



Evaluation Report

Performance and Ex-Post Evaluation of Criminal Justice Training Program

Contract No.: SAQMMA17A0377

Task Order No.: 19AQMM18S0872

Date: March 27, 2020

Submitted to:

U.S. Department of State, Office to Monitor and Combat Trafficking in Persons

Submitted by: DevTech Systems, Inc.

This publication was made possible by the American people through a contract by the United States Department of State). The authors' views expressed in this publication do not necessarily reflect the views of the United States Department of State or the United States Government.

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Acronyms

COR	Contracting Officer Representative
CSO	Civil Society Organization
DoS	Department of State
FGD	Focus Group Discussion
KII	Key Informant Interview
INGO	International Non-governmental Organization
IOM	International Organization for Migration
IP	Implementing Partner
LWOB	Lawyers Without Borders
MoDJS	Ministry of Defence, Justice and Security - Botswana
MoIJKS	Ministry of Interior, Justice, Keeper of the Seal - Gabon
M&E	Monitoring and Evaluation
NGO	Non-governmental Organization
OPROGEM	Office for the Protection of Gender, Children and Morals (Guinea)
PIO	Public International Organization
SADC	South African Development Community
T&TA	Training and Technical Assistance
TIP	Trafficking in Persons
TIP Office	The Office to Monitor and Combat Trafficking in Persons
UNODC	United Nations Office on Drugs and Crime
USAID	United States Agency for International Development
USG	United States Government
VOT	Victim of Trafficking
WG	Warnath Group

Executive Summary

The United States Department of State Office to Monitor and Combat Trafficking in Persons (TIP Office) requested an evaluation of criminal justice trainings on human trafficking conducted as part of bilateral programs implemented in Burkina Faso by the International Organization for Migration (IOM), and in Tanzania by Lawyers Without Borders (LWOB), as well as trainings requested by the TIP Office through training and technical assistance (T&TA) contracts, and conducted by the United Nations Office on Drugs and Crime (UNODC) in Botswana and Guinea, and by Warnath Group (WG) in Gabon.

The evaluation aims to enhance the understanding of key characteristics that contribute to the effectiveness, efficiency and sustainable use of knowledge gained through trainings and colloquia for criminal justice actors. Evaluation findings focus on answering five specific questions: about the influence of selection factors for the training participants, training curricula and tools, approaches to address core elements of victim-centered criminal justice response to human trafficking and how they contribute to student understanding and retention of concepts, changes in trainees' behavior, and the sustainability of the skills acquired during the trainings.

The evaluation methodology included observation of trainings, surveys of training participants, key informant interview with implementers and other stakeholders, and key informant interviews with training participants. The evaluation team collected data right after the trainings and conducted follow-up interviews six to 34 months after trainings to observe impact on knowledge retention and behavioral change in directions that can facilitate improvement in criminal justice outcomes. Data collection was done in five countries. Due to a variety of circumstances in each country, not all data could be collected in all locations.

Trainings under review occurred between February 2017 and October 2019. The duration of trainings ranged from two days to five, which could impact fair comparisons between trainings and their impact. Evaluation findings are based on input from 287 respondents, including 133 baseline surveys, 48 interviews at baseline and 133 follow-up interviews, and are organized in alignment with the five evaluation questions.

EQ1. What selection factors work best to get the right people in the trainings?

In all five countries, participant profiles were reported to be determined through collaboration between the implementer and the host country government. Host country government actors ultimately selected participants and invitations flowed through government channels. Selection decisions were based on a variety of factors – sometimes with the goal of training an entire slate of personnel (i.e. judges in Botswana), or according to the likelihood of handling a human trafficking case, or to meet gender balance requests from implementers. French or English language skills were also required to successfully participate.

A few selection factors stand out as issues that enhance the training: experience handling cases, representation of multiple actors involved in combating TIP, and timing of the selection process. Training which includes some participants who have had experience in handling trafficking cases provides for more stimulating discussions. Training focused on a particular type of stakeholder allows the training to go in depth on those individuals' roles. However, the training then lacks the perspectives brought by other types of stakeholders. Training which includes representatives from other relevant functions allows trainees to better understand elements that are not specifically tied to their own function.

Trainees were frequently notified of the training at the very last minute. Not only did the trainees not have time to prepare but this also meant that the implementers and trainers had little time to gauge the knowledge and experience level of the group prior to the commencement of the training.

EQ2. Do training curricula and tools adequately reflect TIP Office expectations and requirements as well as local needs for the trainings? Training content and emphasis varied between countries though all included a review of national and international legislation, definition and indicators of trafficking and identification of victims. Other topics varied by the role of the trainees as well as by implementer. The data shows that training content needs to be focused on the role of the trainees in the criminal justice process. While this was the case in most of the trainings, the training for one set of prosecutors rarely focused on the role of the prosecutor.

EQ2.1. Did training address core elements of a victim-centered criminal justice response to human trafficking? All trainings under review included elements related to victim-centered approaches. In Botswana, this was generally limited to victims' rights and non-criminalization under the law, with some coverage of victim protection and treatment. Replication trainings¹¹ in Burkina Faso included segments on the legal framework related to victims and victim protection and included interviewing techniques. Gabon robustly featured victim trauma and victim-centered approaches and introduced victim interview techniques using actors to role-play victims in various scenarios. In Guinea, victim vulnerabilities and psychology were covered, but practical approaches to working with victims were not. Trial Advocacy Trainings in Tanzania covered victim psychology and treatment as well as techniques for working with victims. The shorter Regional workshop contained elements on working with victims, interviewing, and special considerations for child victims. Some comments from trainees pointed toward sympathy and referral for services, while other responses indicated a deeper understanding of victim-centered approaches and the respondents' responsibility to ensure their implementation throughout the criminal justice process.

¹¹ IOM utilized a training of trainers (TOT) approach in Burkina Faso. Replication trainings refers to the trainings conducted by the cadre of trainers trained during the TOT

Ensuring enough time is spent on this issue and incorporating role play or simulation into the training appeared to be an effective way to address the topic. The use of actors in role plays around interviewing victims appears to have been a particularly useful method for presenting this information, as the Gabonese trainees demonstrated a more sophisticated understanding of a victim centered approach and their role in ensuring victim protection throughout the criminal justice proceedings.

EQ2.2. Were trainings structured around national anti-trafficking laws and national or regional case files? Each of the trainings in all countries covered at minimum a basic review of relevant human trafficking law – some reviewed the legislation as part of a deeper discussion on the application of the law and for prosecution of cases (e.g. Tanzania, Gabon), while some (e.g. Botswana) took a more academic approach to a review of legislation, spending significant time discussing interpretation of the law with participating judges. The data indicates that participants are more receptive to local experts presenting and discussing the local legislation.

Regional and national cases were included to a greater or lesser extent as a part of each workshop. The data shows that while regional and international cases can be useful, there is a need for more local cases to be utilized and discussed. In all countries except Burkina Faso, this was problematic as the international trainers did not have enough information about local cases prior to the training, nor were local experts brought in to discuss local cases. Rather there was a reliance on the participants to bring cases forward for discussion.

EQ2.3. Did the curriculum match the level of experience of participants, and is it easily adaptable / adapted for different levels? The role, level, prior training and prior experience of participants varied between trainings for each group or role in each country and to some extent between each country. Although trainers indicated that they had limited information about the level of participants' expertise until training began, trainees in all the courses overwhelmingly felt that the training was matched to their level of knowledge and experience. Trainers interviewed during observation all indicated that they had made some adjustments during the training though not all trainers were able to do this as effectively as others. The data indicates that it would be helpful for trainers to know more about the level of knowledge and experience of trainees prior to the start of training.

EQ3. What training elements and methods contribute to student understanding and retention of concepts? Data indicates that **selection and preparation of trainers** is a key element to the success of training. Trainers were typically a mixture of international, regional and local experts, many of whom were in peer roles in their respective countries of origin. Respondents were clear throughout about their strong preference for peer equivalents – meaning that judges wanted to be trained by judges and so on –

and that this facilitated learning and understanding. In trainings where non-senior, non-expert, or non-role-aligned presenters were included, respondents commented on the lack of experience, role alignment, or relevant knowledge (and observation confirmed the lack of ‘connection’ during training). The exception to this was on topics outside of the trainees’ wheelhouse, such as victim psychology, where several respondents suggested the inclusion of social workers, victims, or certified professionals to round out learning and expand understanding.

Respondents were also clear about their preference to include more local trainers and experts to ensure relevance and complement understanding. For example, training in Gabon included only one local expert and no regional experts. In Tanzania as well, most trainers were American but supplemented with local trainers and facilitators. UNODC (Guinea and Botswana) excelled at creating an ensemble of international, regional and local trainers/speakers. However, a downside of the ensemble approach was observed in Guinea, where the training arc seemed ‘choppy’, like a sequence of performances without strongly facilitated cohesion. Trainees also expressed a clear preference for trainers who had experience handling trafficking cases themselves. This was a concern in the Guinea magistrates training as well as the Burkina Faso training, where the trainers did not necessarily have relevant personal experience with trafficking cases, making their presentations seem too theoretical.

Incorporating local trainers effectively was linked to preparation and coordination before the training. In Tanzania, significant coordination took place with local trainers and facilitators who were provided with the training manual in advance and allowed to choose topics that best matched their knowledge and experience.

Training Methods and Materials: All trainings utilized, at minimum, the array of methods that have become standard in modern training design – lecture with PowerPoint slides and interactive discussion, peer group exchange, small group work with discussion in plenary, real and model case exercises to flesh out salient principles and points, professional quality film and video clips, provision of hard copy or electronic materials, and pre- and post-training surveys to gauge trainee learning and satisfaction.

Training in Gabon and Tanzania demonstrate the effectiveness of utilizing more innovative methods. In Gabon this included role-plays using professional actors playing victims. In both Gabon and Tanzania, trainers incorporated the use of automated response systems into the training that allowed them to assess and share with the group participants’ knowledge acquisition in the moment. In Tanzania, learning methods were creatively expanded to include innovative methods and tools in virtually each session, and to feature experiential learning, as exemplified by site-specific crime scene analysis, mock trials and filming participants during these mock trials and providing them with one-on-one feedback sessions.

Respondents reported that interactive peer group discussion, as well as problem-solving approaches using practical exercises and cases, best facilitated trainee **engagement and participation**. These same methods, with the addition of simulation exercises and hands-on work, were reported to best facilitate **understanding and retention** of concepts presented.

EQ3.1. Are there differences between training conducted by core trainers and those conducted by local trainers after TOT? As there was only one country included in the evaluation where training of trainers was utilized, there is limited data from which to draw many conclusions. While data indicates that Burkina Faso had the lowest rate of application of the training, there is too little data available to tease out the factors which led to that, none of which may have anything to do with use of TOT model. The elements that make a training successful or not as discussed throughout the report apply to trainings whether they are TOT or not. For example, in Burkina Faso, it appears that the trainers did not have personal experience in handling trafficking cases, which data from this evaluation shows is important to trainees having confidence in the trainers. On the other hand, the low rate of application may have something to do with the selection of participants, or some other factors entirely.

EQ4. Do training participants report change in behavior? Across trainings 34% of respondents at follow-up reported being able to apply knowledge attained. However, the percentage fluctuates dramatically from 8% in Burkina Faso to 77% in Tanzania, and mid-ranges of 23% in Botswana and 18% in Guinea. Notably, the five-day Trial Advocacy trainings in Tanzania had an advantage in duration, as trainings in other countries were typically only three days. However, when isolated, the two-day Regional trainings in Tanzania also averaged over 70% application of learning. Though there may be other explanations – e.g. trainees included in the training or selected for interview in the evaluation may not have had cases or non-criminal justice actors included in the Tanzania sample may have been better able to apply learning – the percentages indicate that the trainees from the multi-disciplinary experiential trainings conducted by LWOB were most able to put the training to use. In juxtaposition, trainees from replication trainings conducted by participants trained under TOTs in Burkina Faso were the *least* able to apply knowledge from training.

Data from all countries also shows reported change in **working differently with victims** of trafficking. Again, the favorable percentages are highest in Tanzania (76%), though by less of a spread (Guinea 47%, Botswana 60%, and Burkina Faso 73%). And though percentages change when non-responding trainees are also counted as ‘no change’, Tanzania trainees are still far more likely to report changes than others.

What training elements and methods work best to change behavior? Participants from all countries generally indicated that peer exchange and experiential learning-by-doing concepts, as well as problem-solving approaches work best. They mention use of

practical and realistic examples and case studies, interactive peer learning and discussion, and role-play and simulations, including mock trials. Participants particularly appreciated experience sharing amongst their peers.

One of the distinguishing factors of the Tanzania training, from which we see the biggest application of learning, was its intensive focus on experiential methodologies. Additionally, because of their access to numerous volunteer facilitators and assistants, they were able to provide individualized feedback after these exercises to each training participant. However, even without these resources, other trainings were able to incorporate experiential methodologies into their training. For example, in Gabon though class size was very big, they were able to do simulations using actors and in Burkina Faso they did role-play exercises. There were no simulations or role play in Botswana or Guinea.

How are implementers measuring this change? Measurement of changes resulting from training – or changes writ large – was an overall shortcoming in all countries. No training observed included a discussion of mechanisms or plans for implementing lessons learned or measuring progress. All but one implementer indicated that they do 6-month post training follow-up with trainees (discussed below). Some implementers offered online options that could in part gauge longer-term interest and possibly change. Governments overall did not measure behavior change or other outcome factors, though a few departments tried to maintain cases statistics. Overall, the indicators of behavior change are subjective and anecdotal. The USG TIP Reports may offer some insight on outcomes, but data is sketchy in some locations, not current enough to reflect data during the period following most training activities under this evaluation and cannot be directly linked to the trainings themselves.

How do the training methodologies address the sustainability of specialized TIP investigation and prosecution skills? None of the trainings observed under this evaluation strategically discussed post training action planning, potential obstacles to implementation, or offered possible solutions. Additionally, post-training methodologies were limited. One provider included no follow-up mechanisms in their training, though they have an in-country presence. The others all had mechanisms in place, including planned follow-up contacts and the provision of online resources, two of which are interactive and through which participants can receive advice on cases. During the one training observed which included this, participants were encouraged to use the online platform. Trainees indicate that follow-up from the host country government and, in particular, from their chain of command, would be most effective in encouraging application of training.

Manuals, materials and other online tools offered by each implementer were useful as a tool for sustainable follow-up and collegial sharing, but they were not a substitute for direct follow-up. Trainees' ideas about optimal additional follow-up were not especially

creative, but some were practical and low-cost. Suggestions included exchange platforms, use of WhatsApp groups, and additional or routine refresher training. Some of the comments about access to question-and-answer exchanges and advice amounted to a form of ongoing mentoring while challenging cases were underway. In Tanzania, they have had success establishing WhatsApp groups. The Anti-Trafficking Secretariat also participates in the groups, which have been used to share information and advice on ongoing cases. This mechanism provides a kind of mentoring as well as a platform for encouragement and follow-up from the host country.

Key Recommendations

- Ensure enough content and time spent on victim-centered approaches.
- Ensure training includes time to discuss post-training action planning.
- Ensure thorough review of local law from an authentic local expert.
- Ensure that lead trainers have a role relevant to that of the trainees and have had personal experience working on trafficking cases.
- Incorporate more local experts into the training who have worked on local cases. Include experts in same role as trainees as well as from other disciplines.
- Put more emphasis on preparation for trainers
- Provide international and local trainers with the full training curriculum and tools and ensure they understand the objectives of each session they are conducting
- Strong facilitation skills are needed to guide and focus learning.
- Emphasize practical learning-by-doing and experiential learning.
- Use automated response tools to gauge understanding throughout training.
- Consider models that blend multi-disciplinary stakeholders in training.
- Find safe and protective ways to bring survivors' voices into training.
- Incorporate mechanisms to follow-up with trainees and provide encouragement and support in their fight against trafficking.
- Create and maintain a two-way communication mechanism to receive and share updates on TIP cases, including TIP statistics and court decisions.
- Ensure planned length of training is sufficient to meet objectives.
- Ensure outcome indicators are built into implementer work plans.

1. Background and Context

1.1 Criminal Justice Trainings in Africa funded by the TIP Office

The Office to Monitor and Combat Trafficking in Persons (the TIP Office) funds several different types of training on TIP through its Training and Technical Assistance (T&TA) program, as well as through bilateral or regional TIP projects in which training is generally part of a broader package of TIP prevention, protection and prosecution activities. The TIP Office utilizes trainings to sustainably build the capacity of governments and civil society to combat human trafficking. Training aims to strengthen the capacity and skills of government officials, criminal justice actors, victim service providers, border officials, labor inspectors, and other key anti-trafficking professionals to respond effectively, meaningfully and appropriately to all forms of trafficking in persons.

T&TA programs funded by the TIP Office which provide criminal justice training are implemented through cooperative agreements with two organizations: the UN Office on Drugs and Crime (UNODC) and the Warnath Group (WG). Each of the T&TA organizations utilizes a different training model. Trainings organized as part of bilateral or regional TIP projects funded by the TIP Office are implemented by grantees that may be Non-Governmental Organizations (NGOs) or Public International Organizations (PIOs). Trainings provided as part of bilateral and or regional TIP projects may cover similar topics to those covered by T&TA.

The TIP Office requested DevTech to conduct an evaluation of the criminal justice trainings funded by the Office to examine effects of the trainings on intended audiences, and effectiveness of different implementing partner approaches to the trainings in order to inform the direction of the TIP Office training portfolio in the future.

2. Evaluation Purpose, Scope and Questions

2.1 Evaluation Purpose and Audience

This evaluation aims to enhance understanding of key characteristics that contribute to the effectiveness, efficiency and sustainable use of knowledge gained through trainings and colloquia for criminal justice actors about human trafficking. The evaluation provides observations and data to inform future TIP Office interventions and help ensure the strongest and most sustainable results.

Results from this evaluation may be used to help the TIP Office determine whether, how and where adjustment is needed to enhance training activities for criminal justice actors going forward, so that they optimally contribute to positive outcomes in identifying and referring survivors, and in investigating, prosecuting and sentencing perpetrators. The evaluation will also be informative for other key stakeholders, including program implementers participating in this evaluation, government actors in participating countries, DoS policy makers and program managers, U.S. Embassy staff, other federal donor agencies (such as the United States Agency for International Development and the Department of Labor), and other donors and implementers working in these countries and/or conducting training for criminal justice actors.

2.2 Evaluation Questions

1. What selection factors work best to get the right people in the trainings (e.g. leadership, length of time in their current position, experience with TIP cases, agents of change)?
2. Do training curricula and tools adequately reflect TIP Office expectations and requirements as well as local needs for the trainings:
 - a. Do they address core elements of victim-centered criminal justice response to human trafficking? Do implementing partners share the same understanding as the TIP Office?
 - b. Are they structured around national anti-trafficking laws and national or regional case files?
 - c. Does the curriculum match the level of experience of participants, and is it easily adaptable / adapted for different levels?
3. What training elements and methods contribute to student understanding and retention of concepts?
 - a. Are there differences between training conducted by core trainers and those conducted by local trainers after TOT?
 - b. What training elements and methods contribute to TOT participants' ability to adapt and replicate training?
4. Do training participants report change in behavior?

- a. What training elements and methods work best to change behavior?
- b. How are implementers measuring this change?
- 5. How do the training methodologies address the sustainability of specialized TIP investigation and prosecution skills?
 - a. Is follow-up needed, and is it effective in sustaining changed behavior?
 - b. What kind of follow-up is most effective (further training, mentoring, e-learning, etc.)?

2.3 Evaluation Scope

The evaluation examines the portfolio of training funded by the TIP Office in the last few years based on information from a small sub-set of representative trainings in order to reduce cost and increase feasibility of the study. Initial evaluation scope required selecting a representative sample of training being implemented during the evaluation period September 2018 to September 2019 by each of two T&TA contractors and two trainings conducted by each of two bilateral/ regional programs, for a total of eight trainings in four different African countries.

Table 1. Training Courses Evaluated by Implementer and Country

Country	Implementer	Course/Language (# evaluated)	Principal Audience
Botswana	UNODC	Judicial Colloquium on Human Trafficking / English (2)	Judges and magistrates
Burkina Faso	IOM	Training on the Protection of Victims of Human Trafficking / French (2)	Police and Security forces Prosecutors and Judges
Gabon	WG	Anti-Human Trafficking Training for Appeals Court Presidents and Instruction Judges / French (1)	Judges and magistrates
Guinea	UNODC	Trafficking in Persons: From Theory to Practice / French (1)	Prosecutors & investigative judges
		Fight Against Human Trafficking: From Theory to Practice / French (1)	Police and law enforcement
Tanzania	LWOB	Support Through Trial Advocacy Training / English (2)	Magistrates, prosecutors, police, NGOs
		Regional Training / English (1)	Magistrates, prosecutors, police, social welfare, immigration, NGOs, community leaders

There were a limited number of TIP trainings scheduled during the evaluation period. In consultation with the TIP Office, the evaluation team revised the methodology to include training that occurred between February 2017 and October 2019. This evaluation specifically focuses on training conducted in five countries in Africa – Botswana, Burkina Faso, Gabon, Guinea, and Tanzania. It includes training conducted as

a part of Training and Technical Assistance (T&TA) projects implemented by the United Nations Office on Drugs and Crime (UNODC) and Warnath Group (WG), as well as trainings provided as a part of bilateral/regional projects implemented by the International Organization for Migration (IOM) and Lawyers Without Borders (LWOB) (see Table 1). Summary information for the trainings evaluated by the team is provided in Annex X. Background information on human trafficking in the countries included in this evaluation can be found in Annex II.

3. Evaluation Design and Methodology

This evaluation was designed to evaluate criminal justice trainings, and their influence in creating sustainable positive outcomes and improvements in the criminal justice process as it relates to human trafficking. The evaluation also examines results across various countries and programs – based on varying training curricula and content, tools and methodologies, implementers and trainers, participant roles and selection criteria, and follow-up or mentoring provided post-training – to ascertain patterns in outcomes that may contribute to development of an optimal toolbox for training design and execution. The section below describes, in brief, the methodology employed for this evaluation. A more detailed description of the methodology is provided in Annex III.

The initial evaluation design included a two-step data collection process for each training. The first step consisted of on-site observation of a training, survey of participants at the culmination of training, and a round of in-person baseline interviews with implementers and stakeholders in the days immediately following the training. Step two consisted of conducting key informant interviews with stakeholders and some former training participants 6 months after the training completion to determine the extent to which the training led to changes in participants’ work or had other impact on anti-trafficking efforts.

The methodology had to be adapted due to the lack of trainings conducted during the evaluation period. The period was extended to include trainings that were conducted in the past. Step one was unfeasible for these trainings. The period also included one training that was conducted two months before the end of the evaluation; step two was not feasible for this training. Both steps one and two were executed only for two trainings in Guinea, and for one of two trainings in Botswana. Evaluation process for the earlier training in Botswana, Burkina Faso, and Tanzania consisted only of step two. For Gabon, only step one was implemented. Table 2 below shows the locations and dates of trainings observed (and baseline KIIs conducted) and of trainings included in follow-up interviews. It also shows the implementer name and type of implementing partner.

Table 2 : Location and Date of Trainings Included in Evaluation, by Country and Implementer

Country	Evaluation Includes	Training Dates	Follow-up Interviews	Organization and Type of Partner
Botswana – judges and magistrates	Baseline & Follow-up	July 9-11, 2019 April 9-10, 2017	November – December 2019	UNODC – T&TA
Burkina Faso – judges and prosecutors (replication after TOT)	Follow-up	July 25-26, 2018	August – November 2019	IOM – bilateral program
Burkina Faso – police (replication after TOT)	Follow-up	July 17-18, 2018	August – November 2019	IOM – bilateral program
Gabon – Appeals Court presidents and instruction judges	Baseline	October 28-30, 2019	N/A	WG – T&TA

Country	Evaluation Includes	Training Dates	Follow-up Interviews	Organization and Type of Partner
Guinea – prosecutors	Baseline & Follow-up	February 19-21, 2019	December 2019 – January 2020	UNODC – T&TA
Guinea – police	Baseline & Follow-up	June 11-14, 2019	December 2019 – January 2020	UNODC – T&TA
Tanzania – Trial Advocacy	Follow-up	February 2017 August 2018	November – December 2019	LWOB – bilateral program
Tanzania – Regional	Follow-up	February 2018	November – December 2019	LWOB – bilateral program

This evaluation relied on five main methods of data collection: 1) document review; 2) direct observation of training activities (in Botswana, Gabon, Guinea); 3) post-training surveys with training participants at the culmination of each training observed; 4) key informant interviews with experts and stakeholders during the training implementation, and 5) follow-up interviews with stakeholders and former training participants, conducted six-to-34 months after training to gauge how training content and learning had been put into practice to improve criminal justice outcomes (except in Gabon). The post-training survey, interview protocols, and informed consent agreement can be found in Annexes IV-VIII.

Table 3. Number of Respondents by Role and Country.²

KI Respondent Role	All	Botswana	Burkina Faso	Gabon	Guinea	Tanzania	TOTAL
Judge / Magistrate		40	4	48	0	3	95
Police / Security		0	13	0	31	5	49
Prosecutor / investigative judge ³		1	5	0	27	10	43
Registrar/Court Administration		3	6		1	2	12
Government - other		4		6	2	2	14
NGO / INGOs		3	1	6	16	11	37
Government Social Worker		1	0	0	0	3	4
U.S. Government	9	1	0	1	1	2	14
Community Leader / Official		0	0	0	0	1	1
IP / Trainer / and Other		3	4	3	5	3	18
TOTAL	9	56	33	64	83	42	287

The evaluation team collected information from 287 individuals through a survey or key informant interview. Table 4 below shows the total number of individuals who completed a survey or interview, disaggregated by gender. The evaluation team

² All respondents are only counted once even if they had multiple functions, such as stakeholder and trainer. NGO numbers are particularly high because several NGOs brought large groups of staff to participate in the interview.

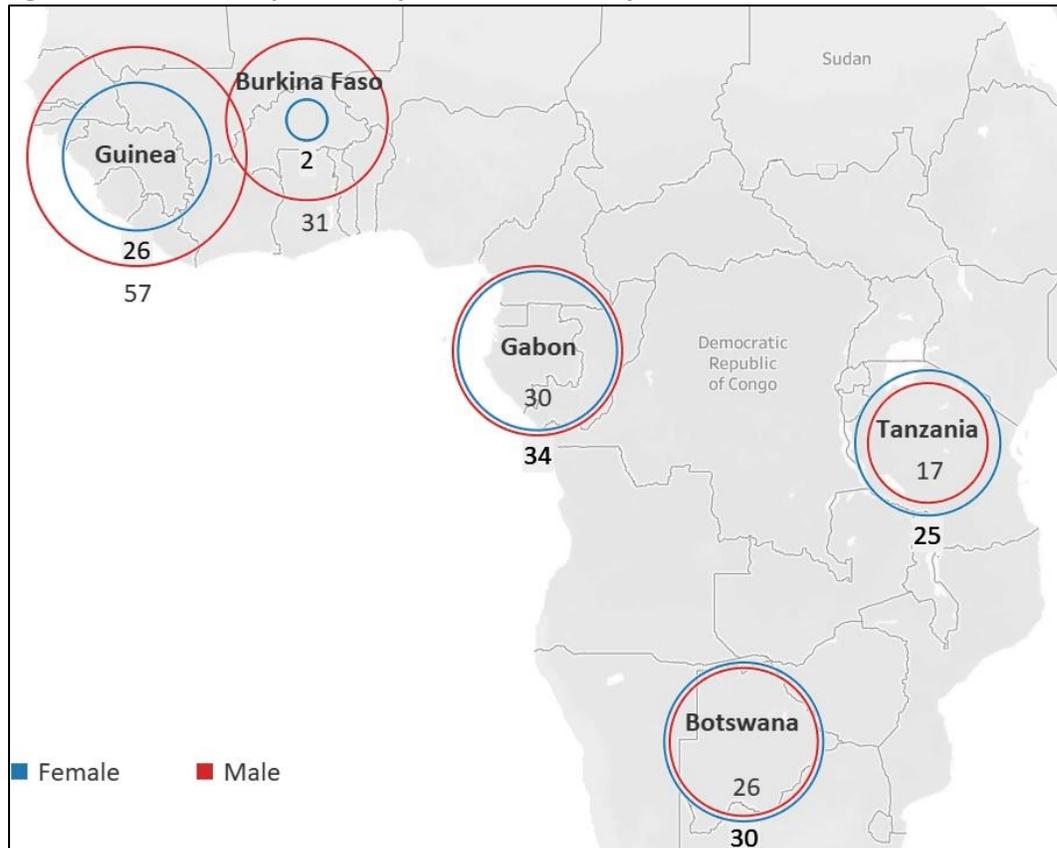
³ Called a *juge instruction* in French. The ET was informed by a *juge instruction* in Guinea that they are investigators who work with the prosecutor.

conducted follow-up data collection with 108 training participants in five countries (see Table 4). Figure 1 presents a gender disaggregation of trainee respondents in each country.

Table 4. Number of Follow-up Interviews with Trainees by Gender and Country

Country	Female		Male		All Total Interviewed
	Total in training courses	Interviewed	Total in training course	Interviewed	
Botswana	32	16	30	15	31
Burkina Faso	3	1	46	27	28
Gabon	24	0	27	0	0
Guinea	20	8	39	12	20
Tanzania	60	20	50	9	29
TOTAL	139	45	192	63	108

Figure 1. Number of Respondents by Gender and Country



4. Findings

The findings from the evaluation are presented below, structured in accordance with the evaluation questions: Selection Factors, Training Content, Training Methods, Behavior Change and Sustainability. Included below are comparisons of findings across all the trainings evaluated. Detailed findings for each country are presented in Annex XIII - XVII.

Findings may be influenced by the type of instrument(s) used to collect data, and the timing of data collection (especially considering that some data was collected immediately post-training and other data was collected up to 34 months post-training). Individuals interviewed shortly after the training may have more recollection of the training itself but have had less time to apply the training in their work. Those who attended training in 2017 and 2018 may recollect fewer details about the training itself but have had a longer time with which to put the training to use. However, with more time passing, individuals may also have been moved to other positions where the training is no longer relevant.

4.1 EQ1: Selection Factors

In all five countries, the implementing organization provided some guidance (number, roles, gender balance, etc.) to the leadership of one or more relevant ministries, who thereupon developed a list of candidates for training. Government actors ultimately selected participants and invitations flowed through government channels. Though it is unclear how long this process took overall, notice to participants was typically short, with 55% (102, n=184) being informed one week or less prior to the start of training.⁴ Selection decisions were based a variety of factors – sometimes with the goal of training an entire slate of personnel (i.e. judges in Botswana), or according to the likelihood of handling a human trafficking case, or to meet gender balance requests from implementers. French or English language skills were also required to successfully participate.

Key informants indicate that most participants felt the appropriate people were included in training, and that most had a bona fide role or potential role in addressing human trafficking – though that role was occasionally subject to change through reassignment. Prior experience with trafficking cases did not seem to be a specific criterion for inclusion in training, though some governments and implementers (notably Gabon) intentionally mixed participants with and without experience. Participants in workshops conducted in Botswana, Burkina Faso, Gabon and Guinea were a simple blend of one or two roles (judges/magistrates, police, gendarmerie, police/prosecutors). Trainings in Tanzania combined a mixture of stakeholders who were integral to

⁴ Guinea was the exception, with most participants receiving more than one-to-two weeks' notice.

cooperation in the field. Most of the trainings had gender balance, except in Guinea, where there were significantly fewer women than men in the magistrates training and in Burkina Faso where only 3 women participated in both trainings (see Table 5).

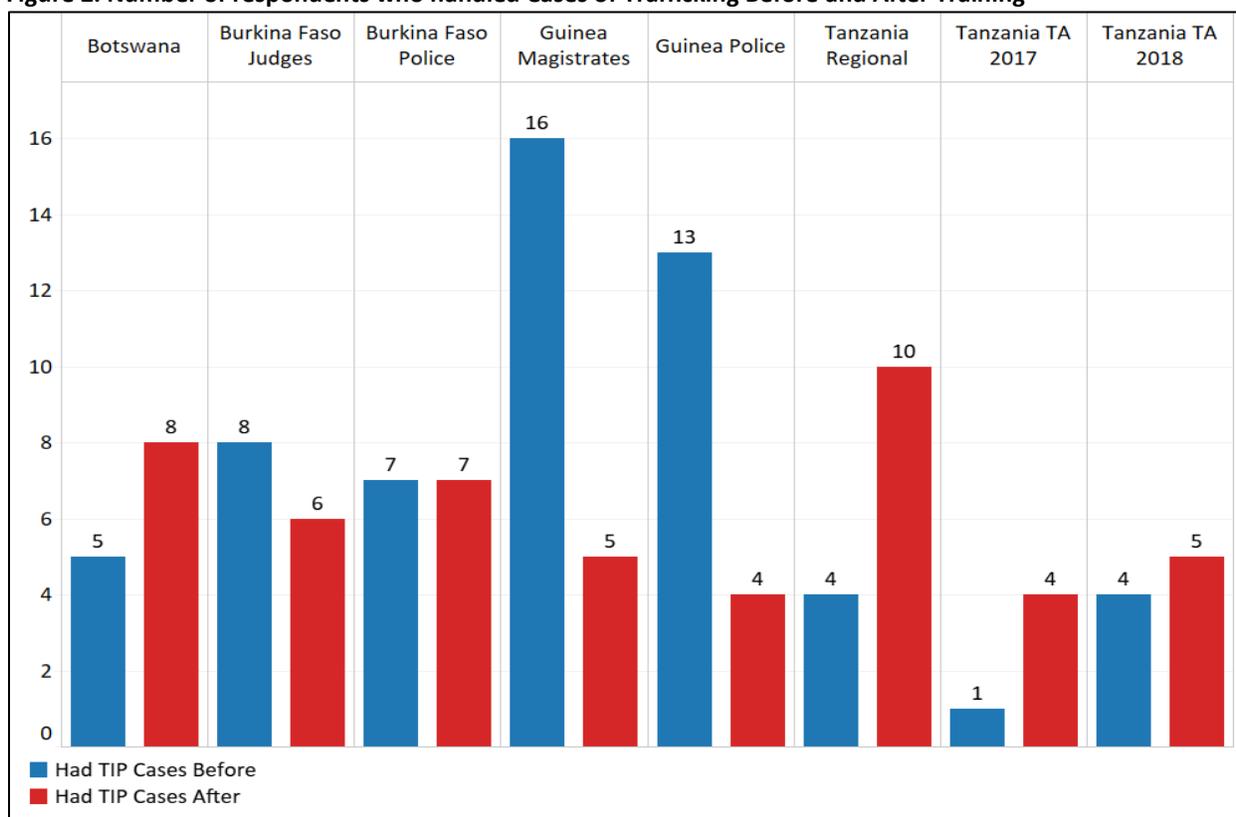
A quarter of training participants surveyed or interviewed (52 out of n=200) had previously attended training on human trafficking, but for many who had, prior training was generally a part of a broader set of topics and/or the training conducted under the scope of this evaluation was more in-depth and targeted to their specific role. In some cases, there was a stated effort to blend trainees who had prior training or experience with those more novice (e.g. Gabon and Guinea). Thus, in Gabon 35% (18 out of n=51) had previously attended training, though prior training would have been before the new Penal Code of July 2019 was enacted. In Guinea, 25% (14 out of n=56) had attended prior training.

Most respondents in each country had ideas about who should additionally be included in trainings (police, investigators, prosecutors, magistrates, judges, immigration, labor officers, social welfare workers and NGOs, psychologists, community leaders, survivors, perpetrators). Respondent comments were aimed in diverging directions – some aimed to suggest inclusion of more diverse participants in future trainings, some recommended supplemental trainers or speakers to improve the breadth of training, and some described other groups who should be trained separately. Outside of Tanzania, where stakeholders were intermingled during training, most respondents thought that one or two related roles could or should be included as peer trainees. For some of those interested in the possibility of broader multi-disciplinary training (e.g. judges in Botswana) to promote collaboration across roles, felt that separate training for each group would also be necessary. In Tanzania, they combined this idea, by having a multidisciplinary group, while using breakout modules for homogenous sub-groups on topics targeted to their function.

Taken jointly, 40% of participants surveyed or interviewed had handled cases of human trafficking prior to the training. It is a little more nuanced to compare those who handled cases after the training, as there was no follow-up in Gabon, follow-up in Guinea was done about six-to-eight months later (allowing a shorter period during which to be assigned a case). In Burkina Faso and Tanzania, only follow-up was done, and though the KII included questions about cases prior to and after training, since the follow-up was over a year later, it may have been hard for participants to recall with certainty. In Botswana, follow-up was done about six-months after one training, but over two years after the other.

Figure 2 below presents the percentage of respondents who handled cases of human trafficking before and after the training (n=total number of trainees surveyed or interviewed). A table presenting this data broken down by gender is available in Annex IX, Table 16).

Figure 2. Number of respondents who handled Cases of Trafficking Before and After Training



4.2. EQ2: Training Curricula and Tools

4.2.1. Overall curricula and tools

The focus of each training varied depending on the role of trainees, the country context and other factors. Colloquia in Botswana featured regional and local adjudication of cases. In Burkina Faso training emphasized criminal prosecution, with deeper treatment of collaborative approaches in the magistrates training. Investigation, evidence collection and charging were covered in Gabon. In Guinea, the training for magistrates stalled on elements and identification of trafficking cases, while the police training focused on issues and challenges for police when dealing with cases. Tanzania Trial Advocacy workshops centered on prosecution, with elements of examination and cross-examination, impeachment of witnesses, exhibits and experts, and closing arguments. The shorter Regional workshop focused on identification of victims and included both investigation and court processes.

4.2.2. Victim-centered Criminal Justice Response to Human Trafficking in Curricula

All trainings under review in all countries included elements related to **victim-centered approaches**. However, the amount of time and depth devoted to trauma-informed and

victim-centered approaches varied dramatically. In Botswana, this was generally limited to victims’ rights and non-criminalization under the law, with some coverage of victim protection and treatment. Replication trainings in Burkina Faso included segments on the legal framework related to victims, interviewing techniques and victim protection. In Gabon nearly half of the three-day content focused directly on this topic, covering victim trauma and victim-centered approaches and introduced victim interview techniques using actors to role-play victims in various scenarios. In Guinea, victim vulnerabilities and psychology were covered, but in the case of the magistrates training, the focus of the discussion on victims was very brief and not tailored to the role of the trainees. Trial Advocacy trainings in Tanzania covered victim psychology, treatment, and techniques for working with and interviewing victims. The shorter Regional workshop contained elements on working with victims, interviewing, and special considerations for child victims. These trainings included social workers and NGOs as trainees, thus counter-balancing the more typically ‘prosecutorial’ approach to victims seen with criminal justice actors.

Table 5: Victim-centered Topics Respondents Said Were ‘Most Useful’.⁵

‘Most Useful’ Topics	Botswana (n=36)	Burkina Faso (n=11)	Gabon (n=50)	Guinea (n=27)	Tanzania (n=28)
Victim-centered Approaches	3		25		7
Victim Assistance and Referral				5	4

Several respondents commented on what was missing from training, or topics of interest that were not explored as fully as they wished. In some cases, the training itself was responsible for piquing their interest in learning more (see Table 18, Annex IX, for a full list of ‘missing’ topics). Many respondents felt that more time was needed discussing issues related to victim-centered approaches.

In Botswana, the lead trainer stated that she would have focused more on the victims’ point of view and vulnerabilities and included more on victim trauma and Stockholm Syndrome. She would have liked to dwell more on each purpose for exploitation, and which resources can help a judge decide whether exploitation occurred. In Guinea, stakeholders from the magistrates training thought that issues of interviewing victims, and victim and witness protection needed to be included. For police training in Guinea the trainers thought more time should be spent on working with victims.

Table 6: Victim-centered Topics Respondents Said Were ‘Missing’ or ‘More is Needed’

‘Missing’ or ‘More is Needed’ Topics	Botswana (n=35)	Burkina Faso (n=12)	Gabon (n=46)	Guinea (n=38)	Tanzania (n=8)
Victim-centered Approaches	1	2		1	1
Interviewing Victims				2	
Victim and Witness Protection				2	
Survivor or Trafficker at Training	5				

⁵ A full list of topics participants found most useful can be found in Annex IX, Table 17.

4.2.3. Use of National Anti-trafficking Laws and National or Regional Cases

Each of the trainings in all countries covered basic **human trafficking law** – some covered it as prerequisite to deeper discussion on application of the law and prosecution of cases (e.g. Tanzania, Gabon), while some (e.g. Botswana) strongly featured the law and interpretation of the law.

Regional and national cases were included to a greater or lesser extent as a part of each training. For example, *regional* cases were the bedrock of the training in Botswana, while participants brought forward a few *local* cases. Trainings in Guinea, Gabon and Tanzania also covered regional and international cases more than local cases. National cases were more frequently utilized in Burkina Faso, where replication trainers were local. Numerous respondents said they would prefer inclusion of more local cases. The use of local cases was less common, sometimes because there had been fewer cases prosecuted, but also trainers had not always had an opportunity or means to research local cases in advance of training. However, in all of the trainings, both from participant responses as well as from observation where possible, it is clear that local cases were solicited from trainees and discussed throughout the training. It was only in the Guinea magistrates training where stakeholders and trainees indicated that international cases which did not seem relevant were primarily utilized.

Surveys and interviews also included questions about the usefulness of various training topics. When asking trainees what is ‘most useful’, responses can be influenced by what was or was not included or emphasized in the training content, as well as by personal interests and existing habits. With these caveats in mind, several respondents answered questions about the relative value of topics covered (refer, Table 7). When asked, few respondents had much to say about which topics were ‘least useful,’ and most said all topics were useful.

Table 7: Topics Respondents Said Were ‘Most Useful’ Related to Laws and Cases

‘Most Useful’ Topics	Botswana (n=36)	Burkina Faso (n=11)	Gabon (n=50)	Guinea (n=27)	Tanzania (n=28)
International Law	4		1		
National Law	7				4
Definition of TIP / Types of TIP	5		5		
TIP versus Smuggling	2	1			16
Elements of TIP	7		10	10	22
Cases and Case Law	2		5	3	

Several respondents commented on what was missing from training, or topics of interest that were not explored as fully as they wished. When asked about what was ‘missing’, it can be difficult for someone with little experience in trafficking to imagine the scope of possibilities. In some cases, the training itself was responsible for piquing their interest in learning more. In Botswana, the lead trainer, in rethinking the layout of

sessions already conducted, said that in retrospect she would have added more on the cultural and traditional factors that promote trafficking and impede prosecution – for example, traditions surrounding marriage and child labor. In Gabon, one stakeholder thought issues of corruption should be candidly discussed, as well as *‘the relationship between judge, prosecutor, court and how the chief judge can interact with the prosecutor and juge d’instruction.’*^{6,7} In Guinea, stakeholders from the magistrates training thought that issues of investigative techniques, how to indict cases, needed to be included. One stakeholder said, *‘To really talk about TIP we need to talk about the witnesses and informers who give info on trafficking issues and protection. Role of magistrates – need to talk at their level and did not talk at that level. It was really not a training but advocacy.’* For police training in Guinea the trainers thought more time should be spent on working with victims, collaboration with other stakeholders, and investigation of financial crimes. The trainer also mentioned the need for a module on the use of technologies and social networking to detect human trafficking cases. In Tanzania, one respondent noted that the *‘emphasis during training was for magistrates and prosecutors, and the rest was not covered fully.’* It should be noted that the training was originally designed for criminal justice actors only. Social workers and NGOs were added later at the request of the Government of Tanzania (see Table 8 below; additional ‘missing’ topics can be found in Table 18, Annex IX).

Table 8: Topics Respondents Said Were ‘Missing’ or ‘More Needed’ Related to Laws and Cases

‘Missing’ or ‘More is Needed’ Topics	Botswana (n=35)	Burkina Faso (n=12)	Gabon (n=46)	Guinea (n=38)	Tanzania (n=8)
SADC Legal Framework	1		4		
National Law			1		
Definition of TIP / Types of TIP		3			
Elements of TIP		1		2	
Local Cases / Examples	2		3	5	2
Cultural Traditions and TIP	3				

4.2.4. Curriculum Matches the Level of Experience of Participants

The role, level, **prior training and prior experience of participants** varied between trainings for each group or role in each country and to some extent between each country. In addition, trainers generally had limited information about the level of expertise until they began their in-country work. Trainers interviewed during observation all indicated that they had made some adjustments during the course of the training, and that their materials and methodologies allowed for some in-the-moment adaptation. Sometimes that meant repeating concepts and /or cutting sections, as in Guinea for the magistrates training. Sometimes it meant engaging more experienced

⁶ The ET was informed that a *juge d’instruction*, which translates as an investigating judge, works with the prosecutor as an investigator.

⁷ Corruption was not discussed as a structured part of any training observed, though some participants in the Guinea magistrates training mentioned corruption and the obstacles they faced due to corruption.

participants as more vocal leaders during the training. Sometimes it meant emphasizing simpler concepts but including some ‘stretch’ content to satisfy the more experienced. Virtually all respondents, with a few outliers from the magistrates training in Guinea, reported that the level of the training was aligned with the needs of participants.

4.3 EQ3. Training Elements and Methods

4.3.1. Trainers, Methods and Innovation

In each country, **trainers** included a mix of international and local experts – with Botswana and Guinea (UNODC) using five or more and finding more balance between international, regional and national trainers, though no one included local trainers to the extent some participants said they would prefer. Gabon had fewer trainers (3), with only one local (a last-minute replacement for the main TIP expert in Gabon). Tanzania collected a virtual ensemble of trainers, many pro bono, but few were regional or local experts. In Burkina Faso (IOM), trainers were all local, and came from local training academies, were given in-depth TOT and provided with a detailed trainers guide to conduct the training. Overall, most trainers had the requisite skills, although participants sometimes critiqued individual performances, or lack of relevant or optimal experience or appropriate peer-to-peer roles. Trainees clearly favored a blend that included local and regional experts and noted that language skills were sometimes a challenge.

Trainer selection and preparation was conducted quite differently by each training providers. IOM utilized a TOT model, while the others utilized primarily international lead trainers combined with local experts as supplemental speakers or facilitators. UNODC also utilized expertise from within the region. Aside from IOM’s TOT model, LWOB provided trainers with the most preparation; providing them with the training module itself, a plethora of supplementary materials, group meetings and field visits for the international trainers to learn more about the country context prior to the training. On the other hand, UNODC’s model gives more leeway to the trainers to develop their own course materials. But limited guidance is given to local trainers to develop their presentations.

Training **methods utilized** in Botswana (UNODC), Burkina Faso (IOM) and Guinea (UNODC) were generally what have come to be considered more traditional methods, including instruction using PowerPoint slides combined with solicited participation from trainees, cases studies, small group work, plenary discussion, and use of short films. There was a variety of methods used in each location, with Botswana adding more academic inquiry and problem-solving approaches, and in Guinea a focus on small group exercises. Gabon (WG), in spite of having a very large group of trainees and the use of only one room, included more proactive inclusion of participants, benefitted from use of technology (clickers with roll-up), and innovatively introduced actors to play victims during extended role-plays. In Tanzania, LWOB’s methodology uses more radical

innovation throughout all sections of training, emphasizing a learning-by-doing approach and bringing many tools to gauge learning, pique interest, and allow participants to practice application of new skills. Most participants were content with overall methods used, though virtually all emphasized the usefulness of peer-to-peer exchange and discussion, practical application, locally relevant case studies, and use of visual aids.

4.4 EQ4. Reported Behavior Change

In each of the five countries, the behavior change desired was to increase identification, prosecution, conviction and sentencing of perpetrators of human trafficking, while ensuring a more trauma-informed and victim-centered approach throughout the criminal justice process. Or as one stakeholder said, *‘we want to see more trials, more fair trials, better treatment of victims – but a more realistic expectation is that TIP cases become a priority and no longer go to the bottom of the pile.’* More detailed information regarding expected outcomes from training for each country can be found in Annex XI.

4.4.1. Reported Behavior Change

With the caveat that evaluation findings are principally based on self-reported changes in behavior, overall, respondents in each country and training reported some changes in approach, attitude and/or behavior that they attributed to trainings covered under this evaluation. Many shared examples of application of training, and others planned to apply training if and when they handled a case of trafficking.

Overall, 34% of respondents reported being able to **apply knowledge** attained during trainings covered under this evaluation. However, the percentage fluctuates dramatically from country to country, with extremes of 8% in Burkina Faso and 77% in Tanzania, and mid-ranges of 23% in Botswana and 18% in Guinea. (No follow-up was possible in Gabon.) Table 9 below shows the number of trainees interviewed at follow-up who said they were applying knowledge from trainings. The first percentage shows the ‘yes’ percentage of the total ‘yes’ and ‘no’ responses. Since ‘no response’ might also mean ‘no result’, the second percentage to the far right is the percentage of ‘yes’ including trainees who did not respond to the question.

Table 3. Trainees at Follow-up who Report Applying Knowledge from Trainings

Country, Roles, Dates	Yes	No	% Yes	No Response	% Yes w/ NR
Botswana (judges-magistrates) – 2017 / 2019	5 / 2	13 / 10	23%	1 / -	23%
Burkina Faso – Judges / Police	0 / 1	7 / 5	8%	9 / 7	3%
Gabon	NA	NA	NA	NA	NA
Guinea – Prosecutors / Police	1 / 2	7 / 7	18%	2 / 1	15%
Tanzania – Trial Advocacy / Regional	9 / 8	2 / 3	77%	4 / -	65%
TOTAL / AVERAGE %	28	54	34%	23	27%

Data from all countries also shows reported change in **working differently with victims** of trafficking. Some respondents reported working differently with victims, for example, by understanding their needs or referring them to services, but the frequency of responses was uneven between countries and implementers. Again, the favorable percentages are highest in Tanzania (76%), though by less of a spread (Guinea 47%, Botswana 60%, and Burkina Faso 73%).

Table 4 below shows the number of trainees interviewed at follow-up who said they were working differently with victims. The first percentage shows the ‘yes’ percentage of the total ‘yes’ and ‘no’ responses. Since ‘no response’ might also mean ‘no result’, the second percentage to the far right is the percentage of ‘yes’ including trainees who did not respond to the question.

Table 4. Trainees at Follow-up who Report Working Differently with Victims of Trafficking

Country, Roles, Dates	Yes	No	% Yes	No Response	% Yes w/ NR
Botswana (judges-magistrates) – 2017 / 2019	2 / 1	2 / -	60%	15 / 11	10%
Burkina Faso – Judges / Police	2 / 6	3 / -	73%	11 / 7	28%
Gabon	NA	NA	NA	NA	NA
Guinea – Prosecutors / Police	4 / 4	4 / 5	47%	2 / 1	40%
Tanzania (an additional 4 said ‘do not know’)	13	4	76%	5	59%
TOTAL	32	18	64%	52	46%

When asked at baseline and follow-up what **training methods contributed to post-training application** of learning, responses ran the gamut, but clustered around peer exchange and experiential learning-by-doing concepts, as well as problem-solving approaches. Specifically featured were use of practical and realistic examples and case studies, interactive peer learning and discussion, and role-play and simulations, including moot court or mock trials. Trainees expressed appreciation for peer exchange saying that it was useful to, *‘share with others [which] helps to fill in any gaps that one may have on parts of the training that weren’t fully understood.’* One trainee offered a reflection on the value of role-plays in the Gabon training, saying they were, *‘Practical cases with people playing the roles of victims and investigators, [which] helped to correct or improve certain misunderstandings.’* Another respondent from Tanzania talked about simulations during training, *‘For example, we went outside and created a crime scene. It was really clear on the investigation part; these methods were realistic.’*

Other methods frequently mentioned as effective include lecture (generally with opportunities for solicited input), provision of materials and manuals, and use of audio-visual tools. As one respondent from Burkina Faso said, *‘The combination of theory and practice through simulation was very helpful – you can remember easily later.’*

Table 19 in Annex IX presents the variety of responses trainees offered when asked methods and that facilitate application of learning from workshops. Responses include methods used during training as well as methods that were not utilized.

4.4.2. How Implementers are Measuring Change

All the implementers utilize pre- and post-training surveys and all but one implementer conduct follow-up with trainees, usually 6 months post training, to assess application of learning. There was little data available on response rates or how this data is utilized.

Across all countries, neither governments nor participants had specific mechanisms or plans to measure application of learning during training events. Several mentioned their own commitment, but no specific mechanism to measure application of learning or resulting examples of change in behavior. A few government stakeholders mentioned ad hoc mechanisms for measuring cases of trafficking and perhaps case outcomes.

4.5 EQ5: How Training Methodologies Address Sustainability of Skills

Action Planning: None of the trainings observed included action planning sessions in the training themselves. For trainings which were not observed, training materials and reports do not refer to any such elements. Some stakeholders recommended that the training team have participants develop action plans during the training, including concrete details about what they will do with what they have learned. One suggested that, using a 'learning log' at the end of each training day participants evaluate how they can put new concepts into practice.

Follow-up: Only IOM and LWOB have a sustained presence in the countries under review. UNODC and WG trainings are conducted at the request of the USG and not as a part of a sustained in-country program or presence of the implementing organization. Nonetheless, despite the advantage of incumbent programming, from the data it appears that IOM did the least post-workshop follow-up with training participants. LWOB appears to have done the most. Except for Tanzania, few trainees indicated that they had been contacted since the training, either by the implementer or the national government. Whereas in Tanzania, participants recall contact by both the implementer and the Human Trafficking Secretariat which played an active role in the training and in follow-up with trainees. Overall, trainees said that follow-up would be useful in addressing sustainability and promoting application of learning.

Trainees generally wanted more planned follow-up activities and options. They specifically cited forums or mechanisms for peer exchange. They suggested this would be helpful in working through identification and investigation challenges, as well as to see how cases were decided in court. This could be implemented through email or an application such as WhatsApp. Other trainees wanted distribution of updated data and research reports. In Botswana, one respondent hoped the trainer would 'also send materials periodically, especially updates to the case digest of court decisions in the region and other jurisdictions.' One respondent suggested an on-line library, with alerts sent to trainees when new material is added. Another cited an example. 'I attended a

training on human rights in South Africa and their follow-up is impeccable. They send material and newsletters, and this helps when we have a case because we are continuously apprised of what is happening.'

Respondents in every country expressed a desire to get government updates on TIP cases, including TIP statistics and court decisions. Others wanted on-the-job follow-up to track cases through various stages. Another suggested adding TIP to the agenda of any future judicial conferences and suggested there might be equivalent forums for other stakeholders.

Resources: All implementers provided manuals and materials as a part of training. UNODC, LWOB and WG also provided online platforms with publications (UNODC) and interactive exchanges (WG and LWOB). Implementers reported these tools and platforms to be minimally utilized, though WG's platform had tracked multiple access entries in the two months since their training in Gabon. LWOB provided an array of hard copy materials and followed-up to supply more. LWOB also followed-up by phone, email and through visits. UNODC and WG indicated that they plan to follow-up with trainees; for UNODC at six months, and for WG every six months for two years. However, both UNODC and WG acknowledged that participation in follow-up surveys was modest. Evaluation findings did not include any follow-up by IOM.

Materials provided were generally useful and utilized. Trainees reported using materials in relation to active cases, for reference and further education, and to share learning with others. Those who reported not using materials typically said they had not handled a case of TIP or used other sources for information. Several trainees mentioned a preference to receive and study materials in advance of training, as well as to get electronic versions to facilitate sharing with others.

5. Discussion and Conclusions

5.1. Selection Factors

The evaluation question specifically asks **what selection factors work best to get the right people in the trainings**. In the case of nearly every training under review the process of selection began with the implementer providing some general selection criteria and the host country government ultimately deciding who should be included. This approach appears to have resulted in mostly people with positions relevant to combating trafficking being included in the training. There was not enough data to examine why some people were selected who did not appear to be in relevant roles.

A few selection factors stand out as issues that enhance the training: experience handling cases, representatives of multiple sectors involved in combating TIP, and timing of the selection process. Training which includes some participants who have had experience in handling trafficking cases provides for more stimulating discussions – their experience in handling these cases are shared and discussed during the training and appreciated by the other trainees. Training focused on a particular type of stakeholder allows the training to go in depth on those individuals' role. However, the training then lacks the perspectives brought by other types of stakeholders. Training which includes representatives from other relevant functions allows trainees to better understand elements that are not specifically tied to their own function. It is not necessary that these stakeholders be included as trainees, they can be brought in as speakers or facilitators, but that their knowledge and perspective enhance the training.

Trainees were frequently notified of the training at the very last minute. Not only did the trainees not have time to prepare but this also meant that the implementers and trainers had little time to gauge the knowledge and experience level of the group prior to the commencement of the training; nor could they take advantage of the opportunity to ask participants for examples of TIP cases they have handled to incorporate into the training. As one trainee put it: 'it would be better to notify participants of the training well in time so they can prepare, engage more meaningfully...'

Prior training on TIP did not appear to be an important factor. While a significant number of trainees had some prior training in TIP, most of them did not find the training to be overly repetitive.

5.2. Training Curricula and Tools

The evaluation sought to answer the question: **do training curricula and tools adequately reflect TIP expectations and requirements as well as local needs for the trainings?**

Appropriate **training content** depends on the goals of training, the gaps that training hopes to fill, and the role(s) and levels of training participants. Given these variables, training content and emphasis varied between countries. The data shows that training content needs to be focused on the role of the trainees in the criminal justice process. While this was the case in most of the training, the training for Guinean prosecutors demonstrates how important this is. In this case, the training rarely zeroed in on the role of the prosecutor as so much time was spent on defining trafficking. In the few sessions where other topics were addressed, such as working with victims, the focus was on identification of victims in the field – more appropriate for first responders – than on interviewing victims or ensuring protective mechanisms during trials – which would be more in line with the role of prosecutors.

Did training address core elements of a victim-centered criminal justice response to human trafficking?

Respondents from all trainings were generally able to recall sessions on victim psychology and techniques. Some comments focused more on sympathy and referral to services, while in countries where the discussions went deeper and were linked to the role of criminal justice actors, responses indicated a deeper understanding of victim-centered approaches and the respondents' responsibility to ensure their implementation throughout the criminal justice process. Ensuring enough time is spent on this issue and incorporating role play or simulation into the training appeared to be an effective way to address the topic. The use of actors in role plays around interviewing victims appears to have been a particularly useful method for presenting this information, as the Gabonese trainees demonstrated a more sophisticated understanding of a victim centered approach and their role in ensuring victim protection throughout the criminal justice proceedings.

Were trainings structured around national anti-trafficking laws and national or regional case files?

The data shows that while regional and international cases can be useful, there is a need for more local cases to be utilized and discussed. In all countries except Burkina Faso, this was problematic as the international trainers did not have enough information about local cases prior to the training, nor were local experts brought in to discuss local cases, rather there was a reliance on the participants to bring cases forward for discussion. Similarly, the data shows that participants are more receptive to local experts presenting and discussing the local legislation.

Did the curriculum match the level of experience of participants, and is it easily adaptable / adapted for different levels?

Although trainers indicated that they had limited information about the level of participants' expertise until training began, trainees in all the courses overwhelming felt that the training was matched to their level of knowledge and experience. Trainers interviewed during observation all indicated that they had made some adjustments during the training. Not all trainers were able to do this as effectively as others. While most of the trainers were able to do this without sacrificing other planned content, the data indicates that it would be helpful for trainers to know more about the level of knowledge and experience of trainees prior to the start of training.

5.3. Training Elements and Methods

The evaluation aimed to identify **what training elements and methods contribute to student understanding and retention of concepts?**

Trainer Selection and Preparation: Data indicates that selection and preparation of trainers is a key element to the success of training. Respondents were clear throughout about their strong preference for peer equivalents, meaning that judges wanted to be trained by judges and so on. The exception to this was on topics outside of the trainees' wheelhouse, such as victim psychology, where several respondents suggested the inclusion of social workers, victims, or certified professionals. In trainings where non-senior, non-expert, or non-role-aligned presenters were included, respondents commented on the lack of experience, role alignment, or relevant knowledge (and observation confirmed the lack of 'connection' during training). Trainees also expressed a clear preference for trainers who had experience handling trafficking cases themselves. This was a concern in the Guinea magistrates training as well as the Burkina Faso training, where the trainers did not necessarily have relevant personal experience with trafficking cases, making their presentations seem too theoretical.

Respondents were also clear about their preference to include more **local trainers and experts**. For example, training in Gabon included only one local expert and no regional experts. In Tanzania as well, most trainers were American but supplemented with local trainers and facilitators. UNODC (Guinea and Botswana) excelled at creating an ensemble of international, regional and local trainers/speakers. However, a downside of the ensemble approach was observed in Guinea, where the training arc seemed 'choppy', like a sequence of performances without strongly facilitated cohesion.

Incorporating local trainers effectively was linked to preparation and coordination before the training. In Tanzanian, significant coordination took place with local trainers and facilitators who were provided with the training manual in advance and allowed to choose topics that best matched their knowledge and experience.

The **language of instruction** was an issue in Gabon and Tanzania where the training was conducted in English. In Gabon this was addressed through simultaneous interpretation,

and in Tanzania it was addressed through participant selection. However, in both countries a small minority of participants commented on problems with the language of instruction.

Training Methods and Materials: All trainings utilized, at minimum, the array of methods that have become standard in modern training design – lecture with PowerPoint slides and interactive discussion, peer group exchange, small group work with discussion in plenary, real and model case exercises to flesh out salient principles and points, professional quality film and video clips, provision of hard copy or electronic materials, and pre- and post-training surveys to gauge trainee learning and satisfaction.

Training in Gabon and Tanzania demonstrate the effectiveness of utilizing more innovative methods. In Gabon this included role-plays using professional actors playing victims. In both Gabon and Tanzania, they used **wireless polling devices called Audience Response Systems (ARS)** to consolidate and visually display daily pre- and post-knowledge. In Tanzania, learning methods were creatively expanded to include innovative methods and tools in virtually each session, and to feature experiential learning, as exemplified by site-specific crime scene analysis, mock trials and filming participants during these mock trials and providing them with one-on-one feedback sessions.

Respondents reported that interactive peer group discussion, as well as problem-solving approaches using practical exercises and cases, best facilitated trainee **engagement and participation**. These same methods, with the addition of simulation exercises and hands-on work, were reported to best facilitate **understanding and retention** of concepts presented.

Are there differences between training conducted by core trainers and those conducted by local trainers after TOT?

As there was only one country included in the evaluation where training of trainers was utilized, there is limited data from which to draw many conclusions. While data indicates that Burkina Faso had the lowest rate of application of the training, there is too little data available to tease out the factors which led to that, none of which may have anything to do with use of TOT model. The elements that make a training successful or not as discussed throughout the Conclusions section apply to trainings whether they are TOT or not. For example, in Burkina Faso, it appears that the trainers did not have personal experience in handling trafficking cases, which data from this evaluation shows is important to trainees having confidence in the trainers. On the other hand, the low rate of application may have something to do with the selection of participants, or some other factors entirely.

What training elements and methods contribute to TOT participants' ability to adapt and replicate training?

As noted above, there is not enough data to adequately draw conclusions related to this evaluation question.

5.4. Behavior Change

The evaluation set out to answer the question do training participants report change in behavior?

Expected outcomes, put simply, were to increase criminal justice activities undertaken to combat trafficking – identification, investigation, and prosecution (including conviction) – and to simultaneously improve treatment of victims throughout. However, many factors impact the ability of trainees to affect change. Training is one factor. National or regional obstacles or incentives may also accelerate or impede change – such as leadership, resources, cooperation, cultural traditions, political turmoil or corruption. When considering the impact of training, factors like content, methods, trainers and quality are only one set of indicators to help explain why reported behavior change might differ. Other factors may include the duration of trainings, the relevance and prior experience of participant groups, the frequency and type of post-training follow-up, or the length of time between training baseline and impact evaluation interviews. Further, participant responses to questions about *perceived* behavior change may or may not equate with *actual* behavior change or overall change *writ large*.

As noted earlier, 34% of respondents reported being able to **apply knowledge** attained during trainings covered under this evaluation. However, the percentage fluctuates dramatically from 8% in Burkina Faso and 77% in Tanzania, and mid-ranges of 23% in Botswana and 18% in Guinea. Notably, the five-day Trial Advocacy trainings in Tanzania had an advantage in duration, as trainings in other countries were typically only three days. However, when isolated, the two-day Regional trainings in Tanzania also averaged over 70% application of learning. Though there may be other explanations – e.g. trainees included in the training or selected for interview in the evaluation may not have had cases or non-criminal justice actors included in the Tanzania sample may have better able to apply learning – at first blush, the percentages seem to clearly indicate that participants from the multi-disciplinary experiential trainings conducted by LWOB were most effective putting the training to use. In juxtaposition, trainees from replication trainings conducted by participants trained under TOTs in Burkina Faso were the *least* able to apply knowledge from training. To some extent these results may be explained by who was more likely to have a case of trafficking to handle, which could disfavor those who rely on others to identify and refer cases (i.e. judges), but examination on that basis was inconclusive.

Data from all countries also shows reported change in **working differently with victims** of trafficking. Again, the favorable percentages are highest in Tanzania (76%), though by less of a spread (Guinea 47%, Botswana 60%, and Burkina Faso 73%). And though percentages change when non-responding trainees are also counted as ‘no change’, Tanzania trainees are still far more likely to report changes than others.

What training elements and methods work best to change behavior?

Participants from all countries generally indicated that peer exchange and experiential learning-by-doing concepts, as well as problem-solving approaches work best. In particular, they mention use of practical and realistic examples and case studies, interactive peer learning and discussion, and role-play and simulations, including mock trials. Participants particularly appreciated experience sharing amongst their peers.

One of the distinguishing factors of the Tanzania training, from which we see the biggest application of learning, was its intensive focus on experiential methodologies. Additionally, because of their access to numerous volunteer facilitators and assistants, they were able to provide individualized feedback after these exercises to each training participant. However, even without these resources, other trainings were able to incorporate experiential methodologies into their training. For example, in Gabon though class size was very big, they were able to do simulations using actors and in Burkina Faso they did role play exercises. There were no simulations or role play in Botswana or Guinea.

How are implementers measuring this change?

Measurement of changes resulting from training – or changes writ large – was an overall shortcoming in all countries. No training observed included a discussion of mechanisms or plans for implementing lessons learned or measuring progress. All but one implementer indicated that they do 6-month post training follow-up with trainees (discussed below). Some implementers offered online options that could in part gauge longer-term interest and possibly change. Governments overall did not measure behavior change or other outcome factors, though a few departments tried to maintain cases statistics. Overall, the indicators of behavior change are subjective and anecdotal. The USG TIP Reports may offer some insight on outcomes, but data is sketchy in some locations, not current enough to reflect data during the period following most training activities under this evaluation and cannot be directly linked to the trainings themselves.

5.5. Sustainability Factors

This evaluation attempts to answer the question: how do the training methodologies address the sustainability of specialized TIP investigation and prosecution skills? Is

follow-up needed, and is it effective in sustaining changed behavior? What kind of follow-up is most effective?

None of the trainings observed under this evaluation strategically discussed post training action planning, potential obstacles to implementation, or offered possible solutions. No one reported discussing the impact of intrinsic issues, like corruption. And, like, in many training activities globally, there seemed to be an underlying assumption that training alone could, at least in part, facilitate sustainable change.

Additionally, post-training methodologies were limited. One provider included no follow-up mechanisms in their training, though they have an in-country presence. The others all had mechanisms in place, including planned follow-up contacts and the provision of online resources, two of which are interactive and through which participants can receive advice on cases. Data from use of these online resources was not available. Trainees indicate that follow-up from the host country government and, in particular, from their chain of command, would be most effective in encouraging application of training.

Manuals, materials and other online tools offered by each implementer were useful as a tool for sustainable follow-up and collegial sharing, but they were not a substitute for direct follow-up. Data shows that trainees wanted more (though few had come to expect more). Trainees' ideas about optimal additional follow-up were not especially creative, but some were practical and low-cost. Suggestions included exchange platforms, use of WhatsApp groups, and additional or routine refresher training. In every country and with every trainee group respondent reiterated the same theme – that they wanted regular updated data on the status of cases, including the outcomes of cases they had touched. Though no one specifically mentioned ongoing mentoring, some of the comments about access to question and answer exchanges and advice amounted to a form of ongoing mentoring while challenging cases were underway. In Tanzania, they have had success establishing WhatsApp groups for each training class. The Anti-Trafficking Secretariat also participates in the groups, which have been used to share information and advice on ongoing cases. These mechanisms provide exactly this kind of mentoring as well as a platform for encouragement and follow-up from the host country government.

6. Recommendations

The recommendations below are based on training observation and findings from baseline and follow-up surveys and interviews. These recommendations are intended for future trainings for criminal justice actors.

For Implementers

- Training Content
 - Reach out to trainees in advance of training to gauge their knowledge and experience as well as expectations of the training. Use this as an opportunity to get more information on local cases which could be used as examples.
 - Ensure there is enough time spent on victim-centered approaches and include interactive exercises, such as role play, to model approaches tailored to the role of the trainees, for example:
 - Police: identification, rescue and investigation, including impact of trauma on victims, interviewing techniques, and referral for services.
 - Prosecutors, Magistrates and Judges: investigation and adjudication including aggravated circumstances, impact of trauma on victims, interviewing techniques, protection during court proceedings, and referral for services.
 - Ensure training includes time to discuss real-life obstacles and practical solutions as well as a brief post-training action planning session.
 - Ensure thorough review of local law from an authentic local expert.
- Trainers
 - Ensure that lead trainers have a role relevant to that of the trainees and have had personal experience working on trafficking cases.
 - Incorporate more local experts into the training who have worked on local cases. Include experts in the same role as trainees as well as from other disciplines.
 - Put more emphasis on preparation for trainers:
 - More pre-training engagement with local speakers and trainers to ensure there is clarity on their role and they have the necessary resources to effectively prepare.
 - Provide international and local trainers with the full training curriculum and tools and ensure they understand the objectives of each session they are conducting. The curriculum is ideally used as a guide to maintain focus and cohesion, while adapting training to the experience and needs of the participants.
 - Strong facilitation skills are needed to guide and focus learning without being directive or prescriptive.

- Prior to training, bring international trainers in-country to meet with stakeholders, including survivor service providers.
- Training Methods
 - Emphasize practical learning-by-doing and experiential learning, including use of simulations and role-play.
 - Use automated response tools to gauge understanding throughout training and encourage active participation.
 - Utilize or expand use of local cases and examples whenever feasible.
 - Consider models that blend multi-disciplinary stakeholders in training, perhaps with a mixture of joint sessions interspersed with parallel ‘master classes’ by role or function. If not feasible, incorporate these other disciplines into the training team.
 - Find ways to bring survivors’ voices into the training: compilation of survivor statements or video clips about their needs and actual treatment during the criminal justice process, engagement with local survivor networks, if they exist.
- Follow-up and Sustainability
 - Ensure that training materials given to participants are referred to periodically throughout the training so that participants will have some familiarity with them when they come across a TIP case post training.
 - Include a plan for follow-up with former trainees and engage government cooperation to encourage responses; provide simple tools for the government or other stakeholders to measure results.
 - Bring multi-disciplinary groups from the same “precinct” together, so that trained police and NGOs can identify cases, work with local prosecutors and then judges – all from the same geographic area – so they can be responsible for and reciprocally accountable to the whole process and reporting chain.

2. Host Country Government

- Selection Factors
 - Identify training participants and local experts sufficiently in advance to allow time for preparation for both trainees and training provider.
- Follow-up and Sustainability
 - Incorporate mechanisms to follow-up with trainees and provide encouragement and support in their fight against trafficking. Mechanisms such as WhatsApp are simple and inexpensive.
 - Consider solutions to trainee turnover and reassignment that work against sustainability.
 - Create and maintain a two-way communication mechanism to receive and share updates on TIP cases, including TIP statistics and court decisions.

- Behavior Change and Measurement
 - Discuss measurement of training results with implementer and provide simple tools for measurement and reporting as a part of training.

3. USG and TIP Office

- Training Methods and Trainers
 - Ensure length of training is sufficient to meet objectives. Two days is enough for raising awareness and providing a basic understanding of trafficking or for a training focused on a very specific objective for trainees already familiar with other elements of combatting TIP. Longer training is needed if training must cover basics as well as go in depth into topics specific to the function of the trainees.
- Behavior Change and Measurement
 - Ensure outcome indicators are built into implementer work plans.
 - Encourage use of innovative training approaches, content and methods.

7. Annexes

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Annex I References

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Annex II Background on Human Trafficking in Sub-Saharan Africa

According to the United Nations' 2018 *Global Report on Human Trafficking*⁸, more than 50% of trafficking victims identified throughout sub-Saharan Africa are children, with 16% being men, 29% women, 25% boys and 30% girls. In West Africa in particular, the percentage of child trafficking is even higher. Sub-Saharan trafficking for the purpose of forced labor accounts for 63% of victims identified, while trafficking for sexual exploitation accounts for 31% and trafficking for organ removal or other purposes accounts for the remaining 6%. Among individuals arrested as traffickers, 52% are men and 48% are women, while those convicted include 63% men and 37% women. Victims from sub-Saharan Africa were detected in or repatriated from more than 60 countries within and outside of Africa. In several countries, cultural traditions of child fostering, or informal apprentice labor make it especially difficult to rely on cooperation from local communities. According to the U.S. Department of State's *Trafficking in Persons Report - June 2019*⁹, there is no country in sub-Saharan Africa ranked higher than Tier 2. Countries under review for this evaluation currently rank as Tier 2 or Tier 2 Watch List but are typically adjacent to and may be negatively impacted by at least one neighboring country with a lower ranking.

Botswana: Human trafficking in Botswana is thought to be most prevalent in the agricultural sector and cattle farming, in domestic households, and in brothels or bars. Victims of trafficking include men, women, boys and girls from Botswana, as well as from neighboring countries such as South Africa and Zimbabwe, who are trafficked for forced labor, debt bondage and sexual exploitation. Botswana is also a transit country for young men and women from Ethiopia, Tanzania, Zambia, and Zimbabwe being trafficked to other neighboring countries...¹⁰

At the time of the release of the June 2019 *Trafficking in Persons Report*, Botswana remained at Tier 2. Despite positive strides in prosecuting traffickers and

increased funding for victim services, the government had not convicted a trafficker for the second consecutive year, had not eliminated the option of fines in lieu of imprisonment, and reported identifying fewer victims than in prior years.

Figure 1. Botswana TIP Reporting Tier Ranking by Year



⁸ The 2018 *Global Report on Trafficking in Persons*, published by the United Nations Office on Drugs and Crime, is the fourth of its kind mandated by the General Assembly through the 2010 United Nations Global Plan of Action to Combat Trafficking in Persons. Refer, pages 80-84.

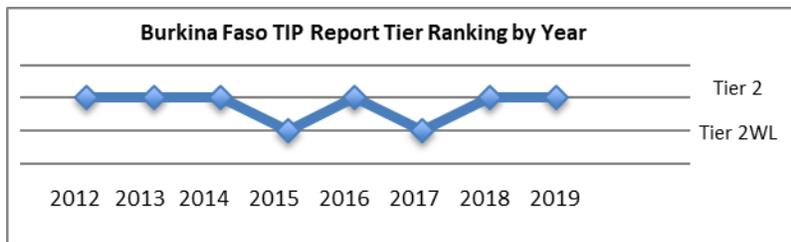
⁹ United States Department of State's *Trafficking in Persons Report – June 2019*. Refer: Country Narratives.

¹⁰ Ibid.

Burkina Faso: As a country of origin, transit and destination for human trafficking, Burkina Faso faces exploitation of men, women, boys and girls in forced labor on farms, in gold mines, on the streets as beggars, in household domestic work, and in forced prostitution. Victims of trafficking are recruited domestically and from nearby countries. Child victims are also trafficked from Burkina Faso to Cote d'Ivoire, Mali, and Niger for forced labor or sex trafficking. Adult victims have been trafficked to Mali, Tunisia, and Libya into construction, agriculture, restaurant work, and sex work. Traffickers also recruit women for jobs in Lebanon, Qatar, Saudi Arabia, and Europe and then compel them into commercial sex or domestic servitude. Men are also recruited for foreign labor in in construction. Reciprocally, children from neighboring Cote d'Ivoire, Ghana, Guinea, Mali, Niger, and Nigeria are trafficked to Burkina Faso for forced labor and sex trafficking. Authorities in Burkina Faso have also seen cases of Nepalese traffickers bringing Tibetan women to Burkina Faso for forced prostitution...¹¹

Burkina Faso remained at Tier 2 in the *Trafficking in Persons Report - June 2019* based on its increased efforts to identify and care for more victims, add labor inspectors, and

Figure 2. Burkina Faso TIP Report Tier Ranking by Year



partner with religious leaders to denounce traffickers posing as Quranic teachers to lure children into forced begging. However, the report states that the government needs to

focus more effort on reporting law enforcement data on trafficking, reinvigorating its anti-trafficking committee, identifying adult victims and referring them to services, improving its coordination with law enforcement, and criminally prosecuting traffickers who force children to work in the exploitative mining sector.

Gabon: This coastal country is a point of origin, transit and destination for human trafficking. Victims identified include girls who are trafficked into domestic servitude or into forced labor in roadside selling or restaurants. Boys are typically trafficked to work as street vendors, mechanics, microbus assistants, or in the fishing industry. Other victims include adult women, often from outside of Gabon, trafficked into prostitution, as well as economic migrants arriving by boat or plane, sometimes on their way to other destination countries...¹²

¹¹ Ibid.

¹² Ibid.

In 2019, Gabon was moved from Tier 3 to Tier 2 Watch List due to an increase in the number of child victims identified; increases in investigations, prosecutions and convictions; expanded awareness activities; and signing of bilateral agreements with Togo and Benin. At the same time, Gabon failed to investigate trafficking-related corruption, and, as of the date of the 2019 *Trafficking in Persons Report*, had not enacted an amendment to criminalize trafficking of adults or identify or provide services for adult victims.

Figure 3. Gabon TIP Report Tier Ranking by Year



Articles 342-349 of the Penal Code, enacted in July 2019, now include criminalization of human trafficking of adults; however, identification of and referral services for adults are still needed.

Guinea: Human trafficking in Guinea includes exploitation of domestic and foreign victims, especially women and children. Girls are typically trafficked into domestic servitude and prostitution, while boys end up in forced begging, street vending, and forced labor in mines and on farms. Child sex trafficking is also seen in Conakry and in mining cities further inland. Some children are trafficked abroad to Senegal, Mauritana, Guinea-Bissau and Cote d’Ivoire. Quranic teachers have been known to force boys to beg in Guinea or abroad, but prosecution is difficult due to local customs that protect Quranic leaders. Guinean victims are also trafficked to Europe, the Middle East, the U.S. and elsewhere...¹³

Figure 4. Guinea TIP Report Tier Ranking by Year



Recently, Guinea has made steady progress, moving from Tier 3 in 2017, to Tier 2 as of the 2019 *Trafficking in Persons Report*. The government has

expanded criminal justice efforts, increased training on anti-trafficking, and implemented public awareness campaigns. However, victim identification and referral mechanisms remain inadequate, and services are not available to most victims. Government funding and support for the anti-trafficking committee, or the police unit responsible for trafficking investigations remains limited.

Tanzania: Internal trafficking is prevalent in Tanzania, with relatives and intermediaries often knowingly or unknowingly involved. Children from poor rural areas are vulnerable to trafficking into domestic servitude and the sex trade, especially along tourist routes

¹³ Ibid.

and near the border with Kenya. Children are also trafficked into forced labor on farms and cattle ranches, as well as in mines and quarries. Cases of trafficking have been identified aboard Malaysian and Chinese fishing vessels in Tanzanian waters, and on land where victims are reciprocally trafficked between Tanzania and Ethiopia. Tanzanians are also trafficked to other countries in Africa, the Middle East, Europe, Asia and the U.S...¹⁴

Tanzania's ranking dropped from Tier 2 to Tier 2 Watch List in the 2019 *Trafficking in Persons Report*. Though Tanzania adopted a new National Action Plan and continued prosecution and training efforts, the

Figure 5. Tanzania TIP Report Tier Ranking by Year



government fell short in implementing standardized procedures for victim identification and referral or complying with victim protection policies mandated by the 2008 anti-trafficking law. Fewer victims were identified or provided services, no new cases were investigated, and fewer traffickers were convicted, with some receiving fines in lieu of imprisonment.

¹⁴ Ibid.

Annex III Evaluation Design and Methodology

This evaluation was designed to evaluate criminal justice trainings, and their influence in creating sustainable positive outcomes and improvements in the criminal justice process as it relates to human trafficking. The evaluation also examines results across various countries and programs – based on varying training curricula and content, tools and methodologies, implementers and trainers, participant roles and selection criteria, and follow-up or mentoring provided post-training – to ascertain patterns in outcomes that may contribute to development of an optimal toolbox for training design and execution.

Planning

Preliminary design of this evaluation was done in concert with the U.S. Department of State TIP Office and program managers and advisors covering West Africa (Burkina Faso, Guinea), Central Africa (Gabon), Southern Africa (Botswana) and East Africa (Tanzania). In its original plan for this evaluation, the Evaluation Team (ET) aimed to observe two trainings conducted by each of two T&TA implementing partners, and four trainings conducted as part of two bilateral or regional partner projects funded by the TIP Office. In order to facilitate comparison of training variations and their impact on outcomes, ideal targets were dual trainings implemented by the same organization and in the same country that varied by only one parameter – for example, by training curricula and tools, trainer or participant groups, or the circumstances or context in which the training was conducted. The goal was to isolate the (1) effects of different trainers, where trainings were implemented by different trainers or implementing partners; (2) effects of different subjects or approaches, where trainings focused on different topics within trafficking or used different training techniques; and (3) effects of trainings on different training participants, if the same training was conducted for different groups of trainees. However, as the calendar of scheduled trainings continued to evolve, selection of trainings for observation and follow-up impact review was determined in collaboration with the TIP Office, based on the dates and locations of trainings occurring during or prior to the evaluation period.

As each country was selected, the ET reached out to the appropriate TIP Office representative to connect to the local U.S. Embassy and implementing organization(s) to help secure access to government actors, discuss context and collect background information and documents, and obtain names and contacts for training participants and relevant stakeholders to be interviewed. This helped inform ongoing evaluation design and adaptation of protocols, and to facilitate scheduling of key stakeholder interviews.

Training of Local Evaluation Team Members

In each location, local evaluators and/or assistants were utilized to work out logistics and scheduling, interpret, observe trainings, and conduct interviews. In order to ensure

consistency of approach and data recording throughout the entire team, especially as new countries and local teams were added, each staff member participated in a joint orientation training that included mock interviews. Training of local team experts was done in person, where teams could first observe interviews, then be observed conducting interviews, and finally work on recording and transmitting data to ensure its accuracy and integrity

The first iteration of training observation and baseline KIIs took place in Guinea where a local Evaluation Expert and Evaluation Assistant worked with the Team Lead and Evaluation Expert to observe the first training and conduct related baseline KIIs. The local team then worked independently to observe a second training and conduct related baseline KIIs. The local team also conducted the follow-up KIIs in Guinea. As other countries were selected for inclusion in the evaluation, either the Team Lead or the international Evaluation Expert led the first iteration in each country. In Tanzania and Burkina Faso, the Team Lead provided training and orientation for the local team, observed the local team conduct KIIs, and then the local team completed the balance of KIIs. In Botswana, a local Evaluation Assistant was hired to work with the international Evaluation Expert on baseline observation of training and KIIs. Later, a local Evaluation Expert was hired to conduct follow-up KIIs. Before starting interviews, he travelled to Tanzania to participate in the training conducted by the Team Lead for the Tanzania team. In Gabon, the international Evaluation Expert and a local Evaluation Expert worked in tandem to observe training, conduct baseline KIIs and administer surveys (there were no follow-up KIIs). This round-robin process for training local teams as they were chosen helped to guarantee proper use of the KII protocols, consistency of approaches and in recording of data, and alignment in the coding of KIIs and roll-up of data.

Data Collection

Site Selection

Based on the factors described above, the TIP Office and evaluation team agreed on incorporating training conducted in Botswana, Burkina Faso, Gabon, Guinea and Tanzania. Given some in-country delays in scheduling training, as well as security issues, the evaluation team was not able to include Mali as initially foreseen. Due to the varied nature of when the trainings took place, a different combination of baseline and follow-up data was available. In Botswana and Guinea, the evaluation team was able to both **observe training** conducted as a part of T&TA provided by UNODC, collect **participant surveys**, and **interview stakeholders** immediately following training. The ET conducted **follow-up interviews** with stakeholders and participants at between six-months and 34 months later to determine changes in their work and outcomes attributable to the

training.¹⁵ Where two trainings were conducted during the evaluation period (Guinea), the ET was able to observe both trainings. In instances where only one training activity could be observed (Botswana), participants from a prior (unobserved) training were also interviewed as part of follow-up.

In Burkina Faso and Tanzania, no training activities took place during the term of the evaluation, thus only follow-up interviews with stakeholders and participants were conducted to determine the value of prior trainings to the work of criminal justice actors. The ET interviewed stakeholders and training participants one year after training conducted by IOM in Burkina Faso and between 16 and 23 months after the training conducted by LWOB in Tanzania.

In Gabon, the ET was only able to observe one training activity conducted as T&TA by WG, and immediately thereafter, conduct baseline interviews with stakeholders and a survey with participants. The ET was not able to do follow-up interviews in Gabon within the timeline of the evaluation. Table 1 below shows the locations and dates of trainings observed (and baseline KIIs conducted) and of trainings included in follow-up interviews. It also shows the implementer name and type of implementing partner.

Table 1: Location and Date of Trainings Included in Evaluation, by Country and Implementer

Country	Evaluation Includes	Training Dates	Follow-up Interviews	Organization and Type of Partner
Botswana – judges and magistrates	Baseline & Follow-up	July 9-11, 2019 April 9-10, 2017	November – December 2019	UNODC – T&TA
Burkina Faso – judges and prosecutors (replication after TOT)	Follow-up	July 25-26, 2018	August – November 2019	IOM – bilateral program
Burkina Faso – police (replication after TOT)	Follow-up	July 17-18, 2018	August – November 2019	IOM – bilateral program
Gabon – Appeals Court presidents and instruction judges	Baseline	October 28-30, 2019	N/A	WG – T&TA
Guinea – magistrates	Baseline & Follow-up	February 19-21, 2019	December 2019 – January 2020	UNODC – T&TA

¹⁵ Follow-up interviews were conducted 34 months later with participants of a judicial colloquium in Botswana which took place in 2017 and followed generally the same methodology as the colloquium observed in 2019.

Country	Evaluation Includes	Training Dates	Follow-up Interviews	Organization and Type of Partner
Guinea – police	Baseline & Follow-up	June 11-14, 2019	December 2019 –January 2020	UNODC – T&TA
Tanzania – Trial Advocacy	Follow-up	February 2017 August 2018	November – December 2019	LWOB – bilateral program
Tanzania – Regional	Follow-up	February 2018	November – December 2019	LWOB – bilateral program

Data Collection Methods and Sampling

At its initial inception, this evaluation envisioned a two-step process for each training. The first step consisted of on-site observation of a complete training, completion of written participant surveys at the culmination of training, and a round of in-person baseline interviews with implementers and stakeholders in the days immediately following the training. Step two consisted of contacting essentially the same list of stakeholders, as well as former training participants who had disbursed to their assigned locations, to conduct follow-up interviews to determine the extent to which the training led to changes in participants’ work or had other impact on anti-trafficking efforts. These two sequences, taken separately, remained essentially intact during the evaluation process. However, due to a fluctuating training calendar, the methodology had to be adapted for each country. Both steps one and two were executed only in Guinea (two trainings), and for one of two trainings in Botswana. Evaluation of the earlier training in Botswana commenced at step two with follow-up interviews. Likewise, in Burkina Faso and Tanzania, the evaluation interview process consisted only of step two, follow-up interviews. For Gabon, only step one was possible, baseline interviews and the training participant survey.

This evaluation relies on four main methods of data collection: 1) document review; 2) direct observation of training activities (in Botswana, Gabon, Guinea); 3) post-training surveys with training participants at the culmination of each training observed; and 4) key informant baseline interviews with experts and stakeholders, as well as post-training follow-up interviews with stakeholders and former training participants, conducted at least 6 months post training (except in Gabon).

Document Review: Document review was implemented continuously throughout the evaluation period, with the following objectives:

1. Collect background information about each country context, TIP laws, and incumbent TIP projects to incorporate background information and context into evaluation design.

2. Review training agenda and methodology, trainer qualifications, training curricula and materials, as well as training participant profiles to assess training content, methods and relevance to the roles of participants; and
3. Examine and analyze data and reports produced by the TIP Office's implementing partners to better understand opportunities and constraints as well as the placement of the training within more comprehensive programming, where applicable.

At the inception of the evaluation, the DevTech team conducted a literature review of available program materials and reports to inform development of the Evaluation Plan. Subsequent document and literature review were undertaken, as materials became available from implementers and Embassy staff, both prior to training observation and commencement of the initial round of interviews in each location, during in-country field work, and at subsequent stages in the evaluation process. The evaluation team also examined training manuals, curricula and visual materials, participant profiles, trainer CVs, in-country TIP laws and SOPs, the Department of State *Trafficking in Persons Report*, and other relevant materials as these became available from implementing partners or stakeholders or were referenced during the baseline interviews. Where training observation was not done and baseline interviews were not conducted, the team collected and examined written training curricula, video-tapes of training, participant evaluations, trainer CVs, evaluation reports, and other materials, as available, to better understand the content, methods, audience and reported knowledge transfer connected to each training.

Observation: The goal of observing training was to document whether training follows the curriculum and methodology described in written documents, determine whether key concepts were taught as described in documents, observe participant and trainer interactions, and document questions and concerns trainees express during the trainings and at coffee and meal breaks. On-site presence at training activities also provided a venue to administer the post-training participant survey and conduct KIIs with implementers, trainers, and key stakeholders who may be present to open or observe training, or participate in closing ceremonies.

The Evaluation Team was able to observe a complete training in Botswana and Gabon, and two complete trainings in Guinea. The international Team Lead and Evaluation Expert jointly observed the first three-day training in Guinea, along with the local Evaluation Expert and Interpreter. The local team then observed the second training in Guinea on its own. In Botswana, the international Evaluation Expert and a local Assistant were present throughout the three-day training. In Gabon, the international Evaluation Expert and local Evaluation Expert observed a three-day training. During observation of each training, both international and local experts tracked the training against the agenda and materials, took transcript notes on key comments and questions, and completed a written Protocol for Training Observation to catalogue

what content was presented, methods utilized, participation levels, how training was adapted to the needs of the participants, and anticipated follow-up.

Training Participant Survey: The post-training survey was a key data collection tool utilized to gather individual impressions from each participant while their memory was fresh. This post-training written survey was circulated immediately following each training the ET observed to collect data about participant perceptions. The survey was administered individually, and responses remained private between colleagues, which helped to mitigate any bias that might result from a more public response. Depending on the country, the survey was administered in English and French, and included questions aimed to determine self-assessment of knowledge transfer; satisfaction with the training team, content and materials; and applicability of the training to address specific work needs and sustain actionable responses related to TIP.¹⁶ The participant survey was typically requested in addition to more conventional post-training surveys required by implementers. Despite this additional burden, nearly all participants completed and submitted the Training Participant Survey. A total of 133 baseline surveys were collected,¹⁷ of which 108 were completed in French, and thus required translation prior to review and analysis by the international team.

Key Informant Interviews: Key Informant Interviews (KIIs) were an essential data collection method for this evaluation. These interviews were conducted in two iterations – the first round was during the pre- and post-training period (in Botswana, Gabon and Guinea), while the second round was conducted between six months to 34 months after the initial training or TOT replication training (in all locations except Gabon). Each interview was guided by a specific written protocol – at baseline for implementers, trainers, and stakeholders, and at follow-up for implementers, trainers, stakeholders, and training participants. All protocols were designed to be completed within one hour.

Initial **baseline KIIs** were used to clarify training objectives, assess baseline capacities of training participants, understand the expectations of different stakeholders vis-à-vis training outcomes, identify any training challenges, and ascertain follow-up and sustainability plans and challenges. The protocols for baseline KIIs were developed in English, translated into French as needed, and adapted for country context prior to use. KIIs were generally conducted in person, and included interviews with TIP Office personnel, U.S. Embassy staff, implementers and trainers for each training activity, key government officials working in or operating under the relevant Ministries in each participating country, NGOs and CSOs involved in anti-trafficking advocacy or providing services for TIP survivors, and other key in-country TIP experts. Since many

¹⁶ The Post-Training Survey template is included as Annex V. An equivalent French version was used in Guinea, Burkina Faso, and Gabon.

¹⁷ Including 24 surveys in Botswana, 51 in Gabon, and 58 from two trainings in Guinea.

key stakeholders had knowledge or were present during some part of the training, obtaining permission and approvals for baseline KIIs was generally seamless.

Except in Gabon, a second round of **follow-up KIIs** was conducted six-to-34 months post-training to gauge how training content and learning had been put into practice to improve criminal justice outcomes. The protocols for follow-up KIIs were also developed in English, translated into French as needed, and adapted for country context prior to use. Where a baseline interview had not been possible (Burkina Faso and Tanzania), follow-up KIIs were the main instrument for collecting information and data. Since many of the participants targeted for follow-up KIIs had not been a part of the baseline, were not aware of the ongoing evaluation, and had, in some cases attended the training over two years prior, the local team experienced some challenges in securing approvals, reaching participants, and scheduling interviews. In locations where security and access were favorable, this follow-up round of KIIs was conducted in person, and although key government and NGO stakeholders tended to be clustered in the capital city, training participants had disbursed to their locations of assignment.¹⁸ Thus, the local ET travelled to various locations in each country to conduct interviews.

Table 2 below shows the total number of individuals who completed a survey or interview, disaggregated by gender. Table 3 shows the number of participants who completed a survey or participated in a KII, or both, disaggregated by participant role for each country

Table 2: Number of Respondents by Gender and Country

Country	Female	Male	TOTAL
Botswana	30	26	56
Burkina Faso	2	31	33
Gabon	30	34	64
Guinea	26	57	83
Tanzania	25	17	42
Washington	8	1	9
Total	121	166	287

¹⁸ During the follow-up interview phase, Guinea was in the midst of massive street protests and electricity outages that impacted the local ET's ability to conduct interviews.

Table 3: Number of Respondents by Role and Country¹⁹

KI Respondent Role	All	Botswana	Burkina Faso	Gabon	Guinea	Tanzania	TOTAL
Judge / Magistrate		40	4	48	0	3	95
Police / Security		0	13	0	31	5	49
Prosecutor / investigative judge ²⁰		1	5	0	27	10	43
Registrar/Court Administration		3	6		1	2	12
Government - other		4		6	2	2	14
NGO / INGOs		3	1	6	16	11	37
Government Social Worker		1	0	0	0	3	4
U.S. Government	9	1	0	1	1	2	14
Community Leader / Official		0	0	0	0	1	1
IP / Trainer / and Other		3	4	3	5	3	18
TOTAL	9	56	33	64	83	42	287

KII Protocols:

All interviews were guided by written protocols, with specific questions aimed to collect responses that would directly and indirectly answer the five evaluation questions and their subsets. Both baseline and follow-up protocols used a semi-structured questionnaire format including both closed and open-ended questions, and were designed with 'skip' protocols, meaning that questions and sub-sections could be skipped if responses to prior questions made clear that questions or sections were not

¹⁹ All respondents are only counted once even if they had multiple functions, such as stakeholder and trainer. NGO numbers are particularly high because several NGOs brought large groups of staff to participate in the interview.

²⁰ Called a *juge instruction* in French. The ET was informed by a *juge instruction* in Guinea that they are investigators who work with the prosecutor.

relevant to an individual informant. As a result, each question has a unique number of responses. ²¹

At baseline, three separate but overlapping protocols were used – for implementers, trainers, and stakeholders – to better target questions to what each participant category or role might know about or contribute within a one-hour timeframe. Questions aimed to evaluate the training and its potential use, with questions focused on participant selection, content and methods, victim-centered criminal justice modes, facilitating change, and training follow-up and sustainability. A total of 60 respondents were interviewed at baseline, including 9 from Washington, 11 in Botswana, 13 in Gabon, and 27 in Guinea.

For the follow-up interviews, a set of four protocols was used, including a version for implementers, trainers, stakeholders, and training participants. Protocols were designed to be completed in one hour. While questions were along the same topics as the baseline, emphasis was placed on post-training follow-up, changes in behavior or process, and any notable examples of success that could be attributed, at least in part, to the training. A total of 133 respondents were interviewed at follow-up, including 36 in Botswana, 33 in Burkina Faso, 22 in Guinea, and 42 in Tanzania.

Not all informants could be interviewed in person. Some informants were not available during the fieldwork in their location. Others were outside of planned locations for visits or preferred a phone interview. In Guinea, in-person follow-up interviews were especially difficult due to ongoing political and social unrest during the period planned for follow-up.

Table 4: Number of follow-up interviews with trainees by gender and country

Country	Female		Male		All Total Interviewed
	Total in training courses	Interviewed	Total in training course	Interviewed	
Botswana	32	16	30	15	31
Burkina Faso	3	1	46	27	28
Gabon	24	0	27	0	0
Guinea	20	8	39	12	20
Tanzania	60	20	50	9	29

Data Analysis

Data collected from participant surveys and baseline and follow-up KIIs was analyzed to examine five key aspects: 1) Training Participant Selection Factors; 2) Training Curricula

²¹ A full set of KII protocols can be found in Annex V (baseline) and Annex VI (follow-up).

and Tools; 3) Training Elements and Methods; 4) Behavior Change; and 5) Sustainability of Skills.

Data was examined within each aspect in each country, and across countries, implementers and other variables. Resulting data patterns were triangulated to validate findings.

Qualitative data and respondent narrative were analyzed using Dedoose software to create defined data descriptors that help analyze responses against respondent demographic and other defined factors while also preserving precise text for review and quotation. Quantifiable data was analyzed using Excel spreadsheets and tables to count and tabulate responses and score Likert scale averages. The table below outlines major approaches to data collection and analysis for each evaluation question.

Table 5. Evaluation Approach and Data Collection Method

Evaluation Question	Analysis Approach	Data Collection Method
What selection factors work best to get the right people in the trainings (e.g. leadership, length of time in their current position, experience with TIP cases, agents of change)?	Collect information from training methodologies and other documents on trainee selection methods and factors. Talk to key informants about how trainees are selected. Correlate this information with training participants' assessment of whether the appropriate candidates are recruited and present at training and confirm their interest in the training and usability of the training upon completion. Assess training participants ability to utilize the training in 6-month follow-up survey.	Document review, KIIs, post-training survey, follow-up survey, observation
Do training curricula and tools adequately reflect TIP expectations and requirements as well as local needs for the trainings: a. Do they address core elements of victim-centered criminal justice response to human trafficking? Do implementing partners share the same understanding as the TIP Office? b. Are they structured around national anti-trafficking laws and national or regional case files? c. Does the curriculum match the level of experience of participants, and is it easily adaptable / adapted for different levels?	Document TIP expectations and requirements for trainings from working sessions with TIP officers. Study training curricula and tools to identify whether they align with expectations and use relevant local examples and cases. Explore with training providers and trainers whether they understand concepts in alignment with TIP office personnel (KIIs, and observations during the training). Assess training participants comprehension of the material and relevance to their work.	FGDs, document review, KIIs, post-training survey, observation
What training elements and methods contribute to student understanding and retention of concepts?	Identify main components of each training from document review. Determine degree of understanding of concepts from post-training test scores, follow-up surveys, and interviews with selected trainees and	Document review, KIIs, post-training and follow-up

<p>a. Are there differences between training conducted by core trainers and those conducted by local trainers after TOT? b. What training elements and methods contribute to TOT participants' ability to adapt and replicate training?</p>	<p>trainers. Compare training outcomes conducted by core trainers and those conducted through TOT.</p>	<p>surveys, observation</p>
<p>Do training participants report change in behavior? a. What training elements and methods work best to change behavior? b. How are implementers measuring this change?</p>	<p>Conduct KII with J/TIP and implementers' staff to determine what change in behaviors is expected or can be observed²² and elements in training that facilitate this change. Triangulate with the results of follow-up survey, indicator data from implementer and government statistics as relevant.</p>	<p>Document review, KIIs, follow-up survey</p>
<p>How do the training methodologies address the sustainability of specialized TIP investigation and prosecution skills? a. Is follow-up needed, and is it effective in sustaining changed behavior? b. What kind of follow-up is most effective (further training, mentoring, e-learning, etc.)?</p>	<p>Study formal training methodologies and talk to project implementers to determine if they address sustainability and what follow-up methods they utilize. Ask training participants to identify their approach or expectations for sustainability. Triangulate with the results of follow-up survey to determine participants experience with / utilization of follow-up methods offered.</p>	<p>Document review, KIIs, post-training and follow-up surveys</p>

Limitations

As with any evaluation, there are several biases that can affect the reliability and validity of the findings. Below are some of the forms of bias that may have been encountered during data collection. The evaluation was designed to mitigate these biases by triangulating data across stakeholder groups and across data collection methods.

Gender Bias: Individuals have conscious and unconscious gender biases, including opinions about appropriate roles and behavior of males and females. This can affect all aspects of an activity but may be especially important when it comes to sensitive issues such as human trafficking and sex trafficking. Data analysis is conducted whenever possible to tease out gender differences.

Recall Bias: KIIs and FGDs rely on the memories of individuals. Memories are imperfect and are influenced by many factors including what was deemed significant to the individual, what took their time and attention, if there were other distractions in their life at the time of an activity or event, or other factors. Recall is especially challenging when some trainings under review occurred up to two years prior. The evaluation team

²² Evaluators will pay attention to the breakdown of how behavior has changed. The data collection tools will explore indicators of change in behavior such as trainees identifying more victims, performing better investigations, becoming more victim-centric, using trauma-informed methods when dealing with victims/survivors, or more comfortable participating in rescue operations.

worked to mitigate this bias by clarifying, as possible, the training event being evaluated.

Response Bias: Response bias comes into play when a person, consciously or unconsciously, provides a response influenced by a variety of factors. The individual may give a positive response in order to please the interviewer, influence the donor or present their organization or culture in a positive light. On the other hand, a person could give a negative response for the opposite reasons - to negatively portray a rival, for example. During group interviews, individuals may echo the opinions voiced by someone of higher rank. Most of the evaluation interviews were conducted individually, thus mitigating this potential bias.

Sampling and Selection Bias: This evaluation relies on observing training in real time and in multiple locations, and then locating training participants and stakeholders up to two years later. Selection of trainings for inclusion in the evaluation was determined in collaboration with the TIP Office, based on the dates and locations of trainings during the evaluation period. Once countries were selected, the ET worked with the implementing organization to decide which specific training courses would be included. In Burkina Faso and Tanzania, the courses to include were not randomly selected; rather the ET gave parameters to the implementer who then could select the group they thought most appropriate. These parameters were that the training focused on criminal justice actors and that the locations were accessible. Additionally, given the constraints of budget and time, as well as the difficulty locating former training participants, the evaluation team was not be able to interview everyone who had previously attended the trainings under review. In Tanzania, a selection of trainees was randomly selected from the participant lists provided by the implementer. The selection was designed to include male and female respondents in equal proportion as much as possible. Finally, the team had limited time with each partner and each person; thus, not all protocol questions could be fully explored in all circumstances.

Poor or non-existent statistical information: Much of the data collected for this evaluation is based on perceptions and self-reporting of behavior change. This is balanced, as possible, by triangulating data, including from multiple sectors, and by using a mix of tools to collect both objective and subjective data. Criminal justice data that might help to corroborate findings are limited.

Other limitations: In addition to potential bias, the evaluation team was stalled in being able to conduct follow-up interviews in Guinea due to political and social turmoil that resulted in movement and safety issues, as well as ongoing problems with electricity and Internet. This reduced the number of follow-up interviews that could be conducted within the evaluation period.

Data Protection

Throughout data collection and reporting, the ET abided by the ethical principles of informed consent, respect, sensitivity, do no harm, non-discrimination and confidentiality. The ET obtained informed consent before each interview, providing respondents with a written consent form and reading aloud the sections describing the purpose and use of the study and voluntary participation in the interview...²³

Participation in this evaluation did not present any known risks or provide any direct benefits to respondents. Although the respondent population included only adults and was not expected to include any vulnerable groups, the evaluation team nevertheless took steps to minimize any potential risk of participation. Interviews did not take place until respondents had given their informed consent as noted above. Each respondent was assigned an identification code, and data from interviews are identified by these codes and not with names or other identifiers. This list of codes is kept separate from the interview notes, and only the evaluation team members have access to the codes. Every effort was taken to ensure that it is not possible to link any reported information to a particular individual.

²³ See Annex IV for a copy of the Informed Consent Agreement.

Annex IV Informed Consent Agreement

Informed Consent Agreement – Criminal Justice Training

Purpose of Evaluation

We are here today to conduct an **evaluation** of criminal justice trainings. The aim is to determine the extent to which training sponsored by the United States Trafficking in Persons Office, has helped improve the criminal justice response to human trafficking in [country].

The purpose of this performance evaluation is to determine what key characteristics of these trainings for criminal justice officials contribute to the strongest and most sustainable results. We also want to better understand what models and methods of training and follow-up are optimal to realize positive sustainable results in the future.

Your input is valued due to your involvement in efforts to address human trafficking in [country] or your participation in anti-trafficking training for criminal justice actors.

Format of Interview

This will be an oral interview using a series of pre-written questions. We estimate that the interview will take approximately 1 hour. You may feel free to ask for clarifications or skip questions which are not applicable, or if you are uncertain or uncomfortable answering. You may end this interview at any time without repercussions.

Use and Attribution

Information collected will contribute to an Evaluation Report. This report will be shared with criminal justice training (CJT) stakeholders and may be used to guide CJT efforts going forward. Please note that all of your individual responses will remain confidential – responses will be aggregated and will not be attributed by name or position to any individual. Every effort will be taken to ensure that specific responses cannot be ascribed to any individual.

Do you have any questions? If you agree to participate in this interview for the purposes stated above, please sign below:

Name (please print)

Signature

Date

Annex V Baseline Survey – Training Participants

Post-Training Survey for Participants

Purpose

This training has been selected for evaluation by the U.S. Department of State’s Office to Monitor and Combat Trafficking in Persons. The purpose of this performance evaluation is to determine what key characteristics of trainings for criminal justice officials contribute to the strongest and most sustainable results. We also want to better understand what models and methods of training and follow-up are optimal to realize positive sustainable results in the future.

Your input is valued due to your involvement in efforts to address human trafficking in [country] and your participation in this training course/workshop.

Instructions

What follows is a written questionnaire which you will fill in on your own. We estimate that the questionnaire will take 30 – 60 minutes to complete. You may feel free to ask for clarifications or skip questions which are not applicable, or if you are uncertain or uncomfortable answering. You will also be asked to participate in a follow-up survey, either in person, by telephone or in writing, in approximately six months following this training.

Use and Attribution

Information collected will contribute to an Evaluation Report. This report will be shared with stakeholders and may be used to guide criminal justice training efforts going forward. Please note that all of your individual responses will remain confidential – responses will be aggregated and will not be attributed by name or position to any individual. Every effort will be taken to ensure that specific responses cannot be ascribed to any individual.

Consent

Please let evaluators know if you have any questions. If you agree to participate in this evaluation for the purposes stated above, please sign below:

Name (please print)

Signature

Date

1. EQ1: Training Participant Selection

- 1.1 How were you recruited for / invited to this workshop?
- 1.2 How long before the training were you informed about it?
- 1.3 Approximately how many cases of human trafficking have you handled in the past?
- 1.4 Have you ever attended a training on human trafficking before?
 Yes, many; Yes, one or two; No, this is the first
- 1.4.a. If you have attended training before, were the topics covered in this training new or repetitive? Please elaborate.
- 1.5 Please rate your knowledge of human trafficking before the training.
(low) 1 2 3 4 5 (high)
- 1.5.b. Please rate your knowledge of human trafficking after the training.
(low) 1 2 3 4 5 (high)
- 1.6 Was the training useful for your work? Yes No Please elaborate.
- 1.7 Was the training conducted at the appropriate level for your knowledge and experience on trafficking? Yes No If no, what would be the appropriate level?
- 1.8 Were the other training participants best suited to be able to share learning and implement actions?
- 1.9 Who else should be included in the training (by rank, role, title, location, etc.) to ensure better handling of human trafficking cases?

2. EQ2 & 3: Training Curricula and Tools: Content and Methods

- 2.1 Were the trainers appropriate / effective trainers?
 Yes: Please explain:
 No: Why not?
- 2.2 Which topics / section(s) of the training/workshop were most useful and why?

- 2.3 Which topics / section(s) of the training/workshop were least useful? Why?
- 2.4 Was there something missing that would have been useful? Yes No
What was it?
- 2.5 What training methods do you think stimulate the most *constructive participation* during training? Why?
- 2.6 Which training methods do you think work best to help you *understand and remember the content* (for example: lectures, learning-by-doing, case examples, group discussion among peers, problem-solving, etc.)? Why?
- 2.7 Were regional and local cases utilized as examples during the workshop? Yes
 No

Of those cases utilized, if any, please describe one that was particularly relevant for you:

- 2.8 Which training methods do you think work best to facilitate *post-training/workshop use of lessons learned*? Why?

[NOTE: ASK ONLY IF THE TRAINING IS A TRAINING-FOR-TRAINERS]

- 2.9 Was the workshop you attended successful as a training-for-trainers (or training for replication)?
 Yes No

2.9.1: Do you feel prepared to train others on this topic? Yes No

2.9.2: If you do not feel prepared to replicate training, what else would help you feel ready?

3. EQ4: Facilitating Implementation/Use of Lessons Learned

- 3.1 Do you feel better equipped to prosecute or adjudicate cases of human trafficking in Guinea?

Yes No Somewhat Please explain.

- 3.2 Of the things that you have learned through this training/workshop, what things do you think you are most likely to put to use in your work?

3.3 Do you have a mechanism (or plan to develop one) to measure implementation of concepts and practices learned during the workshop? Yes No
If yes, what is the mechanism?

3.4 What type of post-training follow-up would best help you implement lessons learned?

3.4.1. At what interval(s) should follow-up be done?

3.5 Any other thoughts on what might improve the workshop?

4. EQ5: Training Follow-up and Sustainability

4.1 What tools have been provided to you to help you use the lessons learned during the training?

4.2 Are you aware of any follow-up planned for after the training?

4.3 Do you have any post-training reporting or action requirements? Yes No

If yes, please describe them:

4.4 Any other thoughts on what might help you use the lessons learned from the training?

THANK YOU FOR YOUR HELP!

Annex VI Baseline KII Protocols – Stakeholders, Implementers and Trainers²⁴

Initial Questionnaire for CJT Stakeholders

Introduction

Hello, my name is [] and my colleague is []. This evaluation is funded by the U.S. Department of State’s Office to Monitor and Combat Trafficking in Persons and is being conducted by DevTech Systems, who we represent. [Pause for participants to introduce themselves.] Thank you so much for your time. Before we get started, it is our standard practice to request your informed consent for this interview. As part of that process we will give you a form to read and sign.

Written Consent

[INTERVIEWER PASS OUT FORM AND READ IT OUTLOUD. Give time for participants to review form and ask questions. Do not begin until you have the signed form or verbal consent.]

Overview of Interview Topics [for interviewer reference only – do not read aloud]:

1. Informant and Entity Details
2. General Background
3. EQ1: Training Participant Selection
4. EQ2 & 3: Training Curricula and Tools: Content and Methods
5. EQ2: Victim-Centered Criminal Justice Response to Human Trafficking
6. EQ4: Facilitating Change in Behavior
7. EQ5: Training Follow-up and Sustainability

Interview Questions

[INTERVIEWER: ITEMS IN [BRACKETS] ARE INTERNAL, BUT MAY HELP CLARIFY PARTICIPANT QUESTIONS OR RESPONSES]

1. Informant and Entity Details
--

[Fill in as much as possible prior to the interview. Confirm information for our records. If feasible for a larger group, send around a sign in sheet for participants to fill in.]

1.1 Full name:

²⁴ Protocols were slightly revised for each country and context.

- 1.2 Gender [do not ask, for interviewer to identify and record - male/female]:
- 1.3 Organization:
- 1.4 Exact position title or role:
 - 1.4.1 How many years have you been in your position?
 - 1.4.2 What is your role related to human trafficking?
 - 1.4.3 In what capacity are you familiar with the U.S. Department of State's Criminal Justice Training Program?
- 1.5 Contacts
 - 1.5.1 Address [of organization]:
 - 1.5.2 Work Phone:
 - 1.5.3 Cell Phone
 - 1.5.4 Email address:
 - 1.5.5 Website address [if applicable]:
- 1.6 Are you a member of the Human Trafficking Prohibition Committee?
 - 1.6.1 If yes, what is its structure?
 - 1.6.1.1 How often does the Committee convene?
 - 1.6.2 If no, have you heard of the Human Trafficking Prohibition Committee?
- 1.7. What do you understand to be the role of the Human Trafficking Prohibition Committee?
 - 1.7.1 Do you know how it is funded?
 - 1.7.2 Do you have knowledge of what, if anything, the Human Trafficking Prohibition Committee has accomplished to date – if so, what?
 - 1.7.3 Are there other roles or tasks the Human Trafficking Prohibition Committee could or should be doing?

2. General Background

- 2.1 What do you see as the goals of the Criminal Justice Training provided by [implementer] and how do these align with or support your role / position / department / NGO / ministry?
- 2.2 Have you [each] attended a Criminal Justice Training workshop /training provided by [implementer]? [list for each participant]
- 2.3 Are there other organizations or government entities doing training on human trafficking?
[yes / no]
 - 2.3.1 If so, who is doing training / training and for whom is it being done?
 - 2.3.2 Have you attended other training programs / trainings on human trafficking?
[yes / no]
 - 2.3.2.1 If yes, who conducted it and what were the main topics?

3. EQ1: Training Participant Selection

- 3.1 How are participants recruited / selected for criminal justice trainings? [What do you know about the eligibility parameters and process, selection and approval processes, etc.?
 - 3.1.1 Who is involved in the selection process?
- 3.2 How would you describe the level of training participants' prior **knowledge** of human trafficking? [probe: almost none, some understanding, very knowledgeable, mixed, not a factor in selection, etc.]
- 3.3 How would you describe the level of training participants' prior **experience** related to human trafficking - do they have experience with cases of trafficking? [probe: never had a case, some exposure to cases, frequently handles cases, mixed, not a factor in selection, etc.]
- 3.4 Who do think would be the ideal participant in CJT workshops to be able to implement learning provided during the workshop?
 - 3.4.1 If this is not the participants who end up in the training why is that?
- 3.5 Are training teams provided specific information on participants in advance of the training?

3.5.1 If yes, what information do they receive in advance, and when? If no, why not?

3.6 Please describe any specific challenges related to participant recruitment / selection.

3.7 Please describe any specific recommendations you have related to participant recruitment / selection.

4. EQ2 &3: Training Curricula and Tools: Content and Methods

4.1 Which topics related to human trafficking should be included or emphasized in workshops / training on human trafficking conducted for criminal justice officials? And why? [probe examples below:

- Definition of human trafficking - or applicable definition in country context
- National or international legislation
- Identification and rescue of human trafficking survivors
- Victim-centered and trauma-informed approaches to working with survivors
- Investigation of human trafficking cases
- Arrest and charging of suspects and perpetrators
- Prosecution of human trafficking cases]

4.2 Which learning methods should be utilized to help participants *understand and remember the content*? [For example, instructional learning, learning-by-doing, case examples, group discussion among peers, problem-solving, etc.] Why?

4.3 Would it be appropriate and practical to use regional and local cases as examples during the training?

4.3.1 If yes, what types of cases would be the most useful?

4.3.2 If not, what are the reasons?

4.4 Do you know / can you describe how trainers were selected (especially in the case of TOT)?
[Did they have a role in selection?]

4.5 What challenges, if any, do you know about related to training content and / or methods?

- 4.6 Do you have any recommendations related to those challenges, or other recommendations about training content or methods?

5. Victim-Centered Criminal Justice Response to Human Trafficking

- 5.1 What do you understand to be the core elements of a victim-centered and trauma-informed criminal justice response to human trafficking?
- 5.2 Please describe any existing Standard Operating Procedures that address victim-centered and trauma-informed investigation and prosecution. [probe: what are these SOPs and who utilizes them?]

[Ask for copies of any written SOPs, if feasible.]

- 5.3 What are the challenges in working to enhance victim-centered and trauma-informed criminal justice processes? [probe: lack of understanding, disagreement about priority of victim needs over investigation / prosecution needs, need more practice, policies and procedures, etc.]

5.3.1 Are challenges different for different stakeholder groups? [yes / no]

5.3.1.1 If yes, how are challenges different for different stakeholder groups?

- 5.4 How might training / training content and methods best address these challenges related to a victim-sensitive justice process? [i.e. what curriculum or content and what training methods, e.g. instructional, case examples, role playing, etc.]
- 5.5 Do you have any recommendations related to training / training that would facilitate / improve understanding and implementation of a victim-centered and trauma-informed criminal justice response to human trafficking?

6. EQ4: Facilitating Change in Behavior

- 6.1 What actions or changes in the work of participating [judges / magistrates] are expected as a result of the training? [i.e. how participants work with victims? How effectively they react to potential cases, etc.]
- 6.1.1 Do expectations differ based on demographic or other factors? [yes / no]
- 6.1.2 If yes, how?

- 6.2 What human trafficking outcomes or impact in Gabon do you expect as a result of this training? [i.e. increases in arrests? increased conviction rates for TIP cases as a result of better investigations or prosecutions?]
- 6.3 Is there anything you think could be changed or improved in the way the training is delivered which would result in stronger outcomes?
- 6.4 As a part of the training, are participants asked to share their ideas on implementing learning from the workshop? [yes / no]
 - 6.4.1 If yes, what elements do they say they are most likely to implement and why?
 - 6.4.2 If no, why not?

7. EQ5: Training Follow-up and Sustainability

- 7.1 What does your organization or department or ministry do, if anything, to follow-up on training and help ensure sustainable implementation of concepts and practices shared during there?
 - 7.2 Is there any post- training follow-up by implementers (Warnath) or others that would help promote implementation? [yes / no]
 - 7.2.1 If yes, what type of follow-up do you recommend and from whom?
 - 7.2.2 At what interval(s) should follow-up be done?
 - 7.3 Are there any other challenges related to implementation of concepts and practices learned during CJT training on human trafficking?
 - 7.4 Do you have any other recommendations on the best process to ensure and monitor that concepts learned during the training are implemented and measured?
-

Initial Questionnaire for CJT Implementers

Introduction

Hello, my name is [] and my colleague is []. This evaluation is funded by the U.S. Department of State's Office to Monitor and Combat Trafficking in Persons and is being conducted by DevTech Systems, who we represent. [Pause for participants to introduce themselves.] Thank you so much for your time! Before we get started, it is our standard practice to request your informed consent for this interview. As part of that process we will give you a form to read and sign.

Written Consent

[INTERVIEWER PASS OUT FORM AND READ IT OUTLOUD. Give time for participants to review form and ask questions. Do not begin until you have the signed form or verbal consent.]

Overview of Interview Topics [for interviewer reference only – do not read aloud]:

8. Informant and Entity Details
9. General Background
10. EQ1: Training Participant Selection
11. EQ2 & 3: Training Curricula and Tools: Content and Methods
12. EQ2: Victim-Centered Criminal Justice Response to Human Trafficking
13. EQ4: Facilitating Change in Behavior
14. EQ5: Training Follow-up and Sustainability

Interview Questions

[INTERVIEWER: ITEMS IN [BRACKETS] ARE INTERNAL, BUT MAY HELP CLARIFY PARTICIPANT QUESTIONS OR RESPONSES]

1. Informant and Entity Details
--

[Fill in as much as possible prior to the interview. Confirm information for our records. If feasible for a larger group, send around a sign in sheet for participants to fill in.]

- 1.1 Full name:
- 1.2 Gender [do not ask, identified by interviewer - male/female]:
- 1.3 Organization:

1.4 Exact position title or role:

1.4.1 How many years have you been in your position?

1.5 Contacts

1.5.1 Address [of organization]:

1.5.2 Work Phone:

1.5.3 Cell Phone

1.5.4 Email address:

1.5.5 Website address [if applicable]:

2. General Background

2.1 How do the Criminal Justice Trainings align with and support your regional or countrywide strategy to combat human trafficking? Has that changed over the last six months?

2.1.1 What do you see as the goals of the Criminal Justice Training you are providing and what is *your organization's* role in fulfilling these?

2.1.2 What is your individual role?

2.2 Have you [each] attended a Criminal Justice Training / workshop? [list for each participant]

2.3 Are there other organizations or government entities doing training on human trafficking?

2.3.1 If so, who is doing training and for whom is it being done?

2.3.2 Have you attended other training programs on human trafficking? [yes / no]

2.3.2.1 If yes, please describe who conducted and the main topics covered.

3. EQ1: Training Participant Selection

3.1 How are participants recruited / selected for the criminal justice trainings? [What do you know about the eligibility parameters and process, selection and approval processes, etc.?)

- 3.1.1 Who is involved in the selection process?
- 3.2 How would you describe the level of training participants' prior knowledge of human trafficking? [probe: almost none, some understanding, very knowledgeable, mixed, not a factor in selection, etc.]
- 3.3 How would you describe the level of training participants' prior experience related to human trafficking? [probe: never had a case, some exposure to cases, frequently handles cases, mixed, not a factor in selection, etc.]
- 3.4 Who do think would be the ideal participant in CJTP workshops to be able to implement learning provided during the workshop?
- 3.4.1 If this is not the participants who end up in the training why is that?
- 3.5 Do training teams have specific information on training participants in advance of training? [yes / no]
- 3.5.1 If yes, what information do they receive in advance, and when? If no, why not?
- 3.6 What are the challenges, if any, you know about related to participant recruitment / selection?
- 3.7 Please describe any specific recommendations you have related to participant recruitment / selection.

4. EQ2 and EQ3: Training Curricula and Tools: Content and Methods

- 4.1 Which topics related to human trafficking are included or emphasized in workshops on human trafficking conducted for criminal justice officials? And why?
- [Probe examples below:
- Definition of human trafficking - or applicable definition in country context
 - National or international legislation
 - Identification and rescue of human trafficking survivors
 - Victim-centered and trauma-informed approaches to working with survivors
 - Investigation of human trafficking cases
 - Arrest and charging of suspects and perpetrators
 - Prosecution of human trafficking cases]

- 4.2 Does the content of training vary depending on the participants? [yes / no]
- 4.2.1 If yes, how does it change [level of difficulty, topics of emphasis, curriculum content, etc.]?
- 4.2.1 If no, why not?
- 4.3 Which training methods are utilized to help participants *understand and remember the content*? [For example, instructional learning, learning-by-doing, case examples, group discussion among peers, problem-solving, etc.] Why?
- 4.4 Do trainers use actual trafficking cases as examples during the training activities?
- 4.4.1 If yes, how are the cases constructed? [are actual local cases utilized?]
- 4.4.2 If yes, what types of cases are the most useful?
- 4.4.3 If not, what are the reasons?
- 4.5 How did the trainer obtain contextual information on local TIP laws, customs, etc.?
- 4.6 How were the trainers selected?
- 4.6.1 Is this course taught by professional trainers?
__ International or __ Local
- 4.6.2 Is this course part of a TOT? [yes / no]
- 4.6.2.1 If yes, please describe the TOT process and roll out.
- 4.6.3 What challenges, if any, have you faced with the TOT? [Probe: what do you do to ensure that initial training facilitates replication by and for others?]
- 4.6.4 How are standardization, consistency, and coordination of training on human trafficking currently being addressed (both for the initial round of training *and during replication* by trainees in case of TOT)? [Probe: this includes CJT training and coordination with any other training for in-country actors]
- 4.7 What other challenges, if any, have you faced related to training content and / or methods?

- 4.8 Do you have any recommendations related to those challenges, or other recommendations about training content or methods?

5. Victim-Centered Criminal Justice Response to Human Trafficking

- 5.1 What do you understand to be the core elements of a victim-centered and trauma-informed criminal justice response to human trafficking?
- 5.2 Please describe any existing Standard Operating Procedures in your country / region that address victim-centered and trauma-informed investigation and prosecution. [Probe: what are these SOPs and who utilizes them?]
- 5.2.2 Do CJT training programs adjust training in light of existing SOPs? [yes / no]
- 5.2.2.1 If yes, how?
- 5.2.2.2 If no, what is the reason?
- 5.3 What are the challenges in working to enhance victim-centered and trauma-informed criminal justice processes? [Probe: lack of understanding, disagreement about priority of victim needs over investigation / prosecution needs, need more practice, policies and procedures, etc.]
- 5.3.1 Are challenges different for different stakeholder groups? [yes / no]
- 5.3.1.1 If yes, how are challenges different for different stakeholder groups?
- 5.4 Do you have any recommendations related to training that would facilitate / improve understanding and implementation of a victim-centered and trauma-informed criminal justice response to human trafficking?

6. EQ 4: Facilitating Change in Behavior

- 6.1 What actions or changes in participants are expected as a result of the training? (i.e.: how participants work with victims? How effectively they react to potential cases, etc.)
- 6.1.1 Do expectations differ based on demographic factors or gender? [yes / no]

- 6.1.2 If yes, how?
- 6.2 What human trafficking outcomes in the country are expected as a result of this training? [i.e. increases in arrests? Increased conviction rates for TIP cases as a result of better investigations or prosecutions?]
- 6.3 How do you, as the implementer, measure these changes described in 6.1 and 6.2 above?
 - 6.3.1 Can you share these data with us?
 - 6.3.2 Is there anything you think could be changed or improved in the way the training is delivered which would result in stronger outcomes?
- 6.4 As a part of the workshop(s), are participants asked to share their ideas on implementing learning from the workshop? [yes / no]
 - 6.4.1 If yes, what elements do they say they are most likely to implement and why?
 - 6.4.2 If no, why not?

7. EQ5: Training Follow-up and Sustainability

- 7.1 What tools, if any, are given to training participants to utilize post-training to promote utilization of the ideas and skills shared during training?
- 7.2 What does your organization do, if anything, to follow-up on training to promote implementation of concepts and practices shared during training?
- 7.3 Is there any additional post-training follow-up by yourselves or others that would help promote implementation? [yes / no]
 - 7.3.1 If yes, what type of follow-up do you recommend and from whom?
 - 7.3.2 At what interval(s) should follow-up be done?
- 7.4 Are there any other challenges you face related to follow-up, implementation and sustainability of concepts learned during CJT training on human trafficking?
- 7.5 Do you have any other recommendations on the best process to ensure and monitor that concepts learned during training are sustainably implement

Post-Workshop Questionnaire for CJT Trainers

Introduction

Hello, my name is [] and my colleague is []. This evaluation is funded by the U.S. Department of State's Office to Monitor and Combat Trafficking in Persons and is being conducted by DevTech Systems, who we represent. [Pause for participant(s) to introduce themselves.] Thank you so much for your time! Before we get started, it is our standard practice to request your informed consent for this interview. As part of that process we will give you a form to read and sign.

Written Consent

[INTERVIEWER PASS OUT FORM AND READ IT OUTLOUD. Give time for participant(s) to review form and ask questions. Do not begin until you have the signed form or verbal consent.]

Overview of Interview Topics [for interviewer reference only – do not read aloud]:

15. Informant and Entity Details
16. EQ1: Training Participant Selection
17. EQ2 & 3: Training Curricula and Tools: Content and Methods
18. EQ2: Victim-Centered Criminal Justice Response to Human Trafficking
19. EQ3: Training Elements and Methods Contributing to Understanding and Retention of Concepts
20. EQ4: Facilitating Change in Behavior
21. EQ5: Training Follow-up and Sustainability

Interview Questions

[INTERVIEWER: ITEMS IN [BRACKETS] ARE INTERNAL, BUT MAY HELP CLARIFY PARTICIPANT QUESTIONS OR RESPONSES]

1. Informant and Entity Details
--

[Fill in as much as possible prior to the interview. Confirm information for our records. If additional people participate in the interview, send around a sign in sheet for them to fill in.]

1.1 Full name:

- 1.2 Gender [do not ask, for interviewer to identify - male/female]:
- 1.3 Organization conducting the training workshop:
- 1.4 Exact position title or role:
 - 1.4.1 How many years have you been a trainer?
 - 1.4.2 What is your experience related to human trafficking / training in human trafficking?
- 1.5 Contacts
 - 1.5.1 Address [if organization]:
 - 1.5.2 Work Phone:
 - 1.5.3 Cell Phone
 - 1.5.4 Email address:
 - 1.5.5 Website address [if applicable]:
- 1.6 How were you recruited / identified for this assignment?
- 1.7 Have you attended training on human trafficking conducted by other implementers *in this country*? [yes / no]
 - 1.7.1 If yes, please describe who conducted and the main topics covered.
 - 1.7.2 How did that training differ from the training you offer on human trafficking?

2. EQ1: Training Participant Selection

- 2.1 Do you know how participants were recruited / selected for your workshop? [yes / no]
 - 2.1.1 If yes, what do you know about the process?
- 2.2 Do you know the work location, roles, ranks, and levels of prior knowledge or experience on trafficking of the participants in the workshop just conducted? [yes / no]
 - 2.2.1 If, yes, when were you informed about these [before training / during training]?

- 2.3 Were you able to incorporate knowledge about participant profiles into the training?
- 2.3.1 If yes, what did you change based on knowledge of participant profiles?
- 2.3.2 If no, why not?
- 2.4 Is there any additional information about participants you would have liked to receive in advance of the training?
- 2.4.1 What information would be most useful?
- 2.4.2 How might this make the training more effective?
- 2.4.2.1 Are there obstacles that prevent you from getting more information in advance?
[yes / no]
- 2.4.2.1.a If yes, what are those obstacles?
- 2.5 Do you feel that the participants in your workshop were the best representatives to be able to implement learning provided during the workshop? [yes / no / don't know]
- 2.5.1 If yes, why?
- 2.5.2 If no, what would be the optimal combination of participants? [probe for role, rank, location(s), gender, demographic and other factors or characteristics]
- 2.5.2.1 Why?
- 2.6 Please describe any specific challenges you face related to participant recruitment / selection.
- 2.7 Please describe any specific recommendations you have related to participant recruitment / selection.

3. EQ2 & 3: Training Curricula and Tools: Content and Methods

- 3.1 Which topics / section(s) of the workshop did you conduct?

3.2 Which topics / section(s) of the workshop do you think were the most useful to participants?

3.2.1 Why do you think so, or how do you know?

3.3 Which topics / section(s) of the workshop do you think were least useful to participants?

3.3.1 Why do you think they were less useful for participants [probe based on participation, training method, level of complexity, political or other reasons, etc.]?

3.4 Were regional and local cases utilized as examples during the workshop? [yes / no]

3.4.1 If yes, can you give an example of a case that resonated for participants?

3.5 Was there something missing from the workshop that you think would have been useful?

[yes / no]

3.5.1 What was it?

3.6 Was the level of complexity of your workshop appropriate or optimal for the level of experience or readiness of participants?

3.6.1 What was that level [beginning, intermediate, advanced, mixed, other/specify]?

3.6.2 Are you able to adapt the level of complexity in the moment (during training) based on the skills of participants? How?

3.6.2.1 If you are not able to adapt in the moment, how might you design curriculum that would be more flexible to adapt in real time?

3.7 Which training methods do you think stimulated the *most constructive participation*? [For example, instructional learning, learning-by-doing, case examples, group discussion among peers, problem-solving, etc.] Why?

3.8 Which training methods do you think worked best to help participants *understand and remember the content*? [For example, instructional learning, learning-by-doing, case examples, group discussion among peers, problem-solving, etc.] Why?

3.9 What challenges, if any, do you face related to training content and / or methods?

3.10 Do you have any recommendations related to training content and / or methods?

4. EQ2: Victim-Centered Criminal Justice Response to Human Trafficking

4.1 What do you understand to be the core elements of a victim-centered and trauma-informed criminal justice response to human trafficking?

4.1.1 How do you address these elements in your workshop? [probe: content and method]

4.2 What are the challenges you face in working with participants on victim-centered and trauma-informed criminal justice processes? [probe: lack of understanding, disagreement about priority of victim's needs over investigation / prosecution needs, need more practice, policies and procedures, etc.]

4.2.1. Have you seen a pattern of differing challenges based on role, rank, location, gender or other participant demographics or characteristics? [yes / no]

4.2.1.1 If yes, what is that pattern?

4.3 Are you aware of Standard Operating Procedures in workshop participants' work locations that address victim-centered and trauma-informed investigation and prosecution? [yes / no]

4.3.1 If yes, are these incorporated into your workshop? [yes / no]

4.3.1.1 If yes, how are these incorporated?

4.3.1.2 If no, why are these not incorporated? [probe: usefulness, practicality, etc.]

4.4 Do you have any recommendations related to training that would facilitate / improve understanding and implementation of a victim-centered and trauma-informed criminal justice response to human trafficking?

5. EQ3: Training Elements and Methods Contributing to Understanding and Retention of Concepts

[EVALUATOR NOTE: These questions assume that evaluator has been present during workshop and has already reviewed workshop curricula and witnessed trainer methods.]

5.1 What elements of your curriculum are generally easiest for participants to grasp and absorb? [probe on broader topics below, etc.]

- Definition of / law on human trafficking [applicable definition in country context]
- Identification and rescue of human trafficking survivors
- Victim-centered and trauma-informed approaches to working with survivors
- Investigation of human trafficking cases
- Arrest and charging of suspects and perpetrators
- Prosecution of human trafficking cases

5.2 What elements of your curriculum are generally the most challenging for participants to grasp and absorb? [probe on broader topics below, etc.]

- Definition of / law on human trafficking [applicable definition in country context]
- Identification and rescue of human trafficking survivors
- Victim-centered and trauma-informed approaches to working with survivors
- Investigation of human trafficking cases
- Arrest and charging of suspects and perpetrators
- Prosecution of human trafficking cases

5.3 Do participants generally find it easier or more challenging to grasp and absorb each of the following - using a scale 1- 4; where 1= easy; 2 = some challenge; 3 = material challenge; 4 = very difficult:

- Concepts [scale 1 – 4]
- Facts and laws [scale 1 – 4]
- Behavioral response aspects [scale 1 – 4]
- Other – specify: _____ [scale 1 – 4]
-

5.4 Do you adapt curriculum or training methods depending on what you are trying to convey from list above (concepts, facts/laws, behavioral aspects, other)? [yes / no]

5.4.1 If yes, do you adapt training curriculum? [yes / no]

- 5.4.1.1 What curriculum / content is adapted and what is the change?
- 5.4.2 If yes, do you adapt training methods? [yes / no]
 - 5.4.2.1 What methods are adapted and what is the change?
- 5.5 To what extent do you have direct control to change workshop curriculum and methods?
 - 5.5.1 Should your level of control over training adaptation be increased? [yes / no]
 - 5.5.1.1 If yes, why (toward what goal)?
 - 5.5.1.2 If you had more control, what do you think could be improved?
- 5.6 Was the training you conducted a training-for-trainers (training for replication)? [yes / no]
 - 5.6.1 If yes, what elements or methods within your workshop specifically aim to help participants be able to replicate training?
 - 5.6.2 [For All] How much confidence do you have that the participants of this training are ready to take on training of others?
 - 5.6.3 What else could be done to help prepare participants to replicate the training?
- 5.7 How are standardization, consistency and coordination of training on human trafficking currently being addressed (both for the initial round of training *and during replication* by trainees)?
 - 5.7.1 What do you think is the best way to address standardization and coordination of training? What should be standardized and how should that be coordinated?
- 5.8 Are there challenges related to training content, method, or replication not mentioned above?
- 5.9 Do you have any recommendations about ways to improve training or replication of training?

6. EQ4: Facilitating Change in Behavior
--

- 6.1 During training and facilitation, what is your overall strategy to engage participants in implementing change related to human trafficking once they return to work?
- 6.2 Are there specific implementation challenges or obstacles that you hear about from training participants? [yes / no]
 - 6.2.1 If yes, what are those challenges?
 - 6.2.2 Do challenges differ for participants in different roles, ranks, or locations?
 - 6.2.2.1 Do challenges differ for participants based on their gender or other demographic factors? [yes / no]
 - 6.2.2.1.a If yes, how?
- 6.3 Which training methods do you think work best to facilitate *post-workshop implementation* of concepts learned during training?
 - 6.3.1 How are these methods incorporated into your training?
- 6.4 Are you familiar with existing processes and Standard Operating Procedures in place and utilized by participants in your training? [yes / no]
 - 6.4.1 If yes, do you have a sense about what would need to be changed to implement concepts and practices recommended in your workshop? [yes / no]
 - 6.4.1.1 If yes, what are some of the things that would need to be changed or implemented?
- 6.5 As a part of the workshop(s) you conduct, are participants asked to share their ideas on implementing learning from the workshop? [yes / no]
 - 6.5.1 If yes, what elements are they saying they are most likely to implement and why?
- 6.6 As a part of the workshop(s) you conduct, do participants share their ideas on implementing learning from the workshop?

- 6.6.1 If yes, what elements do they say they are most likely to implement and why?
- 6.6.2 If no, why not?
- 6.7 As a part of the workshop(s) you conduct, do participants share their ideas on *solving* any implementation challenges? [yes / no]
 - 6.7.1 If yes, what are those solutions?
 - 6.7.2 Do suggested solutions differ for participants in different roles, ranks, gender or location?
 - 6.7.2.1 If yes, how?
- 6.7 Do you have recommendations on ways to further facilitate and promote *implementation* of best practices learned during the workshop?

7. EQ5: Training Follow-up and Sustainability

- 7.1 What, if anything, do you or others do to follow-up on training and help ensure sustainable implementation of concepts and practices shared during training?
- 7.2 Do you use or know any tools currently utilized to measure progress related to human trafficking in each country you work for CJT? [yes / no]
 - 7.2.1 What are those tools and who uses them?
- 7.3 Do you ask training participants to measure or monitor change in behavior based on implementation of training and report back?
 - 7.3.1 If yes, do you provide tools for participants to measure and report?
 - 7.3.2 If no, do you think it would be useful / feasible to do so? [yes / no]
 - 7.3.2.1 Why or why not?
- 7.4 Do you follow-up with participants to determine their progress on implementation?
[yes / no]
 - 7.4.1 If yes, how do you follow-up [by what means and how often]?

7.4.1.1 And what are the results of that follow-up [what are you hearing from participants]?

7.4.1.2 Are you available to assist based on needs arising from follow-up? [yes / no]

7.4.1.2.a How are you able to assist?
[probe: mentoring, more training, etc.]

7.5 What type of post-training follow-up would best help implementation? [probe: what type of follow-up do you recommend and from whom? i.e. more training, mentoring, practical assistance, etc.]

7.5.1 At what interval(s) should follow-up be done?

7.5.2 By what means should follow-up be done [in-person, online, etc.]?

[THE FOLLOWING IS FOR TRAINERS DOING TRAINING-FOR-TRAINERS / TRAINING FOR REPLICATION]

7.6 Does someone track whether or not trainees are *replicating training* for others? [yes / no]

7.7.1 If yes, who tracks that and how?

7.7.2 And what have you learned about replication efforts?

7.8 Is it feasible for *replication training* participants to measure progress on implementation of concepts or ideas learned during *replication training* conducted by CJT trainees? [yes / no]

7.8.1 If yes, what is /might be the role of CJT implementing partners in doing that?

7.8.1.1 What might be the role of others?

[THE FOLLOWING ARE FOR ALL]

7.9 Do you have any other information about challenges in sustainably implementing concepts learned during training *and through replication*?

7.10 Do you have any other recommendations on the best process to ensure and monitor that concepts learned during training and replication are sustainably implemented?

Annex VII Follow-up Protocols – Training Participants

6-Month Post-Workshop Questionnaire for CJT Participants

Introduction

Hello, my name is [] and my colleague is []. This evaluation is funded by the U.S. Department of State’s Office to Monitor and Combat Trafficking in Persons and is being conducted by DevTech Systems, who we represent. [Pause for participant(s) to introduce themselves.] Thank you so much for your time! Before we get started, it is our standard practice to request your informed consent for this interview. As part of that process we will give you a form to read and sign.

Written Consent

[INTERVIEWER PASS OUT FORM AND READ IT OUT LOUD. Give time for participant(s) to review form and ask questions. Do not begin until you have the signed form or verbal consent.]

Overview of Interview Topics [for interviewer reference only – do not read aloud]:

1. Informant and Entity Details
2. EQ1: Training Participant Selection
3. EQ2 & 3: Training Curricula and Tools: Content and Methods
4. EQ2: Victim-Centered Criminal Justice Response to Human Trafficking
5. EQ4: Facilitating Change in Behavior
6. EQ5: Training Follow-up and Sustainability

Interview Questions

[INTERVIEWER: ITEMS IN [BRACKETS] ARE INTERNAL, BUT MAY HELP CLARIFY PARTICIPANT QUESTIONS OR RESPONSES]

1. Informant and Entity Details
--

[Fill in as much as possible prior to the interview. Confirm information for our records. If additional people participate in the interview, send around a sign in sheet for them to fill in.]

1.1 Full name:

1.2 Gender [do not ask, for interviewer to identify - male/female]:

- 1.3 Organization:
- 1.4 Exact position title or role:
 - 1.4.1 How many years have you been in this position?
 - 1.4.2 What is your role related to human trafficking?
- 1.5 Contacts
 - 1.5.1 Address [if organization]:
 - 1.5.2 Work Phone:
 - 1.5.3 Cell Phone
 - 1.5.4 Email address:
 - 1.5.5 Website address [if applicable]:
- 1.6 Organization conducting the prior training workshop: [UNODC/ IOM/LWOB]
 - 1.6.1 Dates attended: [fill in, no need to ask, just confirm]
 - 1.6.2 Did you attend a workshop / training conducted by [UNODC / IOM/ LWOB] in [add dates]? [yes / no]

[READ ALOUD: Unless otherwise stated, all the question we are going to ask pertain only to training conducted by [UNODC / IOM / LWOB] and any follow-up organized or conducted by the same group.]

2. EQ1: Training Participant Selection

[For Guinea, Gabon and Botswana only - SKIP TO QUESTION 2.7.]

- 2.1 How were you recruited / identified to participate in the workshop you attended? [What do you know about the eligibility parameters and process, selection and approval processes, etc.?
 - 2.1.1 How long before the training were you informed about it?
- 2.2 Had you previously attended any training on human trafficking?
Yes, many _____ Yes, one or two _____ No, this is the first _____
- 2.2.1 If you attended training before, were the topics covered in this training new or repetitive? Please elaborate.

- 2.3 Was the training conducted at the appropriate level for your knowledge and experience on trafficking? [yes / no]
- 2.3.1 If no, what would be the appropriate level?
- 2.4 Before this training, what was your level of understanding of human trafficking?
- (low) 1 2 3 4 5 (high)
- 2.5 Approximately how many cases of human trafficking had you handled before the workshop? [Probe- provide details: how long ago as this case? Can you briefly describe the case? What elements make this a case of trafficking? Was a perpetrator charged with the crime of trafficking? If not, why not? Was anyone convicted of trafficking? If not, why not?]
- 2.6 After the training, what was your level of understanding of human trafficking?
- (low) 1 2 3 4 5 (high)
- 2.7 Approximately how many cases of human trafficking have you handled since the workshop? [Probe - provide details: how long ago as this case? Can you briefly describe the case? What elements make this a case of trafficking? Was a perpetrator charged with the crime of trafficking? If not, why not? Was anyone convicted of trafficking? If not, why not?]
- 2.8 Was the training useful for your work? [yes / no] Please elaborate.

3. EQ2 & 3: Training Curricula and Tools: Content and Methods

[For Guinea and Botswana only - SKIP TO QUESTION 3.9.]

- 3.1 Were the trainers appropriate / effective trainers?
- 3.1.1 If yes, please explain:
- 3.1.2 If no, why not?
- 3.2 Which topics / section(s) of the training/workshop were most useful and why?
- 3.3 Which topics / section(s) of the training/workshop were least useful? Why?
- 3.4 Was there something missing that would have been useful? [yes / no]

What was it?

- 3.5 What training methods do you think stimulated the most *constructive participation* during training? Why?
- 3.6 Which training methods do you think worked best to help you *understand and remember the content* (for example: lectures, learning-by-doing, case examples, group discussion among peers, problem-solving, etc.)? Why?
- 3.7 Were regional and local cases utilized as examples during the workshop? [yes / no]
Of those cases utilized, if any, please describe one that was particularly relevant for you.
- 3.8 Which training methods do you think work best to facilitate *post-training/workshop use of lessons learned*? Why?
- 3.9 Was a training manual or other written material provided to you during the workshop?
[yes / no]
- 3.9.1 If yes, have you been able to utilize the manual / materials in your work?
[yes / no]
Please elaborate. [If participant indicated above that they had a case of trafficking since the training, and answers no here, please ask them why they were not able to use the manual for the case(s).]

4. EQ2: Victim-Centered Criminal Justice Response to Human Trafficking

- 4.1 What do you understand to be the core elements of a victim-centered and trauma-informed criminal justice response to human trafficking? [Clarify: are there any special approaches or processes that you use when dealing with victims of trafficking?]
- 4.1.1 Were these elements covered during the workshop you attended? [yes / no]
[What do you remember?]
- 4.1.1.1 If yes, do you work with victims differently since attending the workshop?
[yes / no]
- 4.1.1.2 If yes, in what way? What do you do differently now?

- 4.2 Are you aware of Standard Operating Procedures that address victim-centered and trauma-informed investigation and prosecution? [yes / no]
- 4.2.1 If yes, what are they?
[Ask for copies of any written SOPs, if feasible.]
- 4.2.2 Have these SOPs changed as a result of the workshop you attended? [yes / no]
- 4.2.2.1 If yes, how have they changed?
- 4.3 What are the ongoing challenges in working to enhance victim-centered and trauma-informed criminal justice processes? [Clarify: for example, are there policies or procedures which prevent you from doing something that would improve the criminal justice process for the victims?]
- 4.3.1 Are challenges different for different categories of victims? [clarify: for adult vs child victims? Male vs female?] [yes / no]
- 4.3.1.1 If yes, how are challenges different for different stakeholder groups?
- 4.4 How might training content and methods best address these challenges? [i.e. what curriculum or content and what training methods, e.g. instructional, case examples, role playing, etc.]
- 4.5 Do you have any recommendations related to training that would facilitate or improve understanding and practice related to victim-centered and trauma-informed treatment of victims during the criminal justice process?

5. EQ4: Facilitating Implementation / Use of Training

- 5.1 As a part of the workshop(s), what tools, if any, were provided to help you use the lessons learned during the training?
- 5.2 Are you applying the knowledge and skills acquired from the training? [yes / no]
- 5.2.1 If no, why not? [please tick all that apply]
- Have not had a case of TIP
 - Had a case of TIP but the training was not practical to apply to case(s)
 - Lack of support from management

- Have not found the time / busy with other required tasks
- Lack of confidence
- Lack of funding or resources
- Lack of transportation
- Other reasons – specify
- Do not know

5.3 If yes, what were you personally able to do to utilize concepts and practices shared during the workshop?

5.4 Were any procedures or policies changed as a result of the training? [yes / no]

5.4.1 If yes, please describe.

5.4.2 If no, what is the reason(s)?

5.5 Are there specific elements from the workshop that you would like to see utilized but that are not? [yes / no]

5.5.1 If yes, what?

5.6 In general, do you use or know of any tools or reports currently utilized to measure progress related to human trafficking? [yes / no]

5.6.1 What are those tools or reports and who uses them?

[Ask for copies of any reports, if possible.]

5.6 More broadly, what are key things you think still need to be addressed or implemented related to human trafficking? [Probe: identification, victim sensitivity and services, investigation, prosecution, conviction, prevention, etc.]

5.6.1 What are the reasons these things are not addressed or implemented?

5.6.2 How can these be best addressed during training?

6. EQ5: Training Follow-up and Sustainability

6.1 Was any follow-up done after the training? [yes / no]

6.1.1 If yes, what was done and by what entities? At what intervals?

- 6.1.2 If no, what could have been done after the workshop to help promote better use of the learning from the workshop?
 - 6.1.2.1 At what interval(s) should follow-up be done?
 - 6.1.2.2 By what means should follow-up be done [in-person, online, etc.]?
- 6.2 Did the trainers who led the workshop ask you to measure or monitor change in practices or procedures as a result of the workshop?
 - 6.2.1 If yes, did they provide tools for you to measure and report? [yes / no]
 - 6.2.1.1 If yes, what are those tools?
 - 6.2.1.2 Can you share the results?
 - 6.2.2 If no, do you think it would have been useful / feasible to do so? [yes / no]
 - 6.2.2.1 Why or why not?
- 6.3 Is there anything you think could be changed or improved in the way the training is delivered which would result in stronger outcomes?

7. Closing

- 7.1 Is there anything else you want to tell us?
- 7.2 Do you have any questions for us?

Annex VIII Follow-up KII Protocol – Stakeholders and Implementers

6-Month Post Workshop Questionnaire for CJT Stakeholders

Introduction

Hello, my name is [] and my colleague is []. This evaluation is funded by the U.S. Department of State’s Office to Monitor and Combat Trafficking in Persons and is being conducted by DevTech Systems, who we represent. [Pause for participant(s) to introduce themselves.] Thank you so much for your time! Before we get started, it is our standard practice to request your informed consent for this interview. As part of that process we will give you a form to read and sign.

Written Consent

[INTERVIEWER PASS OUT FORM AND READ IT OUT LOUD. Give time for participant(s) to review form and ask questions. Do not begin until you have the signed form or verbal consent.]

Overview of Interview Topics [for interviewer reference only – do not read aloud]:

- 22. Informant and Entity Details
- 23. General Background
- 24. EQ1: Training Participant Selection
- 25. EQ2 & 3: Training Curricula and Tools: Content and Methods
- 26. EQ4: Facilitating Change in Behavior
- 27. EQ5: Training Follow-up and Sustainability

Interview Questions

[INTERVIEWER: ITEMS IN [BRACKETS] ARE INTERNAL, BUT MAY HELP CLARIFY PARTICIPANT QUESTIONS OR RESPONSES]

1. Informant and Entity Details
--

[Fill in as much as possible prior to the interview. Confirm information for our records. If feasible for a larger group, send around a sign in sheet for participants to fill in.]

1.1 Full name:

1.2 Gender [do not ask, for interviewer to identify and record - male/female]:

1.3 Organization:

- 1.4 Exact position title or role:
 - 1.4.1 How many years have you been in this role?
 - 1.4.2 What is your role related to human trafficking?
 - 1.4.3 In what capacity are you familiar with the U.S. Department of State's Criminal Justice Training Program?
- 1.5 Contacts
 - 1.5.1 Address [of organization]:
 - 1.5.2 Work Phone:
 - 1.5.3 Cell Phone
 - 1.5.4 Email address:
 - 1.5.5 Website address [if applicable]:

2. General Background

- 2.1 What do you see as the goals of the Criminal Justice Training provided by [UNODC / IOM/ LWOB]? and how do these align with or support your role / position / department / NGO / ministry?
- 2.2 Have you attended a workshop /training conducted by [UNODC / IOM/ LWOB]? [yes / no]
 - 2.2.1 If, yes when and where?
- 2.3 Are you aware of other organizations or government entities doing training on human trafficking? [yes / no]
 - 2.3.1 If so, who is doing training and for whom is it being done?
 - 2.3.2 Have you attended other training programs on human trafficking? [yes / no]
 - 2.3.2.1 If yes, who conducted the training and what were the main topics?
 - 2.3.2.2 How did that training differ from the training provided by [UNODC / IOM / LWOB] on human trafficking?

3. EQ1: Training Participant Selection

This section may not be relevant for all stakeholders.

[READ ALOUD: Unless otherwise stated, all the question we are going to ask pertain only to training conducted by [UNODC / IOM / LWOB] and any follow-up organized or conducted by the same group.]

3.1 [For trainers only:]

3.1.1 How were you selected to participate in the TOT?

3.1.2 Please describe how well prepared you felt to conduct the training of participants? [probe trafficking knowledge and training skills]

3.1.3 What additional training or support would have made you feel better prepared?

3.2 Do you know how training participants were selected for the training? Has the method for recruiting and selecting participants changed since that time? [What do you know about the eligibility parameters and process, selection and approval processes, etc.?.]

3.2.1 If yes, how has it changed?

3.3 How would you describe the level of training participants' knowledge of human trafficking before versus after the workshop? Do you see a difference?

3.3.1 Before workshop: (low) 1 2 3 4 5 (high)

3.3.2 After workshop: (low) 1 2 3 4 5 (high)

3.4 Do you know if the participants from this training have gone on to train others? [yes / no]

3.4.1 If yes, please give details.

3.4.2 For trainers only: Have you utilized the training you received from [IOM/UNODC/LWOB] to train others (other than training supported by [IOM/UNODC/LWOB])?

3.5 Who do think would have been the ideal participant in this training to be able to implement learning provided during the workshop?

- 3.6 Please describe any specific challenges related to participant or trainer recruitment / selection for [UNODC / IOM / LWOB] workshops.
- 3.7 Please describe any specific recommendations you have related to participant recruitment / selection.

4. EQ2 &3: Training Curricula and Tools: Content and Methods

- 4.1 Which topics related to human trafficking should be included in workshops on human trafficking conducted for criminal justice officials?
[probe examples below:
- Definition of human trafficking - or applicable definition in country context
 - National or international legislation
 - Identification and rescue of human trafficking survivors
 - Victim-centered and trauma-informed approaches to working with survivors
 - Investigation of human trafficking cases
 - Arrest and charging of suspects and perpetrators
 - Prosecution of human trafficking cases]
- 4.2 Which training methods do you think were most successful in helping participants *understand and remember the content*? [For example, instructional learning, learning-by-doing, case examples, group discussion among peers, problem-solving, etc.] Why?
- 4.3 Were regional and local cases used as examples during the training activities?
- 4.3.1 If yes, what types of cases were the most useful?
- 4.3.2 If not, why not?
- 4.4 What challenges, if any, do you know about related to training content and / or methods?
- 4.4.1 Are these challenges different for replication trainings? [yes / no]
If yes, how so?
- 4.5 Do you have any recommendations related to those challenges, or other recommendations about training content or methods?

5. Victim-Centered Criminal Justice Response to Human Trafficking

- 5.1 What do you understand to be the core elements of a victim-centered and trauma-informed criminal justice response to human trafficking? **[Wait after asking the question.** Clarify if needed: Are there any special approaches or processes that should be used by criminal justice actors when dealing with victims of trafficking?]
- 5.1.1 Were these elements talked about during the [UNODC / IOM / LWOB] workshop? [yes / no] [What do you know about that?]
- 5.1.2 Do you know if participants work with victims differently since attending the workshop? [yes / no]
[For victim service providers: Do you see any difference in the past XXX months, in how police work with the victims you support? What about prosecutors? Judges?]
- 5.1.2.1 If yes, what are they doing differently and how do you know?
- 5.2 Are you aware of any existing Standard Operating Procedures that address victim-centered and trauma-informed investigation and prosecution? **[Probe: what are these SOPs and who utilizes them?]**
- 5.2.1 If yes, what are they?
[Ask for copies of any written SOPs, if feasible.]
- 5.2.2 Have these SOPs changed based since the workshops? [yes / no]
- 5.2.2.1 If yes, how have they changed?
- 5.3 What are the ongoing challenges in working to enhance victim-centered and trauma-informed criminal justice processes? **[Probe: lack of understanding, disagreement about priority of victim needs over investigation / prosecution needs, need more practice, policies and procedures, etc.]**
- 5.3.1 Are challenges different for different stakeholder groups? [for example, adult vs child victims? Male vs female? Police vs prosecutors] [yes / no]
- 5.3.1.1 If yes, how are challenges different for different stakeholder groups?
- 5.4 How might training content and methods best address these challenges? [i.e. what curriculum or content and what training methods, e.g. instructional, case examples, role playing, etc.]

- 5.5 Do you have any recommendations related to ongoing training that would facilitate / improve understanding and implementation of a victim-centered and trauma-informed criminal justice response to human trafficking?

6. EQ4: Facilitating Change in Behavior

- 6.1 What actions or changes have you seen from workshop participants as a result of the training? [i.e. how effectively they react to potential cases, investigate or prosecute cases etc.]

[For stakeholders unfamiliar with the training: Do you see any difference in the past XXX months, in how police work in trafficking cases? Prosecutors? Judges?]

[For trainers: Do you do anything differently in your own work at your institution as a result of the TOT?]

- 6.1.1 Do changes differ based on whether participants attended the TOT or a replication workshop conducted by participants from the TOT? [yes / no]

6.1.1.1 If yes, how?

- 6.1.2 Do changes differ based on demographic factors or gender? [yes / no]

6.1.2.1 If yes, how?

- 6.2 Have you seen any difference in human trafficking outcomes in the country as a result of the training? [i.e. changes in rates of victim identification? arrests of perpetrators? conviction rates for TIP cases as a result of better investigations or prosecutions?]

6.2.1 If yes, what are the changes and how are they measured?

- 6.3 Is there anything you think could be changed or improved in the way the training is delivered which would result in stronger outcomes?

- 6.4 More broadly, what are key things you think still need to be addressed or implemented related to human trafficking? [Probe: identification, victim sensitivity and services, investigation, prosecution, conviction, prevention, etc.]

- 6.5 What are the challenges preventing these things from being addressed or implemented?

6.5.1 Are there specific implementation challenges or obstacles? [yes / no]

6.5.1.1 If yes, what are those challenges?

6.6 Do you have recommendations on ways to further facilitate and promote *implementation* of best practices learned during the workshop?

[For stakeholders unfamiliar with the training: Do you have recommendations on ways to promote *implementation* of best practices to combat trafficking?]

7. EQ5: Training Follow-up and Sustainability

[This section is for implementers, trainers and stakeholders whose staff were involved in the training]

7.1 What has your organization or department done, if anything, to follow-up on training and help ensure sustainable implementation of concepts and practices shared during training?

7.2 What type of post-training follow-up would best help implement practical use of the learning from the workshop? [Probe: what type of follow-up do you recommend and from whom? i.e. more training, mentoring, practical assistance, etc.]

7.2.1 At what interval(s) should follow-up be done?

7.2.2 By what means should follow-up be done [in-person, online, etc.]?

7.3 Are you aware of any tools that measure or monitor change in practices or procedures as a result of the workshop or the replication workshops? [yes / no]

7.3.1 If yes, what are those tools?

7.3.1.1 Can you share the results?

7.3.2 If no, do you think it would have been useful / feasible to develop tools to measure impact? [yes / no]

7.3.2.1 Why or why not?

7.4 In general, do you use or know of any tools or reports currently utilized to measure progress related to human trafficking? [yes / no]

7.4.1 What are those tools or reports and who uses them? [Probe: survivors identified, arrests, charges, convictions, etc.]

[Ask for copies or samples, if feasible.]

7.5 Are there any other challenges related to implementation of concepts and practices learned during criminal justice training on human trafficking that you would like to mention?

7.6 Do you have any other recommendations on the best ways to ensure and monitor that concepts learned during training are implemented and measured?

8. Closing

8.1 Is there anything else you want to tell us?

8.2 Do you have any questions for us?

6-Month Post-Workshop Questionnaire for CJT Implementers

Introduction

Hello, my name is [] and my colleague is []. This evaluation is funded by the U.S. Department of State’s Office to Monitor and Combat Trafficking in Persons and is being conducted by DevTech Systems, who we represent. [Pause for participant(s) to introduce themselves.] Thank you so much for your time! Before we get started, it is our standard practice to request your informed consent for this interview. As part of that process we will give you a form to read and sign.

Written Consent

[INTERVIEWER PASS OUT FORM AND READ IT OUT LOUD. Give time for participant(s) to review form and ask questions. Do not begin until you have the signed form or verbal consent.]

Overview of Interview Topics [for interviewer reference only – do not read aloud]:

- 28. Informant and Entity Details
- 29. General Background
- 30. EQ1: Training Participant Selection
- 31. EQ2 & 3: Training Curricula and Tools: Content and Methods
- 32. EQ2: Victim-Centered Criminal Justice Response to Human Trafficking
- 33. EQ4: Facilitating Change in Behavior
- 34. EQ5: Training Follow-up and Sustainability

Interview Questions

[INTERVIEWER: ITEMS IN [BRACKETS] ARE INTERNAL, BUT MAY HELP CLARIFY PARTICIPANT QUESTIONS OR RESPONSES]

1. Informant and Entity Details
--

[Fill in as much as possible prior to the interview. Confirm information for our records. If feasible for a larger group, send around a sign in sheet for participants to fill in.]

- 1.1 Full name:
- 1.2 Gender [do not ask, identified by interviewer - male/female]:
- 1.3 Organization:

1.4 Exact position title or role:

1.4.1 How many years have you been in your position?

1.5 Contacts

1.5.1 Address [of organization]:

1.5.2 Work Phone:

1.5.3 Cell Phone

1.5.4 Email address:

1.5.5 Website address [if applicable]:

2. General Background

[IF QUESTIONS UNDER SECTION 2 WERE ANSWERED AT BASELINE, SKIP TO 3.1]

2.1 How does the Criminal Justice Training Program align with and support your regional or countrywide strategy to combat human trafficking?

2.1.1 What do you see as the goals of the Criminal Justice Training you are providing and what is *your organization's role* in fulfilling these?

2.1.2 What is your individual role?

2.2 Have you [each] attended a workshop which your organization conducted?
[List for each participant]

2.2.1 Have you attended a replication workshop conducted by participants from the Criminal Justice Training? [yes / no]

2.3 Are there other organizations or government entities doing training on human trafficking? [yes / no]

2.3.1 If yes, who is doing training and for whom is it being done?

2.3.2 Have you attended other training programs on human trafficking?

2.3.2.1 If yes, please describe who conducted and the main topics covered.

3. EQ1: Training Participant Selection

[READ ALOUD: Unless otherwise stated, all the questions we are going to ask pertain only to replication training conducted by participants who attended training conducted by your organization.]

- 3.1 Are you aware of any replication trainings conducted for others by participants from the training / workshop / colloquium? [yes / no]
 - 3.1.1 If yes, please give details.
 - 3.1.2 How were trainers for the replication training selected?
[For the TOT and then afterward for the replication training]
 - 3.1.3 How were participants for the replication training selected?
- 3.2 How would you describe the level of training participants' knowledge of human trafficking before versus after the training / workshop? [trainers who were trained and training participants]
 - 3.2.1 Before workshop: [Probe: almost none, some understanding, very knowledgeable, mixed, not a factor in selection, etc.]
 - 3.2.2 After workshop:
- 3.3 Who do think would be the ideal participant in criminal justice training workshops to be able to conduct replication training based on the workshop?
 - 3.3.1 Who do you think would be the ideal participants in *replication* workshops?
- 3.4 Please describe any specific challenges related to participant recruitment / selection for the training / workshop / colloquium.
 - 3.4.1 Please describe any specific challenges related to participant recruitment / selection for *replication* workshops.
- 3.5 Please describe any specific recommendations you have related to participant recruitment / selection.

4. EQ2 and EQ3: Training Curricula and Tools: Content and Methods

- 4.1 Which topics related to human trafficking were emphasized in the training / workshops on human trafficking conducted for criminal justice officials?
[probe examples below:

- Definition of human trafficking - or applicable definition in country context
- National or international legislation
- Identification and rescue of human trafficking survivors
- Victim-centered and trauma-informed approaches to working with survivors: referring for services, sensitive interviewing techniques, special interrogation or court proceedings.
- Investigation of human trafficking cases
- Arrest and charging of suspects and perpetrators
- Prosecution of human trafficking cases
- For TOT: training techniques]

4.2 Does the content of training vary depending on the participants? [yes / no]

4.2.1 If yes, how does it change [level of difficulty, topics of emphasis, curriculum content, etc.]?

4.2.1 If no, why not?

4.3 Which training methods do you think were the most successful in helping participants *understand and remember the content*? [For example, instructional learning, learning-by-doing, case examples, group discussion among peers, problem-solving, etc.] Why?

4.4 Were regional and local cases used as examples during the training activities?

4.4.1 If yes, what types of cases were the most useful?

4.4.2 If not, why not?

4.5 How did the trainer obtain contextual information on local TIP laws, customs, etc.?

4.6 Has anything changed related to how trainers are selected?

4.6.1 If yes, what has changed and why?

4.7 Were any replication trainings conducted?

4.7.1 If yes, please describe the replication process and roll out.

4.7.2 What content and methods were used?

- 4.7.3 What challenges, if any, do you continue to face with the TOT? [Probe: what do you do to ensure that initial training facilitates replication by and for others?]
- 4.7.4 Has anything changed in terms of how you deal with standardization, consistency, and coordination of training on human trafficking (both for the initial round of training *and during replication* by trainees in case of TOT)? [Probe: this includes CJT training and coordination with any other training for in-country actors]
- 4.8 What other ongoing implementation challenges, if any, have you faced related to training content and / or methods?
- 4.8.1 Have any prior challenges been solved? [yes / no]
- 4.8.1.1 If yes, please describe.
- 4.9 Do you have any recommendations related to those challenges, or other recommendations about training content or methods?

5. Victim-Centered Criminal Justice Response to Human Trafficking

- 5.1 What do you understand to be the core elements of a victim-centered and trauma-informed criminal justice response to human trafficking? [Clarify: are there any special approaches or processes that you believe should be used when dealing with victims of trafficking?]
- 5.1.1 Are these elements talked about during the workshops? [yes / no] [What do you know about that?] In what way, if any, did the workshop address the treatment of victims?
- 5.1.2 Do you know if participants work with victims differently since attending the workshop? [yes / no]
- 5.1.2.1 If yes, what is different and how do you know?
- 5.2 Are you aware of any existing Standard Operating Procedures that address victim-centered and trauma-informed investigation and prosecution? [Probe: what are these SOPs and who utilizes them?]
- 5.2.1 If yes, what are they? [Ask for copies of any written SOPs, if feasible.]

- 5.2.2 Have these SOPs changed based on your workshops or based on replication workshops? [yes / no]
 - 5.2.2.1 If yes, how have they changed?
- 5.3 What are the ongoing challenges in working to enhance victim-centered and trauma-informed criminal justice processes? [Probe: lack of understanding, disagreement about priority of victim needs over investigation / prosecution needs, need more practice, policies and procedures, etc.]
 - 5.3.1 Are challenges different for different stakeholder groups? [yes / no]
 - 5.3.1.1 If yes, how are challenges different for different stakeholder groups?
- 5.4 How are training content and methods aiming to best address these challenges? [i.e. what curriculum or content and what training methods, e.g. instructional, case examples, role playing, etc.]
- 5.5 Do you have any recommendations related to ongoing training that would facilitate / improve understanding and implementation of a victim-centered and trauma-informed criminal justice response to human trafficking?

6. EQ 4: Facilitating Change in Behavior

- 6.1 What actions or changes have you seen or been informed about from workshop participants as a result of the training? [i.e. how participants work with victims? How effectively they react to potential cases, etc.]
 - 6.1.1 Do changes differ based on whether participants attended an initial workshop or a replication workshop conducted by participants from the initial workshop?
[yes / no]
 - 6.1.1.1 If yes, how?
 - 6.1.2 Do changes differ based on demographic factors or gender? [yes / no]
 - 6.1.2.1 If yes, how?
- 6.2 Have you seen any difference in human trafficking outcomes in the country as a result of the training or replication training? [i.e. changes in rates of

identification of victims? arrests of perpetrators? conviction rates for TIP cases as a result of better investigations or prosecutions?]

6.2.1 If yes, please describe.

6.2.2 What outcomes was this training designed to achieve?

6.3 How do you, as the implementer, measure the changes described in 6.1 and 6.2 above?

6.3.1 Can you share these data with us?

6.3.2 Is there anything you think could be changed or improved in the way the training is delivered which would result in stronger outcomes?

6.4 As a part of the workshop(s), are participants asked to share their ideas on implementing learning from the workshop? [yes / no]

6.4.1 If yes, what elements do they say they are most likely to implement and why?

6.4.2 If no, why not?

6.5 More broadly, what are key things you think still need to be addressed or implemented related to the criminal justice response to human trafficking? [Probe: identification, victim sensitivity and services, investigation, prosecution, conviction, prevention, etc.]

6.5.1 What are the reasons these things are not addressed or implemented?

6.6 Are there specific implementation challenges or obstacles? [yes / no]

6.6.1 If yes, what are those challenges?

6.7 Do you have recommendations on ways to further facilitate and promote *implementation* of best practices learned during the workshop?

7. EQ5: Training Follow-up and Sustainability

7.1 What tools, if any, are given to training participants to utilize post-training to promote utilization of the ideas and skills shared during training?

7.1.1 Which of these tools have been utilized and how?

[Ask for copies or samples, if feasible.]

7.2 What has your organization done, if anything, to follow-up on training to promote implementation of concepts and practices shared during training?

7.2.1 What results have you found?

7.2.2 What have you or your organization done, if anything, to follow-up on *replication* training?

7.2.2.1 What results have you found?

7.3 Is there any additional post-training follow-up by yourselves or others that is needed to promote implementation? [yes / no]

7.3.1 If yes, what type of follow-up and from whom?

7.3.2 At what interval(s) should follow-up be done?

7.4 In general, do you use or know of any tools or reports currently utilized to measure progress related to human trafficking? [yes / no]

7.4.1 What are those tools or reports and who uses them?

[Ask for copies or samples, if feasible.]

7.5 Are there any other challenges you face related to follow-up, implementation and sustainability of concepts learned during CJT training on human trafficking?

7.6 Do you have any other recommendations on the best process to ensure and monitor that concepts learned during training are sustainably implemented?

8. Closing

8.1 Is there anything else you want to tell us?

8.2 Do you have any questions for us?

Annex IX Additional Data Tables

Tables 1-5 below represent the roles of those who respondents thought should be included in training – whether as trainees in a mixed interdisciplinary training, or in separate trainings by role.

Table 11: Botswana: Others Recommended to be Included in Training on Human Trafficking

Role to be Included in Training - Botswana (n=43 Respondents)	Number of Responses
Law Enforcement / Police	27
Investigators	12
Prosecutors	22
Immigration Officials	16
Judges - Industrial Court labor cases (3); Judges with TIP cases (1)	17
Labor Officers	6
Social Welfare Workers / NGOs	26
Psychologists / Doctors	7
Survivors (3); or their Parents (1)	4
Traditional / Community Leaders	2
Ministry of Education to disseminate to schools	1
Politicians or Other	2

Table 12: Burkina Faso: Others Recommended to be Included in Training on Human Trafficking

Role to be Included in Training – Burkina Faso (n=16 Respondents)	Number of Responses
Law Enforcement / Police; management level (1)	10
Investigators	
Prosecutors	
Immigration Officials	
Judges - Industrial Court labor case; Judges with TIP cases	
Labor Officers	
Other criminal justice actors	3
Social Welfare Workers / NGOs	3
Psychologists / Doctors	
Survivors or their Parents	
Traditional / Community Leaders	
Other	

Table 13: Gabon: Others Recommended to be Included in Training on Human Trafficking

Role to be Included in Training – Gabon (n=48 Respondents)	Number of Responses
Law Enforcement / Police	42
Investigators	
Prosecutors	3

Role to be Included in Training – Gabon (n=48 Respondents)	Number of Responses
Immigration Officials	3
Judges (Industrial Court, with TIP cases)	4
Labor Officers	2
Other criminal justice actors	
Social Welfare Workers / NGOs	37
Psychologists / Doctors	14
Survivors or their Parents	
Traditional / Community Leaders	
Other	

Table 14: Guinea: Others Recommended to be Included in Training on Human Trafficking

Role to be Included in Training – Gabon (n= 47 Respondents)	Number of Responses
Law Enforcement / Police	31
Investigators	
Prosecutors	
Lawyers	7
Immigration Officials	
Judges and magistrates	18
Labor Officers	
Other criminal justice actors	
Social Welfare Workers / NGOs	18
Psychologists / Doctors	
Survivors or their Parents	
Traditional / Community Leaders	15
Other	

Table 15: Tanzania: Others Recommended to be Included in Training on Human Trafficking

Role to be Included in Training – Tanzania (n=23 Respondents)	Number of Responses
Law Enforcement / Police	5
Investigators	5
Prosecutors	2
Immigration Officials	3
Judges (Industrial Court, with TIP cases)	
Labor Officers	3
Other criminal justice actors	
Social Welfare Workers / NGOs	8
Psychologists / Doctors / Health Care Providers	6
Survivors or their Parents	
Traditional / Community Leaders	4
Other - Public Awareness Groups	7

Table 16: Trainees Experience with Trafficking Cases before and after the Training by Gender

Location and	# of Trainees at Baseline	Had TIP Cases Before	%	# of Trainees at Follow-up	Had TIP Cases After	%
Botswana	43	5	12%	31	8	26%
Male	21	3	14%	15	4	27%
Female	22	2	9%	16	4	25%
Burkina Faso	13	7	54%	13	7	54%
Male	13	7	40%	13	7	40%
Female	0	0	-	0	0	-
Burkina Faso	16	8	50%	16	6	38%
Males	15	8	53%	15	6	40%
Female	1	0	0%	1	0	0%
Gabon Judges	51	25	49%	NA	NA	NA
Male	27	11	41%	NA	NA	NA
Female	24	14	58%	NA	NA	NA
Guinea Police	29	13	45%	10	4	40%
Male	15	7	47%	6	2	33%
Female	14	6	43%	4	2	50%
Guinea	29	16	55%	10	5	50%
Male	24	14	58%	6	3	50%
Female	5	2	40%	4	2	50%
Tanzania	11	4	36%	11	10	91%
Male	3	2	67%	3	3	100%
Female	8	2	25%	8	7	88%
Tanzania TA	5	1	20%	5	4	80%
Male	1	0	0%	1	1	100%
Female	4	1	25%	4	3	75%
Tanzania TA	10	4	40%	10	5	50%
Male	3	2	67%	3	3	100%
Female	7	2	29%	7	2	29%
TOTAL	207	83	40%	106	49	46%
Male	122	54	44%	62	29	47%
Female	85	29	34%	44	20	45%

Table 17: Topics Respondent Said are ‘Most Useful’

‘Most Useful’ Topics	Botswana (n=36)	Burkina Faso (n=11)	Gabon (n=50)	Guinea (n=27)	Tanzania (n=28)
International Law	4		1		
National Law	7				4
Definition of TIP / Types of TIP	5		5		
TIP versus Smuggling	2	1			16
Indicators	5			5	
Victim Identification	2			5	2
Elements of TIP	7		10	10	22
Victim-centered Approaches	3		25		7
Victim Assistance and Referral				5	4
Evidence Collection	7		2		9
Investigation Techniques			4		9
Prosecution / Court Procedures			1	2	13
Sentencing	5		2		1
Cases and Case Law	2		5	3	
Compilation of Adjudicated Cases	3				
Collaboration among Stakeholders		1		2	3
All Topics Useful	6	9	12		

Table 18: Topics Respondents Said were Missing or Needed

‘Missing’ or ‘More Needed’ Topics	Botswana (n=35)	Burkina Faso (n=12)	Gabon (n=46)	Guinea (n=38)	Tanzania (n=8)
SADC Legal Framework	1		4		
National Law			1		
Definition of TIP / Types of TIP		3			
Elements of TIP		1		2	
Indicators				1	
How to Handle Foreign Victims		3			
Victim-centered Approaches	1	2		1	1
Interviewing Victims				2	
Victim and Witness Protection				2	
Survivor or Trafficker at Training	5				
Investigative Techniques		1		2	
Use of Technology and Social				1	
How to Indict Cases				1	
Evidence Gathering					1
Financial Investigations / Forensics		3	1	1	
Court Procedures					1
Criminal Reports	1				
Local Experience on TIP Cases	1		1		
Statistics on TIP / Tools for Data	3				2

'Missing' or 'More Needed' Topics	Botswana (n=35)	Burkina Faso (n=12)	Gabon (n=46)	Guinea (n=38)	Tanzania (n=8)
Local Cases / Examples	2		3	5	2
Cultural Traditions and TIP	3				
Discussion with Experts at Breaks			1		
Networking among Stakeholders				2	1
Regional / International Experiences				3	
Impact of Corruption on TIP			1		
Nothing was Missing	16	NA	33	17	NA

Table 19. Methods that Facilitate Post-Training Application of Learning

Methods that Facilitate Post-Training Application of Learning	Botswana (n=16)	Burkina Faso (n=17)	Gabon (n=41)	Guinea (n=34)	Tanzania (n=17)
Use of case studies	4	10	17	6	10
Interactive group discussion	4		14	8	3
Use of practical exercises			18	1	
Problem-solving	1		8		
Audio visual tools / film	2	1	1		3
Lectures	2		9		
Role-play / simulations		11	3		2
Question and answer sessions			2		
Knowledge review start / end daily			2		2
Sharing experiences		4	3	4	
Learning-by-doing	1				5
Post-action review					3
Follow-up and feedback					
Electronic platform for exchange	1				
Testimonies of victims / witnesses	1	2			
Group work		3			
Moot court / mock trial					6
Written materials	1		4	5	1
Debate				1	
Flash card system					1
Training-for-trainers / replication				1	
Replication / refresher training	2			6	
Do not know	1			1	
Other	1			6	

Annex X Description of Trainings Selected for the Evaluation

Bilateral Programs

- **International Organization for Migration (IOM)** – IOM’s broader program, *Combating Human Trafficking in Burkina Faso*, aims to strengthen the national framework, improve data collection, and increase victim identification. It features training for replication, where individuals are trained to become trainers, and then replicate training for their peers. During 2017-2018, IOM conducted three training-of-trainers (one for law enforcement officials, one for prosecutors, and one for social workers). Participants then conducted 19 replication trainings for their peers. Observation of training was not possible during this evaluation, and therefore this evaluation covers only training previously conducted. The Evaluation Team selected two replication trainings conducted by participants who attended the training-of-trainers, including replication training for police and security forces conducted in Banfora (July 2018), and a training for the judiciary (including prosecutors, judges and other officers) conducted in Bobo Dioulasso (July 2018).
- **Lawyers Without Borders (LWOB)** – LWOB’s program in Tanzania focuses on victim-centered investigations and prosecutions of TIP cases and developing tools and curricula that encourage collaboration between law enforcement, prosecutors, judges, immigration, NGOs and community leaders to improve prosecutions. As the centerpiece of its program, LWOB’s Support Through Trial Advocacy Training (STTAT) model is a five-day training session that runs through every aspect of a trial. LWOB employs a “learning by doing” methodology, which provides participants with an opportunity to practice the skills in a mock trial setting with the opportunity for group and individual playback and review. In addition to the STTAT above, LWOB conducted two series of Train-the-Trainer (TOT) programs, and Regional Trainings across Tanzania for law enforcement officials, social welfare officers, NGOs, and community leaders to improve the identification, investigation, and prosecution of human trafficking cases.²⁵ Training observation was not possible during the term of this evaluation. Instead, the Evaluation Team conducted interviews with a sampling of participants from Trial Advocacy Trainings in February 2017 and August 2018, and with a portion of trainees from a Regional Training that took place in February 2018.

Training and Technical Assistance

- **United National Office on Drugs and Crime (UNODC)** – The UNODC conducts trainings on various topics under a Cooperative Agreement (CA) that runs through March 2022. One pillar of this CA includes capacity-building initiatives related to the UN Trafficking in Persons Protocol and the South Africa

²⁵ LWOB (2018). *Quarterly Report, Third Quarter 2018*.

Development Community (SADC) framework for trafficking in persons, and in line with the strategy of the Economic Community of West African States (ECOWAS). The UNODC project is implemented in close synergy with UNODC regional and country offices and in coordination with their Global Program Against Trafficking (GLOT59). Each training activity is independently designed in collaboration with the U.S Embassy and with government agencies in the country where the capacity-building activity takes place and is conducted by a team of UNODC staff and contract trainers, including local and regional experts. In **Guinea**, the Evaluation Team observed two trainings conducted in Conakry, including one for magistrates (February 2019) and one for law enforcement (June 2019). In **Botswana**, the Evaluation Team observed one colloquium conducted for judges and magistrates (July 2019). Follow-up interviews were also done with participants from a prior colloquium conducted in April 2017. The objective in Botswana was to train all sitting judges, through a series of three trainings.

- **Warnath Group (WG)** – Training and technical assistance in **Gabon** is provided under a Cooperative Agreement currently slated to terminate in June 2020. This includes provision of peer-to-peer skills-based training and technical assistance for government officials, criminal justice actors, victim service providers and other anti-trafficking professionals. The WG’s model for T&TA is rooted in empirical knowledge and emphasizes trauma-informed approaches. In-country training is supplemented with online education and technical assistance resources using a country-specific platform. Prior to finalizing training content, WG staff and contract trainers meet with U.S. Embassy staff, government actors, and in-country human trafficking specialists. The Evaluation Team observed training of judges in Libreville (October 2019) by WG-selected contract trainers from the U.S. and supplemented by a local expert. Only one training activity is included in this evaluation, and, given that the training occurred toward the end of the evaluation timeframe, no follow-up interviews were possible.

Annex XI Expected Outcomes

Botswana: According to implementers, UNODC is contracted as a part of their global program to do ‘jump-in’ on-demand trainings as requested by the DoS. Thus, the U.S. Embassy and the Government of Botswana decided the objectives and expected outcomes – in this instance having to do with improving prosecution and convictions related to human trafficking crimes.

Burkina Faso: According to IOM’s project documents, the main goal of the overall project is to build and improve national capacities to fight TIP by enhancing the prosecution of traffickers and identifying and protecting victims of trafficking in Burkina Faso and abroad. This includes three main objectives, with third being relevant to training, which is to *‘help build national authorities and key actors’ capacities to ensure victim protection while conducting investigations and support the institutionalization of effective systems for the prosecution of traffickers.’*

Gabon: WG is contracted to *‘go where DoS asks and focus on issues that want us to focus on – with some adaptation after talking to local officials.’* For the training in Gabon, implementers hoped criminal justice actors would develop a higher-level of recognition of TIP cases and be aware of TIP cases in their courtroom, even when cases are not brought as TIP. They also wanted to encourage a victim-centered response and increase understanding on how to work with victims. Finally, they wanted to build skills around investigation, corroborating evidence, and building a case file for prosecution. Local NGOs and international organizations had a wide array of goals for TIP training. They said that training needed to build capacity to increase the number of prosecutions and convictions, recognize Gabonese TIP crimes and prosecute Gabonese citizens, refer victims to shelters, treat victims better in the criminal justice system (and take steps to separate victims and perpetrators), and increase coordination among stakeholders. Stakeholders wanted the government to bring charges under TIP law and not under lesser charges like ‘mistreatment’. One stakeholder said they wanted to see *‘more trials, more fair trials, better treatment of victims – but a more realistic expectation is that TIP cases become a priority and no longer go to the bottom of the pile.’*

Guinea: UNODC’s expected outcomes for magistrate trainings included a better understanding of TIP indicators leading to better detection; more investigations, prosecutions, and convictions; non-criminalization of victims; better coordination for victim referral and service provision; and increased collaboration between stakeholders. In addition, they hoped participants would be able to define TIP to their colleagues and answer questions as the ‘resident TIP expert’. Government stakeholders expressed a desire for more enforcement, better understanding of TIP versus other crimes, improved techniques for interviewing victims and protecting witnesses, and an ultimate

goal to have a trainer in each jurisdiction that can train other magistrates. *'We want cases to be brought to the TIP Committee and then for police to investigate, arrest and transfer cases to court. We hope they will judge and convict more. Justice is waiting to be seized. The OPJ must seize it.'* The USG mentioned goals of more prosecutions and convictions, with stiffer penalties, and increased referral of victims to services. The trainer reiterated that training to increase prosecutions and cases pursued under the TIP law.

Expected outcomes for the police training were very similar. According to the implementer the goal was to increase the number of cases detected and cooperation with neighboring countries. Government stakeholders said they were looking for more cases to be detected and investigated, more traffickers arrested, cases handled more effectively, and a clearer understanding of the difference between TIP and other crimes. *'The working method will change. Human trafficking will be treated separately from other crimes. Human trafficking cases will be handled with all the required attention.'* Trainers also concurred that the goal was to detect more cases (especially domestic TIP) and conduct more investigations.

Tanzania: LWOB stated their goal to, *'state-of-the-art peer-to-peer professional skills-based training and technical assistance to help strengthen capacity and skills' and thereby 'increase the number of TIP investigations and prosecutions in Tanzania.'* Government and stakeholders concur that the effort aimed to *'facilitate training of law enforcement officials, in particular prosecutors, magistrates, police officers, NGOs, immigration officers, and social welfare officers who are dealing with issues and matters relating to TIP, and provide technical support on TIP issues such as victim identification, investigations, court prosecution procedures, conviction, prevention and referral to protective services.'*

Annex XII Evaluation Statement of Work

Statement of Work for Performance Evaluation of Criminal Justice Training Programs funded by The Office to Monitor and Combat Trafficking in Persons

PURPOSE

The Trafficking Victims Protection Act of 2000 (22 USC 7101 et seq), as amended (TVPA), established the TIP Office in the U.S. Department of State. The TIP Office leads the United States' global engagement on the fight against human trafficking and seeks partnerships with foreign governments, civil society organizations, and multilateral organizations to combat modern slavery through the "3P" paradigm: **prosecuting** traffickers, **protecting** trafficking victims, and **preventing** trafficking in persons. Human trafficking – also referred to as modern slavery – is a crime involving the exploitation of someone for the purposes of compelled labor or commercial sex through the use of force, fraud, or coercion or the use of a child for the purpose of commercial sex. Forms of human trafficking include, but are not limited to, sex trafficking, child sex trafficking, forced labor, bonded labor (also called debt bondage), domestic servitude, forced child labor, and the unlawful recruitment and use of child soldiers.

The Office to Monitor and Combat Trafficking in Persons (the TIP Office) funds a number of different kinds of training on TIP – for government officials, law enforcement, prosecutors, judges, labor inspectors, border officials, and victim service providers. Some of these trainings are presented by contractors who implement the TIP Office's Training and Technical Assistance (T&TA) program, and other trainings are presented as part of bilateral or regional TIP projects implemented by civil society organizations. Because the TIP Office has utilized trainings as a major mechanism for building the sustainable capacity of governments and civil society to combat modern slavery, it is incumbent upon the TIP Office to know what key characteristics contribute to the effectiveness, efficiency and sustainable use of knowledge gained in TIP trainings. The focus of this evaluation will be on the training of criminal justice officials in Africa.

BACKGROUND

T&TA Trainings

The TIP Office's Training and Technical Assistance (T&TA) program consists of cooperative agreements with three different organizations: the UN Office on Drugs and Crime (UNODC), the Warnath Group (WG), and the International Organization for Migration (IOM). The first two provide criminal justice trainings, and so will be part of the focus of this evaluation. The purpose of the T&TA program is to provide training and/or technical assistance to strengthen the capacity and skills of government officials, criminal justice actors, victim service providers (e.g. NGO and/or government shelters,

legal service providers for victims), border officials, labor inspectors, and other key anti-trafficking professionals to respond effectively, meaningfully and appropriately to all forms of trafficking in persons (human trafficking or TIP) throughout the world. These efforts may focus on strengthening anti-TIP laws, policy frameworks, and national plans of action; systematizing or institutionalizing victim-centered practices as part of investigations and prosecutions; providing insight and guidance on effective and ethical data collection, storage, and reporting mechanisms; and assisting both government and NGO victim service providers to improve comprehensive services for trafficking victims. T&TA trainings are generally requested by or through embassies, and these requests can be fulfilled fairly quickly, but may or may not have on-site follow-up as part of the training package.

Each of the T&TA organizations has a slightly different model for T&TA. The WG's model entails the provision of T&TA that is tailored, flexible, multi-disciplinary, empirically-based, integrated and sustainable. WG's current program emphasizes supplementing in-country T&TAs with online education and technical assistance resources. The goal of the WG project is to strengthen the capacity of anti-trafficking actors to understand and apply more effective anti-trafficking skills, practices, and policies to help end the impunity of offenders and improve care for victims. The main goal of the UNODC project is to strengthen the criminal justice response to TIP in selected countries through the delivery of T&TA in order to support the implementation of the UN Trafficking in Persons Protocol. The project is implemented in close synergy with UNODC regional and country offices (in >150 countries worldwide), and in coordination with its Global Program against Trafficking (GLOT59).

T&TA trainings occur periodically throughout the year in a variety of locations throughout the world. These often occur with little advance notice and cover various topics (prevention, protection, and prosecution) and have different participants (frontline responders, prosecutors, investigators, law enforcement or a mix, encompassing both government and NGO representatives). All of the cooperative agreements assessed during this evaluation will have been active since at least October 2017.

Bi-lateral/Regional Project Trainings

Each year the TIP Office identifies priority countries or regions for funding, as well as programming objectives and priorities. The priority countries or regions are determined by the global trends and country-specific recommendations in the TIP Report narratives, current anti-trafficking efforts by other donors, and consultations with anti-trafficking stakeholders. The TIP Office generally prioritizes foreign assistance in those countries assessed in the TIP Report as below Tier 1, and where governments demonstrate political will but lack the economic resources or anti-trafficking expertise to effectively address the problem. Potential grantees, who may be Non-Governmental Organizations (NGOs) or Public International Organizations (PIOs), may include trainings as part of bilateral or regional TIP project proposals, and the projects are chosen in a free and fair competition.

Trainings provided as part of bilateral or regional TIP projects may cover similar topics to those covered by T&TA, but are generally part of a broader package of planned activities that may include, for example: supporting anti-trafficking legislation and the enactment of regulations and mechanisms to implement anti-trafficking laws, developing a national referral mechanism, providing services for identified victims of trafficking, building effective TIP data collection systems and reporting mechanisms, developing community networks empowered to combat human trafficking, and/or implementing public awareness campaigns. From the time a problem is identified in the TIP Report until a grantee begins to implement training to address the problem may take two years, but since most bilateral/regional projects are two to four years long, on-site follow-up to a training may be more easily accomplished.

SCOPE OF WORK/EVALUATION DESIGN

The evaluator will conduct a performance evaluation of the training methodologies of some of the projects that are funded by the TIP Office, both through T&TA and through bilateral/regional projects in Africa. The purpose of this evaluation will be to determine what key characteristics of TIP trainings of criminal justice system officials contribute to the strongest and most sustainable results. In order to collect data that includes 6-month follow-ups, the TIP Office anticipates that this evaluation may require an extension to complete.

The evaluators will perform a search of recent literature for promising practices in trainings of criminal justice actors. They will assess trainings provided by two T&TA contractors and the training components of three bilateral/regional grantee projects, with the objective of providing the TIP Office with information on variables in training and follow-up that appear to have the most positive impact on knowledge retention, behavior change, and results (when possible) for the participants. Some of the trainings may be Training of Trainers (TOTs). The TIP Office suggests that the evaluator assess two trainings (2-10 days each) by each of the five implementers and observe, depending on scheduling, up to one week of training for each training implementer. (Up to two of the bilateral/regional grantees will probably receive funding in early 2019, so may not begin trainings until Spring 2019.) The evaluator will work with each of the trainers to develop joint pre-tests and post-tests for their two trainings, and will then conduct follow-up data collection with training participants and potentially their supervisors at six-month intervals after the trainings. Potential questions to be answered are:

1. What trainee selection methods work best to get the right people in trainings? (i.e. Are the identified training participants dedicated to investigating/prosecuting TIP cases as part of their day-to-day duties, and thus utilize the training to successfully identify, investigate and prosecute human trafficking cases?) If not, what impediments are there to getting the right people in training, aside from Leahy vetting?
2. Does the implementing partner demonstrate a clear understanding of the victim-centered approach that puts the victim first and focuses on the needs and rights of trafficked persons? Do the training curriculum and tools address core

elements of a victim-centered criminal justice response to combat human trafficking (e.g. trauma-informed victim interviewing strategies, methods for developing evidence to corroborate a victim's testimony, dealing with common coping mechanisms that may prevent victims from providing evidence)

3. Are training curricula and tools structured around national anti-trafficking laws and national and/or regional case files?
4. What training elements contribute to students' understanding and retaining of the concepts presented? (e.g. training in participants' own language (without translator), examples/case studies relevant to local context, students receiving training materials in advance, multi-disciplinary or single discipline training, trainer has experience in investigation/prosecution)
5. What training elements work best to change behavior? (e.g. length of training, multiple-session, lecture, role play, group exercises) Do participants report utilizing in their daily work what they have learned in training? Have supervisors of participants observed behavioral changes to which their participation in the training likely contributed?
 - If not, why not?
6. How do the training models address the sustainability of specialized TIP investigation and prosecution skills? What follow-up is most effective in sustaining changed behavior? (e.g. embedding a TIP expert to provide mentoring, on-going case consultation by phone or website, social media connections with trainees, follow-up training, wide distribution of training manual/curriculum/PowerPoints). What models are most cost-effective? Are implementers measuring sustainability? Why/why not? Where relevant, what cross-border investigation tools, systems, frameworks, and/or partners are integrated into trainings and how?

● **DATA AVAILABLE FROM THE TIP OFFICE**

T&TA - In a quarterly report, each of the T&TA grantees updates a logic model/logframe that tracks all relevant outputs and outcomes for T&TA activities (which encompass both training and technical assistance). The output indicators depend on the exact nature of the activity, but most often include the number of people in attendance, length of time of training, and increased knowledge or skills. Below is a list of output and outcome indicators that are being tracked in the logframes for each project as of 8/1/17.

WG: Objective: Provide tailored Training (and Technical Assistance) on victim-centered investigations and prosecutions of TIP cases

Sample Output Indicators

- # of anticipated T&TA recipients that complete surveys sent in advance of in-country T&TA
- # of tailored T&TA materials on victim-centered investigations and prosecutions developed

- # of T&TA on victim-centered investigation and prosecution practices delivered
- # of individuals receiving T&TA on victim-centered investigation and prosecution
- # of real-time assessments of T&TA recipients' knowledge, skills, and attitudes of victim-centered investigations and prosecutions conducted during T&TA
- # of post-T&TA discussions with victim-centered investigations and prosecutions T&TA "bridge" representatives
- # of T&TA recipients who are sent post-T&TA surveys
- # of T&TA recipients that complete post-T&TA surveys
- # of times victim-centered investigations and prosecutions online resources are shared, mentioned or reposted via social media



Sample Outcome Indicators

- # of government officials with increased knowledge of victim-centered practices after having received T&TA on victim-centered investigation and prosecution
- # of non-government individuals who comprise part of the government's response with increased knowledge of victim-centered practices after having received T&TA on victim-centered investigation and prosecution
- # of individuals who report that the T&TA will be "useful" or "extremely useful" in future TIP cases
- # of individuals who report that the T&TA will "change" or "significantly change" their approach to future TIP cases
- # of TIP-related arrests, investigations, and/or prosecutions T&TA participants have initiated or taken part in, as reported in post-training survey
- # of post-T&TA consultations on victim-centered investigations and prosecutions as the result of a request from a T&TA recipient
- # of times online victim-centered investigations and prosecutions resources pages viewed (sessions)
- # of times victim-centered investigations and prosecutions online resources downloaded
- Average time spent on victim-centered investigations and prosecutions online resource pages
- # of times victim-centered investigations and prosecutions online video resources played
- # of individual users that access victim-centered investigations and prosecutions online resources



UNODC (16-CA-1025): Objective: To assist beneficiary countries to strengthen their criminal justice response to trafficking in persons

Sample Output Indicators

- # Number of criminal justice practitioners and non-criminal justice actors trained
- # Number of criminal justice practitioners and other relevant actors provided with specialized briefing/training on international cooperation including on mutual legal assistance, extradition, and transfer of proceedings
- # Workshop feedback evaluation and monitoring reports.

●

● Sample Outcome Indicators

- #Number of TIP cases investigated and/or prosecuted as reported by assisted countries.
- #Number of assisted countries that initiated requests for mutual legal assistance and/or extradition on TIP cases, as reported by assisted countries.

●

●

Bilateral/Regional Projects - These three projects are yet to be firmly identified. Outputs and outcomes will be listed in each project's logframe, and updated in quarterly reports. As mentioned above, up to two of the bilateral/regional projects are expected to begin in early 2019, but each is expected to have trainings within the period of performance of the call.

EVALUATION TEAM QUALIFICATIONS

The contractor shall propose staff it deems appropriate to optimally meet the requirements. The team needs expertise in human trafficking and evaluation methodology, as well as training methodologies relevant to trafficking-in-persons prevention, protection, and prosecution. It should also have knowledge of local criminal justice processes, through local/regional staff members or consultants. The team should be prepared to consider the local political context when designing the measurement instruments.

The TIP Office expects that staffing requirements for this evaluation will include representation of all of the labor roles listed in the chart. At the concept paper stage of this evaluation, the contractor will submit a list of proposed key and other personnel with confirmed availability within the agreed timeframe of the scope, brief resumes, and two references for each proposed staff. It is preferred that the key personnel are full time employees of the contractor; however, the contractor may subcontract for tasks or positions if required in order to obtain personnel with requisite experience and skills. Proposed personnel are expected to be assigned to the evaluation and shall be

considered key personnel. The lead evaluators may be supported in basic research activities by lower level personnel. Any substitutes to the proposed team must be approved by the COR and CO before they begin work. Substitutes shall have the same qualifications and level of experience as previously approved evaluation staff. In some cases, if additional expertise is required, more team members may need to be added. In addition, a TIP Office staff member with experience in evaluation may serve as an observer on portions of scoping or site visits. All team members will be required to provide a signed statement attesting to a lack of conflict of interest, or describing an existing conflict of interest. The TIP Office will review conflicts of interest and has the right to refuse participation of team members as a result. The TIP Office will not provide equipment for personnel in support of this effort. The majority of the work will be completed off-site and in the field by the chosen contracting firm(s).

Contract Line Item Numbers

CLIN 001	International Team Lead	Level 1 Eval Design/Mgmt Spec.(4009)
CLIN 002	International Team Member	Level 2 Eval Design/Mgmt Spec. (4009)
CLIN 003	Local Team Member	Local Level 3 Eval Methods Spec. (4010)
CLIN 004	Data Analyst	Level 3 Eval Methods Spec. (4010)
CLIN 005	Project Financial Analyst	Level 3 Evaluation Methods Specialist (4010)
CLIN 006	Administrative Support Staff	Admin Support (4001)
CLIN 007	Travel	
CLIN 008	Other Direct Costs	

Position Descriptions and Team Roles – Information below constitutes government estimates for the full project. Contractor is free to propose alternatives with justification.

Role	Description
International Team Lead	L1 Eval Design/Mgmt Spec (4009) The Team Lead should have strong project leadership and management skills, and expertise in evaluation design and methods, preferably within an overseas context. The team lead will have fluency in written and spoken English, along with excellent skills and experience in analysis, report writing, strategic thinking and presentation. <ul style="list-style-type: none"> ● Graduate-level Degree ● At least 5 years of experience working with the Federal Government, either working as an employee of the U.S. Government, or managing and/or evaluating activities funded by the U.S. Government

	<ul style="list-style-type: none"> ● Very knowledgeable on human trafficking issues as defined in TVPA and the Palermo Protocol ● Proven track record of professional achievement, management competence, and strong interpersonal skills ● Provides leadership and management for the development of the concept paper, the final evaluation plan, data collection and analysis, the written evaluation report, and oral presentation of findings. Responsible for maintaining regular contact with the TIP Office and for ensuring informant protection is in place with ethics policy and IRB, if available. (est 42 days)
<p>International Team Member/s</p>	<p>L2 Eval Design/Mgmt Spec (4009)</p> <p>At least one of these members must bring human trafficking expertise and overseas experience in on-site data collection. Works with team lead to review background research and develop proposed methodology, level of effort, team composition and qualifications, key evaluation questions, and anticipated challenges; helps to draft timeline with key deliverables and milestones and evaluation budget. Level 2 Team Members will work on evaluation plan and data collection tools, coordinate pre- and post-test development with implementers, and will observe one training by each implementer. They will organize and perform data collection on trainings they attend and verify data quality. They will oversee Local Team Members’ follow-up data collection with training participants. Team Members work with the data analyst and Team Lead on analysis and on writing of the evaluation report. May participate in meetings to disseminate evaluation findings. Typical required skills and experience include:</p> <ul style="list-style-type: none"> ● Graduate-level Degree ● Expertise in human trafficking and intervention approaches, with at least 3 years of experience in TIP-related projects ● At least 2 years of experience in research methods that include, but are not limited to, survey implementation, focus group discussion, and key informant interviews ● Strong interpersonal skills and proven track record of professional competence. (est 70 days)
<p>Local/Regional Team Member/s</p>	<p>Local L3 Eval Methods Spec (4010)</p> <p>Two members on the evaluation team should be from Africa, to expedite travel and follow-up. Typical needed experience of local staff includes knowledge of cultural issues and criminal justice processes in the countries of evaluation, as well as TIP expertise. Works with the Level 2 Evaluation Design Specialist to observe the training and perform data collection with</p>

	<p>participants. Local Team Member/s will perform six-month follow-up focus groups and interviews/surveys with participants and their supervisors.</p> <ul style="list-style-type: none"> ● Strong interpersonal skills and experience in conducting surveys, key informant interviews and focus groups ● Skill in performing data quality verification (est total 200 days)
Data Analyst	<p>L3 Eval Methods Spec (4010) This person will organize and manage data from data collection, verify data quality, perform data analysis using software and present data in easy-to-understand graphic formats that are Section 508-compliant.</p> <ul style="list-style-type: none"> ○ Needs skill in use of data analysis software, Office Suite and presentation of data in graphic formats (e.g. graphs, maps, charts). (est 30 days)
Project Financial Analyst/s	<p>L3 Eval Methods Spec (4010) If appropriate data are available, will assess cost-effectiveness of various models of training (e.g. length, type of follow-up to training (est 15 days)</p>
Administrative Support Staff	<p>Admin Support (4001) Responsible for administrative support to the project. Needs skill in use of Office Suite (est 40 days)</p>

TRAVEL

The TIP Office anticipates significant travel, with the Team Lead or an International Team Member and one Local Team Member observing in-person at least one training by each of the five implementers and collecting baseline data at those trainings. Baseline surveys will be sent to participants in each implementer’s second group. Two Local Evaluators will perform a six-month follow-up site visit for five trainings with focus groups and key informant interviews of participants and their supervisors. (Participants in five trainings will receive a survey and phone follow-up.)

STAKEHOLDERS/AUDIENCE FOR THIS EVALUATION

Planning the training evaluation will involve the TIP Office’s Evaluation Team, Program Officers, and T&TA Program Team members; also involved will be the training implementing partners. Other stakeholders who will be following the results of the evaluation will be State Department policy makers and program managers; Members of Congress and Congressional staff that work on TIP-related authorizations and appropriations; USAID and the and the Department of State’s Evaluation Community of Practice.

PERIODS OF PERFORMANCE AND START OF THE CONTRACT

The contractor will begin work within a month of the award of the contract and will work over a one-year period from the date of signing. J/TIP anticipates that this call order may require a no-cost extension of up to six months in order to complete the follow-up work and analysis.

DELIVERABLES AND TIMETABLE FOR TRAINING EVALUATION

In this performance evaluation, the evaluator collaborates with the implementers to ensure alignment of the research design with the project plan. The design of this evaluation should take into consideration the desire to focus on behavioral change-oriented outcomes and results-oriented outcomes when possible. The evaluators will be engaging with several unique implementers who will implement distinct trainings, in different places and likely at different times. Evaluators are encouraged to respond with a design that allows for comparison among implementers as well as comparison to those who qualified to participate in the trainings, but did not.

At a minimum, the following components are requested (timeframe is suggested):

- Consultation – The TIP Office will notify contracting firm of evaluation. The TIP Office and contracting firm consult in person, by phone and/or through written comments to define the viability of an evaluation and discuss possible key questions. Start date of the evaluation is determined by the COR.
- Desk Review, Research & Concept Paper – contractor does preliminary background research on project, contextual situation, public datasets and recent literature to get an understanding of the issues to be studied and consults with key stakeholders to define elements of the evaluation plan. Within six (6) weeks of the start date, contractor submits concept paper with highlights of research, proposed methodology, level of effort, proposed team composition and qualifications, proposed key evaluation questions, anticipated challenges, draft timeline with key deliverables and milestones, documentation of consultations with key stakeholders, and draft budget for the evaluation.
- Evaluation Design & Plan – After input from the TIP Office and other stakeholders and within twelve (12) weeks of start date, contractor submits to the COR an appropriate, feasible and fully-developed evaluation design and plan, expanding on the concept paper and articulating how the evaluation is to unfold, both technically and logistically. The plan should include identification of prospective trainings that may be evaluated, in collaboration with the implementers, taking into account the type of training and participants. The plan will also include data sources, approximate intervals of data collection, and cost-effective and flexible performance measurement tools for collecting consistent and reliable data. The data collection tools should be tested, and the evaluation strategy and tools reviewed with stakeholders prior to data

collection. The contractor shall seek approval from any relevant institutional review board (IRB), and the evaluation plan must be approved by the COR before data collection begins.

Baseline Data Collection tools are completed by 16 weeks from start date. Exact dates for baseline data collection will differ with each training and could range anywhere from two weeks prior to training to the day of the training. Contractor should be prepared to collect baseline data from participants at any point in that range. Contractor confers with implementers prior to training, observes trainings, collects and analyzes data, and verifies data quality. Initial data collection should be done on-site. Preliminary findings are shared with stakeholders as soon as data is analyzed.

- Follow-up Data Collection tools ready 20 weeks from start date. Evaluator contacts participants and potentially their supervisors no sooner than 6 months after the occurrence of each training to set up focus groups and key informant interviews (interviews may need to be held by phone if participants are not all near the same site).
 -
- Analysis and Performance Evaluation Report - Contractor does data analysis and provides a draft performance report for all evaluation activities, with data reported in visual presentation through charts, graphs, geocoding, and mapping, when possible. The draft baseline report is submitted at date agreed upon by the COR and Contractor. This report will become final after the TIP Office comments on the draft and approves the end product.

The main body of the report shall not exceed 50 pages (exclusive of annexes). Report includes key findings and recommendations, and should be written so that it may be presented as a public document. The report shall include:

- Title Page (including US flag)
- Executive Summary of not more than 3 pages
- Background and context of the intervention being planned
- Evaluation questions
- Methodology
- Limitations of the methodology
- Findings
- Conclusions
- Recommendations
- Statements regarding any significant unresolved difference of opinion by funders, implementers, and/or members of the evaluation team
- Annexes should include the SOW, sources, and all tools used in the evaluation, such as questionnaires, checklists and discussion guides.

- Raw quantitative and qualitative data should be provided to the TIP Office in a Microsoft Excel electronic file.
- Oral Briefing of the Recommendations/Dissemination Presentation: The evaluation team should provide at least a one hour briefing to Washington D.C. stakeholders on the Evaluation Report and its findings, and recommendations on policy, programming and strategy implications, date to be agreed upon by the COR and contractor. The TIP Office will provide the necessary space and video technology to include country stakeholders, if appropriate. The total time spent preparing and delivering the oral presentation is not expected to exceed 10 hours. Reports of foreign assistance-funded evaluations should be posted publicly if possible.

REPORTING

The contractor shall maintain open, timely, and effective communications with the COR, resulting in a relationship that proactively addresses potential problems with flexible, workable solutions.

Monthly Reports: The contractor shall submit monthly reports in English to the TIP Office no later than fifteen days after the end of each month. These reports shall summarize progress and status of the major activities being undertaken in relation to the requirements of this evaluation; comparison of actual accomplishments with the deliverables established for the period of the report; deviations from the work plan and explanations of such; indications of any problems encountered and proposals for remedial actions as appropriate; and projected activities for the next reporting period.

Final Report: The contractor shall deliver a draft final report to the COR no later than 45 days before the completion date of this contract. The COR will return the draft report within 20 days. The final report shall summarize the major results achieved, any problems encountered, and notable successes realized in performing this project. The contractor shall also make recommendations to the TIP Office of appropriate follow-up actions. The contractor has 25 days to complete the final report after the draft report is returned by the COR. The report must be submitted in a format that is Section 508-compliant, suitable for public posting.

SECURITY

No security clearance is required for this evaluation.

POSITION LOCATION & HOURS

The physical work location is at the contractor's site or in the field. The TIP Office is at 1800 G. Street, Suite 2201, Washington, DC 20006. The TIP Office core hours are the core hours of the DOS.

GOVERNMENT FURNISHED EQUIPMENT AND ASSISTANCE

Contractor will provide own office space, computer, phone and other required equipment and supplies necessary to complete all job requirements. Contractor will be responsible for obtaining visas and accommodations for site visit. The TIP Office will assist contractor in gaining access to project written materials and key personnel.

CONTRACT ADMINISTRATION DATA

Written communications regarding the administration of this contract shall make reference to the contract number and modification number, if applicable, and shall be submitted to the CO and COR.

Annex XIII Botswana Findings

1. What selection factors work best to get the right people in the trainings (e.g. leadership, length of time in their current position, experience with TIP cases, agents of change)?

Findings in this section are based on participant surveys (24) completed as a part of the July 2019 training, baseline KIIs completed immediately following training (11 KIIs), and follow-up KIIs with a sampling of stakeholders (4) and participants from both trainings (32).

At the time of this evaluation, judicial training in Botswana had been underway for some time. The intended sum of three iterations of training (two under review in this report) was to reach all judges in Botswana. Ultimately, that made selection criteria – outside of being a judge in Botswana – a somewhat moot point. Though precise figures were not available, the Government of Botswana reckoned that between 2017 and 2019, over 90% of its target group had been to one or more iterations of the same training. Sometimes this specificity of plan allowed for longer notice in inviting participants to the training, while in other instances it seemed to make no appreciable difference. Baseline survey participants from the third training (July 2019) and those interviewed during follow-up KIIs report being invited to the training between three days to two months in advance, with 15 being invited one week or less in advance (4 of which were invited 3-5 days in advance), and 14 being invited more than one week in advance (out of total n=29). UNODC also typically received confirmation of the list of scheduled participants at *‘the last minute.’* However, for magistrates, who were not all invited, and in an effort to remain *‘at arm’s length and promote the independence of selection’* the Ministry of Defence, Justice and Security turned the selection process over to the Association of Women Judges, Office of the Registrar, and Master of the High Court.

When asked, respondents generally felt that the right people were invited to the training. In the post training survey, 23 trainees (n=24) said the participants present were suitable for the training, while one said ‘not really’ stating that judges with cases of TIP should (also) be included. This may not have been possible given how few cases of TIP have been adjudicated in Botswana.

While those in the training room seemed to be suitable, when asked who else should be included, the most common responses included police and investigators, social workers and prosecutors. Others included immigration, labor officers, doctors and psychologists. Four trainees suggested that survivors or their parents be incorporated into the training. Some also suggested training or awareness-raising for community leaders or the public. More details can be found in Table 11, Annex IX.

Several respondents indicated that there should be joint training or discussions of some sort involving stakeholders who comprise the criminal justice chain. It was also not always clear whether respondents were suggesting that others be trained together with judges or as separate groups. In fact, at the end of the training there was a broader discussion about interdisciplinary training, during which several judges suggested that mixed training would be valuable to enhance collaboration, but only after prior basic training for each group, and relying on fine orchestration to ensure various roles were respected.

Most participants had little prior training or experience with human trafficking cases, though a few in the training observed had prior cases and were active in sharing both their experience and their questions. Of respondents answering the question on prior training experience, 12 (n=43) had no prior training on human trafficking, while ten had (including five who had been to an earlier iteration of the same UNODC training, some of whom were initially invited as members of the Association of Women Judges).

2. Do training curricula and tools adequately reflect TIP expectations and requirements as well as local needs for the trainings:

Both trainings included in this evaluation used the same Israeli lead trainer, a former prosecutor, and the same curricula, with the caveat that the training content is adapted in real time, based on participant questions and emerging areas of deeper interest. Both were conducted in English for an English-fluent audience.

Overall training content focused on the international and domestic legal frameworks to address human trafficking, proving the elements of trafficking, the issue of consent, challenges and questions of law and evidence, sentencing considerations, and non-criminalization of victims. The main thrust was a deep academic review and interpretation of the Botswana law and its Amendment (June 2018), compared to international law. This was coupled with a review of how other jurisdictions (mostly countries in the region) had interpreted aspects of equivalent law and how they had ruled on specific cases. This treatment seemed to address authentic issues that some had in interpreting the law (though all but three participants had not actually had a case in their court), and thereby aimed to build confidence when judges might face an actual case in court.

2.1 Do they address core elements of victim-centered criminal justice response to human trafficking? Do implementing partners share the same understanding as the TIP Office?

OBSERVATION: Content to address a victim-centered criminal justice process was included in a few dedicated sessions, and generally informed most sessions throughout. Specific content included a UNODC film, *Affected for Life*, which depicts mostly minor victims whose identities are not always protected. The film is very sympathetic to issues

of trauma, though often lacking counterpoint examples of survivor resilience and empowerment. This was followed by a discussion of physical and psychological control methods, including a case that used Voodoo to control victims. The issue of victim trauma and how it can manifest in the criminal justice process was briefly discussed, as well as the role judges might play in helping to reduce trauma and even aid recovery. In one example from the trainer, a Netherlands court ordered that a Juju priest come and reverse the curse that had been placed on a victim from Nigeria. One participant also brought up the issue of secondary trauma and how judges and magistrates needed to be cognizant of self-care needs and methods.

A rather lengthy discussion on victim consent also included trauma-informed and victim-centered concepts, noting that judges often fault victims, including minors, where engagement with someone who turns out to be a trafficker is initially by mutual 'consent'. Discussion also cemented the idea that victim consent can be removed at any stage, and if so removed, the act can turn into trafficking if it meets the 'act, means, purpose' elements.

A session presented by a guest speaker, a judge from Malawi, featured key sections on victim protection and treatment. Malawi law stipulates protections for victims, including accompaniment to court, sufficient breaks, and other provisions – though the law is not always utilized or followed. Particularly with child victims, special procedures may include a process to determine if a child is competent to testify and require special attention to language and interpretation during trial, for example, to avoid harassment during cross-examination. Gender sensitivity is also important. In Malawi, often if a woman says 'no' she is thought to *mean* 'yes', but the court needs to recognize and respect what a victim says. In one case cited, an old man ejaculated on a four-year old girl – and a judge in his ruling noted that the perpetrator had *'discharged on her leg so she had neither the pain or the sweetness of the sex act.'* The trainer also talked about the infrastructure needed to support the court, including shelters for victims, specialized units, and training for judges so that they proactively take actions to ensure the safety and wellbeing of victims. A simple example was given where a sheet was held up in court to block site lines between the victim and the accused and thereby reduce fear and intimidation of the victim. She noted that some victims are confined to shelters for the duration of the court process while traffickers intentionally bog the court down with paperwork. And sometimes lawyers representing victims may also be representing the accused in another matter. The trainer noted how all of these issues matter, and how judges can, indeed should, take a proactive role to intervene when red flags are present.

Another session emphasized the governing rules of court, and whether or not a judge could/should call other expert witnesses not brought forward by prosecution or defense. This was especially applied to bringing psychologists or medical experts to testify about the impact and harm suffered by victims and could inform sentencing for aggravated circumstances related to trafficking.

Finally, there was a specific session on non-criminalization of victims for crimes committed under force or coercion by a trafficker. Emphasis was on not wanting to cause the victim more suffering – both because it is the right thing to do and because a traumatized victim will not effectively cooperate during the criminal justice process. The law on non-criminalization differs slightly between countries in the region. Botswana trafficking law is one of the more favorable for victims and includes non-criminalization for offences related to being in Botswana illegally, as well as acts committed as a direct result of trafficking.

For the most part, participants who were active seemed to embrace the tenets of a victim-centered criminal justice process, noting how victim testimony can change, and the psychology of trauma. During a reflection and suggestion period at the end of the colloquium, participants suggested that a victim of trafficking be included in future training. *‘Participants wanted a victim of trafficking to be brought to training – a mock testimony – to better understand vulnerabilities and how to work with victims.’* Though this points to a willingness and interest to dig deeper, be sympathetic, it also revealed gaps in current understanding related to concerns that might arise from including a victim. The trainer acknowledged that this was an interesting idea, but perhaps problematic...²⁶

TRAINEES: Findings from follow-up interviews show that, when asked about the ‘core elements of a victim-centered and trauma-informed criminal justice response to human trafficking,’ 22 trainees gave responses that indicated an understanding of the trauma experienced by victims of trafficking and the need for referral to services [n= 36]. Of these, 11 noted the need for victims to be allowed to testify through private means – *in camera*, by video or closed-circuit television. Two respondents commented on the need to shorten the length of trials because of its effect on victims. One mentioned the need for interpreters to assist victims not fluent in the language of the court, and one noted that victims should be allowed to make submissions to the court.

When asked what topics were ‘most useful’ from colloquia in Botswana, out of 36 trainees (23 from 2019 and 13 from 2017), only three named sensitivity to victims, and one specifically cited a case from the session conducted by the Malawi judge (see Table 18, Annex IX). When asked if anything was missing from the training, only one out of 35 participants mentioned they wanted more on sensitivity to victims. However, the lead trainer herself noted that if there had been more time she would have added more on

²⁶ Of course, there are many examples of successful and safe engagement of survivors in training and advocacy. In the U.S., for example, the Survivor Caucus and the National Survivor Network, both founded by CAST, participate in a myriad of training and public awareness events, including as advocates on Capitol Hill. In Bangladesh, ANIRBAN survivor network, started in connection with a USAID- funded Winrock International program, does the same.

the victim's point of view and vulnerabilities, as well as on trauma and Stockholm Syndrome.

2.2 Are they structured around national anti-trafficking laws and national or regional case files?

The lead trainer in Botswana had an encyclopedic command of regional legal frameworks and cases and was able to bring detailed accounts of the juridical challenges in each of several illustrative cases, as well as point to actual verdicts and sentencing. She would recount why each case was difficult in terms of interpretation of the law or evidence, what made cases difficult to judge, or where decisions were controversial and why. The level of academic rigor was evident and impressive, and a substantive printed case digest, *UNODC Evidential Issues in Trafficking in Persons Cases*, was also provided. A guest trainer and judge from Malawi also presented multiple cases from Malawi. As one respondent noted, *'Cases all created a platform for discussion and participant involvement.'*

When asked in baseline surveys from the July 2019 training, 22 (n=23) trainees said that regional and/or local cases were utilized. Similarly, on follow-up surveys with participants from the April 2017 training (who did not complete a baseline survey), 17 (n=19) said regional / local cases were used, while one said they were not, and one was not sure.

However, the survey and follow-up questions did not ask separately about regional versus local cases. In fact, there were virtually no cases in the curriculum specifically from Botswana. Instead, a few active participants brought forward a handful of local cases. These local cases were both solicited by the trainer and given ample time for discussion, but several of the cases were pending, so it was not possible to discuss confidential details or verdicts. Overall, though trainees agreed that regional cases were valuable and ample, some also said they would have liked to hear more about cases in Botswana. *'Case summaries are helpful. Discussions on how courts have interpreted behaviors of VOTs, highlighting aspects of the judgments. Local cases have more weight than foreign cases.'*

In terms of the inclusion of the local legal framework, a high-ranking prosecutor conducted an exceptionally thought-provoking session on local law and sentencing. She invited participants to consider the 'new era' of law, where trafficking legislation in particular allowed more leeway for prosecutors to proactively introduce evidence around 'means' and 'impact' of the offense, to point up aggravated circumstances that might influence sentencing. This sparked a lively discussion about the role of prosecutor versus magistrate or judge.

The colloquium also included a session on international law (and distinguishing trafficking from smuggling). As mentioned above, the workshop featured review of a rich array of regional law, with comparison of selected points in each law (e.g. issues of 'consent' in the law). This seemed to pique the interest of participants, and some trainees also said

they would like to delve deeper and know more about the legal frameworks for trafficking throughout the SADC region.

2.3 Does the curriculum match the level of experience of participants, and is it easily adaptable / adapted for different levels?

Overall, most participants said that the training curriculum matched their level of experience, including 24 (n=24) from the July 2019 colloquium baseline, and 17 (n=19) from the April 2017 colloquium follow-up interviews. In a post-training interview (July 2019), the trainer said that it was hard to know whether the level was a good match, as the level varied at the outset. *'Even those who had prior cases [3, n=19] did not really have deep experience. I fear we did too much at once, but given the time, we did the best we could.'* Observation findings concur that participants seemed thoughtfully engaged in the level of academic inquiry set by the lead trainer. At times, this may have been true more for judges than for magistrates, as magistrates tended to be less vocal – but this could also be attributed to silent hierarchies (as evidenced by self-seating arrangements) within which magistrates might feel less welcome to speak.

Comments from trainees from the 2019 colloquium seemed to indicate their satisfaction with the level of training. *'It sensitized me to indicators of human trafficking that we may overlook. There were extensive presentations on both international and domestic legal frameworks.'* Another said the training was *'extremely appropriate and timely - very insightful.'* A third trainee pointed to what they had learned, *'It was a new field and training was an eye opener. Only at training did I realize the magnitude of the problem.'* One stakeholder said the level was *'quite high, but the trainer was able to apply the material to different approaches, for example, by helping to unpack the notion of [victim] consent.'* They went on to say that, *'judges preferred this lead trainer from earlier colloquia, [as] she is able to see complexities and to admit what she does not know.'*

Comments from the 2017 trainees also mostly supported the relevance of the level of training. Some noted the training was 'basic' but appropriate as their first training; another said it was 'too basic.' And one trainee there were no 'living' cases, but *'practical cases were discussed here and there.'*

3. What training elements and methods contribute to student understanding and retention of concepts?

TRAINERS: The lead trainer in Botswana was an expert in SADC cases who had worked on UNODC's Case Digest and was requested to conduct the third colloquium after successfully conducting the first two. She was deeply familiar with the TIP law in Botswana and had also reviewed a recent Amendment and had recommendations on how to improve its clarity. A Malawi judge who had worked for UNODC in other locations

joined the colloquia for a session on cases in Malawi. The Government of Botswana also selected a local prosecutor.

Preparation for international trainers consisted of a discussion of the agenda, the audience, the sessions needed and type of methodology to utilize. UNODC and the trainers agreed on which sessions each trainer would conduct based on the expertise of the trainer. The trainers sent UNODC their training materials in advance such as PowerPoint slides, handouts, videos and the like. If needed UNODC would send additional materials from/ to the trainers, but for the trainings included in this evaluation UNODC felt that was not necessary as the trainers knew the topics and region quite well and had worked with UNODC for a long time. UNODC met with the trainers before the training to go through the materials and the agenda together.

UNODC found it difficult to do much preparation with local speakers invited and recommended by the government as their contact with them is primarily through their Government focal point. For the third colloquium in Botswana, UNODC met the local trainers a couple of days before the training to discuss the content of their presentation.

When asked whether the trainers were appropriate and effective, all participants from the July 2019 colloquium (24, n=24) responded affirmatively, as did participants from the April 2017 colloquium (19, n=19). In follow-up comments, 20 said the trainers were knowledgeable, nine noted their first-hand experience, five said trainers communicated well. Others mentioned how trainers were professional and respectful, friendly and courteous, well prepared and able to answer questions. *'They were well versed in their areas of presentation, gave elaborate examples to facilitate comprehension.'* One who had apparently been to both 2019 and 2017 colloquiums said the trainers were better in 2019 (the lead trainer was the same).

On the other hand, two respondents said some trainers were not well versed in their subjects, two said one trainer lacked energy and led most sessions, one said [only] some of the trainers were appropriate, and one noted it would be useful to, *'reduce some presentations that were too long and the presenter was slow and had an unclear accent.'* One respondent, said it would be good to utilize a local judge as a trainer in order to, *'give an opportunity to a local judge to present something and to offer local perspectives and provide real courtroom experience of the local scene rather than discussing all issues hypothetically.'* Another mentioned that, *'one of the presenters was a lawyer and there was a prosecutor as well, so they knew their subject. The missing link was crime detection, and police.'*

TRAINING METHODS AND MATERIALS: Training elements and methods observed during the July 2019 colloquium were mostly traditional. The lead international trainer was typically giving a seated lecture, although with ongoing interactive discussion at several points during each session, and with printed materials as the only visual aids. She featured

a myriad of case examples from the region. It was the rigor of her problem-solving approach and the robustness of discussion that kept judges interested. All the other trainers (one local prosecutor, one judge from Malawi, and two UNODC staff) used PowerPoint slides and handouts during the instruction portion of their sessions, with interactive question and answer periods, and some small group exercises. These sections include international law, indicators of trafficking and the Malawi case presentation. There was also one video, *Affected for Life*. In addition, some of the requisite opening speeches (5) from ministry officials and the U.S. Embassy, departed from the usual protocol to be quite informative and to encourage judges to think outside of the box.

The materials provided were quite rich, including a training manual with printed copies of the anti-trafficking law and recent amendment, the Children's Act, an excerpt on Botswana from the U.S. Department of States Trafficking in Persons Report (June 2019), an array of cases to review, and an agenda that was updated daily. Two respondents mentioned they would have preferred to get materials before the start of the training so that they could review them and be ready on the first day.

The **most innovative piece** was a bound digest, *Evidential Issues in Trafficking in Persons Cases*. This 182-page case digest is a UNODC product that allows the reader to search by element or issue within the law and find adjudicated case precedents with accompanying discussion of interpretation of the law in each case. And, taking advantage of the location at the gateway of Chobi National Park, there were recreational outings each evening (game drive, river cruise, bridge tour). Notably, discussion during these outings was sometimes influenced by the training topic of the day. For example, on route in a van, a group of female participants were making jokes about having boarded the vehicle under 'consent', but when they were not invited out at a registration stop they joked that their 'consent' and thus been removed and they were now at-risk of trafficking, depending on elements of exploitation, etc. This jovial banter, likening their situation to elements of trafficking, continued throughout the drive, when the vehicle was too warm or crowded, or when they were required to walk at the destination, etc.

When participants from the July 2019 colloquium were asked about **methods that enhance participation** (n=23), 12 mentioned interactive group discussion, five said case review, five said small group work, and two each mentioned video, and problem-solving. Only one suggested lecture, and one said learning-by-doing. Two suggested that live victim and perpetrator testimonies would be helpful, one suggested a panel discussion, and one suggested moot court exercises.

During the colloquium, observers noted that participants were most proactively engaged during sessions on prosecution and the role of a prosecutor versus a judge (the new law allows a prosecutor to more proactively assert aggravated circumstances), during the case study from Malawi, and during a session on the definition of 'consent' under the law, as well as a session examining law and evidence using actual regional cases from the digest.

Other topics of wide engagement included Botswana cases brought by participants, sections on Botswana law and the new amendment, and victim-centered approaches. Sessions on international law, indicators of trafficking, or more generalized discussions of investigation, though competently executed, sparked less interest and engagement.

Participants from the July 2019 colloquium also shared their opinions about which methods best helped them to **understand and remember** content from the training. Out of 20 respondents, with each giving multiple responses, 15 mentioned interactive group discussion, eight said case studies, four mentioned problem-solving approaches, three said lectures, and one each suggested learning-by-doing, exposure to differing viewpoints, and all or mixed methods. One did not know and four did not respond. One who did respond said that it would be helpful to better *'accommodate less vocal participants.'*

Based on observation, understanding enabling application of learning was best achieved during sessions on the Botswana law (with the caveat that the new Amendment is itself confusing, but trainees were clear on the inconsistencies), proactive investigation, and the complexities of prosecution and interpretation of the law as applied to each case. More could have been done on victim-centered approaches to enhance understanding and facilitate practical application.

Three respondents said that, *'More time was needed to go deeper into subjects and have more discussions;'* however, this comment may have been about specific topics or about the overall duration of the training. One trainee also mentioned the need for exchange and on-the-job training and mentoring of judges.

Are there differences between training conducted by core trainers and those conducted by local trainers after TOT? And what training elements and methods contribute to TOT participants' ability to adapt and replicate re they structured around national anti-trafficking laws and national or regional case files?

The two (of three) colloquia for judges and magistrates under review in this evaluation were not conducted as training-for-trainer sessions. Instead they were essentially duplicate trainings targeting different judges with the goal that all judges in Botswana be trained directly. There were not TOT elements in this training and, in follow-up interviews, four participants reported having used the training to train or inform colleagues.

4. Do training participants report change in behavior?

In Botswana, follow-up was conducted 32 months after the April 2017 colloquium and nearly six months after the July 2019 colloquium. Twenty trainees at baseline said the training enabled them to undertake some or all of the following: identify elements of TIP

in cases coming to their court (5), adjudicating and sentencing cases (5), better treat and present evidence (4), and better support victims during court proceedings (5).

During follow-up interviews, only seven trainees replied yes that they have been able to apply the training in their work (n=30). However, 14 trainees provided details related to use of training, including some who had not answered the yes/no question. Specifically, four mentioned the general usefulness of the training – one said it helped them assist a colleague on a case and another had an ongoing case. Four reported using more caution to better identify cases, while three mentioned that they recognized that prior cases had actually been TIP cases. *[I] Previously had a case where a worker of foreign origin had wages withheld for 18 months ... after the training I questioned whether it was not a case of trafficking – and would have investigated along the lines of trafficking had there [at that time] been better enlightenment on what human trafficking entailed.* Two trainees indicated more investigation into cases that might be TIP, for example, a case where the father held a group of children under lockdown. Four reported sharing information with colleagues, police or at church. Additional trainees said that they have put in place measures to protect victims (1), and are better able to recognize trafficking ‘even when cases are disguised.’ Of the eight who said they had handled cases of trafficking since attending a colloquium, six reported changes in their approach or behavior. Additionally, one participant had a role in reporting to a legislative drafting committee and during a session to review the Anti-Trafficking (Amendment) Act, 2018, she took copious notes to be able to bring suggestions forward. When specifically asked at follow-up whether they now worked with victims differently, only three said ‘yes’, while two said ‘no’, and 26 did not offer a response (n=29).

NGO stakeholders indicated that they have not seen any difference since the trainings, but one government stakeholder reported that there has been more detection of cases, more investigation, and more prosecutions as a result of the trainings. Several trainees (20) also said they have not been able to directly apply concepts learned during the training because they had not had a case of TIP, while one also mentioned a lack of facilities, such as video conferencing equipment, to protect the victim in court.²⁷

According to the U.S. Department of State’s *Trafficking in Persons Report*, identification, investigation, prosecution and convictions, all peaked in the 2017 TIP Report (covering 2016 activities), and slumped in the 2018 TIP Report (covering 2017 activities) (see Table 1), thus seeming to indicate no positive correlation between the 2017 training and the TIP Report data. There was, however, a slight increase in 2018, as reflected in the 2019 TIP Report, which may include residual results from the training conducted in 2017. However, without more information about how those prosecutions were handled by the judges it is not possible to link the results to the training.

²⁷ Note that a simple suggestion from the Malawi trainer included hanging an ordinary bed sheet up between the victim and accused.

Table 1. Data from U.S. Department of State's Trafficking in Persons Reports

Botswana	2016	2017	2018	2019
Victims identified	6	27	9	13
Investigations (cases)	5	12	6	6
Prosecutions (individuals)	7	18	8	11
Convictions	0	1	0	0

How are implementers measuring this change?

UNODC utilizes pre- and post-workshop surveys for trainees. They implement the pre-training survey the first morning of the training because in the past have had a hard time getting them back from participants if sent in advance. UNODC also reported that they contact participants at six months out and ask them if anything changed. During follow-up interviews, three out of 31 colloquia participants reported some form of follow-up since the colloquia. One stakeholder reported that the trainers have stayed in touch with some of the participants (though it was not clear if this refers to the local trainers, UNODC staff trainers or the lead trainer based in Israel).

At follow-up, trainees, stakeholders and the USG indicated there is no consolidated reporting on TIP in the country. Some trainees indicated that it would be useful to see data on TIP cases. The Directorate of Public Prosecutions reported using an internal system to track TIP cases. One government stakeholder noted that they had indicators in the National Development Plan that they track and monitor. Another noted that, *'it is hard to measure impact – detection rate, etc.,'* and that they changed the indicators in the National Development Plan as they relate to training in particular, and that the *'Human Trafficking Committee Constitution has expired and needs to be reconstituted and tasked with implementing resolutions of the colloquia.'*

5. How do the training methodologies address the sustainability of specialized TIP investigation and prosecution skills?

During the colloquium observed, there was no discussion of a mechanism or plan for implementing lessons learned or measuring change. When asked on baseline surveys if they had a mechanism (or planned to develop one) to measure implementation of concepts and practices learned during the training, seven participants said they did, 15 said they did not, and two did not respond. When asked about the specifics, most did not respond, but some offered general comments about personally trying to do more.

Colloquia participants received a training manual, case digest and link to an online platform. When asked during follow-up interviews 29 (out of n=31) remembered receiving materials, whereas only 13 of 31 reported being able to use the materials. Only

three provided examples of use. One had shared the materials with colleagues, and two mentioned using the case digest in deciding cases before court (one had used the materials and one planned to use them). *'I liked the compilation of decided cases from different jurisdictions. The cases are quite handy when one has a matter on the subject. There were cases from Swaziland, nicely summarized, with a summary of facts, legal issues the court had to decide on, the decision taken by the court, and the reason for that decision. The cases highlighted evidential challenges related to human trafficking cases, among other things.'* Those who had not used materials said they had not handled a case of TIP. Only one trainee mentioned that a trainer provided a link to a UN website on TIP.

When asked what follow-up might be needed, trainees offered few suggestions outside of 'ongoing training' or financial resources. A couple of trainees mentioned setting up a WhatsApp group as a forum for post-training follow-up, and another suggested periodic updates on TIP case decisions in court.

Annex XIV Burkina Faso Findings

1. What selection factors work best to get the right people in the trainings (e.g. leadership, length of time in their current position, experience with TIP cases, agents of change)?

Information in this section is based on document review as well as 33 follow-up KIIs with participants who attended a replication workshop for judges and prosecutors (15), with participants from a replication workshop for police (13), and with implementers (2), trainers who had been trained through IOM's training of trainers (2), and an international NGO (1). Since trainings under review had taken place over a year prior to conducting KIIs, there may be disproportional recall issues related to some selection factors.

In order to facilitate selection of criminal justice actors for their **initial TOT**, IOM sent letters to their respective ministries requesting people who had a specific role in combatting human trafficking and/or played a role in capacity-building for their institutions. They focused their search on police academies and training centers for judges. To select trainers for the replication training, IOM observed participants during the TOT and selected those who performed best. For **replication trainings** under review in this evaluation, target participants included those in charge of prosecutions for judiciary training and a mixture of both police and gendarmerie for the security group. They also focused geographically on individuals working near the national borders. Based on their responses in the KIIs, 22 trainees were in positions at the time selected relevant to combatting human trafficking, while six others, all police, indicated that they were not able to come across cases of trafficking. Subsequent to the training, an additional two participants had been transferred to non-relevant positions.

When replication-training participants were asked if others should be included in training on human trafficking, thirteen had suggestions, including 10 who mentioned more police (including one who suggested female police), three suggested NGOs and social welfare officers be included, three mentioned 'other criminal justice actors', and one specified that police management personnel were crucial. As noted above, it was not always clear if they thought they should be included in their same training or if they also needed to be trained. More details can be found in Table 12, Annex IX.

Only five respondents (out of n=28) who attended replication trainings had previously attended any training on human trafficking, and of these, one attended a training that was focused on children in conflict with the law that had some elements on human trafficking.

2. Do training curricula and tools adequately reflect TIP expectations and requirements as well as local needs for the trainings:

In Burkina Faso, the ET was not able to observe trainings that took place in 2018. The two workshops under review for this evaluation were both replication trainings conducted by participants who had attended IOM's TOT. One of the replication trainings was for security forces (police), and the other for judges and prosecutors.

Training content for police included chapters on the definition and forms of TIP, international and local law, the global strategy to combat TIP and the '4Ps' approach, identification of victims, criminal prosecution and protection of victims and witnesses. The training for magistrates covers much of the same material, with deeper treatment of the need for a comprehensive and collaborative approach, and specific work on criminal prosecution of TIP.

2.1 Do they address core elements of victim-centered criminal justice response to human trafficking? Do implementing partners share the same understanding as the TIP Office?

When asked about victim-centered themes during follow-up interviews, the lead trainer from the replication workshop for judges said, *'The themes covered were focused on victim protection. But before that it was necessary to present the legal framework governing the subject on the first day. The second day focused on victim protection (legal, psycho-social) because before, stress was laid on repression and training was helpful in highlighting the importance of protection. There were examples of foreign victims who do not speak French for example or traumatized victims who refuse to talk and how to go about handling such a case.'*

Participants from the replication training for judges also concurred. Nine (n=12) made comments indicating that the training focused on providing protection and services for victims. One respondent put it this way, *'The approach stresses elements related to the victim, namely care for the victim, how to organize the return of the victim, how to place victims back in their community of origin. All these elements were covered during the training.'*

The trainer from the replication training for police also mentioned a victim-centered approach, *'We taught participants on a victim [centered] approach, which basically consists of not [further] victimizing the victim.'* Of the 11 police trainees, four pointed out the need to provide services and protect victims, and eight mentioned interviewing techniques and developing trust with victims.

When participants of the replication trainings were queried on what they considered the 'least useful' topics, three from the training for judges and prosecutors felt the workshop leaned toward some topics not relevant for the audience – including victim care. On the other hand, when asked about 'topics needed but missing', judges included 'treatment of international victims', though this may refer to how the law handles the fact that they are

foreigners. In addition, two from the police group mentioned treatment of victims, with one of these specifying that more was needed in relation to sexual abuse.

2.2 Are they structured around national anti-trafficking laws and national or regional case files?

Local and regional cases were utilized during training of both judges and police – although reportedly, participants themselves brought some of these cases forward. When asked during follow-up interviews, ten (n=11) from the judicial training said ‘yes’ that regional or local cases were utilized. At the same time, 13 of the 15 interviewed actually cited cases they could remember. One noted, *‘The training with practical cases allowed us to deepen our knowledge on human trafficking.’* When police were asked during follow-up interviews, 12 (n=12) said ‘yes’ that regional or local cases were utilized. Ten officers also specifically mentioned the use of particular regional and local cases, but said emphasis was on local cases.

Both the trainer and a few trainees confirmed that both national and international legislation on trafficking was included in the training.

3. Does the curriculum match the level of experience of participants, and is it easily adaptable / adapted for different levels?

Participants in both replication trainings in Burkina Faso, overwhelmingly said the training was at the appropriate level for their experience (17, n=17), however, a rather high number (12) did not answer the question. A total of 11 judges (n=11) said the level was appropriate, while five did not answer the question. And six police (n=6) said the level was appropriate, while seven did not answer the question. The trainer noted that by the end of the training, *‘the trainees realized that they had a lot to learn.’*

Four judicial trainees and four police left comments indicating that the workshops were appropriate for their level, *‘The training met my needs and expectations. It was adapted to the reality on the field.’* One lone judicial trainee mentioned that the training was at too low of a level for him, *‘For someone who had already worked on human trafficking, the training was superficial. Maybe because of the diversity of the participants, they were obliged to present all these elements.’*

4. What training elements and methods contribute to student understanding and retention of concepts?

TRAINERS: For the training in Burkina Faso the trainers participated in a three-day TOT²⁸. After the TOT, trainers went on to conduct nineteen two-day trainings throughout the

²⁸ One trainer interviewed states that he received 5 days TOT from IOM, but he is likely misremembering.

country, with logistical and technical support from IOM. Trainers were also provided with a detailed training module, including guidance for each topic, presentations and exercises...²⁹

When asked during follow-up interviews if trainers were appropriate and effective, nine judges said they were, and two said they were not, including one respondent who said, 'yes and no' (n=10). Six did not respond. For the police training, ten police responded affirmatively and three gave no answer (n=10). In additional comments, six trainees said that trainers were of a high level, five said they were knowledgeable, two mentioned that they created an 'open' atmosphere, and one each mentioned good qualifications, presentations, methodology, and ability to keep participants focused. Other respondents, one each, mentioned that trainers were too young and inexperienced, that a prosecutor conducted training for judges and a judge was needed, and that simply following the training module was not 'vivid' enough. A couple of trainees felt that the trainers had no real experience with cases and were just presenting the material they had been given by IOM.

TRAINING METHODS AND MATERIALS: Based on training reports provided by IOM as well as interviews with trainees, both the training for police and for judges utilized traditional methods, including instruction with PowerPoint, case studies, role plays and other exercises to facilitate group discussion.

Are there differences between training conducted by core trainers and those conducted by local trainers after TOT? And what training elements and methods contribute to TOT participants' ability to adapt and replicate re they structured around national anti-trafficking laws and national or regional case files?

IOM developed a training manual that 'incorporated international standards and national human trafficking trends widely acknowledged by practitioners that were using it. It was disseminated to 55 trainers including 47 men and eight women who were trained as a part of IOM's training-of-trainers.'³⁰ These trainers then replicated training for new groups of participants. Data collected for this report is from participants in two of those follow-on trainings as well as one participant from the TOT who served as a trainer for one of the courses under review in this evaluation. Additionally, three trainees from the police training state that they used the training to train or inform colleagues.

5. Do training participants report change in behavior?

Follow-up interviews in Burkina Faso were completed 14-17 months after replication trainings conducted in July 2018. Twenty-one training participants reported on the usefulness of the training in creating behavior changes, or on specific changes they had

²⁹ IOM (2018). Combating Human Trafficking in Burkina Faso: Final Report.

³⁰ IOM 2018

undertaken. Some shared more than one thing. This included 17 who made general statements of the usefulness of training (7 judges, 10 police). Four cited changes in investigation (e.g. being more alert to TIP, taking a second look for signs of TIP). One police officer noted, *'Before we used to say the perpetrator was right, because it was a contract; with the training we understood that there are victims who need support.'* Another three indicated that they had trained of informed colleagues about TIP. Three police and one magistrate referred to improved identification of cases, including one magistrate who cited a wide operation conducted partly as a result of the training. *'We closed all prostitution houses and arrested promoters. On the mining sites we also received [reports of] cases of human trafficking. All these cases were treated and judged. The sentences go from freedom to 5 years imprisonment. The training contributed to the organization of these operations.'*³¹ A second magistrate also pointed to conviction of a Nigerian who recruited five young women and 2 minor-aged girls for prostitution. In August 2019, the trafficker was sentenced to 60 months in prison. Finally, five police mentioned being more sensitive to victims. Six trainees reported what they are prepared to do, but have not yet done, including improve treatment of victims (4; 3 judges, 1 police), offer advice in his village (1 police), and be better able to decide cases (1 judge). Two participants said they realized after the training that prior cases should have been charged as trafficking but were not recognized as such at the time.

One trainer reported calls from some trainees asking advice about one of their cases. The implementer (IOM) also reported trainees calling to ask about what to do when they identified a case, and noted that the government now includes trafficking of adults in their roll-up data. In addition, they mentioned that starting in October 2019, police plan to include a module on TIP in their curriculum at the academy.

Eighteen trainees (11 judges, 7 police) said they have not been able to apply the training. Reasons were varied, though for most (13; 9 judges, 4 police) they simply had not seen a case of trafficking (two because they had been moved to positions where they were not likely to see a case of TIP). One judge cited lack of resources, for example cases dropped because no interpreter was available, or victims had left the country. A police force officer also cited a general lack of resources. Two judges mentioned that due to a 'penitentiary strike' there had been no cases and one judge said he had not learned much during the training and had taken no action.

TIP Report data (see Table 1) shows some overall increases in criminal justice responses, but data since the 2018 training is not clear enough to see if the trend continued, with the exception of the substantial increase in the identification of victims.

³¹ There may be some lack of clarity around at-will prostitution related to adults, but there was no mention of how each arrest resulting from the raid was ultimately charged.

Table 5. Data from U.S. Department of State’s Trafficking in Persons Report for Burkina Faso

Burkina Faso	2016	2017	2018	2019
Victims identified	400 (potential cases)	1,407 (potential cases)	1,740 (potential cases)	851 / 2,844 (potential cases/victims)
Investigations (individuals)	38	78	61+	unclear
Prosecutions (individuals)	16	0	61+	unclear
Convictions	9	0	61	unclear

How are implementers measuring this change?

IOM measures several output indicators such as the number of people trained. They also measure changes in knowledge based on pre- and post- training surveys. IOM also has an outcome indicators which calculates the number of cases managed. A final evaluation of IOM’s project noted ‘The indicator seems to be not correctly designed, taken into account that there is no clear and pre-determined source of info. The information received by project staff is informal and eventually not comprehensive. The project staff calculates that the target of 10 cases has been broadly achieved. This issue was specifically addressed during the evaluation Focus Groups, and more than 20 individual cases were specifically mentioned by the participants’³²

6. How do the training methodologies address the sustainability of specialized TIP investigation and prosecution skills?

IOM indicates that they followed up closely with the trainers trained during TOT especially during the preparation and implementation of the replication trainings. While IOM did not have a systematic method of following up with those trained in the replication training, some participants have been in touch with IOM. Data from follow-up interviews with trainees also indicates that no follow-up was offered or provided. Out of 27 respondents, no one could recall any follow-up.

Though the ET did not observe the TOT or replication trainings in Burkina Faso, the agenda for training did not include a session on planning application of learning from the training. When asked at follow-up whether there was a mechanism to measure application of learning from the training, one police reported, ‘Last year the Secretary General of the ministry asked [us] to collect data on cases treated in the jurisdiction. We did it in 2017 and 2018. But this year we did not do it, so it is difficult for me to say if there has been some change.’

³² International Organization for Migration (2018). *Final Internal Evaluation of the project: Combating human trafficking in Burkina Faso by strengthening the national framework, improving data collection, and providing training on victim identification.*

Participants were provided with materials, and 24 (out of n=25) who answered the question could recall receiving materials. Eleven said that had been able to utilize the materials, including six who used materials to assist in one or more cases, and one who used materials to train others. Others stated they had reviewed or consulted materials but gave no details. Those who did not utilize the materials explained that they had not had cases of TIP (6), while two preferred to consult the criminal code, and others gave random reasons.

When asked what type of follow-up would be appreciated, trainees suggested they would like periodic updates, especially on TIP cases, as these are adjudicated in court.

Annex XV Gabon Findings

1. What selection factors work best to get the right people in the trainings (e.g. leadership, length of time in their current position, experience with TIP cases, agents of change)?

Findings come from 51 baseline surveys from training participants and 10 KIIs with government and criminal justice stakeholders (3), NGOs/INGOs (4), the U.S. Embassy (1), the implementing partner (1) and trainers (1 joint KII, 2 trainers).

Participants were recruited and selected by the Directorate of Human Rights within the Ministry of Interior, Justice, Keeper of the Seal (MolJKS). The stated goal was to blend those who had previous training with those who had not, so that the inexperienced could benefit from the more experienced. Ultimately, since Gabon has a new Penal Code (July 2019), the government goal is to train all judges on various areas of the law (terrorism, human trafficking, piracy, etc.) and then route judges to specialize in one topic or another.

Typically, participants were invited less than one week prior to training (43 out of n=51), with 13 receiving two-three days' notice, and three juvenile court judges being notified only on the first day of training after attendees at an informal committee meeting the prior week questioned why no juvenile judges were invited. The remaining seven participants were notified more than a week ahead of training.

Overall, actors participating were first instance court (investigating) judges (31), appeals court judges (13), juvenile court judges (3), civil servants from the Directorate of Human Rights (3), and one other director from the MolJKS. There was gender balance with 27 males and 24 females. Judges were active sitting judges based in Libreville. It was anticipated that judges throughout the country would need education on the new Penal Code that includes human trafficking. However, under the new Penal Code, only the first instance court in Libreville can adjudicate cases of trafficking.³³ And, according to one respondent, *'top level appeals court judges don't even see cases of trafficking.'* However, some respondents (6) made the counter-point that first instance court judges in rural areas, as well as juvenile court judges throughout Gabon in particular, could prove to be invaluable in identifying cases not initially recognized as trafficking, even if they had to pass those cases to first instance courts in Libreville.

When asked who should be included in training on human trafficking, 42 (n=48) respondents shared that various law enforcement actors and police who investigate crimes should be included, 37 suggested that social workers and NGOs be involved, 14 suggested psychologists or doctors, three wanted to see prosecutors, four suggested judicial heads of court, 3 offered immigration as essential, and two wished to include

³³ This is anticipated to be problematic, as rural courts lack means to send people to Libreville.

labor officers. As one trainee noted, *'The presence of all the actors involved in the procedure in cases of trafficking is needed in order to make the debates richer and to get their impressions.'* More details can be found in Table 13, Annex IX.

In Gabon, 35 percent of participants attended prior training on human trafficking (18 out of n=51), though for some it was focused on a particular area of trafficking, such as child trafficking (3), and trafficking of women (1). Again, since the Penal Code was new, to include trafficking of adults, and stiffer penalties overall, the government considered retraining to be worthwhile. Examples of cases brought out by participants during the training showed the experience of some and the novice of others. And though a few (3) found parts of the basic training overlapped with other trainings they had attended, other features, such as the focus on judicial process and on victim psychology were new.

2. Do training curricula and tools adequately reflect TIP expectations and requirements as well as local needs for the trainings:

In Gabon, the ET was able to observe a single training, conducted by WG in late October 2019, for Appeals Court judges and First Instance Court judges based in Libreville. Training took place at the Magistrates School, in a warm classroom jammed with 51 trainees plus trainers, observers and interpreters. The training was principally conducted by two American judges, in English with simultaneous interpretation into French, which our local expert confirmed was quite good. One key session on local law was conducted by a Gabonese lawyer.

Overall training content focused on the phenomenon of human trafficking, international and Gabonese laws, understanding victims and a victim-centered approach, victim interview techniques, building a case using corroborating evidence and sources of evidence to prove specific aspects of the crime. Training was tied to specific 'fact patterns' (case data for sample cases on sex and labor TIP), where each fact pattern used for group work was recycled and expanded as the group learned more tools, ultimately creating a layering effect that made each fact-pattern case suitable to contain the entire process from identifying trafficking, to investigating and evidence collection, to charging as many counts as possible, to sentencing and aggravated circumstance considerations.

2.1 Do they address core elements of victim-centered criminal justice response to human trafficking? Do implementing partners share the same understanding as the TIP Office?

The training in Gabon featured a heavy emphasis on victim-centered approaches, included a full morning on understanding victims and a victim-centered approach, and a full afternoon on victim interview techniques using actors to play victims of domestic servitude, labor trafficking and sex trafficking, while having participants, in round-robin succession, role-play interviews with these mock victims.

The trainers launched the first substantive session by showing the UNODC film, *'Affected for Life'*. As noted earlier (refer, Botswana), this film features tragic faces and cases of mostly minors. Participants responded to the film by noting that, as one female said, *'as prosecutors we rarely have compassion for victims of trafficking – this [film] shows we need to emphasize the psychological elements.'* The trainer reiterated her message and noted that it was important to talk about the victim, trauma and fear and their joint impact on victim willingness and ability to cooperate. *'If you take one thing away from this training, try to understand how a victim feels and why they are reluctant.'* He then described several specific cases he knew about or had prosecuted and showed photographs of specific cases, including the reverse barbed-wire fence surrounding a suburban home sweatshop in the famous El Monte case that launched Coalition to Abolish Slavery and Trafficking (CAST) in Los Angeles.

In a discussion leading up to the section on international law, the trainer laid out 'push' and 'pull' factors for trafficking, and talked about vulnerabilities that both expose people to being trafficked and are used against victims to gain and maintain power through manipulation, fear, threat and other modes. The session on Gabonese law noted that the law was mostly silent on the rights of victims, as well as on the notion of 'consent', and that international protocols should take precedence. However, the National Manual of Procedures to Care for Child Victims of Trafficking³⁴, under Decree 24, allows for a child to be interviewed in the presence of a guardian and in short time blocks to minimize trauma, with no interviews allowed at the crime scene. In addition, the Manual lists organizations that can provide services and be a part of the process as advocates.

Day two of the training was completely devoted to trauma-informed and victim-centered approaches and techniques. It was a thorough and in-depth review of why it is important to understand the perspective of victims, how they are the ones who can provide case details that also lead to aggravated circumstances under the law, how control is exerted and why it is not always with chains, locks or weapons. The trainer described victims who had been beaten, burned, raped, starved, isolated, suffered psychological abuse, been controlled with drugs, had their papers withheld or been threatened with deportation, were victims of debt bondage, or felt responsible for loved ones who were being threatened. He talked about the emotional reactions to trauma (betrayal, loss, anger, fear, shame, etc.) as well as the chemical reactions that occur in the brain under constant 'fight/flight/freeze' response, and can lead to memory loss or sporadic or non-sequential memory recall. He talked about how these symptoms manifest, and how criminal justice actors get frustrated when they do not understand these symptoms but instead see them as an intentional lack of cooperation, *'She couldn't remember, so she must be lying.'*

³⁴ *Manuel de National des Procédures de Prise en Charge des Enfants Victims de Traite* – this seems to have been published around 2005, but respondents who mentioned it said it was no longer being used.

The trainer also talked about how to work with victims to overcome these obstacles – both using professionals and giving time for healing, but also by ensuring a sense of safety during an interview, reducing fear and anxiety or shame, and tapping into other modes of recall, such as sensory recall. He was clear to distinguish the respective roles of psychologists and other professionals and to emphasize patience with the process. He also stressed victims’ rights, including not to be held in detention. He cited the Palermo principles of ‘dignity, compassion equality, and respect.’

In the afternoon, two actors had been engaged to role-play victims in three distinct cases – domestic servitude, labor trafficking of a minor, and sex trafficking. The trainer started the first interview, modeling techniques learned in the morning session. And then participants volunteered to advance the interview with each ‘victim’, changing participant interviewers each time the victim needed or requested a break. At the close of each case, there was a plenary discussion about techniques – good and bad – that were observed in each interview set. Participants were schooled to be mindful of the setting and victim comfort, create a conversational environment, start with easy open-ended questions, share information on role and process, exercise patience and stop/postpone the interview as needed, never use derogatory or judgmental terms, show respect and build rapport, be cognizant of potential gender concerns, let victims talk at their own pace, and ‘never make promises that you cannot keep.’

There was a lot of progress noted during this session, though a few participants continued to insist that the victim must be forced to confront the perpetrator. As one put it, *‘that is the only way to know who is telling the truth.’* Another participant countered with a non-TIP case she had handled. She brought the victim and perpetrator together, saw how poorly the victim reacted, and never did it again. The lead trainer, who typically refrained from prescriptive tones, did intervene in this instance to make a very strong recommendation against this practice.

Responses from baseline surveys administered immediately after the training include 24 responses related to a victim-centered approach. A total of 14 trainees mentioned interviewing techniques in working with survivors, seven mentioned considerations of trauma, and seven mentioned a need to remain cognizant of the needs of a victim during the criminal justice process.

When participants were asked about the ‘most useful’ training content, 25 (n=51) said the sessions on trauma and victim-centered approaches and techniques were the most useful. *‘The victim-centered approach [was most useful] because as a judge I was more focused on the perpetrators of the offenses.’* When queried about the ‘least useful’ topics (n=12), no one mentioned these sessions. The trainers also concurred that sessions on trauma and interviewing victims are *‘important in every training and [there is] not so much experience on interviewing, but with an actor playing the role participants can experience it, so it is very instructive.’*

2.2 Are they structured around national anti-trafficking laws and national or regional case files?

The training principally included actual (international) cases from the experience of the two American judges who served as lead trainers. The trainers also presented theoretical cases that were rich with elements for discussion and role-play. Trainers claimed that there were few local cases available when they searched during preparation for training. According to the 2019 US Trafficking in Persons Report there were 11 trafficking cases prosecuted in Gabon during that reporting year and only one prosecution the prior year (p. 174). No one in the training was aware of cases prosecuted under the new Penal Code (July 2019).

Participants themselves brought forward both regional and local cases, including a case of child trafficking and a case of adult domestic servitude from Togo, a case of forced marriage in Gabon of minors from Mali, child begging, and forced marriage (In Mauritania) of a minor whose parents were Gabonese-Mauritanian. All of the local cases mentioned by participants were typical cases that did not evoke controversial issues – such as the highly controversial issue of whether there was any internal trafficking of Gabonese victims or by Gabonese traffickers.³⁵ The local Gabonese trainer mentioned a case regarding Gabonese indigenous people selling their children. He also invented a fictional case that highlighted how difficult it was to handle cases in the interior of the country and gave an example on how such a problem was overcome in the field of wildlife trafficking.

When asked at baseline whether regional and local cases were utilized during the training, 38 (n=50) said ‘yes’ and 12 said they were not. Several, however, cited the case of Anne, which was one of the ‘fact pattern’ made-up cases. When asked what was missing or not adequately covered, three mentioned local cases.

Training include a 30-minute overview of international law, and an hour on Gabonese law, followed by exercises to find the elements of trafficking that aligned with the law in sample cases. The Penal Code (July 2019) was new to many participants, and the Gabonese lawyer presenting on it was a wildlife trafficking expert and not an expert on human trafficking.³⁶ Some questions regarding local law remained unanswered, but the trainer was strong on answering some process questions that applied to both forms of trafficking.

³⁵ In the sample made-up cases, the American trainers did use scenarios that were internal trafficking of or by Gabonese, which might have been controversial, except that they were made-up cases. At least one respondent noted that such a case was not realistic, but there was no basis for the trainer to dispute that.

³⁶ He was recruited late in the process after the TIP expert, Mr. Moukoko, was awarded a fellowship at U.C. Davis (see note n°5).

In baseline surveys, participants noted that both international and local law were covered during the training; however, four mentioned that they wanted more on both, including hard copies of legislation. And one emphasized that more training on Gabonese law was needed. Another two respondents said that the Gabonese law *'should be presented by an experienced local magistrate.'*

2.3 Does the curriculum match the level of experience of participants, and is it easily adaptable / adapted for different levels?

When asked immediately following the training for judges and magistrates in Gabon, 48 (n=50) said the training level was appropriate, while two said it was not and one did not answer the survey question. Only a few left comments, mostly noting the importance of sharing of experience in the room. Observation findings support the survey findings, with the caveat that some participants in the room clearly had more experience than others, and, reciprocally, for some, their experience, or perhaps their rigidity, made it sometimes difficult for them to appreciate new learning (especially around victim-centered approaches).

Trainers indicated that the curriculum and training were at the right level – and found participants to be sophisticated in their understanding and highly engaged during the training. One trainer said, *'This group was more sophisticated than expected or even compared to what we have seen elsewhere, for example their questions about when an alleged perpetrator is exploiting their own children, and when a victim can become a victimizer and part of a perpetrator's chain. This nuance shows a high level.'* Another trainer noted that, *'Specific cases were appropriately cited and that participants were passionate and engaged – not on their phones.'*

3 What training elements and methods contribute to student understanding and retention of concepts?

TRAINERS: There were two principal trainers from Minnesota, both of whom were judges, and a local lawyer, an expert on wildlife trafficking,³⁷ plus some dignitaries who made protocol speeches. Trainers arrived a couple of days early in Gabon to talk with local stakeholders and understand context. When queried at baseline on whether trainers were appropriate and effective, 51 (n=51) answered affirmatively. Comments from participants were also generally positive, focusing on the experience of trainers (13), practical (3) and participatory approach (5), clarity and accessibility (20), 'no long talks', and modest attitude (1) of the principal trainers. As one participant said, *'They perfectly illustrated the theoretical concepts they taught us.'* Another noted, *'They took*

³⁷ The local expert originally slated for the training, Mr. Alain-George Moukoko, was not able to participate as he was in the United States on a fellowship. He helped select the person who replaced him for the training.

their time to ensure that the training was acquired by the participants and put a lot of emphasis on the case of the victims and their needs.' One trainee noted that, *'fluency in the language, relevance to the discussion and concrete examples could help to better understand the training and what trafficking in human beings is all about.'* A stakeholder interviewed after the training also mentioned that having more local expertise would have been helpful, as well as having other disciplines present. The French-speaking observer caught some moments when the local trainer opened the door to relevant issues but was not able to answer questions and the international trainers did not jump in.

TRAINING METHODS AND MATERIALS: Elements and methods used in Gabon were exceptionally participatory – despite having a crowd of 51 participants, site-line challenges, and simultaneous headset interpretation. Methods included the standard array of instruction, PowerPoint, video, case exercises, small group work, and participatory plenary discussion. Innovative approaches included the use of technology (see below) and role-plays with actors. Time was tight at the end, and the summary wrap-up was abortively brief due to the arrival of officials to distribute certificates.

Training materials were provided in a manual in French, including agenda, trainer biographies, slides, and each new iteration of the 'fact pattern' cases studies, as information was layered on to expand exercises.

Innovative methods included a technology system where participants each had a clicker to respond to questions in real time, with roll-up to a slide showing percentages for each response. This was used at the beginning and end of each section to anonymously tally and share responses to pre- and post-section quizzes (though outlier responses were not corrected). It was also quite fun. Similarly, though case studies are often used for a single exercise, the use of cases studies that were increasingly layered with more information allowed participants to follow an entire arc from initial identification, through investigation and evidence-collection, and concluding with sentencing. One half-day session on victim interviewing techniques featured two professional actors playing the role of victim in three different scenarios, allowing participants to rotate interviewing 'victims' as well as observe and critique each interview. Having trained actors who were given back-stories in advance made the role-play and visualization of the impact of trauma much more realistic. And it was also more engaging and memorable. Lastly, WG provided an online platform, unique to Gabon, where participants could share ideas, ask questions, load content and offer answers, and where WG could also provide resources and solutions.

One participant would have liked to see even more innovation and hands-on approach, *'Trainings are okay, but we need more practice. Interpol from France came in 2010 (Opération BANA). They scattered participants into field-based groups to learn how to identify victims; they identified 140 children during the exercise. This operation also*

included intra-region cooperation between Interpol (Cameroon, Congo, French) who coordinated to house kids with mattresses and food. It was a real case and we practiced what to do – more than one week. Training in the morning and afternoon was fieldwork. Police, social workers, homeland, NGOs, and shelter staff participated. It was wonderful! ... Magistrates have been trained, and trained again, but nothing – this hands-on approach might work.’ Another mentioned the need for simulations, such crime scene simulations.

Participation throughout the workshop was strong, and trainers made a point of inviting more reserved participants to speak. When asked what methods best contributed to constructive participation, 13 participants pointed to interactive group discussion, 12 mentioned practical exercises and cases, three mentioned question and response, two mentioned strong materials/manual, and one each mentioned group exercises, problem-solving, interviewing (separate from exercises above), and one mentioned other unspecified support. Observation of participation showed strong engagement during some discussion on when ‘means’ applies under the law and whether is required to prove trafficking of adults. Engagement was very enthusiastic during the role-play interviews with ‘victims’, as well as during discussions about investigation planning and strategy. By the time the training got to sentencing, participants were weary from the heat in the room, but persevered, though with more muted enthusiasm...³⁸

In terms of methods that led to better understanding and retention of concepts, trainees cited practical exercises and applications, including simulations (17), case studies and exercises (11), interactive group discussion (10), problem-solving (4), hands-on work (1), or all of the above (2).

Observation noted that there was movement on understanding, but also some resistance to specific ideas. These included the cultural bias that stereotypes, indeed only recognizes, foreign victims and perpetrators, and not Gabonese. There were also some persistent attitudes about ‘at will’ sex work versus human trafficking of girls and women for sexual exploitation, and about forcing victims to face their perpetrators, including at the scene of the crime. Trainers also pressed to discover and pursue the whole chain of suspects and related crimes, and to proactively engage experts and charge all crimes – to ‘dismantle the network’. But, whether due to disagreement or realities about time and resources, not all participants were enthusiastic.

3.2 Are there differences between training conducted by core trainers and those conducted by local trainers after TOT? And what training elements and methods

³⁸ This may also have been due to the ongoing reiteration of the principle that all avenues should be pursued – including more than ‘low hanging fruit’ – through investigation of the whole chain associated with trafficking. By the time the workshop got to sentencing, some judges may have been feeling overwhelmed by ideal scenarios when resources were limited.

contribute to TOT participants' ability to adapt and replicate re they structured around national anti-trafficking laws and national or regional case files?

Training in Gabon was not conducted as a training-for-trainers, and no one specifically mentioned plans to repeat or replicate the training. As no follow-up data could be collected there is also no information on the number of participants who went on to train or inform colleagues.

4. Do training participants report change in behavior?

In Gabon, no follow-up was conducted for the training that took place in late October 2019. Therefore, responses are from trainees talking about what they plan to change going forward. Of the 46 who responded to relevant questions on post-training surveys (n=51), 24 mentioned working more sensitively with victims (three specifically used the term 'victim-centered approaches'). *'By focusing on a victim-centered approach, the trainers have enabled me to approach trafficking cases in a different way to better care for victims.'* Several trainees mentioned learning interview techniques and about the impact of trauma and expected to put these to use when questioning victims. They also mentioned referring victims to services. Nine trainees claimed to feel better able to identify cases of trafficking. As one said, *'I have always thought that trafficking only concerns physical cases in which the victim does not consent, and that violence is used in each case. Today, through this training, I realize that it is also possible to speak of trafficking even with the victim's consent provided that exploitation is proven.'* Training participants' comments also focused, though to a lesser extent, on investigation and prosecution, and 16 each cited their increased ability to handle these processes. *'This training is indeed useful in my work, as it will enable me to better direct the investigation of trafficking-related offences and maintain public order through the protection of victims.'* An additional four mentioned anticipated changes in their approach to convictions and sentencing.

Observation and KIIs noted that human trafficking in Gabon is often characterized as a phenomenon impacting only 'illegal migrants', and principally those who are minors. There seemingly remains little recognition that Gabonese citizens can be both perpetrators and victims. This was not directly addressed during training and was not mentioned in comments.

4.2 How are implementers measuring this change?

WG also conducts follow-up interviews with trainees, as possible, every six months for two years post training. (Since the training was conducted at the end of October 2019, these interviews had not yet commenced.) They ask the government to help with collecting responses, but they admit the response rate remains low, making it difficult to measure long-term success of trainings. The implementer also offers to

help with advice on specific cases, but again the response rate is low. Through their 'bridge' program, WG tries to pick a few participants to communicate with more directly and routinely. On baseline surveys, two trainees referenced follow-up emails from WG. Government stakeholders did not mention a specific plan to measure changes or application of training.

5. How do the training methodologies address the sustainability of specialized TIP investigation and prosecution skills?

The ET observed no discussion or planning for implementing lessons learned for the training. One stakeholder mentioned that there is a mechanism for follow-up through focal points that can be accessed for assistance on TIP cases. WG also set up a special platform page uniquely for Gabon, and the platform link and purpose were shared at the training. There were no follow-up interviews conducted in Gabon, but WG reported that two months after the late October 2019 training, there were five unique visitors to the Gabon webpage, and 17 page-views. A training manual was also provided. On baseline surveys, a total of eight trainees indicated that they were aware of follow-up mechanisms, including two that mentioned the WG platform.

During the training observed, there was no discussion of a mechanism or plan for implementing lessons learned or measuring change. When queried on baseline surveys whether they had a mechanism (or planned to develop one) to measure implementation of concepts and practices learned during the training, 16 participants said they did, 31 said they did not, two did not know, and two did not respond. When asked to be more specific about the mechanism, few responded, while some made generic comments about keeping training in mind or creating their own personal work plan. One respondent suggested a forum or WhatsApp group to bring together actors responsible for legal proceedings to share information. Another trainee similarly suggested setting up a network between seminar participants. Lastly, one suggestion was to establish a directory of criminal proceedings relating to human trafficking in Gabon.

Annex XVI Guinea Findings

1. What selection factors work best to get the right people in the trainings (e.g. leadership, length of time in their current position, experience with TIP cases, agents of change)?

The ET was able to observe both three-day trainings in Guinea – one for 29 judicial investigators and prosecutors, and one for 30 police and gendarmerie. At baseline, the team collected surveys from all participants and conducted interviews with 27 stakeholders.³⁹ Approximately six months later, the local team conducted follow-up interviews with a sample of 20 trainees and two stakeholders.⁴⁰

Selection of participants began with UNODC's request for 30 high-level prosecutors, deputy prosecutors and judicial investigators, including women. The request was routed through the Ministry of Social Affairs and Promotion of Women and Children. The President of the Human Trafficking Committee requested the Ministry of Justice representative on the Committee to lead selection. The government wanted the workshop to include prefectures surrounding Conakry as well as from Mamou, Dalaba, and Lab to the northeast of Conakry. The Government sent a questionnaire developed by UNODC to all participants to fill in. Once completed these forms were returned to UNODC. For police training, according to one respondent, police who previously had a case of trafficking were prioritized for training. One respondent shared that there are not many female magistrates and pressure is needed to ensure they are included – at the same time suggesting that the TIP Office could help exert that pressure.

Once selected by the director or supervisor, the MoJ or Human Trafficking Secretariat formally invited participants. Most participants were informed about the training two to four weeks in advance. Only eight (n=53) were given notice of less than one week, with three people stating they were informed only one-two days before the training began. These patterns were virtually the same for the two trainings.

At the time of their selection, all of the prosecutors and magistrates were in roles that were relevant to combatting human trafficking. Most police were also in relevant roles, though three police trainees (two female and one male) said they did not believe that their positions were related to trafficking.

When asked who else should be included in training, police participants primarily named judges and magistrates (11), civil society or NGOs (6) and local leaders (5). One trainer agreed stating, 'Police are in charge of investigations while magistrates are the judges. They should be trained together along with civil society activists (NGO) which have a

³⁹ Stakeholders include two group interviews with NGOs which, combined, included 14 respondents.

⁴⁰ Massive street-protests and electricity outages impacted the local ET's ability to conduct follow-up interviews.

crucial role to play on fighting human trafficking and giving assistance to the police and the judges.” Participants in the magistrates training also agreed stating that police, especially criminal justice police, should be included in the training (28) along with judges or “courts” (9), NGOs or civil society (9) and lawyers (7). More details can be found in Table 14, Annex IX.

Several training participants from each group had participated in prior training on human trafficking, including five prosecutors and nine police (n=28). One of the prosecutors and two of the police had attended multiple workshops on trafficking, while the others had been to one or two. The balance of 23 prosecutors and 19 police had no prior training on human trafficking.

2. Do training curricula and tools adequately reflect TIP expectations and requirements as well as local needs for the trainings:

The ET was able to observe two trainings conducted by UNODC in Guinea. Both were conducted in French by French speaking trainers and speakers. For the magistrates training, trainers included a lead trainer from France, international staff from UNODC, local experts from Guinea, and a magistrate from Senegal. For the police training, there was a different lead trainer and the training team included UNODC staff and local experts, a police commissioner from Senegal, and investigation commander from Mali as well as two law enforcement speakers from Guinea.

For the magistrates, the training mostly focused on the international and local legal context, offered a potpourri of sessions aimed at defining and identifying constituent elements of trafficking, and varied substantially from the printed agenda. For police, the training included sessions on law and victim trauma, and featured cross-country comparison (Guinea, Mali, Senegal) of issues and challenges for police when dealing with human trafficking.

2.1 Do they address core elements of victim-centered criminal justice response to human trafficking? Do implementing partners share the same understanding as the TIP Office?

OBSERVATION: In Guinea, content specifically focused on victim-centered response was lightly woven into a few sections of the trainings for both magistrates and police. For magistrates, this content was a part of a session on victim identification and talked about why victims do not always come forward (fear, isolation, constraint, humiliation, and hope that the promise made to them will eventually be fulfilled). Trainers mentioned the vulnerabilities victims face, which are both a ‘push’ factor for trafficking, and a reality even after they escape their trafficking situation. A powerful film about children in forced begging was also shown, though mostly to emphasize forms of trafficking. Participants

were visibly moved by the film and, because it depicted a Quranic teacher as the perpetrator, it also sparked a lively discussion. A planned session on forms of psychological control over victims and a session on abuse of vulnerabilities were both clipped away and instead participants were asked to talk more generically about forms of exploitation and trafficking in Guinea. The training never discussed interviewing techniques or methods for protecting victims during adjudication...⁴¹

The training for police was also light on content related to victim-centered response or techniques. There was one hour-long session dedicated to the psychological effects of trauma and working with victims. It included mention of victim vulnerabilities and trauma, as well as approaches to be used when working with victims, but given the brief time, the treatment of these topics was limited.

TRAINEES: During follow-up interviews, only two prosecutors mentioned victim trauma, and their responses showed a lack of understanding of how this impacts prosecution, *'As for the trauma at the level of the victims, this is not managed from a criminal perspective. When the victim is a minor, to prevent the trauma from reaching a higher degree, specialists in the matter are called.'* Another prosecutor, under a response about changes since training, said, that this issue is not within their role. *'It is [only] the repression component that I manage.'* None mentioned special procedures for victims in judicial proceedings or how to interview victims. Five trainees mentioned referring victims for services, but one pointed out that it was not possible to do so. *'When the victim arrives, you [may] notice a physical and mental degradation. We do not have special approaches and procedures in the sense that we lack the means to refer victims to psychological and other care services. We do not have the budget to deal with these situations.'*⁴²

Follow-up interviews with police netted similar results. One officer mentioned victim trauma, and this response showed an understanding of how it affects the approach of police vis-a-vis interviewing techniques. Two trainees mentioned referring victims for services. One stakeholder response seemed to indicate the content on victims was more for referring victims to services rather than a criminal justice response. *'We did deeply discuss about victim-centered criminal justice response. There are other structures that are in charge of victims. This is the role of social assistants and medical corps.'* While only one trainee mentioned interviewing techniques, the implementer indicated that, *'We did*

⁴¹ On the last day of training for prosecutors, and unbeknownst to UNODC, a prosecutor brought a relative who had been released from his trafficking situation only days before with help of IOM. The

⁴² Prosecutor asked the young man to stand and tell his story. Before it was clear to everyone the reason the young man was there – and since he was speaking in a local dialect not known to all – a participant started to probe the young man with questions using a very adversarial approach. It was fine evidence of the need for training on victim-centered approaches. It was IOM, not UNODC who stopped the process, and the training team did not use the opportunity to talk about what had just happened or how the approach might have been different.

not spend a lot of time on victims. This is the role of IOM. However, there were sessions on interviewing victims and referring to NGOs for psychosocial treatment.'

When asked which training topics were 'most useful', five from the magistrates training mentioned victim assistance – this presumably refers to a session by a Guinean NGO on coordination of victim assistance and victim care, but the session did not directly focus on victim-centered responses. Participants seemed to have noticed the gap in giving more attention to victim-sensitive approaches, and, when asked what was missing from the training, a few participants mentioned *'interviewing victims, and victim and witness protection.'* Another said, *'To really talk about trafficking, we need to talk about the witnesses and informers. We have to talk about how to keep anonymity. This was not addressed in the training.'* In a stakeholder interview, one respondent from government said; *'The Committee will introduce another session on techniques of hearing the victims of trafficking and assistance and protection of victims and witnesses. We had planned /expected to include these topics in this training – this is a gap.'*

Participants from the training for police were also asked about the topics they considered 'most useful'. One mentioned interviewing victims. No one mentioned victim-friendly content as 'least useful.' For those who felt that something was missing from the training (n=18), only the trainers themselves said that more time should be spent on working with victims.

2.2 Are they structured around national anti-trafficking laws and national or regional case files?

In both trainings in Guinea regional and local cases were shared and utilized, but the scope, variety, and use of these cases varied between trainings.

During the **magistrates** training, international trainers mentioned cases from Europe and other faraway places, mostly as examples, without digging into their relevance or application to Guinea. However, the local and regional trainers used more regional trafficking cases – from the mines of Senegal, or girls sent from Mali to France for sex work or forced marriage – as well as local cases, including one story of a girl from China who was trafficked to Guinea. Participants also routinely brought up local cases during the training, but several such cases, as described, did not appear to be trafficking (e.g. rape, sexual abuse, incest, etc.), and the lead international trainer repeatedly moved forward without clarifying, which appeared to prolong confusion.

When participants from the magistrates training were asked in baseline surveys whether regional and local cases were used during training, 28 (n=28) said they were. However, during subsequent follow-up interviews, only five mentioned local cases, while 19 mentioned the case from Senegal. Two stated the Senegalese case was not relevant in

Guinea,⁴³ and one stakeholder felt that the cases used were too far removed from the reality on the ground in Guinea, *'For a good case, you need to go from reality of the region. The training talked about generality and outside (Europe, etc.). We have cases of domestic trafficking, at markets and at motels, even people with boutiques have workers they do not pay.'*

Both international and local trafficking legislative frameworks were also included in the curriculum for magistrates. A trainer from UNODC covered international law (Palermo), including its history (which some participants said was not relevant to them), and the difference between trafficking and human smuggling. A legal advisor from the Ministry of Social Affairs and Promotion of Women and Children, who spoke on local law, mostly focused on the history of the law (applying to women and children), the ECOWAS regional framework for combatting trafficking, and a new draft Guinean law (that includes recognition of trafficking of adults). He also mentioned a number of cases from the region. A second local expert presented on the new draft law, and cited specific Articles in the Penal Code that applied to trafficking and to smuggling. This was followed by a number of participant questions about specific cases, but generally not about the law.

During follow-up interviews, participants indicated that both international and local laws were covered, but they seldom discussed what was covered or its relevance. However, one trainee, said, *'[The] first issue for magistrates is interpretation of the law – consistency of interpretation. So, the workshop helped people to understand identification and elements, and pushed people to go outside the national legislation and to international legislation that has more detail that helps to understand and interpret national instruments. Now magistrates can search and go deep to comprehend and interpret the law.'*

Both regional and local cases were also included as part of the training for **police**. In fact, the lead international trainer from the magistrates training had been replaced, using more staff from UNODC and more local trainers from law enforcement. Concrete cases and examples from Guinea, Senegal and Mali were used. When police were asked in baseline surveys whether regional and local cases were used during training, 19 (n=20) said they were, and one said they were not. At follow-up, four police could remember national cases, and ten mentioned regional cases, particularly from Mali. None mentioned international cases. One stakeholder indicated that the local cases presented by the local speakers were most useful, while the implementer thought the regional cases were most useful as they showed how cases are initially detected.

Curriculum for police also included international law, and the draft Guinean law, but during observation, the local ET felt that participants still needed more to understand the legislation, especially the international legal framework needed to initiate cooperation

⁴³ This may be a reference to the case of a Quranic teacher forcing boys to beg, which sparked controversy.

with their counterparts in the sub-region. During follow-up interviews, respondents confirmed that both international and local legislation were discussed, but only two police specifically mentioned international legislation – one in vague terms and one mentioned the Palermo Protocol.

2.3 Does the curriculum match the level of experience of participants, and is it easily adaptable / adapted for different levels?

Like findings in other countries, in Guinea 53 (n=57) trainees said that the training was appropriate for their level of knowledge and experience, while only four said it was not and two did not answer. Numbers differed slightly – with 25 (n=29) saying the magistrates training was at a suitable level, while all participants 28 (n=28) in the police training said that that the level was suitable. Observation findings for the magistrates training indicate a very basic training, with substantial repetition on the elements that define trafficking, including to the exclusion of other planned sessions. While trainers felt it was necessary to slow down and repeat for understanding rather than ignore gaps and move on to other topics, observers and some key stakeholders indicated that better training facilitation and clarity at each step would have led to quicker learning and absorption. On the other hand, two magistrates said they now understand the elements of trafficking, while one noted, *‘Our curiosity is satisfied by their interventions, which helped us distinguish the difference between trafficking and other illicit trafficking.’*

Participants from the police training had a somewhat different response, with a new trainer in the lead. Both the observers and all 28 participants felt the training was conducted at the appropriate level, given the mix of experience in the room. Observers also felt that the facilitation allowed for more clarity along the learning path.

3. What training elements and methods contribute to student understanding and retention of concepts?

TRAINERS: The lead trainer for the magistrates training was a French sociologist. Additional trainers included two international staff from UNODC, an advisor from the Ministry of Social Affairs and Promotion of Women and Children, the head of a local NGO, a representative from IOM, and a magistrate who is also a member of the National Anti-Trafficking Committee in Senegal.⁴⁴ During preparation, the lead trainer had conversations with UNODC, but not with any local stakeholders. UNODC indicates that preparation of trainers for Guinea followed the same process as described for Botswana, above.

⁴⁴ The magistrates from Senegal was slated to lead three sessions, but when training was a half-day behind schedule and two of his sessions were pushed back a day, he had to return to Senegal, and a UNODC staff trainer took his place with little notice, reducing the effectiveness of these sessions.

When asked, 100% of participants from both trainings said that trainers were appropriate and effective (judges 29, n=29; and police 28, n=28). For the **magistrates (prosecutors) training**, seven commented that trainers were knowledgeable, while two each said that communications, presentations, and explanations were good, and participants were active. One respondent said that trainers were efficient, and one said they were up to expectations. On the other hand, others said trainers were not experienced (4), presentations were too brief and unclear (1), and communication skills were poor (1).

Stakeholders who were at the training or had heard about the training reported that the trainers were not experienced or knowledgeable enough (4), presentations were incomplete (10), the training was not practical (1), trainers did not engage the audience (1), and did not address critical subjects, such as interviewing victims and protecting witnesses (1). In addition, the USG noted that Senegal and Guinea are sometimes rivals, which may not have been considered when selecting trainers. Perhaps echoing this issue, one stakeholder suggested that 'if one of the trainers was from a relevant place, that would be good.'

During observation of the magistrates training the ET noted that the training was uneven, and the lead trainer in particular, did not facilitate discussion, which contributed to a lack of clarity in cementing concepts and thereby caused a need for repetition and resulting delays that led to cuts in the planned agenda. The trainer also referred to participants as judges, when they were almost entirely prosecutors or working with prosecutors. As one stakeholder summed up, *'Training staff needs to work with the TIP Committee to work with local trainers – bring them more to the forefront. Local trainers were not taken as seriously – were not integrated into training. Could have identified more members of Committee and used them as well – for example on victim assistance. For [upcoming] police trainings, the local trainers need to work with the trainers who come, go deeper, see evidence centers even, and avoid repetition. They can't spend the whole training on victim identification. We also need better communicators as trainers. For the police training, I would like to see a police officer with experience.'* Other key trainers were generally competent to their role, and especially the local and regional trainers were animated and able to command the room.

For the **police training**, the lead international trainer had been replaced with regional and local experts, including a police commissioner from Senegal, a brigade investigation commander from Mali, a Guinean police commissioner and a commander. These additions were based on suggestions from the government. Participants from the police training commented that trainers were knowledgeable (5), excellent/great/good (4), were up to their expectations (4), had good communications skills (3), offered good explanations (2), and were experienced and available (1 each). Stakeholders were also pleased with the trainers from Senegal and Mali and reported they were 'extremely talented with strong experience in human trafficking.'

TRAINING METHODS AND MATERIALS: Materials provided during the trainings were substantial, including a complete UNODC manual. However, during the magistrate's workshop, trainers did not once refer to the manual during training, utilizing handouts and visual materials instead. Printed materials were supplemented by a comprehensive online platform of materials (though presentation on it stumbled through technical difficulties and presented examples in Arabic).

Elements and methods employed during training in Guinea were fairly traditional, including instructional lecture with slides and solicitation of examples and questions, use of simple case studies to identify elements of trafficking, small group exercises to develop scenarios with building blocks of elements of trafficking, interactive group discussion (though sometimes ad hoc more than deliberate), and video. The training for police also included a basic role-play. Perhaps the main **innovation** was the variety of trainers, as each workshop brought together a number of international, regional and local voices, roles, and areas of expertise.

Participation and engagement were sporadically strong in both trainings. A film on forced begging visibly moved training participants and sparked a lively discussion in the magistrates training. Regional and local examples also invigorated discussions. In the magistrates training a lively but unplanned discussion launched when one participant mentioned obstacles related to corruption, but this discussion was cut short due to time. When asked which methods facilitated constructive participation, trainees from the magistrate group (n=22) mentioned participatory discussion (8), case examples (7), problem-solving (2), and one each suggested debate, keeping things at a basic level, provision of the manual, a practical approach, and a pedagogical approach. An additional four said all the methods used were useful to facilitate participation. Trainees from the police group (n=15) cited similar methods for encouraging participation, including interactive discussions and experience sharing (7), international examples and practical examples (1 each). Other comments mentioned the need for long-term training and the need for more time.

Participants of each training were also asked what methods best helped trainees to **understand and remember** concepts included in training. Magistrates (n=28) mentioned interactive group discussion (16), case studies (14), problem-solving exercises (6), sharing experiences (3), and video, reports, practicum, learning-by-doing, and debate (1 each). Police (n=20) mentioned similar methods, including practical exercises (15), group discussion (5), case studies (4), and experience sharing (1).

Observation indicated that for the magistrates training overly relaxed facilitation contributed to confusion around the definition and elements of trafficking, and lots of stereotypes were used where discussing characteristics that may help identify victims. These issues were resolved for the police training.

Are there differences between training conducted by core trainers and those conducted by local trainers after TOT? And what training elements and methods contribute to TOT participants' ability to adapt and replicate re they structured around national anti-trafficking laws and national or regional case files?

Neither the training for magistrates nor the training for police was conducted as a training-for-trainers. However, one trainee working at the police academy reported using what she learned during the UNODC training in her own orientation and training of new recruits. An additional seven trainees from the police training and two from the magistrates training said they have used the training to train or inform colleagues or the public. *'It is with the OPJs [judiciary police] that I ensured the follow-up because I have a right of oversight on all their activities. It is at this moment that I share with them the information that I learned during the training.'*

4. Do training participants report change in behavior?

Training in Guinea took place in February 2019 for prosecutors and in June 2019 for police and gendarmerie. Follow-up was completed five to ten months later. Sixteen trainees from the **police training** said they planned to undertake changes, including treating victims better (4), identifying cases and victims (5), investigating/prosecuting cases (5), or other more general comments. During follow-up interviews, nine from the same group mentioned actual changes when queried during follow-up. Eight said that they had trained or informed their colleagues about TIP, and in one case, had also trained new recruits. *'This training introduced me to the concept of trafficking and the difference it has with smuggling. Now here at the border I look more closely into the passage of people, and I replicated this training to my colleagues working for immigration. I am very interested in controlling the passports now.'* Five state that they treat victims better than they did before, with one specifically referring them to NGOs for assistance and another working with IOM on cases. Two respondents mentioned being better able to identify cases and being more vigilant to look for signs of TIP. Three had specific cases under investigation, and two recognized that prior cases had elements of trafficking, *'After the training I realized that cases of trafficking passed before my eyes without me realizing it.'*

In addition, government stakeholders gave examples of new cases identified, including one involving Chinese girls in a bar, and one involving a disabled child from Sierra Leone who was trafficked to Guinea. They also said that one trainee, since completing the training, *'is going into the villages to investigate on probable human trafficking [cases].'* Five trainees for the police training said that they have been unable to apply the training because they have not had a case of TIP, or because their unit is not in a position where cases of TIP would come to their attention.

For the **magistrates training**, 29 trainees indicate that they anticipate changing their behavior in relation to identification of cases (5), investigation (2), working to prosecute

traffickers (17), working to convict traffickers (3), referring victims to services (5), and informing others (3). *‘[I plan to] do replication for my colleagues in the penal chain working in the same jurisdiction, for a synergy of actions to combat TIP.’*

At follow-up, 8 trainees from the magistrate training were able to report changes they had implemented or experienced, including being better able to identify cases of TIP (3), having investigations underway (2), and ensuring victims receive assistance and/or are handled with more care (4). Four also referred to prosecutions, though one was speaking about a case handed by a colleague. One respondent explained, *‘We were able to consider the case of Mali as a human trafficking case. In the past, this kind of situation was just considered child exploitation or clandestine migration but not human trafficking. Now the Committee is watching all vulnerability cases to seek for probable human trafficking cases.’*

No one mentioned subsequently recognizing prior cases as TIP, and no one mentioned convictions. Three trainees said they had not been able to apply the learning because they had not had a case of TIP. And government stakeholders mentioned they do not yet have data on cases that have been taken to court.

According to the TIP Report, investigations, prosecutions and convictions are all trending upward (see Table 1). However, the 2019 TIP Report does not cover either of the two 2019 trainings included in this evaluation.

Table 1. Data from U.S. Department of State’s Trafficking in Persons Report for Guinea

Guinea	2016	2017	2018	2019
Victims identified	48	107	26	5
Investigations (cases)	1	5	44	62
Prosecutions (individuals)	0	4	18	54
Convictions	0	3	18	55

How are implementers measuring this change?

As noted above, UNODC utilizes pre and post training assessments and reaches out six-months post training to check in with trainees and review progress. One magistrate remembered getting such an email from UNODC but did not answer it.

5.How do the training methodologies address the sustainability of specialized TIP investigation and prosecution skills?

Implementer UNODC said that they try to imbed discussions about implementation by ‘creating scenarios’ throughout the training. The ET observed no discussion of a

mechanism or plan for implementing lessons learned or measuring change. During the magistrates training, one participant launched a lively discussion about obstacles to adjudicating TIP cases, which could have led to a discussion of possible solutions, but the conversation was cut short due to time constraints. When magistrates were asked at baseline whether they had a mechanism (or planned to develop one) to measure implementation of concepts and practices learned during the training, 16 magistrates said they did, nine said they did not, and 4 did not respond. When police were surveyed, 13 responded affirmatively, one said they did not have a mechanism, and 15 did not answer the question. When asked about specific mechanisms or plans, both magistrates and police offered general comments about being fastidious in their work, while four suggested they would train others.

During its trainings in Conakry, implementer UNODC shared a link to their online platform of publications and case decisions. This included a demonstration on how to access and use the site. As noted earlier this demonstration was difficult to follow due to technical difficulties and example pages displayed in Arabic. UNODC also provided a comprehensive manual, though it was not referenced to or explained during the training. At baseline, one magistrate and four police officers mentioned anticipated follow-up, including tracking the number of TIP cases, and having a monthly meeting on child protection – *‘There is a steering committee that includes police, gendarmerie, the judiciary, prison administrators, and the directorate in charge of legislation at the Ministry of Justice.’*

During follow-up interviews, 17 of 17 who answered the question said ‘yes’ they received materials. At the same time, 11 out of 18 who commented said they had been able to utilize materials provided, while six gave examples. Four had read the manual, one had referred to it in relation to a case, and one had used it to check the definition of human trafficking versus smuggling. Three mentioned that they had not had occasion to use the manual because they had no cases of trafficking.

When asked what follow-up would be useful, again respondents mentioned periodic reports on TIP cases.

Annex XVII Tanzania Findings

1. What selection factors work best to get the right people in the trainings (e.g. leadership, length of time in their current position, experience with TIP cases, agents of change)?

In Tanzania, the ET conducted follow-up interviews with 42 respondents including 12 participants of Trial Advocacy Training in 2018, five from Trial Advocacy Training in 2017, one who attended both, 11 from the Regional Training, as well as 13 other stakeholders. The model used by Lawyers Without Borders (LWOB), mixes various stakeholders, including criminal justice actors, social workers, NGOs, and community leaders, to demonstrate how coordination could work and build joint understanding and collaboration between groups.

The process for selection began with the Human Trafficking Secretariat, who asked department focal points to select trainees based on qualifications designated by the Secretariat and LWOB.

The notice period for invitations was short, with 19 (n=29) being given one week's notice or less, and among these, seven were informed two days ahead and one was informed the day before training. Eighteen remembered being invited by their director or supervisor, while, given the length of time that had passed, others didn't remember or report this detail.

Selection is mostly based on English language skills and the likelihood of a candidate to encounter a case of trafficking. *'The main selection criteria were that the participant should be able to write and speak English. [Also], if we are to select a police officer then [the officer] should be working on issues related to HT, the same for the immigration officers who should be at the border or airport, as well as other cadres.'*(government stakeholder).

Twenty-eight trainees (n=31) indicated that they were in positions relevant to combatting human trafficking at the time they were selected, while three trainees, both female did not appear to be. Five training participants have since changed to non-relevant positions, four female and one male.

Notably, when asked who should be included in training on human trafficking, the variation of roles mentioned was broadly distributed: social welfare workers/NGOs (8), psychologists /doctors (6), police (5), investigators (5), and others. As with responses to this question from other countries, however, it was not always clear if respondents meant that these other actors need training generally rather than that they should be in mixed groups. More details can be found in Table 15, Annex IX.

A total of only five respondents (n=26) had attended a prior training on human trafficking, and for two of these the prior training was part of a broader set of topics (i.e. money laundering and drug trafficking). Another reported that the LWOB training was *'intensive, more detailed, a comprehensive package,'* whereas the prior training was aimed at awareness-raising. One female respondent noted that she had attended the same training twice; she has not had a case of TIP before or since either training.

2. Do training curricula and tools adequately reflect TIP expectations and requirements as well as local needs for the trainings:

Trainings developed by Lawyers Without Borders featured a very hands-on operational approach, blending stakeholders to offer varying perspectives and to develop and reinforce coordination. Based on this model, the Trial Advocacy Trainings were conducted with magistrates, prosecutors, police, and NGOs, and the Regional workshops included magistrates, prosecutors, police, social welfare, immigration, NGOs, and community leaders. Training was structured around simulations and mock trials and covered the definition and elements of trafficking, distinguishing trafficking from other crimes, interviewing techniques, victim protection, evidentiary challenges, special issues around child trafficking, indicators of trafficking and consent and immunity...⁴⁵

2.1 Do they address core elements of victim-centered criminal justice response to human trafficking? Do implementing partners share the same understanding as the TIP Office?

Findings from follow-up interviews conducted in Tanzania included several statements on victim-centered approaches. Stakeholders mostly noted the necessity to sensitize criminal justice actors to the needs of victims. One stakeholder stated that these issues were covered during the training, but could not remember specifics. One trainer felt that the topic was not sufficiently covered.⁴⁶ Of responding participants from the Regional workshop, eleven mentioned issues related to treatment of victims, including referral to services (3), interview techniques (4), and court procedures (4). *'The topic on interviewing a victim was really helpful; it was elaborated by video and also by demonstration.'*

Respondents from the 2017 Trial Advocacy workshop gave mixed responses. Six mentioned issues related to treatment of victims, including referral to services (4), interview techniques (4), and court procedures (4). Others demonstrated a possible lack of understanding of their role vis-a-vis victims. *'As I have mentioned before [we need] to train more investigators and also probation officers and social welfare officers. As for us, we cannot start a discussion on how to deal with the victim during the court sessions.'* On

⁴⁵ LWOB (2018): Quarterly Report, Third Quarter 2018.

⁴⁶ LWOB trainees did in fact report the highest percentage in behavior change related to trauma-informed and victim-centered approach.

the other hand, a different respondent said that sensitivity to victims and referral for services needed to be discussed further.

Nine respondents from the 2018 Trial Advocacy workshop also mentioned issues related to treatment of victims, including referral to services (1), trauma suffered (2), and court procedures (5).

Of 12 trainees from the Regional workshop, three mentioned as ‘most useful’ the content on interviewing victims, two mentioned assisting victims, and two mentioned handling victims. From the Trial Advocacy workshops (n=16), one mentioned treatment of victims, one said ‘preparation of victims for court’, and two mentioned victim assistance.

2.2 Are they structured around national anti-trafficking laws and national or regional case files?

Information taken from LWOB reports indicate that training covered the Tanzanian Anti Trafficking Act as well as other relevant legislation.⁴⁷ When asked during follow-up interviews with trainees from all three workshops, 24 (n=25) said that regional and/or local cases had been utilized, while only one said none were used. Both local trainers and stakeholders noted that there have been few cases of human trafficking prosecuted in Tanzania, so it was difficult to find cases as examples. However, from the Regional training, 12 specifically noted use of local cases, while two, in seeming contradiction, indicated that the use of local cases would have been more relevant.⁴⁸ From the 2017 Trial Advocacy training, five mentioned the use of local cases and how useful they were. From the 2018 Trial Advocacy training, nine mentioned the use of local cases, but two noted that more international cases were utilized. One stakeholder said he had been asked to prepare local cases to present, *‘Yes, local examples were there as were local facilitators and we were encouraged to use our own local video clips.’*

While few trainees mentioned the legal framework being explained, a few did, including one who said: *‘The Act of 2008 was very well explained. I learned the difference between trafficking and smuggling and gender-based violence, and how to take cases to court [and] the procedures to be followed.’*

2.3 Does the curriculum match the level of experience of participants, and is it easily adaptable / adapted for different levels?

In Tanzania, LWOB’s method brought together an array of stakeholders (magistrates, prosecutors, police, NGOs) for the two Trial Advocacy trainings, adding social welfare, immigration and community leaders for the Regional training. While this especially complicates getting the right level of simplicity or difficulty of content, it also rounds out

⁴⁷ LWOB (2018) Quarterly Report: Third Quarter 2018

⁴⁸ LWOB training materials and videos suggest that local cases were utilized.

the types of experience and prior knowledge in the workshop. At any rate, 100% of all trainees interviewed (26, n=26) across all three workshops said that the level was appropriate. One trainee stated, *'It was a perfect match with my skill and level of education and experience in dealing with human trafficking.'* Another noted, *'The trainer started from the grassroots level [and went] to the advanced stage.'* And another exclaimed, *'It was the best fit for my knowledge. I find it was a perfect match.'*

3. What training elements and methods contribute to student understanding and retention of concepts?

TRAINERS: LWOB utilized a large group of American volunteer lawyers and judges as trainers supplemented by Tanzanian facilitators and trainers and American law students as assistants. Although many of the trainers were familiar with the context and training materials, LWOB provided trainers with preparation before each training. They provide trainers with a variety of resources prior to the training, including a comprehensive trainers guide as well as Tanzanian laws and legal landscape, other country information, logistical information, case files for a Trainer Tip Sheet for Mock Trials, UNODC Trafficking Indicators Card, PowerPoint Presentations for each session, and other resources. Each trainer is given the information in hard copy and electronically. LWOB also conducts a meeting for the training team the day before the training begins. The team reviews the course materials, the NITA critique methodology, mock case file, and interactive modules. The team also visited an NGO that provides services to VOTs to give additional context to the trainers.

The training team for each training included international members selected by LWOB, and one or more local facilitators, who were given the training module in advance and allowed to select sessions they felt most comfortable facilitating. As an example, for the August 2018 TAT, the training ensemble included three judges (one local), eight self-funded attorneys from the United States, a member of the local TIP Secretariat, five LWOB staff, and six self-funded law students as assistants. One respondent summed it this way, *'I participated in leading a group discussion session, they ask us to submit CV for selection procedures, then later the training manuals were prepared and shared to us for comments and inputs. We participated in reviewing the training materials. We had an opportunity to orient our self on the training materials. The topics were given to us based on individual competency level.'*

When asked if trainers were appropriate and effective 100% of trainees said they were (n=26, including 5 from 2017 TA, 10 from 2018 TA, and 11 from Regional). Suggestions from one stakeholder mentioned that more Tanzanian experts should be included as trainers – four trainees echoed this suggestion. Four trainees mentioned that the English language was difficult for trainees, while another said more Tanzanian examples would be helpful (apparently, U.S. examples were used). Finally, one respondent said, *'The main challenge was time managements vs. contents to be covered. We had a limited time to*

cover all topics. The facilitators had a lot of training materials to be shared with the participants but time and the number of participants from different cadre was a limiting factor.'

TRAINING METHODS AND MATERIALS: Trial Advocacy Trainings (2) and the Regional training in Tanzania used the most innovative techniques, featuring hands-on experiential elements, and blending varied stakeholders in the same training. Unfortunately, the ET was not able to observe trainings in Tanzania (but did review USBs filmed during trainings).

The training manual was constructed based on a series of questionnaires, in-country interviews and meetings, and in-country court observation, and was circulated to trainers and local facilitators for input before the final version was provided to trainees. The manual features skills-based modules, substantive modules, law enforcement-specific modules, and judge and magistrate-specific modules. LWOB also developed an array of training materials including a short film to introduce the case study at the heart of the training and short videos on interviewing different types of victims. This is supplemented with a Thomson Reuters eLearning Portal. Trial Advocacy trainings are five-day train-the-trainer (TOT) sessions, and the Regional training is a two-day training...⁴⁹

LWOB's Support Through Trial Advocacy Training (STTAT) model employs **exceptionally innovative** 'learning-by-doing' methodology throughout, as does the Regional training. For example, every session includes tools (rapid reference cards on law, pocket guide for law enforcement, 'graphic novels' to explain concepts, and more). Participants flash cards to vote on TIP versus smuggling fact patterns, ring buzzers each time they recognize an element of TIP, view a crime scene photograph and identify which objects should be collected as evidence. LWOB also utilized wireless polling devices to consolidate and visually display daily pre- and post-session knowledge during the training. LWOB evaluation found that both participants and trainees found it extremely useful – trainers could gauge level of understanding and adjust training accordingly. Trainees found it informative and engaging – making them more active participants during presentations. These tools are utilized, layer-by-layer, through mini mock trials that review and practice witness statements, cross-examination, admission of evidence, and closing statements. Trainees are also provided individualized feedback on their performance during simulations. The last day includes a full run-through of the mock trial in small groups...⁵⁰. Trainings also include short films, and a role-play of interviewing a victim...⁵¹

⁴⁹ LWOB (2018). Quarterly Report: Third Quarter 2018 and LWOB (2017). Quarterly Report, First Quarter 2017.

⁵⁰ LWOB reports indicate a mock trial while one stakeholder said LWOB used a moot court and should have used mock trial. Definitions differ on these two terms and it is not clear what elements the stakeholder thought were missing in LWOB's exercise.

⁵¹ LWOB, *Quarterly Report, First Quarter 2017*; LWOB, *Quarterly Report, First Quarter 2018*; LWOB, *Quarterly Report, Third Quarter 2018*.

Since there was no baseline survey, participants were not asked about the use of methods to promote **participation and engagement**, or to facilitate **understanding and retention**. However, LWOB's methodology includes filming each participant during the mock trial. Trainees are then given their video clip on an iPad and given a chance to review and critique the video privately with a trainer. During follow-up interviews, 19 trainees mentioned the effectiveness of the methodologies, nine said the trainers were experienced, three mentioned the team prepared well, two said explanations given during training were clear, and one each said there was an open atmosphere, an active and punctual group, and friendly trainers who had control of the class. 'The difference between this training and others – this one felt very free to express any doubt – trainers were there at any time to provide assistance. They were always there to assist – it was beautiful.' According to another, the trainers were 'flexible to use different ways of clarifying issues both in theory but also in practice.'

Are there differences between training conducted by core trainers and those conducted by local trainers after TOT? And what training elements and methods contribute to TOT participants' ability to adapt and replicate re they structured around national anti-trafficking laws and national or regional case files?

Trial Advocacy Trainings (2) and a Regional training in Tanzania were not conducted as training-for-trainers, however, LWOB also implemented parallel TOT workshops (2) that are outside the scope of this evaluation. For the TOT training, LWOB selected people who had attended an earlier version of the TAT and had performed 'exceptionally well' in post training surveys. The two-day TOT training focused on training skills. They provided these future trainers with the trainers' guides and other materials. Three tool kits with training tools and supplies to conduct simulations of crime scene exercise were also distributed. Two trainees from the same NGO mentioned they had used the LWOB materials to train others. No other trainees interviewed by the ET indicated that they had done so.

4. Do training participants report change in behavior?

Training under review in this evaluation includes two Trial Advocacy (TA) workshops, one conducted in February 2017, and one in August 2018, plus a Regional workshop conducted in February 2018. Follow-up interviews were completed 15-34 months later. Overall, government stakeholders interviewed said they saw more cases reported, and more arrests, rescues and convictions. They noted that some prosecutors had added TIP charges to charge sheets for prior cases. Government stakeholders also report improved services for victims. And NGO stakeholders reported a change in how police are handling cases, '*We have seen people reporting cases on trafficking, but also the police force and social welfare have a mechanism to address human trafficking issues. There are major transformations going on in the country.*'

During follow-up interviews, ten trainees from the **2018 TAT** mention actual application of the training. Four made general statements about usefulness. Five trainees said that they are better able to identify TIP cases (1 magistrate, 1 prosecutor, 2 NGOs and 1 police). The magistrate recounted a case that she referred to the prosecutor to review his charges as she had seen elements of TIP in the case. Two police said they now recognize that former cases were TIP but were not identified at the time. One police officer cited investigations into potential TIP cases. And three prosecutors said the training helped them prosecute cases, *'The training helped me to understand the element of human trafficking, but also to conduct examination in a more realistic ways. We managed to convict an exploiter to two years of imprisonment and to compensate the victim with 2 million TZS.'* An additional two respondents mentioned convictions in cases of trafficking.

During interviews, five respondents referred to better treatment of victims, including two NGOs, where one specifically pointed to better treatment at police gender desks. Three police also mentioned being better able to identify and work with victims and refer them to services. *'One case [I handled] was a boy trafficked from Asia. Immigration officers arrested him as an illegal migrant. We found out there were elements of human trafficking. He opened up and he was assisted, and the case was changed. Instead, the boss was charged and convicted.'*

Participants attending the **2017 TA workshop** also reported changes in behavior. Six made general statements about the usefulness of the training. One officer and one prosecutor each mentioned better identification of victims. One prosecutor talked about a smuggling case that learning from the workshop helped him pursue. A social worker cited learning how to open a case in court. Two prosecutors mentioned better management of cases during prosecution. And three prosecutors also referred to successful convictions in TIP cases. Two prosecutors said they treated victims differently since the training – one cited recognizing victims' rights and privacy concerns, and the other referred to victims' needs for counseling and support.

Trainees (10) from the **2018 Regional** workshop also provided comments during follow-up interviews. Four made more general statements about the usefulness of the workshop. A mixture of different types of stakeholders talked about victim identification. *'Before the training we were [simply] reporting cases to the police; we could not identify the human trafficking elements. But now we can even advise the police and institute a trafficking case.'* Two respondents mentioned they now know that prior cases were TIP. Four mentioned investigations, *'I use the training material as a reference in dealing with TIP cases. The training has empowered me in particular in making a strong case by collection facts and evidence to be submitted in court. I use the Standard Operating Procedures to prepare criminal evidence in my daily work.'* An additional two respondents referred to convictions in TIP cases. Five respondents talked about changes in the treatment of victims. Two government social workers mentioned referring victims to

shelter and services. One NGO service provider said the training was helpful in his work. And one police officer and one community leader now refer victims to services.

Data reported from Tanzania for the USG TIP Report is incomplete and patterns related to the training dates are inconclusive (see Table 1). Increases can be seen in prosecutions in the 2018 and 2019 TIP Reports (covering 2017 and 2018 activities), while convictions were nearly steady, the number of victims identified appears to have declined and the number of investigations were not reported. The 2020 TIP report may provide more insight into whether there have been changes that correlate to the actions describe by respondents.

Table 1. Data from U.S. Department of State's Trafficking in Persons Report for Tanzania

Tanzania	2016	2017	2018	2019
Victims identified	-	NA	59	13
Investigations (cases)	12 (10 dismissed)	100	NA	NA
Prosecutions (individuals)	10	23	24	24
Convictions	1	19	4	3

How are implementers measuring this change?

LWOB utilizes evaluation booklets for each training. These include pre- and post-training surveys and end of day assessments. The surveys assess the trainees’ knowledge as well as their confidence utilizing the new skills. The post survey how asks trainees how they anticipate incorporating lessons learned into their work. LWOB also utilized a mid-program survey that asked about their actual experience utilizing the training. In addition to output measures such as numbers trained, LWOB also measures knowledge and confidence based on pre and post surveys, and numbers of people who accessed online resources and case consultations.

Ten trainees referred to post-training contact from LWOB, including five by email, and others by phone or in person. One reported that LWOB asked if they needed more materials to train others, and materials were subsequently delivered to their office. Six respondents also mentioned follow-up from the Human Trafficking Secretariat, including emails, calls and visits. Three others mention emails or calls but their origin is not clear. One respondent summed it up, *‘[I am] glad to have attended more than 13 trainings, but this is the only one where they are still looking for those who attended the training. Usually there is no follow-up.’* One government stakeholder also referred to data from a Human Trafficking database which is being or has recently been put in place.⁵²

⁵² The ET believes this was in reference to the database developed by UNODC for the SADC region.

5. How do the training methodologies address the sustainability of specialized TIP investigation and prosecution skills?

The ET did not observe training in Tanzania, and it is not clear the extent to which there was a discussion about plans or mechanisms to apply learning. However, implementer LWOB worked with the Research Triangle Institute (RTI) to develop a case consultation mechanism through which Tanzanian prosecutors can receive ongoing guidance and technical assistance on human trafficking cases. The National District Attorney's Association (NDAA) was subcontracted to receive direct inquiries from Tanzanian prosecutors and to subsequently connect those individuals to seasoned prosecutors in the United States experienced in working on human trafficking cases.

During follow-up interviews with trainees and stakeholders, none of the participants interviewed mentioned these case consultation mechanisms.⁵³ However, 13 of 26 said that some form of follow-up occurred. Ten made reference to contact from LWOB, including five by email and others refer to in-person visits or phone calls. One indicated that they were asked if they needed any more materials used to train others and LWOB delivered them to their office. Six trainees referenced emails, calls or visits from the Human Trafficking Secretariat. Three more trainees make reference to emails or calls but are not clear if they are from LWOB or the Secretariat.

The WhatsApp group first started by training participants is now encouraged by LWOB at all trainings, and WhatsApp groups include police, immigration officers, prosecutors, magistrates, NGOs and social welfare officers and the Human Trafficking Secretariat. Numerous respondents in Tanzania mentioned these groups. Using the application, training participants discuss cases and give and receive advice: “[In WhatsApp] *you can see a number of actors are doing follow-up of cases and even collaborating and networking to address such cases.*” When asked if additional follow-up was needed, respondents mentioned expanding the WhatsApp groups to more areas.

Participants were provided an array of materials, including a manual and various forms, cards and pamphlets – for example a case summary for ‘victim admission’, a referral form, and a victim interview form. At least some were also provided a camera and flash drive for evidence collection. During follow-up, all 26 trainees remembered receiving materials. And 17 of 25 stated that they have been able to utilize materials provided. Nineteen respondents (9 Regional, 4 TA 2017, 6 TA 2018) cited examples of use. Thirteen used the materials as a reference guide when dealing with cases (6 Regional, 3 TA 2017, 4 TA 2018); three used materials to identify elements of TIP in cases or to facilitate victim identification (1 Regional, 1 TA 2017, 1 TAT2018); two found materials useful when training community and local authorities; and one each used materials for guidance on evidence collection (Regional), on investigations (TA 2018), to share with colleagues

⁵³ Participants interviewed were from trainings that preceded the development of the case consultation mechanism.

(Regional), and to counsel victims of trafficking. Five (2 Regional, 3 TA 2018) had not used the training manual and materials because they had not handled cases of TIP; one was no longer dealing with TIP cases (TA 2017), and three did not specify why they had not been able to utilize materials.