both Orangetown and Greentown are holiday resort towns.

3.3 The investigators' actions

The investigators take the following actions:

- They contact the 'central authority' for advice. The central authority advises them that there is no problem with 'police-to-police' contact.
- They speak to the Orangetown police (see below for outcome).
- They take the envelope and letter from the mother.
- First, they photograph both sides of the letter and the envelope; they then wrap it and store it in such a way that will allow them to make both fingerprint and biological samples (saliva on the stamp for DNA analysis).
- They note that the envelope appears very old, and that the paper the letter is written on is tatty and also seems old.
- A visual examination of the envelope shows a Orangetown postmark dated three days ago.
- They interview the mother and ask if anyone has handled the letter except for her; she says she is the only one who has touched it.
- They also ask whether the handwriting is Lucia's; Anna says that as far as she is aware, it is Lucia's handwriting.
- Fingerprints are taken from the mother in order to exclude her prints from the letter and envelope (the envelope may have fingerprints from a number of people as it will have been handled by postal workers; the letter is likely to have far less, possibly only those belonging to Lucia and her mother).
- They obtain a description and photograph of Lucia from her mother.
- They also obtain a hairbrush, some old letters, and various other items from Lucia's former bedroom, so as they can be used, if required, to obtain fingerprints and biological material to compare with those on the letter.
- The photograph of Lucia is scanned and e-mailed to the Orangetown police.

3.4 Results of the enquiries

- Orangetown police carry out a search of their data systems for Lucia Grey; they have no record of her.
- They tell the Bluetown police that there are a number of villages in the district of Orangetown; typical of that district, these villages cover large areas, with big gaps between houses.
- Orangetown police request a high-quality picture of the envelope and the postmark; this is quickly supplied.
- Fingerprints have been obtained from items from Lucia's room believed to belong to her.
- It will take approximately 48 hours to analyse the fingerprints on the letter and the envelope.

4. Tuesday the 13th of May

4.1 Enquiries by Orangetown police

- The police begin enquiries to try to identify a man with three young children and no wife.
- As there are very few unmarried couples in this very traditional district, they form a working hypothesis that the man was probably married and that the children are the product of that marriage.
- They also form the hypothesis that the wife either left her husband or died before Lucia was taken to the house.
- Whichever of these is the case, it is certain that the death or departure happened before Lucia left her home in Bluetown, but possibly even more recently if it is true that Lucia called from Greentown.
- Given that the letter mentions “young” children, it is likely that the wife was relatively young when she died or left.
- They speak to local officers and ask if they have heard of any married women with young children who died recently.
- They make the same enquiries of local religious leaders.
- They speak to the local postmaster and show him the letter’s postmark.
- They visit the local registrar of births, marriages and deaths to see if they can provide any assistance.

4.2 Results of the enquiries by Orangetown police

- A police officer who works in the district of the village Greenville says he knows of a man called Martin Black whose wife died about 18 months ago and whom has three young children.
- Martin Black lives in a house on the edge of the village of Greenville.
- Martin Black has a police record for a number of petty thefts and drunken disorder.
- The local police say that when his wife was alive, they were twice called out to domestic incidents involving husband and wife, but no official action was taken.
- Enquiries with the registrar of births, deaths and marriages confirm that an Elena Black died of pneumonia 18 months ago, she was the wife of Martin Black and they had three children.
- It is possible that others in the district fit a similar profile to Martin Black, but no other suggestions are made and enquiries trace no other potential leads.
- The postmaster confirms that it is a Orangetown postmark. It is dated the 10th of May, a Saturday. This means that the letter must have been posted between last collection at 5.30 p.m. on Friday the 9th and last collection on Saturday the 10th at 1.00 p.m. (last collections are earlier on Saturdays). It could have been posted in one of 37 postboxes in the town of Orangetown and the surrounding district, but there is no way of telling which one exactly.

5. Wednesday the 14th of May

5.1 Further enquiries by Orangetown police

- The investigative team holds a discussion.
- It is decided to carry out observations of Martin Black's house.
- The objective is to see if he leaves and, if he does, to go to the house and try to see if anyone else is at the house.
- Martin Black's house is off a small road which experiences only light traffic.
- Plainclothes officers pass the house and see that there is an old car parked outside; they note the number of the registration plate.

5.2 Results of the observations

- At about 8.30 a.m., Black's car is seen heading from the house towards Orangetown; he is driving and there appears to be two children in the car.
- Officers go to the house and knock on the door.
- Nobody answers.
- They hear a child's voice. The voice is saying "Lucia, there are men at the door".
- Still nobody comes to answer the door.
- The police say "Lucia, it is the police. We are here to help. Open the door".
- There is still no answer.
- A child starts crying. It is saying "Lucia, what are the men doing? Lucia, I'm scared".
- The police continue to knock, again asking Lucia to come to the door.
- She does not come.
- They look through the windows of the house and see a small girl about 5 years old crying in the middle of room; they cannot see anyone else.
- The officers force the door open.
- The child starts screaming as they enter.
- One officer tries to calm the child, while the others search the house.
- They open a store room door at the back of the kitchen.
- There is a woman cowering in the corner on what seems like some kind of rough bed.
- They go to her; she pulls away, covering her face.
- They persuade her to show her face; it is Lucia Grey.
- She is extremely scared, and constantly repeating "Please don't beat me, I didn't mean it" and trying to get as far away from the officers as possible.
- With great difficulty, they persuade Lucia to come with them. As she is leaving the house she says "Where are you going? Where are you taking me? Please don't hurt me. I didn't mean it".

- One officer says “Lucia, we have been sent by your mother. You sent her a letter asking for her help. She has sent us here to help”.
- This seems to calm Lucia a little, but she is still very wary and looks extremely frightened as she is put into the police car.

5.3 At the police station and the interview of Lucia Grey

- Lucia continues to be very scared at the police station.
- There are no obvious bruises on her body, but she seems to be thin and is in generally poor physical health.
- In view of her physical and psychological condition, it is decided to call a physician to examine Lucia.
- This is done, and the physician tells the investigators that Lucia is fit to interview but needs to be dealt with very sensitively; together, they decide the best thing would be to have a social worker present during the interview.

The social worker

- A social worker speaks to Lucia to explain what is going to happen and that everyone wants to help her.
- Lucia keeps saying “But they are his friends, they are his friends”.
- When asked who she means, Lucia says “The police”.
- When asked to explain further, Lucia tells the social worker that some police who are friends of Martin Black came when she was first at the house and threatened her that if she didn’t do as he said they would come to arrest her and she would go to jail.

Police interview

The police and the social worker persuade Lucia that she is not in trouble and that they need to find out what has happened to her. She is still very wary, but the following information is obtained:

- Lucia came to Orangetown to get cleaning work after the season ended in Greentown.
- She got a little work, but couldn’t find anywhere to live and was sleeping in whatever shelter she could find.
- Lucia was on the street one evening when she saw Martin Black drinking in a park with some friends; they got talking.
- Over the next few days, she saw Martin Black a number of times; they got quite friendly with one another and she found him funny.
- After about a week, Martin Black asked Lucia where she was staying. She told him “nowhere” and explained that she only had a little work and that this would stop as soon as the holiday season ended.
- Martin Black said he too was poor, but that he had a house and she could live with him.
- Lucia agreed, and the next day he picked her up in his car and took her to his house (the house where she was found).

- As soon as she got there, she saw that he had three children.
- Martin Black said his wife had died a few months earlier and it was very hard to look after the children and also work; now Lucia would be looking after the children and cleaning the house.
- Lucia asked about her own work.
- Martin Black told her she worked for him now.
- Lucia refused.
- Martin Black told her that she could either do it gratefully or he would hit her.
- Lucia was scared and said no more for the moment.
- She was shown to the store room at the back of the kitchen and told that she would be sleeping there; Martin Black gave her some old blankets and coats to sleep on.
- The next day, Martin Black told her that he was going to work and that she should not think of trying to leave because he was very good friends with all the neighbours and they would call him if they saw her outside. The only other choice was to go to the forest and she would starve there.
- However, two days later she decided to leave and set off walking down the road; Black found her, dragged her back to the house and told her that he was calling the police.
- About two hours later, three men arrived dressed in police uniforms. They said they were friends of Martin Black and that he had made a complaint to them about a “breach of contract”; they told Lucia that this was a very serious offence in Redland and that she could go to prison for five years.
- Lucia said there was no contract. One of the men started screaming at her, calling her a “lying bitch” and threatened that if she did run off, a prison sentence would be the least of her worries.
- Lucia stayed at the house after that and did all she was told to do.
- She was required to be up at 6.30 a.m. to get the two older children ready for school. She had to look after the younger one all day. She cleaned the house, prepared all the meals, fed two pigs at the back of the house and tended a small vegetable patch.
- Lucia was never paid anything and she was only allowed to eat leftovers.
- When she was ill in the winter with severe flu, she was not allowed to go to the doctor’s, although Black did buy her some medicine.
- All this time, Black continued to threaten her with the police and that he would hit her (although he never did), and that all his neighbours would report her if she left.
- Lucia noticed a woman regularly passing the house when she was working in the garden.
- This woman smiled and said “Good day” whenever she saw Lucia.
- Lucia found some old envelopes and writing paper in the house.
- She wrote the letter, and the next time she was alone when the woman passed, she ran out, gave her the letter, and begged her to post it.
- The woman seemed scared, but took the letter.
- Lucia had expected a quick response, but it was ten days before the police arrived.
- When they did come, she thought the woman had given the letter to Black and that the police had come to arrest her and would probably beat her.

5.4 Interview of Martin Black

Martin Black is arrested. He is interviewed and gives the following account:

- He first saw Lucia in October, he thinks, at the end of the holiday season.
- She came up to him when he was drinking with friends in a park in Orangetown.
- Lucia asked the men if she knew where she could get a room.
- Martin Black said he had somewhere she could sleep; it wasn't much because he was poor, but she was welcome to have it if she would be happy to do a few chores and feed the children.
- He said Lucia seemed excited when he mentioned the children.
- She went with him to the house and as far as he was aware, she was happy with the arrangement.
- He agreed the place she was sleeping wasn't good, but he'd told her that it wasn't much, and in any case, none of their beds were much because they were poor. Indeed, the only other alternative would have been to sleep with him in his bed, and the investigators wouldn't expect him or her to do that, would they?
- Investigators ask him about the "police". He says he doesn't know what they are talking about. Lucia must have been mistaken. Some of his friends had been around for a drink, but they were not police.

Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers

Case Study 4

Illicit Activity Exploitation



Table of Contents

1. Introduction	5
2. The Case Study	6
3. Monday the 12th of May	7
3.1 The initial call	7
3.2 The police arrive	7
3.3 First interview of the girls	7
3.4 Interview of the kiosk owner and other witnesses	8
4. Tuesday the 13th of May	9
4.1 Second interview of the girls	9
4.2 Enquiries in Bluetown	9
5. Wednesday the 14th of May	10
5.1 Interview with the mother Rita Blue	10
5.2 Robert Grey's history	10
5.3 Enquiries to help trace Robert Grey	11
6. Thursday the 15th of May	12
6.1 Locating Robert Grey	12
6.2 Robert Grey appears	12
6.3 At the flat	13
6.4 Interview of Molly Grey	13
7. Friday the 16th of May	14
7.1 Interview of Robert Grey	14

1. Introduction

This Case Study follows the format common to all the case studies in the programme.

It gives an outline of a case from initiation to the interviewing of suspects. It is broken down into pieces of new information about the case, followed by details of the investigation and the outcomes of those investigations. Trainers are given extensive guidance and support through the text.

2. The Case Study

This case herein is fictional, but is substantially based on number of genuine cases.

The cases on which this case study is based occurred in Eastern and Western Europe; however, very similar cases have been found in many locations across the world. The 'illicit activity' used here is begging. There is potentially a slight complication in that simple begging (without threats or force) is not criminalised in some jurisdictions. Regardless of this, criminal acts would occur if a person was trafficked in order to beg; in other words, where the relevant acts and means were used in order to exploit someone. Additionally, in the case of children (as in this case study), there would be child protection issues.

3. Monday the 12th of May

3.1 The initial call

Greenland has run a Trafficking in Human Beings (THB) awareness raising campaign in recent months. One area the campaign has focused on is trafficking for illicit activity, specifically organised begging.

At 2.00 p.m. the anti-THB 'hotline' in Greenland's capital, Greentown, received a phone call from a woman who says she is a kiosk owner at the junction of May the 9th Avenue and Bandung Boulevard. This is one of the main intersections of two busy dual-carriageways just on the outskirts of the capital.

The woman says there are some children begging at the intersection. Having beggars at the intersection is normal, but these children seem quite young. They speak the language of Redland, but with a heavy southern accent. They have appeared in the last few days and she thinks they were dropped off by a man in an old car.

The hotline staff contacts the police and passes on the information.

3.2 The police arrive

A police patrol goes to the intersection. They see the three girls. All start running when they see the police arrive. The police get out of their car and pursue them on foot. They catch two of them, but the third, who appears to be the oldest, gets away.

The two young girls appear to be very frightened and will not speak to the police. They have no identity documents. They are thin, very dirty, and their clothes are ragged.

They take the girls to the police station.

3.3 First interview of the girls

The police interview the girls. They do not use trained specialists because there are none available and the police are concerned about the safety of the girl who has run off. They use an emergency social worker in accordance with Greenland legislation.

The information given in the interviews is as follows:

- The older girl says she is called Alex – she appears to be about 12 years old.
- The younger girl says she is called Chrissy – she appears to be about 10 years old.

- They do not know their surnames.
- They say the girl that ran off is their sister and that she is called Rita.
- Neither knows what city they are in.
- They do not know where Rita may be; only that she may be at “home”, and that this is in a “big building”.
- Alex thinks they have been in this city for about four or five days; Chrissy does not know how long they have been in the city.
- Both say they don’t know how they got there.
- When asked with whom they have been staying, both are silent and look frightened.

3.4 Interview of the kiosk owner and other witnesses

The police return to the intersection, where they speak to the kiosk owner.

She gives the police the following information:

- She thinks that the girls have been there for three days.
- She can’t say if they have been there all the time, but she has seen them as early as 8 a.m. and as late as 8 p.m.
- She has seen them talking to the driver of an old red car a number of times.
- She can’t remember the car’s registration plate number.
- The driver of the car is possibly a man.
- She was worried about what to do, but then saw a poster about the THB hotline on the Metro and so decided to call.

Police make further enquiries in the area. They trace a second witness, a receptionist at an office overlooking the intersection.

He provides the following information:

- The car is an old red Lada ‘Nova’ or ‘Classic’.
- He can’t remember the number of the car’s registration plate.
- The driver was male.
- He would describe the driver as being white, of medium build, in his late-thirties and wearing a grey jacket.
- He can’t say how tall the driver is.
- The only passengers he has ever seen in the car were the children.
- He confirms their arrival at about 8 a.m. each day and has seen the girls around throughout the day, but can’t say if they are there after 5 p.m. as that’s when he leaves work.

4. Tuesday the 13th of May

4.1 Second interview of the girls

Alex and Chrissy are now interviewed by specialist interviewers.

The results of the interviews are as follows:

- They are in Greentown with a man they call their 'uncle'.
- Alex says that her full first name is Alexandra, and Chrissy's is Christine, but that they are always known by their shorter names.
- Alex says the sister that ran off is called 'Molly'.
- Their mother is called Rita; the mother's surname is Blue.
- They are not sure when they last saw her.
- Neither can say how long they have known the 'uncle', but they have not known him very long.
- They don't know where their mother is.
- They are from another city.
- Alex thinks it is called Bluetown.
- They describe a number of its features.
- They came to Greentown in the car of their 'uncle'.
- During the last few days, they have been kept in a small room in a big white building with lots of other rooms.
- Each day the 'uncle' has taken them to the intersection.
- Alex says they know what to do because they did the same thing in Bluetown.

4.2 Enquiries in Bluetown

Greentown police make urgent enquiries with their colleagues in Bluetown.

These reveal the following information:

- It appears from the description given by Alex that she is indeed describing Bluetown.
- The Bluetown police have a record of a woman called Rita Blue.
- Six months ago, a woman with that name and a similar age to the children's mother, was arrested for prostitution and sent to prison.
- As far as the Bluetown police can tell, Rita Blue is now out of prison.

5. Wednesday the 14th of May

5.1 Interview with the mother Rita Blue

Bluetown police make enquiries through the night and at 6.15 a.m. they trace Rita to a slum in the East of the city.

She is taken to the police station and gives the following information:

- The girls are her daughters.
- She confirms their names and ages as: Christine, known as 'Chrissy', 10 years old; Alexandra, known as 'Alex', 12 years old; and Molly, 14 years old.
- The 'uncle' is her common law husband.
- She knows him as Robert Grey, but can't be sure if that is his real name.
- He is not a blood relation of the children.
- For some months, he had forced the whole family to beg in Bluetown.
- He made her prostitute herself before she went to prison.
- When she was in prison, he told her that he was taking the children away to beg in another city where there was more money.
- She begged him not to, but he told her that if she caused trouble he would tell the police about a robbery she was involved in and that she would never see her children again.
- She has spoken to Robert twice in the last few days.
- Robert has told her that the kids are fine and that if she doesn't cause trouble he will bring them back in a couple of months, when they have made enough money.
- She gives two mobile phone numbers for Robert and an old address at which he was living in Bluetown.
- She has photographs of the girls and of Robert.
- Robert has been physically violent to her, is frequently drunk, and has often verbally abused her.
- As far as she knows, he has never been violent towards the girls.
- He has been verbally abusive towards them in the past, but this has been rare.

5.2 Robert Grey's history

Bluetown police have extensive information about this man. The key points are:

- He has a prison record for petty theft and assault.
- They know the names of his associates in Bluetown.
- The last sighting/check of him was in his car, an old red Lada 'Classic', in Bluetown three weeks ago, when he was given a ticket for a traffic violation.

- At the time when he was stopped by the police, he was alone in the vehicle.
- He gave the same address when he was given the ticket as that provided by Rita Blue.
- He provided a mobile phone number when he was given the ticket.
- Checks show that this is the same as one of the numbers provided by Rita Blue.

5.3 Enquiries to help trace Robert Grey

Investigators in Greentown make the following enquiries based on the information supplied by their colleagues in Bluetown:

- They get the authorisation to obtain cell site and use records of the two telephone numbers they have for Robert Grey and the mother of the children Rita Blue.
- They get authorisation to monitor the phone conversations made on Robert Grey's phones.
- They use photographs of the girls to check if they are the girls they are currently interviewing; this confirms that they are the two younger Blue girls.

These enquiries produce the following information:

- The phones used by Robert Grey have been and are still being used in Greentown.
- Records show that they have been used in many parts of Greentown, but mainly (particularly in the evening and morning) in a small area of New Greentown.
- The interception records a conversation where he is speaking to a friend. He talks about the girls, saying that two of them seem to have been caught begging by the police and that the third is with him. He doesn't know what to do with the girl, he's sick of the whole business and is thinking of going back to Bluetown.

In light of this information, the following further enquiry is made:

- Local police in New Greentown are requested to make an overnight search for the red Lada in areas where Robert Grey's phone has been used.

6. Thursday the 15th of May

6.1 Locating Robert Grey

The search by the New Greentown police yields the following results:

- At 4.55 a.m., a police patrol finds Robert Grey's car parked in a car park between four large blocks of flats.
- There are approximately eighty flats in each block.
- Local police watch the car from a distance.
- No one approaches the car while they are watching it.

Investigators take the following actions:

- They arrange for a surveillance team to take over watching the car at 6.00 am.
- They position an arrest team nearby to arrest Robert Grey if he returns to the car.
- All are given photographs of Robert Grey.
- They consult tenancy records, but these are out of date.
- At 7.00 a.m., detectives visit the caretakers at the flats; they cannot provide any information.
- They carry out a check of the mobile phone number Robert Grey used to call his friend, the check shows that the phone is switched on and is in the target area.

6.2 Robert Grey appears

At 7.50 a.m., a man leaves one of the blocks of flats and goes to the car. The following occurs:

- The surveillance officers recognise him as Robert Grey from the photograph.
- He is arrested.
- He is questioned at the scene.
- He refuses to say where he is living.
- He is searched.
- A mobile phone is found in his pocket.
- A set of keys to a flat are also found.
- The police tell him that they will go into the block of flats and try every door until they find which one is his.
- On hearing this, he agrees to take them to the flat.

6.3 At the flat

Robert Grey opens the door of the flat and lets the officers in. They find the following:

- The flat has a living room, kitchen, and bathroom.
- There is a bed in the living room.
- The flat is dirty, particularly in the kitchen and bathroom.
- There is very little food.
- There is a locked door leading from the living room.
- Officers instruct Robert Grey to open the door, which he does.
- In the room, they find a girl they recognise as Molly Blue.
- The room has no bed.
- It appears that people have been sleeping on the floor on top of coats and old clothes.
- Molly is in a similar condition to her sisters – dirty and thin.
- She seems very scared, particularly of the uniformed police.

6.4 Interview of Molly Grey

Molly is interviewed by specialists. The key points of what she says are the following:

- She corroborates all of what her sisters said.
- They were all brought from Bluetown to Greentown by Robert Grey.
- They came in his car.
- Robert Grey took them to the intersection to beg.
- He told them that the police would beat them if they caught them, so if the police came, they should run.

7. Friday the 16th of May

7.1 Interview of Robert Grey

Robert Grey is interviewed. The key points of what he says are as follows:

- He agrees he brought all the girls to Greentown.
- He says he is embarrassed by the conditions at the flat, but it's the best he can do as times are very hard.
- He says although the girls are not his, he has become very fond of them and feels almost like a father to them.
- He says he brought them to Greentown to get them away from their mother who is a drunk and abuses them.
- He says that the mother is also a prostitute and despite his attempts to stop her, she still continues this way of life.
- He is very worried that the older girl in particular will be encouraged or even forced into prostitution by her mother.

Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers

Case Exercises

Case Exercise 1 – Missing Person

Case Exercise 2 - On the Road

Case Exercise 3 -Domestic Servitude

Case Exercise 4 - Brothel

Case Exercise 5 - Farm

Case Exercise 6 - Illicit Activity – Begging



Table of Contents

- Introduction 5

- 1. Case Exercise 1 – Missing Person 6
 - 1.1 Narrative 6
 - 1.2 What indicators are present? 6
 - 1.3 What else should you find out? 7
 - 1.4 So, is this trafficking? 7
 - 1.5 How would you find out? 7

- 2. Case Exercise 2 – On the Road 9
 - 2.1 Narrative 9
 - 2.2 What indicators are present? 9
 - 2.3 What else should you find out? 10
 - 2.4 So, is this trafficking? 10
 - 2.5 How would you find out? 10

- 3. Case Exercise 3 – Domestic Servitude 12
 - 3.1 Narrative 12
 - 3.2 What indicators are present? 12
 - 3.3 What else should you find out? 12
 - 3.4 So, is this trafficking? 13
 - 3.5 How would you find out? 13

- 4. Case Exercise 4 - Brothel 14
 - 4.1 Narrative 14
 - 4.2 What indicators are present? 15
 - 4.3 What else should you find out? 15
 - 4.4 So, is this trafficking? 15
 - 4.5 How would you find out? 16

5. Case Exercise 5 – Farm	17
5.1 Narrative	17
5.2 What indicators are present?	17
5.3 What else should you find out?	17
5.4 So, is this trafficking?	18
5.5 How would you find out?	18
6. Case Exercise 6 – Illicit activity - Begging	20
6.1 Narrative	20
6.2 What indicators are present?	20
6.3 What else would you want to find out?	20
6.4 So, is this trafficking?	21
6.5 How would you find out?	21

Introduction

These Case Exercises are primarily designed for use in conjunction with Lesson Plan 2 'Indicators of Trafficking in Human Beings'. However, some can also be used as the basis of role plays and all have the capacity to be adapted for other uses.

A 'case exercise' in this material is an examination of a specific phase of the Trafficking in Human Beings (THB) process. All are quite short; none of the narratives of the 'cases' exceed 400 words.

The main differences between the case exercises we have created and the 'case studies' is that the case studies are far more comprehensive and a great deal longer.

All the case exercises here are fictional. However, their narratives and the advice given are strongly based on our current knowledge and experience of the THB process and the appropriate responses.

As you will see, you as a trainer are given extensive guidance and support in the delivery of these case exercises. However, you are strongly encouraged to use your own experience and knowledge to adapt them to your context; you are also encouraged to use the experience of your students to enhance presentation and help build knowledge for future delivery.

All the case exercises follow the same structure:

- Narrative (the account or story of the case).
- What indicators are present?
- What else should you find out?
- So, is this trafficking?
- How would you find out?

1. Case Exercise 1 – Missing Person

1.1 Narrative

Police receive a call that a girl aged 17 has gone missing. They go to her home and speak to her mother.

The mother tells the officers that her daughter left about six weeks ago. She had not been able to get work near her home since she left school 18 months ago. She had started asking friends and neighbours if they knew anyone who could get her work in the capital city.

One of her mother's friends said she knew someone who could help.

A woman then rang the daughter. The mother did not speak to the woman, but the daughter was very excited and said that the woman had told her that she could get her some good bar work. She would be given accommodation, paid a reasonable wage and get one day off per week.

A few days later, the daughter left. She told her mother that she would ring regularly and send back money as soon as she could.

The mother received two phone calls from the daughter during the two days after she left. She sounded quite happy and said she was in a car with 'Katrina', the woman who had offered her the work, and two other women.

The mother did not receive any more phone calls for four weeks and tried to ring her daughter. Despite leaving various voice and text messages, there was no response from her daughter.

When the daughter did phone, she did not ring from her own phone. She sounded upset, but wouldn't tell her mother what was wrong. She tells her mother not to expect any money for some time.

1.2 What indicators are present?

- 'Irregular' recruitment.
- 'Legend' of recruiter (a very similar story has been used in hundreds of cases globally).
- Shows fear or anxiety.
- Possible control of access to communication.
- No money being sent home.
- Profile of the daughter – young, female, vulnerable due to a lack of opportunity and poverty.

1.3 What else should you find out?

(Please note this is not an exhaustive list)

- Who is the mother's friend that made the introduction to the 'recruiter'?
- Find out from the mother's friend – Who is the recruiter?
- What is the daughter's mobile phone number?
- What is the number she phoned from most recently?

1.4 So, is this trafficking?

This type of case is very difficult to judge because there is very little information and what information we do have is ambiguous. However, the combination of the profile of the daughter, the 'legend' told by the recruiter, and the absence of communication, etc. are all 'classic' indicators of THB, most likely in this case, sexual exploitation.

Making a definitive decision is also complicated by the fact that we don't have access to the potential victim, which of course prevents us from interviewing her and seeing the conditions in which she is living.

Taking everything as a whole, this is a case that should be investigated further. It must be acknowledged, however, that this probably won't be easy.

1.5 How would you find out?

The mother should be interviewed carefully to obtain as much information as possible. Photographs of her daughter should be obtained, and the identity of the friend who recommended the 'recruiter' should be established. It may also be possible to secure evidence for future DNA examination, such as hair from a hair brush used by the daughter. It is also possible that fingerprints from the daughter could be obtained from items in the house. In some countries, one or more fingerprints are taken for identity documents.

Telephone records are essential. We need to find out what number the daughter called from, where her own phone is, etc. In some circumstances, we may need to take the mother's phone in order to get the information. In others, it may be sufficient just to have the mother's phone number and details of her service provider. You also have to consider whether it is best to leave the phone with the mother, as it is possible that the daughter may call again. The mother should be advised to contact the police if her daughter does call.

Speaking to the friend who introduced the recruiter is essential. However, you should be careful. It may be that the friend is working with the recruiter, so it is important that first responders speak

to investigators or human trafficking specialists before interviewing her. They may be able to do background checks or suggest ways in which interviews can be undertaken.

In recent years, traffickers have increasingly used the internet and social media to recruit victims. Even in poor and remote areas, many people have access to the internet, whether through devices they own or via internet cafes, call shops or similar. This provides an opportunity for investigation, but can also be extremely complex due to encryption, the deleting of records and internet services being 'hosted' in other jurisdictions.

This field is constantly changing, but it is recommended that in a case such as this you ask about the internet capable devices a person may have access to, what internet access locations they may visit and what their e-mail and social media addresses are. Where available, you should speak to law enforcement experts on the matter and get their advice on the appropriate actions to take.

2. Case Exercise 2 – On the Road

2.1 Narrative

You are a police officer on patrol in a squad car with a colleague. You have been briefed to look out for groups of people travelling together because this may be an indication of THB. It is 3.00 a.m.

You see a car with five people in it. You pull the car over.

A man is driving and a woman is sitting in the front passenger seat. There are three people in the back, two women and a man.

As soon as you approach the car, the woman in the front passenger seat comes to you and begins to talk. She speaks the local language fluently and without a foreign accent. She is friendly and open with you. You ask who they are and where they are going. She says she and her friends are going to the capital city where they have just got work in a factory. You ask her for her identity papers.

She produces a national identity card.

You ask all the other people to leave the car. You speak to the driver first. He speaks the local language as well; he does not appear comfortable speaking to you. You ask him for his identification. He produces a national identity card.

You address the man and two women who had been sitting in the back of the car. As soon as you try to speak to them, the woman from the front passenger seat starts speaking a foreign language. You think it is the language of a country which you have been told is a source of THB victims. You ask what she is doing. She says that she is interpreting for you. You try to speak to them again. She intervenes again in what sounds like a different foreign language. You indicate to them that they should turn their pockets out and they do so. They are empty. You show them a national identity document, attempting to indicate that you wish to see theirs. They do not appear to understand.

2.2 What indicators are present?

(Please note this is not an exhaustive list)

- A person talking on behalf of others.
- The language is that of a location that is a known source of THB victims.
- It appears to be a group of different nationalities travelling together.
- Some of the people have no cash.
- They apparently have no identity documents.

2.3 What else should you find out?

(Please note this is not an exhaustive list)

- Where are the identity documents?
- What is the relationship between the members of the group?
- Do they know each other? If so, how?
- If they do say that they know each other, what are the names of the other people?
- Where are they from?
- What are the languages they are speaking?
- Who, if anyone, has money on them?
- What else is in the car? For example, what luggage is there and whose is it?
- Are there mobile phones or other items of possible evidential interest in the car?
- Why are they making the journey?

2.4 So, is this trafficking?

This type of situation is very frequently encountered by law enforcement officers around the world – these situations are not all identical, but the common factors are.

There are some indicators of trafficking here – but it could also be something else. It may be people smuggling. It is also possible that it actually is what the woman who is talking says it is – a group of friends travelling together for reasons of employment.

It is complicated (as many cases are) by the fact that you don't speak all the languages being used. You also probably have very limited resources – possibly only you and your colleague.

The situation is challenging. However, there are sufficient indicators here to require you to make further enquiries.

2.5 How would you find out?

The main way that you are going to find out, at least in the initial stages, is by careful interviewing all of the people present. This should be done in accordance with the guidance found in lesson plan 2 'Indicators of Trafficking in Human Beings'. In summary, it would be important to split up the group so that they are not intimidated and also do not (if at all possible) use people from the group or other unknown 'volunteers' as interpreters. If you do have to use these, you should keep questions to a minimum and always check what has been said later when you are with an interpreter you know you can trust.

The other items in the car would also be of great interest. For example, locating all the documents on a particular person would suggest that they were the one whom was some way in control; the same

goes for the possession of cash. If mobile phones are found, it should be possible to examine the data records at some point, which will corroborate or disprove accounts. Simple things like receipts, newspapers, toll tickets, handwritten notes, etc. could all be useful in building up a picture of whether this is THB or not.

Some of these investigations may yield results quite quickly; others will take some time. It is likely that the full truth of the matter will take some time to emerge.

3. Case Exercise 3 – Domestic Servitude

3.1 Narrative

Police visit a house to make enquiries about a car that was stolen from the street outside.

The door is answered by a teenage girl. The girl seems very frightened. She is thin and her clothes look dirty. The officers ask if her mother is home. She says this isn't her mother's house and that there is no one else at home. The officers ask whose house it is and she says Mrs. A, the lady who employs her.

The officers ask if they can come in. The girl says they can and takes them into a kitchen. In the corner of the room, there are curtains which are half-closed. Behind them, the officers see a mattress, some old blankets and a few items of clothing. On the table, there is a plate of what look like leftovers that seem to be set out as a meal. They notice red marks on the girl's arms.

3.2 What indicators are present?

(Please note this is not an exhaustive list)

- The girl sleeps where she works (food, kitchen, suitcases with clothing, small decorative items, etc.).
- She sleeps in an inappropriate place.
- There are few items of clothing.
- Possible discipline through violence (marks on her arms).
- Possibly only given leftovers to eat.

3.3 What else should you find out?

(Please note this is not an exhaustive list)

- Does the girl live in the house?
- Does the girl sleep on the mattress in the kitchen?
- Does she have any private space, such as her own room?
- Are the scraps someone's meal? Are they her meal?
- Does she ever leave the house?
- What is her relationship with the people who own the house?
- What is her job?
- How long does she work each day?
- Is she paid? If so, how much?

- Does she speak to family, friends, etc? If not, why not?
- What does she do in her free time?
- How old is she? (She may be too young to consent to work.)

3.4 So, is this trafficking?

Although it is not certain, there are certainly strong indicators that this may be trafficking and which are worth making enquiries about.

3.5 How would you find out?

You already have quite a lot of information from your observations – the bed in the kitchen, the scraps of food, the girl’s frightened behaviour, etc. You clearly need to interview the girl.

An ‘interview’ is often seen as a very formal process, particularly when carried out by law enforcement officers. In this case, however, it is best that you adopt a very informal approach and make the interview appear like a general conversation. There are a number of opportunities in this situation to do this.

For example, you may ask her what kind of food she likes to eat. This could then lead on to how often she eats that particular food and then to what she eats regularly and where she eats it. You could also ask her what she likes to do in her free time; this could lead to her telling you that she has very little free time, or none. There are many other things you could show interest in and which can be approached in this informal way.

Remember, this is only a screening interview to help you decide if a further, more detailed investigation is required. It would not be appropriate to try to obtain a very detailed account of how the girl got the red marks on her arms, who was involved in that process, the exact details of how she had been injured, etc. These questions will all need answering, but that will most likely happen once a formal investigation has begun.

There may also be a scenes of crime investigation. When you speak to the investigators, make sure that you mention factors like the sleeping area so that they know where to start looking.

4. Case Exercise 4 - Brothel

4.1 Narrative

Police receive complaints that a building is being used as a brothel. They 'raid' the building.

There are ten women on the premises.

One of these appears to be a local; she was sitting at the front desk when the police went in.

The other nine are foreign nationals. None of them speak the local language, except when an officer tries to speak to one woman, she responds with a series of words in the local language related to sex. The officers recognise one of the languages some of the women are using, but it seems that at least two other languages are being used.

There is a small kitchen with pasta, tinned tomatoes and other inexpensive food. The kitchen is dirty. Clothes are hanging from a line attached to the ceiling.

The brothel is divided into a number of small booths. Under each bed there are small suitcases. Officers search these and find that they contain small amounts of clothing. A large amount of this clothing is 'sexual' clothing. In some of the booths the women have concealed photographs of children, small decorative items and letters in their own language(s).

In two of the booths, there is some old blood smattered on the walls. In two other booths, there are extensive amounts of old blood stains on the sheets.

On the walls of the booths, there are signs in the local language which appear to give a 'menu' of services on offer. Some are in code and appear to refer to sexual practices such as anal sex and two different prices for each sex act, with the second price being twice as much as the first.

None of the women have any identity documents. At first, they don't understand requests to see their documents, but one then starts saying "Boss, boss" in the local language and indicates the woman at the desk. The police speak to her, but she says she knows nothing about any documents.

None of the women have any cash on them and no cash is found in the booths. A large amount of cash is found in a draw in a small office.

4.2 What indicators are present?

(Please note this is not an exhaustive list)

- People are sleeping where they work (food, kitchen, suitcases with clothing, small decorative items, etc.).
- Few items of clothing.
- Multiple languages on the same staff.
- Clothing associated with sex work.
- They only know words to do with sex.
- No documents.
- No cash.
- Possible evidence of violence (blood in booths, etc.).
- Offering 'extreme' sex acts.
- Possibly offering unprotected sex (the two different prices).

4.3 What else should you find out?

(Please note this is not an exhaustive list)

- Confirm whether the women live on the premises.
- Are they moved around from place to place?
- Are they always escorted?
- What are their working hours?
- What happens to the money they earn?
- Can they refuse any clients/types of sex/unprotected sex?
- Where are their identity documents?

4.4 So, is this trafficking?

There are significant indicators that this is human trafficking, but the situation is complex.

The line between consenting to be a sex worker and being forced or coerced into doing so is often quite blurred. Issues that complicate this are people who have been sex workers in the past, those who consented to being sex workers but not to the amount and type of sex they are then forced to do, and those originally trafficked who now occupy a 'management' position.

So far there is no direct evidence that this is trafficking, but there is plenty to raise our suspicions.

4.5 How would you find out?

It might be possible to get some of the information in initial 'screening' interviews at the scene, assuming there is access to an interpreter. One of the women may give direct information that shows she is there against her will. These interviews, however, would have to be conducted in a sensitive manner and only cover basic information or information required immediately to prevent serious harm or protect their lives. In a screening interview, it would not be appropriate to ask for information about sensitive matters such as the kind of sex acts a woman had been obliged to do.

Further interviews would have to be conducted using vulnerable witness techniques. The challenge this presents is that people may refuse to come for an interview.

There is likely to be considerable further information available on the premises for further enquiry, including, for example, mobile and landline telephones, records of phone numbers, cash, fingerprint evidence of who has put posters up, etc.

It is unlikely, however, that such material will provide information that immediately confirms whether THB has taken place or not. Generally, the main and first duty of the first responder will be to preserve the material that is potential evidence. The second duty will be to inform investigators of what potential evidence there is. In some situations (very remote locations, a lack of resources, etc.), first responders may be required to recover potentially evidential material.

Even if the initial screening is inconclusive, the information obtained should allow investigators to monitor and proactively investigate the people involved. This would give strong further information to decide whether trafficking has taken place.

5. Case Exercise 5 – Farm

5.1 Narrative

Police officers are called to a farm following a report that some farm machinery has been stolen. They decide to make enquiries at neighbouring farms.

They arrive at one of the neighbouring farms. There is a farmhouse and various outbuildings. There doesn't appear to be anyone around. They hear noises coming from a large shed.

They go to the shed and find that the door is locked. They can hear the sound of people working inside. They knock on the door, but no one comes.

One officer goes to a window at the side of the building and climbs up to look in. He sees a group of men and women working inside. They appear to be packing potatoes. He attracts the attention of one of the workers. Everyone inside stops working immediately and looks frightened. The door to the building is opened and the officers go inside.

Inside, they find twelve people. One person appears to speak the local language, but with a strong foreign accent. None of the others appear to speak the local language.

All the people are dressed in light, everyday clothing.

The officers see that there are what seem to be rough beds in the building, some in areas where there is machinery, and some in areas where there are potatoes and bags being stored.

There doesn't appear to be any toilet facilities in the building.

There is also a small area where there is some canned food, some pans and a small camping stove.

There are a number of foreign language signs facing into the building.

None of the people have any identity documents.

5.2 What indicators are present?

(Please note this is not an exhaustive list)

- People sleep where they work ('beds' around the equipment, etc.).
- They live in run-down and unsuitable premises.

- They appear to depend on their employer for services (accommodation, (poor) toilet and eating facilities, etc.).
- Possible unsuitable clothing.
- Possible control over movements.

5.3 What else should you find out?

(Please note this is not an exhaustive list)

- Do they live on the premises?
- Where are they sleeping?
- What are they fed to eat?
- Where do they go to the toilet?
- Which machine/piece of equipment are they working on?
- Have they been trained to work on that machine/piece of equipment?
- Do they have a contract? If so, where is it and do they understand it?
- Are they allowed to leave?
- What do the notices say?
- What are their working hours?
- Do they have access to their money?
- Where are their identity documents?
- Who is in charge?

5.4 So, is this trafficking?

As with the other cases, whilst not conclusive, there are strong indicators that it is indeed trafficking and that further investigation is required.

5.5 How would you find out?

It may be possible to get some of the information in initial 'screening' interviews at the scene, assuming there is access to an interpreter. These interviews, however, would have to be conducted in a sensitive manner and only cover basic information or information required immediately to prevent serious harm or protect lives. Screening interviews in labour cases may not deal with such sensitive topics as found in sexual cases, but care should still be taken. Further into the enquiry, the people are likely to be questioned about how they were recruited, etc. to work at the farm, but this type of question is probably not appropriate during the initial stages.

There is likely to be a considerable amount of information available on the premises which would aid further enquiry, including, for example, mobile and landline telephones, records of phone numbers, cash, fingerprint evidence of who has put up the posters and notices around the building, etc.

In labour cases, it may be very valuable to know which machinery or piece of equipment each person has been working with. This can help show exploitation, use of unsuitable equipment, etc. The amount of fingerprints found on the machinery/equipment can help show how long a person has been working with it. The same applies to sleeping areas – the presence of a great number of fingerprints suggests that the person has been there for some time.

It is unlikely that such material will provide information that immediately confirms whether THB has taken place. Generally, the main and first duty of the first responder will be to preserve the material that is potential evidence. The second duty will be to inform investigators of what potential evidence there is. In some situations (very remote locations, a lack of resources, etc.), first responders may be required to recover potentially evidential material.

6. Case Exercise 6 – Illicit activity - Begging

6.1 Narrative

A shopkeeper has a small kiosk near a busy intersection in a large city. He notices three or four children aged from about 12 - 14 years are begging from drivers and passengers in cars stopped at traffic lights.

He keeps watch and sees that the children are dropped off by an old car at . The driver is a man in his thirties. At around 12 each day the man returns. He appears to take any money from the children and give them something to eat. He comes back again about 4 in the afternoon, takes the money and gives them some water. At around 8 in the evening he returns and takes the children away.

The shop keeper calls the police and you are the police officer that goes. You see the situation is as he describes – there are four children, two boys and two girls, who are approaching cars at the lights and begging. The children are thin but don't appear to be starving. Their clothes are reasonably good but dirty. It is a school day and the children are clearly of school age.

6.2 What indicators are present?

This is not an exhaustive list

- Apparently acting as if controlled by someone else (brought in the car, money collected etc).
- Children with no access to education (out begging when they should be in school).
- Be engaged in work not suitable for children.
- Be in a situation of dependence.

6.3 What else would you want to find out?

This is not an exhaustive list

- Who are the children?
- How old are they?
- Who is the man?
- What is their relationship to him?
- What instructions etc. have the children been given?
- By whom? By the man, or someone else?
- How are they being controlled? Threats, abuse of authority, deception, coercion, etc?
- How is their general health?

- Are they physically injured?
- Do they appear to be psychologically damaged?
- What happens to the money?

6.4 So, is this trafficking?

On the face of it, there are strong indications that this is THB. The man seems to be operating in a controlling role and exploiting the children by taking the money they get through begging. Remember, under both international and most national law, children cannot consent to exploitation. International law defines a child as a person under the age of 18 (the exact age may differ under national law, but is likely that the children in this particular case will be children as defined by national law).

6.5 How would you find out?

Clearly you need to go the children, speak to them and observe any injuries, etc. This case presents a dilemma which is not easy to resolve. That is, do you let the children continue to beg until the man returns, thereby potentially catching a trafficker, or do you intervene, thereby possibly alerting the trafficker and making the investigation much more complicated?

You need to apply Risk Assessment techniques. The decision you take will be based on a number of factors. The way the children are begging may be putting them at serious risk of injury from cars, meaning you would have to intervene in order to protect them. The age of the children could be a factor here; a very young child may be more vulnerable because they are not fully aware of traffic or are simply too small to be seen by drivers. You may have the registration number of the man's car from the shopkeeper, in which case you may be fairly confident that you can trace the man whether or not he comes back looking for the children. You may decide that you have a good enough description of the man and car for you to remove the children and wait for the man to return to look for them.

Interviewing children is always challenging and your legislation may have specific requirements on how this should be done. As a general guide, at the screening stage, you should only ask the bare minimum number of questions from children. Further interviews can be conducted at a later point, ideally by trained specialist interviewers.

You should also be aware that it is possible that one or more of the children have mobile phones and may have been given instructions to contact the man if they encounter any problems, such as the police arriving.

Human Trafficking - How to Investigate It

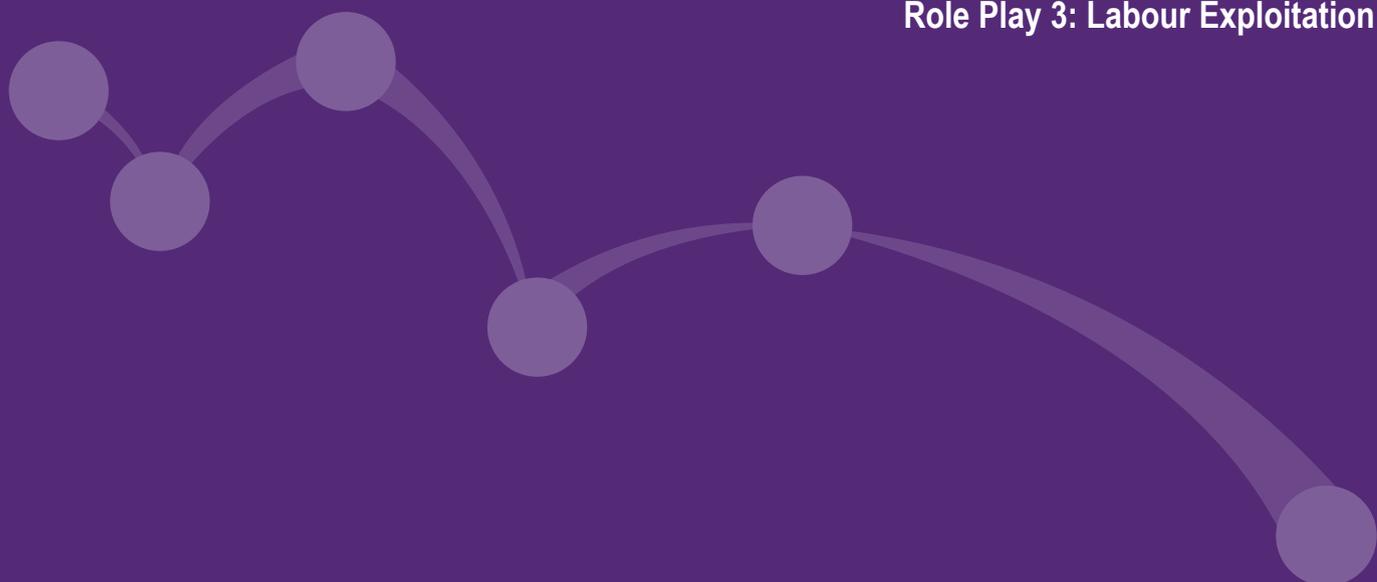
Training Manual for Law Enforcement Officers

Role Plays

Role Play 1: On the Road

Role Play 2 : Domestic Servitude

Role Play 3: Labour Exploitation



Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers

Role Play 1

On the Road

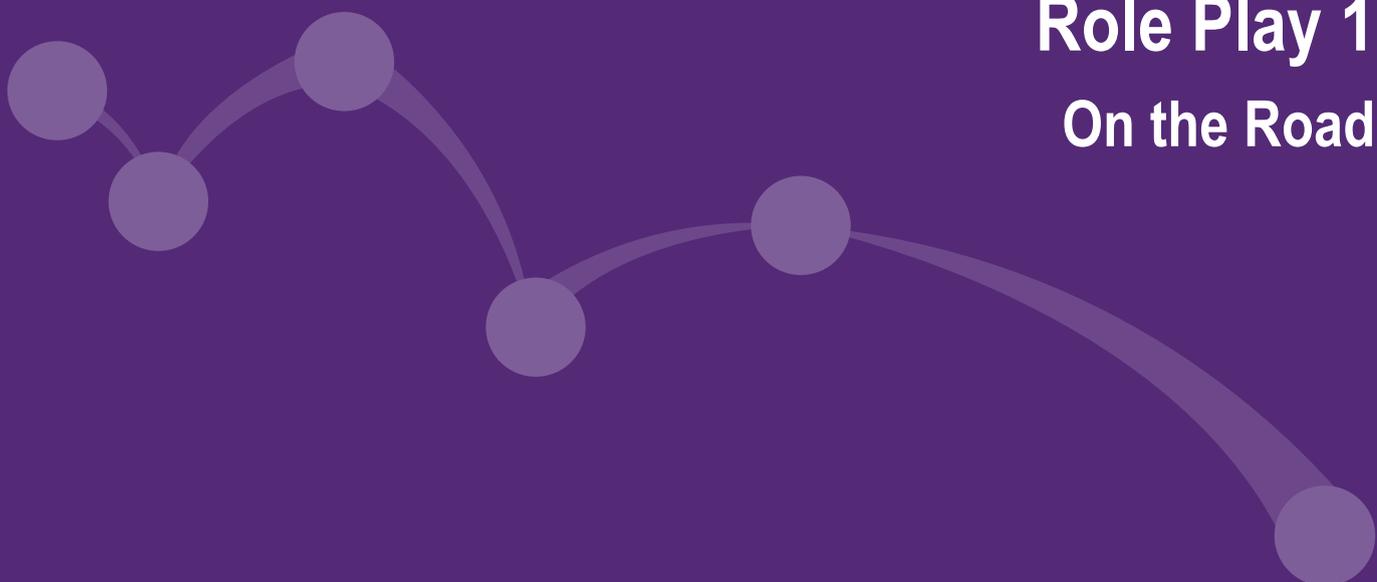


Table of Contents

1. Introduction	1
1.1 Target audience	1
1.2 Learning objectives	1
1.3 Prior learning	1
2. The scenario	2
3. Method of delivery	3
3.1 Preparing for the role play	3
3.2 Role player instructions	4
3.3 Running the role play	5
3.4 De-briefing the role play	5

1. Introduction

The intention of this lesson is to provide basic good practice for use specifically in screening interviews. It is not intended to be used to teach how to conduct a full victim/victim witness/ suspect interview.

It is based on Case Exercise 2 – On the road

1.1 Target audience

This lesson is intended for anyone who may encounter Trafficking in Human Beings (THB) in their role, including:

- Police officers
- Border guards
- Labour inspectors
- Social workers
- Health and safety inspectors
- Education officers

There are a number of exercises included in the lesson that address a particular form of THB and specific contexts associated with that form. These exercises may not be relevant to some of the above listed roles, however the programme provides a wide range of other case exercises that can be adapted to the context of a particular role using the basic outline of this lesson plan.

1.2 Learning objectives

The objective of this role play is to reinforce learning through a practical demonstration and to assess if a correct approach has been followed.

1.3 Prior learning

It is assumed that students have already completed 'Lesson 2 – Indicators of THB'.

You may also wish to deliver 'Lesson 3 – Screening interviews in THB cases' prior to using this role play.

2. The scenario

This scenario will be distributed to role players. See below for further instructions.

Person A (the woman in the front passenger seat) is a trafficker. She is a resident of the country where the car has been stopped (Blueland). She has been working with a labour agent to bring people into Blueland to work in the construction industry.

Advertising is done on the internet. The adverts say the work is well paid. Victims respond, are brought into Blueland and then coerced through threats, violence and debt bondage to work for extremely low pay. A's job is to meet the victims just over the border in Redland, and bring them over the border irregularly. She is driven by her friend, Person B. She has made this trip many times in the last year.

Person B (The driver of the car) is also a resident of Blueland. He is the friend of A and has made this trip many times.

Persons C, D and E are THB victims. All are residents of Redland. None of them knew each other before they met A.

C, D and E all answered an advert for workers in Blueland that appeared on the internet. The adverts were for workers on construction sites. There was some email correspondence and all were told to go to a town in Redland on the border with Blueland. There, at a small hotel, they met A.

A took all their passports from them and told them they would be taken into Blueland that night. She also took their cash saying it was for safe keeping.

They set off through small country roads until they were stopped by a police patrol about four hours later.

3. Method of delivery

3.1 Preparing for the role play

Students should be familiar with the content of 'Case Exercise 2 – On the road.'

The role play is most effectively used after students have completed 'Lesson 2 – Indicators of THB' and the accompanying series of tasks included in the Case Exercises module.

Ask for five volunteers to act as role players.

Take the role players out of the room.

Divide the remainder of the group into pairs or threes (this may depend on how law enforcement officers patrol in your location).

Distribute the scenario extract to each group.

Instruct them to read the scenario and plan their actions.

Go to the role players and either distribute their roles and tell them to read them or verbally instruct them in their roles.

It is good practice to ask the role players to repeat their instructions.

If you have a car available you may place the role players in the car. It is recommended that the car remains stationary at all times. The advantage of using a real car is that it adds to the realism of the scenario; the disadvantages are that you have to move the entire class outside, there can be problems with people hearing and seeing (particularly if the officers choose to allow people to remain in the car when speaking to them) and the weather may not be good.

A method that has been used effectively in a number of locations is to set a group of chairs up in the form of a car – two at the front, three at the back. The advantages are; it is easy, everyone hears and you save time; the disadvantage is it will probably cause initial amusement – however experience has shown that this soon passes and can add to energy levels in the group.

3.2 Role player instructions

Role player 'A'

You are the trafficker. You are a resident of Blueland. You work for a labour agent bringing people into Blueland to work in the construction industry. Advertising is done on the internet. The adverts say the work is well paid. You know people have actually been deceived and that they will be coerced through threats, violence and debt bondage to work for extremely low pay.

Your job is to meet the victims just over the border in Redland, and bring them over the border illegally via back roads. You have taken all the Passports and the money from the victims. You said this was to keep the money and passports safe. In fact it was so you and other traffickers could control them by saying you would report them to the police for illegal entry to Blueland and to keep the money for 'expenses' and to make sure they had no money to help them leave.

B is your friend from home. He has driven you many times on this route. You pay him well, but you have never told him exactly what is happening.

Role player 'B'

You are the driver. You are a resident of Blueland. You are a friend of A's who you have known for a long time. You drive for her. You regularly drive this route with her to pickup people in Redland and bring them illegally over the border into Blueland. You are well paid. You have never really asked what it is about, but you believe it is people smuggling.

Role players 'C, D, and E'

It is the same briefing for C,D and E.

You were unemployed at home in Redland.

You have previously worked in various jobs on construction sites in Redland. Unfortunately the construction industry in Redland is stagnated and there is no work.

You saw an advert on the internet for construction and replied. You had a phone interview and were accepted.

You were told to go to a certain hotel in a town in Redland that is on the border with Blueland at a particular time and date and bring your passport.

When you got there you were met by A. You had never met any of the others before. A took you in a car driven by B. She told you if the car was stopped she would do all the talking.

You travelled in a car over some rough country roads until you were stopped by the police about four hours later.

3.3 Running the role play

This role play should not run any longer than 10 minutes, by which time most of the potential learning points should have been explored and be available for discussion during the de-briefing.

Information for trainers

Trainers should look for the following:

- Did the 'police officers' take control of the situation?
- In particular, did they split the car 'occupants'?
- Did they ask appropriate questions, for example:
 - Who are the people you are travelling with?
 - Why are you travelling?
 - Where are you travelling to?
 - Where did you come from?
 - Who has the documents?
 - If you don't have documents, who took them?
 - What reason did they give for taking them?

3.4 De-briefing the role play

When you stop the role play, de-brief in the following order:

- 'Police officers'.
- 'Occupants' of car.
- Observers.

The 'police officers' should be asked to describe what their plan was, comment on how effectively they managed to implement it, and identify the challenges they faced.

The 'occupants' should be asked to explain if they felt the 'police officers' dealt with them appropriately considering the role they undertook i.e. did they take control of efforts by the 'trafficker' to intervene when they were trying to speak to others.

The observers should be asked to comment on whether their own plan differed in any respects to that described by the 'police officers' and if so how. They should also be asked to provide details of ways they can think of to deal with the challenges the 'police officers' faced.

Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers

Role Play 2

Domestic Servitude



Table of Contents

- 1. Introduction 1
 - 1.1. Target Audience 1
 - 1.2. Learning objectives 1
 - 1.3. Prior learning 2

- 2. Engage and explain role play 3
 - 2.1. Method of delivery 3
 - 2.2. Role player briefing - Potential Victim 3
 - 2.3. De-briefing the role play 5

- 3. Account role play 6
 - 3.1 Method of delivery 6

- 4. Amending it 7
 - 4.1 Case Exercise 4 - Brothel 7
 - 4.2 Case Exercise 5 - Farm 8

1. Introduction

The intention of this lesson is to provide basic good practice for use specifically in screening interviews. It is not intended to be used to teach how to conduct a full victim/victim witness/ suspect interview.

An adapted version of the standard PEACE model of interviewing is used.

The main role play is based on Case Exercise 3 – Domestic servitude.

Specific guidance is also given on using Case Exercise 4 – Brothel and Case Exercise 5 – Farm as the basis for similar role plays.

1.1 Target Audience

This lesson is intended for anyone who may encounter Trafficking in Human Beings (THB) in their role, including:

- Police officers
- Border guards
- Labour inspectors
- Social workers
- Health and safety inspectors
- Education officers

There are a number of exercises included in the lesson that address a particular form of THB and specific contexts associated with that form. These exercises may not be relevant to some of the above listed roles, however the programme provides a wide range of other case exercises that can be adapted to particular role using the basic outline of this lesson plan.

1.2 Learning objectives

- Outline the challenges faced when conducting THB screening interviews.
- State the purpose of a THB screening interview.
- Recall the basic elements of the PEACE model of interviewing.
- Describe how the PEACE model can be applied to THB screening interviews.
- Explain the different approaches required when conducting planned and unplanned screening interviews.
- Demonstrate the application of the above objectives through role play.

1.3 Prior learning

It is assumed that students have already completed 'Lesson 2 – Indicators of THB'.

You may also wish to deliver 'Lesson 3 – Screening interviews in THB cases' prior to using this role play.

Overview

This role play is based on the Case Exercise: 'Domestic Worker'.

2. Engage and explain role play

2.1 Method of delivery

Ask for one volunteer to act as a role player to play the potential THB victim in Case Exercise (CE): 'Domestic Worker'.

Ask this person to leave the room.

Divide the rest of the class into pairs (they may already be divided into pairs if you are delivering Lesson Plan 3: 'Screening Interviews').

Brief them that they should plan to 'Engage and Explain' with the person in CE 'Domestic Worker'. After five minutes you will select a pair to 'Engage and Explain' with the 'potential victim'.

2.2 Role player briefing - Potential Victim

Brief the potential victim role player as follows:

'You were recruited by a labour agency to work as a domestic servant. You were promised that you would be paid 10 Euro a day, have three meals a day, have your own room, work no more than 10 hours a day, have at least one day a week off. You agreed to these terms.

You were taken to the house, where you have been for the last three months. During this time you have slept in a small store at the back of the kitchen, have only been able to eat scraps, worked at least 12 hours a day, and sometimes as many as 16. You have been paid about 10 Euro a week you think.

A few days ago you complained to your employer that you had been promised more money. He/she became angry and started to shout. He/she said that if you tried to leave he/she would tell the police you had stolen something. You said you were not a thief. Your employer grabbed your wrists, screaming and shouting at you."

The police have now come to the house. You don't understand why they are there.

This exercise is to look at how the interviewers 'Engage and Explain'. Respond when they ask you general questions about your day. Do not respond if they directly ask you about being trafficked or if they ask you questions that make you (in your role) feel uncomfortable.

Consider repeating the key points of the briefing to the role player, or ask them to repeat the instructions.

Ask the role player if they have any questions.

Return to the main group

In most locations it should be possible to set up a table and chairs and tell the group this is the kitchen in the scenario. This may seem to stretch believability, but similar exercises have been run successfully this way. Once the exercise starts everyone gets drawn in to what they are doing or watching.

Select the pair you wish to carry out the interview and ask them to leave the room, but not to discuss anything with the 'potential victim' role player.

Allocate the remaining pairs observer tasks. These should be aligned to the information in the 'Engage and Explain' section of Lesson Plan 3: 'Screening interviews? The headings of the tasks are:

Did the interviewers:

- Listen and Respect?
- Ask general questions first?
- Not make it look like screening for THB?
- Use open body language?
- Observe the interviewee?
- Did they do so appropriately?

Observers should be asked to note evidence that supports their findings.

When everybody is briefed bring the role players back in and start the role play.

As this part of the role play is restricted to the 'Engage and Explain' phase of the PEACE process the role play is likely to be quite brief.

A common occurrence in role plays concerning only 'Engage and Explain' is the interviewers move either immediately or very quickly into the 'Account' stage'. Although screening interviews often move very quickly due to pressure of circumstances this should be challenged. The difficulty is deciding when to stop something that has moved on to an 'Account'. This is a decision for you – stopping it too early may make the role players feel devalued or even that they have done something wrong; stopping it too late may give the message that it is appropriate to go directly into the account.

2.3 De-briefing the role play

When you stop the role play de-brief in the following order:

- Interviewers
- Interviewees
- Observers.

3. Account role play

3.1 Method of delivery

The 'Account' role play is delivered in almost the same way as the 'Engage and Explain' role play.

It is recommended you use the same role player as the 'interviewee'. It is good practice to refresh them of 'their' story.

Divide the group into pairs again. Brief them that they should plan to put questions in the 'Account' phase with the same interviewee. After ten minutes you will select a pair to obtain the 'Account' of the 'potential victim'.

Allocate the remaining pairs observer tasks. These should be aligned to the information in the 'Account' section of Lesson Plan: 'Screening interviews? The headings of the tasks are:

Did the interviewers:

- Ask open questions?
- Develop the response of the interviewee?
- Use closed questions?
- Cover appropriate topics?
- Introduce direct THB questions slowly?
- Demonstrate active listening?
- Suggest a 'secret sign'?

Observers should be asked to note evidence that supports their findings.

When you stop the role play de-brief in the following order:

- Interviewers
- Interviewees
- Observers.

4. Amending it

You may wish to amend this role play to take account of different roles within audiences, availability of role players or the nature of THB in your location.

It should be reasonably simple to use the structure above to design a role play to suit your requirements.

Where you have different audiences you could simply amend the roles of the interviewers to social worker, labour inspector etc as appropriate. It must be credible that someone with that role would be in the situation described.

Please note that the approach above is not just confined to formal interviews. It can be applied to any kind of interview. In many locations even where an individual has no formal power to interview there is nothing to stop that person speaking informally to anyone they wish to. What is said in that conversation, together with information about any indicators seen, can then be passed on to those with a direct role in investigating suspected THB.

The following examples give suggestions as to how you could use other Case Exercises to create your own role plays.

4.1 Case Exercise 4 - Brothel

An interview of one of the women found at the brothel.

The 'Engage and Explain' phase would be very similar to that described above.

For the account phase there is information in the CE that you could help to develop a 'story' for the interviewee.

You may wish to confine the account simply to the situation on the premises. If you want to add the earlier stages of the THB process you could brief the role player that she was recruited with a story that she was to be given work as a bar tender/ cleaner etc. When she arrived she was told she would actually be working in a brothel. You can add specific detail to this to reflect local conditions.

You should note that because of the potentially sensitive and personal nature of the content of this role play you should approach it carefully. The interviewee role player should be a genuine volunteer; they should be sensitively and honestly briefed about the role and allowed to withdraw if they wish. For credibility, the role player should be female; in many audiences there may only be one or two women. You should not pressurise them to take part in the role play.

Note: Apply a similar approach for women selected as interviewers

4.2 Case Exercise 5 - Farm

An interview with one of the workers found in the outbuilding.

The 'Engage and Explain' phase would be very similar to that described above.

For the account phase there is considerable information in the CE that questions could be built around.

If you wish to add the earlier stages of the THB process you could brief the role player that he/she was recruited with similar promises to that found in the CE Domestic worker – promises of accommodation, food, minimum wage etc.

Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers

Role Play 3

Labour Exploitation

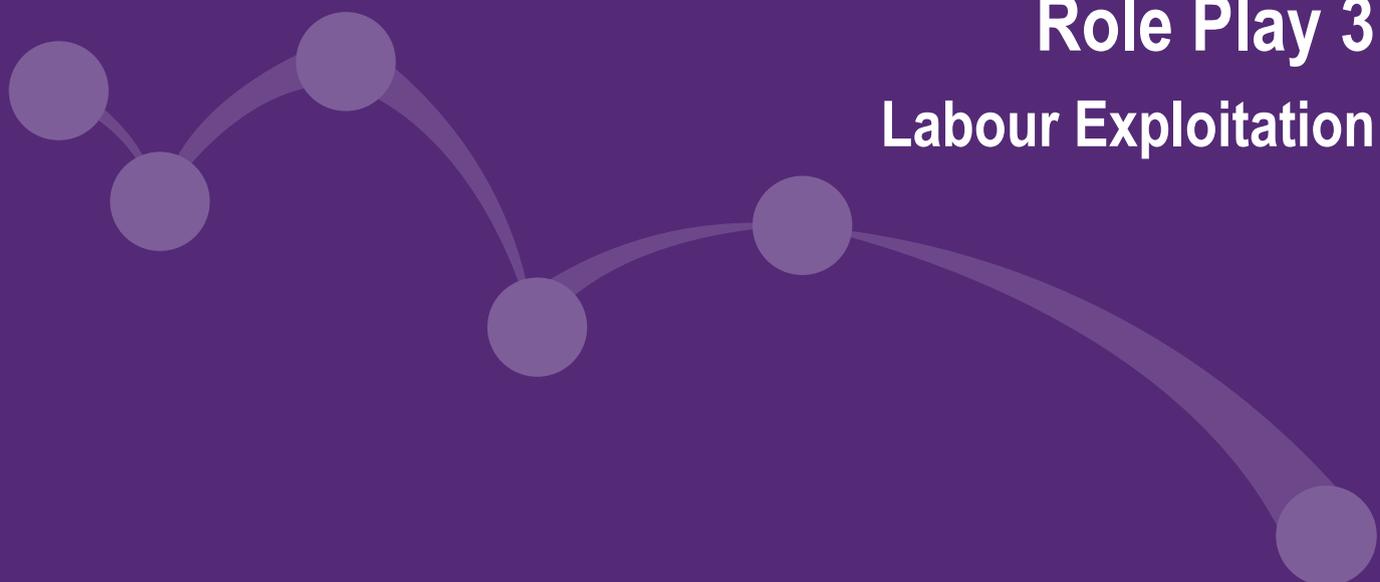


Table of Contents

1. Introduction	1
1.1 Target audience	1
1.2 Learning objectives	1
1.3 Prior learning	2
2. Overview	3
3. Planning and preparation	4
3.1 Method of delivery	4
4. Engage and explain	6
4.1 Method of delivery	6
4.2 Role player briefing – ‘Paul Smith’	6
4.3 De-briefing the role play	8
5. Account	9
5.1 Method of delivery	9
5.2 De-briefing the role play	9
6. Closure	10
6.1 Method of delivery	10
7. Evaluation	11
7.1 Method of delivery	11
8. Amending it	12

1. Introduction

This role play is focused on conducting a PEACE model suspect interview. It is based on Case Study 1 – Labour Exploitation.

A suspect interview has been chosen to demonstrate that the PEACE model can be used for all kinds of interview. Also, Role Play 2 – Domestic Servitude, looks at the issues concerning interviewing victim witnesses. While Role Play 2 concerns a screening interview, many of the same issues are also encountered during evidential interviews.

There may be some resistance to applying the PEACE model to suspect interviews. Concepts such as ‘focussed retrieval’, ‘report everything’, and ‘transfer of control’ may seem counter intuitive and at odds with traditional approaches to suspect interviews. However, they are equally applicable as they give the suspect the maximum opportunity to present his or her side of the case. If he or she chooses not to provide a full account or to lie about certain aspects of their involvement, these issues can be presented to them in the interview, in further interviews, or through other judicial processes. However they choose to respond, they cannot argue they were bullied, threatened or deliberately confused if the interview was conducted in a planned, methodical, and respectful manner.

1.1 Target audience

This lesson is intended for anyone who is required to conduct judicial or evidential THB interviews in their role, including:

- Police officers.
- Prosecutors who conduct judicial interviews.
- Judiciary who conduct judicial interviews.

1.2 Learning objectives

- Outline the challenges faced when conducting THB witness and suspect interviews.
- State the purpose of a THB witness/ suspect interview.
- Recall the basic elements of the PEACE model of interviewing.
- Describe how the PEACE model can be applied to THB witness/ suspect interviews.
- Demonstrate the application of the above objectives through role play.

1.3 Prior learning

It is essential that students have completed Lesson Plan 6 – ‘Evidential Interviews’ before this role play is used. It is desirable that they have also completed Lesson Plan 3 – ‘Screening Interviews’.

2. Overview

This role play is based on the Case Study 1 – Labour Exploitation.

The case study is quite complex. It is supported by various resources and is also referred to in other lesson plans.

The lesson plans that refer to Case Study 1 are:

- Lesson Plan 7 – ‘Specialist Techniques’.
- Lesson Plan 9 – ‘Crime Scene Examination’.

The media resources that support delivery of Case Study 1 are:

- Media Resource 1 – Chicken Farm Scenario.
- Media Resource 2 – Surveillance Exercise.
- Media Resource 3 – Crime Scene Exercise.

This is explained here because you, as instructor, have a number of choices about how you run this role play.

In a logical sequence of events, an interview would take place after surveillance and crime scene examination. You may, therefore, wish to run all the above lessons with the supporting media resources and additional information from the case study before you run Lesson Plan 6 – ‘Evidential Interviewing’ and then this role play. The advantages of this are that the students will already know a large part of the ‘story’, and that this sequence of lessons and case studies follow a natural ‘flow’, as events would unfold in reality. The main disadvantage is that this process is time consuming.

You may wish to run this as a support exercise for a ‘stand alone’ delivery of Lesson Plan 6 – ‘Evidential Interviews’. If you do use this option you will need to brief students on a substantial amount of Case Study 1. Optionally, you may also wish to use the media resources that support the case study. Guidance is given in the ‘Method of delivery’ sections below.

As you become more experienced in delivery you may wish to run courses which very specifically tailor delivery to the role and needs of the students. This will require decisions on what and what not to include from all the lesson plans and resources described above.

3. Planning and preparation

3.1 Method of delivery

How this is structured will be determined by which of the lessons have been delivered to the students previously.

Students should know the narrative of Case Study 1 up to Part 5 – The interview of the farm manager Paul Smith.

Where students have completed Lesson 7 – ‘Specialist Techniques’, and Lesson 9 – ‘Crime Scene examination’ you should look at Case Study 1 for any additional information they may not be aware of and deliver that information to the class.

If you are running Lesson Plan 6 – ‘Evidential Interviews’ as a standalone lesson you should deliver a summarised version of Case Study 1 to the class. It is recommended you focus particularly on Part 4.3 – The interview of the victims.

You should support your delivery of the summarised story of Case Study 1 with Media Resource 1 – Chicken farm.

When the information has been presented divide the class into interview teams and ask them to ‘Plan and Prepare’ for the interview with the Farm Manager Paul Smith.

in the number of students in each team will depend on the jurisdiction and the roles found in evidential interviews in that jurisdiction. Generally, interviews will be conducted by at least two people, although it can be considerably more. For example, in some jurisdictions police may conduct interviews with two police officers. In other jurisdictions there may be a variety of roles present such as police, prosecutor, defence lawyer, and person recording the content.

Allow 15 minutes to complete the task, and then de-brief in plenary.

The following information is not exhaustive but will assist when conducting the de-briefing.

Did the groups show evidence of:

- Considering the ‘story so far’ i.e. what information is available? Examples include did the interviewers demonstrate:
 - Knowledge of the farm layout?
 - Awareness of the details of the accounts of the victim witnesses?
 - Knowledge of the previous visit by labour inspectors?

- Identifying what they wanted to know i.e. the objectives of the interview. Examples of appropriate objectives include:
 - Identifying what Paul Smith's role was at the farm.
 - Identifying if he knew the people working on the farm.
 - Establishing what he knew about the working conditions on the farm.
 - Determining what he knew about the recruitment process of the workers.

- Considering where the interview was going to be held
 - This is likely to be determined by the requirements of the jurisdiction.

- Who's going to do it?
 - Again, this may be determined by the requirements of the jurisdiction.
 - There may be an opportunity to look again at the skills required for successful interviewing.

- How is it going to be recorded?
 - This is another area likely to be determined by legislation.
 - Where there is some discretion or choice it may be a good opportunity to discuss the considerations of different methods.

4. Engage and explain

4.1 Method of delivery

Ask for one volunteer to act as a role player to play 'Paul Smith', the farm manager from Case Study 1.

Ask this person to leave the room.

Brief the teams; they should plan to 'Engage and Explain' with the person in Case Study 1: 'Domestic Worker'. After five minutes you will select a team to take 'Engage and Explain' with the suspect.

While the teams are working on their task, leave the room and brief the role player as outlined below.

4.2 Role player briefing – 'Paul Smith'

'Paul Smith' is aware that the people at the farm have been trafficked. He knows that the workers, from Blueland, have been deceived. It was suggested by his business partner from Blueland, who said that he could get virtually free labour in order to cut costs even further. However, Paul Smith has decided he will give the following account if he is ever questioned by the authorities.

- The people who are on the farm were recruited by a business partner of his in Blueland.
- He has had very little to do with them since they arrived at the farm.
- They are taken care of by his farm foreman, John Brown.
- He pays cash to John Brown to give to the people for wages.
- The people live on the farm because John Brown said they had asked to live there to save money.
- He doesn't know anything about the signs that are in the building.
- He doesn't know anything about the baseball bat.
- He has seen the people working in the building on the farm.
- He has seen the living conditions in the building.
- He says it was their choice and in any case people from Blueland live like that.
- He is in charge of accounts.
- He is responsible for buying food, but just gave cash to John Brown to buy the food.

Ask the role player if they have any questions.

Consider asking the role player to briefly summarise what he has been told.

Return to the main group.

Set the part of the training room as it would be in the context of the jurisdiction e.g. as a police interview room with the appropriate number of chairs, table etc.

Select the team you wish to carry out the interview and ask them to leave the room, but not to discuss anything with the role player.

Allocate the remaining teams one of the observer tasks outlined below. These should be aligned to the information in the 'Engage and Explain' section of Lesson Plan 6 – 'Evidential Interviews'. The tasks are:

Did the interviewers:

- Explain the purpose of the interview?
- Use open body language?
- Observe the interviewee's responses?
- Explain 'focused retrieval'?
- Explain 'report everything'?
- Explain 'transfer of control'?

Observers should be asked to note evidence that supports their findings.

Once everybody is briefed bring the role players back into the room and start the role play.

As this part of the role play is restricted to the 'Engage and Explain' phase of the PEACE process the role play is likely to be quite brief.

A common occurrence in role plays concerning only 'Engage and Explain' is the interviewers move either immediately or very quickly into the 'Account' stage'. The difficulty is deciding when to stop something that has moved on to an 'Account'. This is a decision for you – stopping it too early may make the role players feel devalued or even that they have done something wrong; stopping it too late may give the message that it is appropriate to go directly into the account.

4.3 De-briefing the role play

When you stop the role play de-brief in the following order:

- Interviewers.
- Interviewees.
- Observers.

5. Account

5.1 Method of delivery

The 'Account' role play is delivered in almost the same way as the 'Engage and Explain' role play.

It is recommended you use the same role player as the 'interviewee'. It is good practice to refresh them of 'their' story.

Divide the group into teams again. Brief them that they should plan to put questions in the 'Account' phase with the same interviewee. After ten minutes you will select a team to obtain the 'Account' of the 'suspect'.

Allocate the remaining groups observer tasks. These should be aligned to the information in the 'Account' section of Lesson Plan 6 – 'Evidential Interviews'. The headings of the tasks are:

Did the interviewers:

- Appear to have appropriate goals?
- Ask appropriate questions to achieve those goals?
- Demonstrate use of 'focussed retrieval'?
- Demonstrate use of 'report everything'?
- Demonstrate use of 'transfer of control'?
- Ask open questions?
- Develop the response of the interviewee?
- Use closed questions?

Observers should be asked to note evidence that supports their findings.

5.2 De-briefing the role play

When you stop the role play de-brief in the following order:

- Interviewers.
- Interviewees.
- Observers.

6. Closure

6.1 Method of delivery

What you do at this point will probably be significantly determined by the time you have available. The role play exercises above are likely to be very time consuming to complete and potentially demanding for both you and the students. Consequently you may feel you wish to use some quicker options at this point.

You can ask teams to plan for closure of the interview and then (using the same 'suspect' role player) ask that team to close the interview, and allocate the other teams observer tasks as in the previous sections. This will be the most time consuming option

Alternatively, you may ask the team that conducted the Account part of the interview to close it and de-brief their Closure as well.

The quickest option is to ask the group in plenary how the interview should closed, record their responses using the method of your choice and then de-brief those responses. This approach has been used effectively on a number of occasions.

For ease of reference, the key points of Closure are:

For all interviews:

- Recapitulating key points to check you understand what has been said.
- The interviewee should be thanked but not praised for their time (exactly how this is done will vary according to the type of interview – victim/ witness, witness, suspect. It may be appropriate in some suspect interviews to maintain relations; however, where the suspect interviewee has not responded to questions it is probably not appropriate).
- Telling the interviewee what the next stages will be.
- Asking interviewees if they have any questions; these should be answered as far as circumstances allow.
- Promises that can't be kept should not be made in any circumstances.

For victim/ witness interviews:

- In the case of victims, they should be given the opportunity to make a 'victim' personal statement' which is a statement that show the effect the crime has had on them.
- Victims should be given information about help and support services that are available; in most THB cases investigators and others will already have arranged appropriate support under pre-agreed local arrangements and/or national referral mechanisms.

7. Evaluation

7.1 Method of delivery

The recommended approach to delivering this phase of the role play exercise is ask the group in plenary to evaluate the content of the interview, record their responses using the method of your choice, de-brief those, and then ask the group for brief suggestions for a plan to conduct a further interview or further enquiries.

It is recommended that the following points are explored in this process:

- Did the interview reveal any issues that require risk assessing?
- If so what were they?
- What is the group's initial risk assessment of those issues (you may wish to refer to the risk assessment matrix found in Lesson Plan 4 – 'Risk Assessment')?
- Were the objectives achieved?
- Which ones weren't?
- What additional further information do we now know?
- What actions are required based on this information?
- Is a further interview required at this stage for 'Paul Smith'?
- If so, what should the objectives of that interview be?
- How should a further interview be structured – further free recall, addressing specific points etc?

8. Amending it

The role play can be amended in a number of ways if you wish.

It would be a simple matter to change the suspect from the farm manager Paul Smith to the farm foreman John Brown using the content of Case Study 1 – Labour Exploitation.

Another simple change would be to alter the gender of the farm manager to allow a female student to take the role.

Slightly more complicated would be to change this to a victim/ witness interview from the same case study. The information found in Lesson Plan 6 – ‘Evidential Interviews’, the case study, and this role play document should be sufficient to allow you to do this. You may also find it useful to refer to the notes found in Role Play 2 – ‘Domestic Servitude’ to help you plan the victim/ witness role plays, de-briefs etc.

Finally, (particularly when you are experienced) the notes and guidance found in all the relevant lesson plans, case studies and role plays should provide you with enough information to help you tailor your own material to suit the context of your students.

Human Trafficking - How to Investigate It

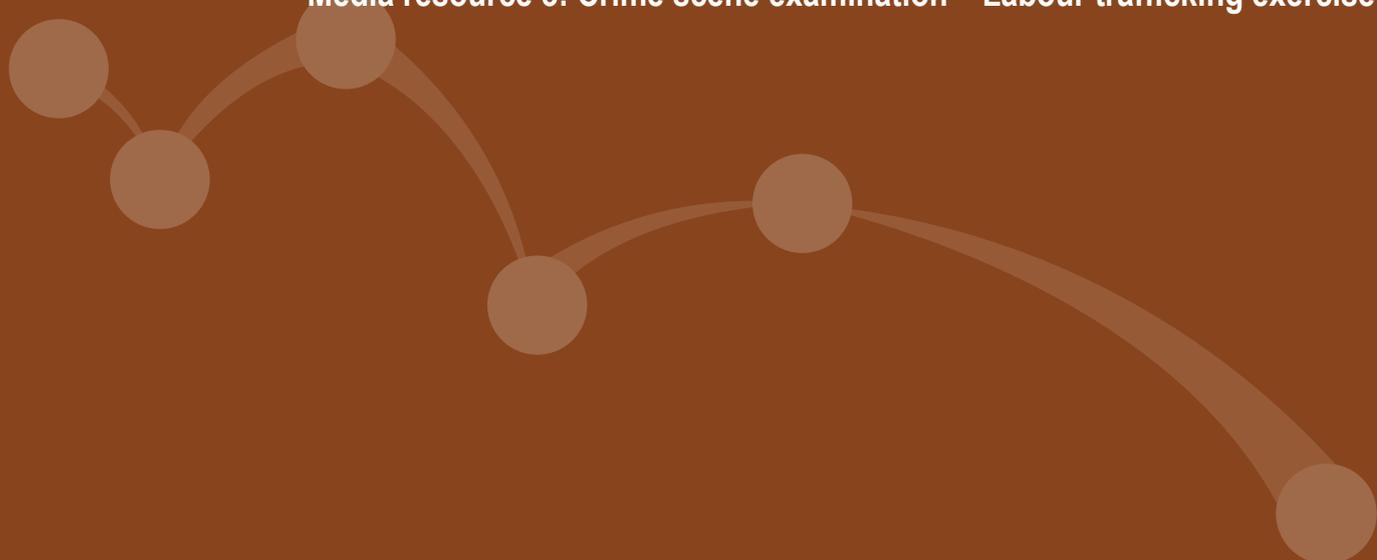
Training Manual for Law Enforcement Officers

Media Sources

Media Source 1: Chicken Farm

Media resource 2: Trafficking for labour exploitation scenario – External views of location

Media resource 3: Crime scene examination – Labour trafficking exercise



Media Sources

All Media Sources files are available only in electronic format. You can find them on the DVD attached to this Manual.

Media Source 1: Chicken Farm

To run this file you need QuickTime Player installed on your computer. On the DVD you will find detailed instructions how to do this and how to navigate the file content.

Media Source 2: Trafficking for Labour Exploitation Scenario – External Views of Location

Available in pdf file.

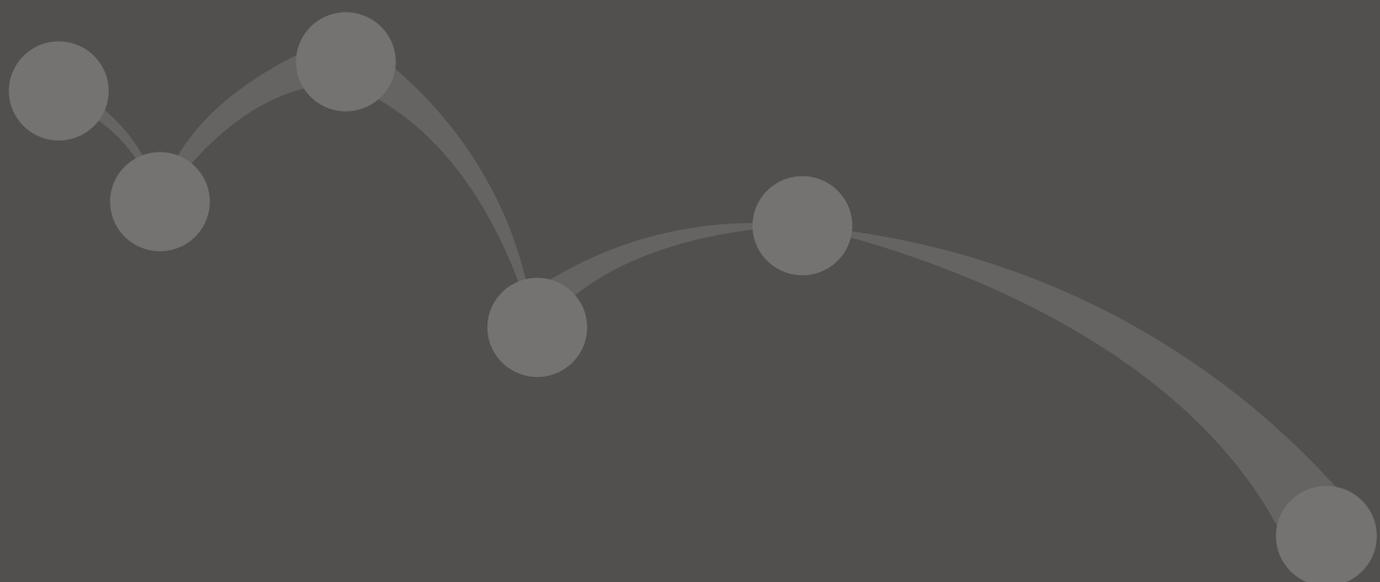
Media Source 3: Crime Scene Examination – Labour Trafficking Exercise

Available in pdf file.

Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers

Power Point Presentations



Power Point Presentations

There are six Power Point presentations developed for your use. They are available only in electronic format. You can use them as it is advised in the Lesson plans.

On the DVD attached to this Manual you will find the following Power Point presentations:

- PowerPoint 1: Definitions of THB and Smuggling
- PowerPoint 2: Identifying THB
- PowerPoint 3: The PEACE model of Interviewing
- PowerPoint 4: Risk Assessment in THB cases
- PowerPoint 5: Victim needs
- PowerPoint 6: Crime scenes

Human Trafficking - How to Investigate It

Training Manual for Law Enforcement Officers

Notes



Notes
