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# AFTERMATH OF CHILD TRAFFICKING: IDENTITY CONSTRUCTION OF RESCUED CHILDREN IN THE EFFUTU MUNICIPALITY

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**A thesis in the Department of Early Childhood Education, Faculty of Educational Studies, Submitted to the school of Graduate studies in partial fulfilment of the requirements for the award of the degree of Master of Philosophy (Early Childhood Education) In the University of Education, Winneba**

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# DECLARATION

I, Samuel Asamoah Sam, hereby declare that this thesis with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own work, and it has not been submitted, either in part or whole, for another in this university or degree elsewhere.

Signature:.....

Date:.....

**Supervisors Declaration**

I hereby declare that the preparation and presentation of the thesis was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Name of Supervisor:

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# DEDICATION

To my mother Elizabeth Eshun, father, Eric Peter Sam and my brother, Gilbert Sam whose encouragement has brought me this far.

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# ABSTRACT

The purpose of the study was to assess the aftermath of child trafficking on children been rescued and how the identity construction strategies help the rescued children reconstruct their lost identity in the Effutu Municipality. The study employed qualitative case study approach. Convenience sampling was used to sample 55 participants for the study. Semi-structured interview guide was used to gather data for the study. Data was coded and analysed using thematic analysis. It emerged from the study that the trafficking had negative influences on their education, socialization, and emotional well-being and this experience of stigma affects their overall sense of self-concept and belief in their ability to cope and overcome their predicament. It again revealed that, identity construction strategies such as rescue and reintegration, material support, medical and health care, counselling, skills training, and youth empowerment were provided for the participants to help reconstruct their lost identities. The researcher recommended Effutu Municipal Assembly should improve access to good-quality health, social welfare and criminal justice support services for children survivors of trafficking. Counselling practises should also be encouraged to provide psychological support to the children through regular therapies such as behaviour modification, mind diversion and help build their self-esteem.

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# CHAPTER ONE

# INTRODUCTION

## 1.0 Background to the Study

Human trafficking is the illicit transportation of people from one location to another for the purposes of exploiting them.(Derks, 2000). The spread of trafficking in person activities makes it a global issue. Many people have become victims of trafficking activities across the globe and with significant contribution from Sub-Saharan Africa (Agbu, 2003; Reid, 2012; Gyamfi, 2016). The practice of trafficking has been referred to as a new form of slavery (Farrell and Fahy, 2009; Logan, Walker and Hunt, 2009; Rahman, 2011). The United Nations Office on Drugs and Crime (UNODC) has over the years collected data on human trafficking to help control it (UNODC, 2016). Human trafficking has been identified as a large remunerative industry across the world with women and children being the most affected mainly due to their vulnerability and to a larger extent, ignorance of their human rights (Alvarez and Alessi, 2012; Rafferty, 2013; Chincholkar, 2016).

Children have been pinpointed as one of the primary and most susceptible to attack targets of human trafficking for the desire of labour or sexual exploitation (Fisher, 2009). It is estimated that 12.3million individuals fall prey to the enslavement of trafficking, and it is predicted that with each year an additional one million will emerge (Fisher, 2009). Child trafficking has become a global concern and it affects children throughout the world. Child trafficking has become a global problem for governments and people everywhere in the world. The dynamics of it have changed overtime to the extent that it has become one of the most persistent forms of child abuse and child maltreatment in South-Saharan Africa. According to Hamenoo E. S.,

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& Sottie, C. A (2015), Child trafficking is one of the worst forms of child maltreatment and is often difficult to recognize when it happens intra-country.

Trafficked children are subjected to prostitution, forced marriage, hazardous labour, and domestic work and sometimes begging. Most children find themselves in this state at no fault of theirs. They are subjected to all kinds of dehumanizing activities that prevents them from enjoying life and their fundamental human rights to its fullest.

The Effutu Municipal Assembly, one of Central Regions 20 districts in Ghana, has its district capital in Winneba. The presence of human trafficking in the municipality is due to a multitude of causes. Poverty extended family systems, lack of knowledge of the law and the rights of children, widowhood customs and unplanned pregnancies. Winneba's climatic and environmental factors qualify these children for labour on the Volta Lake. Winneba is bordered on the south by the Gulf of Guinea, and the fishing season lasts only a few months each year, primarily from August to September. The children run down the beaches, interacting with the fishermen, who are primarily their own parents, relatives, and acquaintances. They occasionally assist with the drawing and maintenance of nets and like swimming in the shallow waters of the sea. This trains them for the fishing industry, and the expertise they gain on the water over time makes them appealing helpers for the Volta Lake fisherman. Fishermen near the Volta Lake, who catch far more fish per year than those in Winneba and its surrounds, consider these children as people who are accustomed with the dangers and rigors of fishing and who can easily be trained to assist in the fishing business. As a result, they choose to come for these youngsters rather than children from landlocked areas. (Sefa-Nyarko, 2016).

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The depletion of stocks has been one of the key reasons why children are needed as workers in the fishing industry. In addition to being cheap labour, their small, nimble fingers are useful in releasing the fish from the ever-smaller nets (Johansen, 2015). Trafficked boys frequently perform diving to disentangle the fish nets form the numerous tree stumps that are scattered throughout.t the lake whiles the girls are engaged in smoking and selling of fish (Tengey & Oguaah. 2002). Many children grow up impoverished, abandoned, uneducated, malnourished, discriminated against, neglected and vulnerable. Life is always a daily struggle to survive, and children's right to survival and dignifying life is denied them. For these children, childhood as a time to grow, learn, play and feel safe is in effect meaningless. According to Berger (1980 on p.84), in the text entitled 'The Developing Person through Childhood and Adolescence', it was said that childhood is the most crucial development period in an individual's life. It is also the period that an individual's main physical, mental, emotional and social development tak.es placing. Considering the text, inability of the child to develop these potentials at this sta.ge as a result of being separated from the parents through trafficking, could lead the child to suffer serious lifelong consequences.

Government Agencies and Inter-Government Organisations have made conscious efforts to partner with some local Organisations to get rid of trafficking of children through different activities under special Rescue Programmes. One organization which is known as Africa Centre for Human Development in Ghana a local organization, has a period of 18 months' period to assist in the return of eight hundred and sixty four (864) child labourers from different districts in Ghana as a May 2004. Children been rescued were from Senya Bereku in Central Region, Kpando Torkor in the Volta Region, Ada, Ningo and Accra Metropolis (Tengey & Oguaah, 2002).

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Another organisation, the Association of People for Practical Life Education (APPLE), saved approximately 300 children from fishing. In 2007, same other organization which is also known as Challenging Heights initiated a program to rescue over 1,500 children in several communities. Rescued child/learner is under 18 years who has been rescued from trafficking and sent back to her/his parents or guardian.

The trafficking seems to have caused them numerous effects after rescued which has affected their lives. Trafficking has an impact on the learners and it victimizes in all areas of their lives. Every stage of the trafficking process can involve physical, sexual and psychological abuse and violence, deprivation and torture, the forced use of substances, manipulation, economic exploitation and abusive working and living conditions. The stigma attached to them as victims has been shown to have a significant and on-going impact on their lives, including in the trauma experienced by the individual victim as well as the possibility of physical rejection by family and/or community (UNODC, 2008). Most of the survivors or learners rescued view one's self as bad, damaged, impure, and different. The repeated exposure to negative appraisals reinforce negative beliefs about one's self concept, shifting socially imposed labels that identify what they do to who they are. (.Jiménez, Puig, Sala, Ramos, Castro, Morales, & Zorrilla, 2011). According to Link and Phelan (2001) when stigma begins to influence how one perceives the world, it affects how one interacts with others. Hence, the negative stereotypes become not only a reference to view one's self, but also how one expects to be treated by others. Understanding how stigma from these networks influences learner's sense of self and help reconstruct their identity may have significant implications for recovery and reintegration among trafficking survivors. Constructing identity literally involves life experiences,

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relationships and connections, a solid mental or emotional stamp on a human. Constructing identity figuratively involves metaphorical or symbolical representation of thoughts or emotions in an expressive way, creating a conceptual visual representation.( Dowling, 2001).Identity construction is the shaping of a person's values, beliefs, practices, discourses and knowledge; influence by cultural system and by individual action. It is in view of this, this study is sought to assess the effect of child trafficking on the children been rescued. The study again sought to investigate how the identity rescue strategies help the rescued children reconstructs their lost identities in the society.

### 1.1 Statement of the Problem

It is estimated that 1.2million children are trafficked per year in Sub-Saharan Africa. In Ghana, 21.8% of children between the ages of five and seventeen years are engaged in child labour with additional 14.2% involved in hazardous forms of child labour (Ghana Statistical Service, 2014).

A number of rescue programmes had been undertaken to withdraw some of the learners from working in fishing communities. In the Effutu Municipality, Challenging Heights, a Non-Governmental Organisation in partnership with Abolish Slavery Now, an Abolitionist organisation based at Ventura, California, rescued trafficked learners from the Lake Volta. Since its inception, the organisation has rescued a total number of 1,600 children. Many of the rescued learners were trafficked at an early stage at age 5-6 because for some of the rescued learners, the development of an adult-like body offered reasonable grounds to be considered as persons who have moved from childhood to adulthood. (Koomson, & Abdulai 2021). Their ages after rescued were 13 years and above. Many of the rescued learners had

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worked for nearly twelve years in servitude under incredibly deplorable conditions. (Challenging Heights Reports, 2019).

Irrespective of the efforts made, trafficking causes many problems to the rescued children. The main problem is, having trafficked for a period of time; the lives of the rescued learners have been affected negatively. For instance, earlier or preliminary observations and interaction made by the researcher indicated that the trafficking had affected their education.

International organization for migration (IOM) in collaboration with Association of People for Practical Life Education (APPLE) in 2016 indicated that, one of the challenges they face after rescuing the trafficked children is that, they are not able to offer the children as much as counseling they like because their experiences can make them a bit difficult to deal with, as the trafficking has affected them emotionally and how they relate but they try to teach them responsible behaviours.

Reports in 2019 from Mensah, the reintegration officer at Challenging Heights, A Non-Governmental Organisation (NGO) in Winneba, which undertook initiatives to rescue children from trafficking also raised concerns about stigmatization been a barrier that challenges efforts to heal and rebuild relationships and this experience of stigma affects their overall sense of self-concept and belief in their ability to cope and overcome their predicament.

Again, discussions on NYCE FM, a radio station based in Winneba on 11th June, 2021 on mid-morning show also highlighted the problems trafficking imposes on children which warranted the study.

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Similar studies have been conducted globally concerning trafficking children for labour and sexual exploitation. These studies have addressed its connections with human rights violations (Crawford & Kaufman, 2011), crime control and prevention (Musto, 2009), improvement of foreign policies, identification of traffickers, health intervention programs (Liu, Srikrishnan, Zelaya, Solomon, Celantano, & Sherman, 2011; Vijeyrasa & Stein, 2010), and need for improved recovery services (Macy & Johns, 2011). While these research studies have acknowledged and addressed the causes and prevention of child trafficking, there has been little research carried out to examine the general way in which stigma and lost identities experienced by children trafficked impacts the victims/survivors' self-concept and reintegration experiences (Kaufman & Crawford, 2011; Macy & Johns, 2011; Vijerayasa, 2010). In Ghana similar studies has also been conducted only concerning the causes and effect of child trafficking. In the Effutu Municipality where the research was conducted, little research has been done concerning how stigmatization affects the growth of rehabilitation and reintegration of the rescued children. (Sefa-Nyarko 2016). Given the important role of family and community in the recovery process of trafficking survivors, it is essential to understand how the community stigmatizes the rescued children. In relation to earlier concerning this study, the researcher is aware of, it appears that there is knowledge gap in scope and methodology because all these areas have different and variations in this current study. To close this gap, the researcher's current study will focus on trafficking in forms of stigmatization that brings to the children in the Effutu Municipality using qualitative research approach. It is in view of this that, this study is sought to investigate how trafficking has affected the children after they have been rescued. The study again sought to investigate how the identity

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construction strategies help the rescued children reconstruct their lost identities in the society.

### 1.2 Purpose of the Study

The aim of the study was to assess the aftermath of child trafficking: identity construction of rescued children in the Effutu Municipality in the Central Region of Ghana.

### 1.3 Objective of the Study

The objectives of the study were to;

1. Ascertain the influence of child trafficking on the education of the rescued children in the Effutu Municipality.
2. Describe the influence of child trafficking in the socialization of rescued children in the Effutu Municipality.
3. Find out the emotional outcome of trafficking on the rescued school children in the Effutu Municipality.
4. Investigate how identity construction strategies, help the rescued children reconstruct their lost identity in the Effutu Municipality.

### 1.4 Research Questions

The following research questions were raised to guide the study:

1. What are the influences of child trafficking on the educational aspect of rescued children in Effutu Municipality?
2. How does child trafficking influence the socialization of rescued children in the Early Childhood Centers in Effutu Municipality?
3. What are the emotional outcomes of child trafficking on the rescued children in Effutu Municipality?

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4. How do identity construction strategies help the rescued children reconstruct their lost identities in the Effutu Municipality?

### 1.5 Significance of the Study

The results of this study would help in finding out the information on negative influences of trafficking on rescued children in the Effutu Municipality. The study will reveal the influences on the education, socialization, physical impact and emotional well-being. The result of the study will further help in finding out the extent to what trafficking affects the rescued children. This will enable parents and guardians to put in place appropriate ways to cater for their children and to stop sending their children out to work.

Theoretically, the findings of the study would fill the knowledge gap in the phenomena, and will allow for more informed approach and add vital information to the body of literature available in Ghana concerning trafficking and its negative influences on learners. The findings will make recommendations on how to resolve the problems that militate against the attainment of desired result in the fight against trafficking of children. It will generate a new understanding about issues raised that will be useful for future researchers.

Policy wise, the findings from this study will inform and help the agencies dealing with child trafficking and stakeholders of education, including the Effutu Municipality Directorate of Education to improve their strategies and policy formulation processes to rescue, rehabilitate, reintegrate and effectively monitor rescued school children in the Municipality. To practitioners such as researchers, the finding of this study is expected to generate interest in other researchers to undertake more studies to help curb child trafficking in the Municipality.

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## 1.6 Delimitation

This study focused on the aftermath of children who have been rescued from trafficking and placed in various schools in the Effutu Municipality. The study was delimited to children in the early childhood centers in the Effutu Municipality. Content wise, this study was conceptually delimited to the responses of the rescued children who were available at the time of the study. The teachers and parents that were in session at the time of the study were also used. Those who were in maternity, sick leave and study leave, travelled were excluded from the study, though their contribution could have been of some significance. Hence, the findings will be limited to the general publics who have been victims of child trafficking in this municipality only. It is, however, believed that the responses expressed by the teachers and parents will not substantially and significantly differ from that of the larger population of the general victims of child trafficking in Ghana because of the homogeneity of the population.

## 1.7 Operational Definition of the Terms

**Child trafficking (trafficking in children):** The exploitation of minors (under the age of 18) for labour, sex acts, or other gain through the threat or use of force, coercion, abduction, fraud, deception, or abuse of power.

**Child Abuse**: Treatment of a child under 18 with cruelty or violence, especially regularly or repeatedly.

**Child Neglect**: An egregious behaviour of caregivers or guardians that results depriving a child of their basic needs, such as the failure to provide adequate supervision, health care, clothing or housing as well as other physical, emotional, social education and safety needs.

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**Rescued Child/ Learner:** A child/learner under 18 years who has been rescued from trafficking and sent back to her/his parents or guardian.

**Aftermath:** The consequences or after-effect of a significant unpleasant event or incident.

**Reintegration:** The action or process of integrating someone/survivor back into society.

**Identity Construction:** The shaping of a person's values, beliefs, practices, discourse and knowledge; influenced both by cultural systems and by individual actions.

**Identity Construction Strategies:** It is a treatment method used by the mental health community, and utilized in a number of ways to better the situation of individuals who have become dependent on various substances or activities.

## 1.8 Organization of the Study

The study is organised into five chapters. Chapter one comprises the background to the study, the objectives of the study, research questions, significance of the study, delimitations, limitations and the organisation of the study. The second chapter reviews related literature and discusses the theories necessary to situate the research within context. Chapter three discusses the methods and procedure for data collection and analysis. Here, the research paradigm, research approach, research design, population, sample and sampling technique, data collection instruments, data collection procedure and method of data analysis are discussed. The fourth chapter is dedicated to the findings and discussions of the study. Chapter five summarises the findings arising out of the study, draws conclusion and makes recommendations for further studies.

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# CHAPTER TWO

# REVIEW OF RELATED LITERATURE

## 2.0 Overview

This chapter presents related literature for the study.. The literature reviewed first covered the theoretical framework and review on the key themes raised in the research question. For the purpose of the study, literature reviewed will focus on the following sub-areas.

- **Theoretical Framework**
    i. Bronfenbrenner's Ecological Theory (1994)
- **Empirical Review**
    ii. Concept of child trafficking
    iii. Overview of child trafficking
    iv. Recuing school children from trafficking
    v. Influence of child trafficking on the rescued school children
    vi. Identity construction strategies to help the rescued learners reconstruct their lost identity
- **Conceptual framework**

## 2.1 Theoretical Framework

This study was guided by Bronfenbrenner's Ecological Theory (1994),

## 2.2 Bronfenbrenner Ecological Theory (1994) by Urie Bronfenbrenner

Bronfenbrenner Ecological Theory (1994) addresses child trafficking from various perspective. It focuses on the victims, as well as hi immediate surroundings (microsystem) (parents, school, peers, and neighbours). It also analyzes the influence of social status on children in the context of child trafficking, discusses the

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connections between the ecosystems, and examines the government's role in preventing or promoting child trafficking, and the domestic and international issues that contribute to the discovery of this trade, as well natural disasters that contribute to child trafficking if they occur. Bronfenbrenner identified potentially useful connections between the ecological model and development risks in children's lives (Evans & Wachs, 2010, Belsky, 1980; Howze & Ketch, 1984; Garbarino, 1977, Wilson-Oyelaran, 1989).

Bronfenbrenner introduced the Ecological System Theory, which encompasses all of the levels that influence a child's or individual's growth (Bronfenbrenner, 1979). Method, individual, meaning and times are the four major components of the ecological model (PPCT). Brofenbrenner defined process in some chapters (Bronfenbrenner, 1997; Bronfenbrenner & Crouter, 1983) as the mechanism that explains the relationship between some aspect of the context (culture or social status, for example) or an aspect of the individual (e.g. gender) and an outcome of interest. (Tudge, Mokrova, Hatfield, and Karnik cite in Tudge, Mokrova, Hatfield & Karnik, 2009).

Human development takes place through processes of increasingly more complex reciprocal interaction between an active, evolving bio psychological human organism and the individuals, objects, and symbols in its immediate external environment, particularly in its early stages and to a large extent throughout the life course. The interaction must take place on a fairly regular basis over a long period of time to be successful. Proximal processes are long-lasting ways of contact in the immediate environment" (Bronfenbrenner & Ceci. 199p. P.572). 1 he individual's existence is viewed as a whole by using the ecological system theory and the fundamental factors

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that create and sustain the individual's behaviour are illustrated (Payne. 2015). This theory handles the trade in children as one of the serious issues that face the children all around the world. It is one of the distinctive theories that explicate the development of children, and how this development is affected by the culture, community, and the surrounded environment. According to Bronfenbrenner (1994), the ecological system contains five social system (1) microsystem, (2) mesosystem, (3) exosystem, (4) macrosystem, and (5) chronosystem.

### 2.2.1 System levels

The effects of the various levels of Ecological System Theory on individuals vary, but Bronfenbrenner emphasised that each level has an impact on an individual's growth (Bronfenbrenner. 1979). From the micro level nearest to the core to the chrono system at the outer rim, these levels are often represented as a series of concentric circles, where the individual is the core on which the circles are formed (Bronfenbrenner, 1986: Andersson. 2002).

The level nearest to the individual is the micro level. This is the main stage in the child's life, and it includes the child's surrounded environment (father, mother, brothers, family, school, and friends) (father, mother, siblings, family, school, and friends). This level includes sections with which the person interacts directly, such as tasks, relationships, and activities.

Aside from that, the level includes the individual's immediate surroundings, such as family, friends, education, and neighbourhood. The family is an essential part of the micro level for an infant, but as a person grows older, (he micro level network expands. The relationship between the child and the microsystem is critical in shaping his or her personality. The child is taught and learns the behaviour of the microsystem

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at this time (Rogoff. 2003). The microsystem's job is to be close to the child in order to provide the day care that he or she requires.

To link this hypothesis to child trafficking, the microsystem may be a key factor in the trafficking of children. Parents sell their children (Vinkovic. 2010), and children are unaware of the dangers of human trafficking due to a lack of education (Davy, 2014) or peer pressure (Lehti & Aromaa. 2006) that pretend to be content in their jobs. The next level, the meso level, is made up of relations between the micro level's immediate surroundings, such as family and school (Bronfenbrenner. 1979). Although the majority of creation takes place within the family, it is influenced by many other aspects of society (Bronfenbrenner. 1986). These areas of growth are interdependent: for example, activities in the family can have an impact on school and vice versa (Bronfenbrenner. 1986). In this point, the child does not interact with the microsystem, but he or she is affected by the interaction and the reciprocal connection of his or her microsystem. The possibility that a child may be a prey of child trafficking forms an upsurge in dysfunctional families (Bowen, 1966), particularly with the presence of illiterate or low- level educated parents, and oblique peers. Family dynamics make it easier to be exposed to a human trafficker, a deviant friend, and potential clients.

The next step, the exo level, is concerned with the person's surroundings and atmosphere that has an indirect impact on him or her, such as places that the individual seldom visits or has access to. (Bronfenbrenner,1986). Parents, for example, are influenced by their environments, such as their workplace or friends, and these, in turn, may have an impact on their children, even though they are not physically present. In addition, the child's perceptions of how families work in society

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may have an effect. The parent's childhood is an illustration of the exo method, in which the infant was not present but the parents' attitude to the child was nevertheless influenced by it. The infant is not directly affected by the exosystem. This condition is unavoidable as a result of the relationship between the child's microsystem and the workplace, as well as state government. Some problems, such as inflation, low and high prices, vaccinations, and the rise in crime rates, have infected this relationship. When one of their siblings receives a raise, children are infected by his or her sibling's happiness because it will lead to a better life for them.

Bronfenbrenner (1986) divides the exosystems that affect a child's development into three categories. The first is the parents' place of employment, followed by the parents' social networks, and finally, cultural effects on family functioning. When parents have difficulty paying their debts to moneylenders, for example, the latter also asks the parents to send their children to work on their plantations, block kilns, sweatshops, and so on (Tucker, 1997). The exosystem level is extremely complex due to scarcity, unemployment, natural disasters, and family breakdown, all of which lead to the spread of child trafficking. The macro level structure includes political culture, the country, rules, and values (Bronfenbrenner. 1979). This degree has an influence on society and culture, and her surroundings have an impact on her personal growth (Bronfenbrenner. 1979). “The macrosystem consists of things that affect and often benefit the child within the world, such as cultures, norms, and laws.” according to Boemmel and Briscoe (2001). Poverty, belief, illiteracy, and oilier problems are all present in this sense. The macrosystem must support parents in their efforts to raise their children and prepare them to be future leaders.

Sadly, in certain nations, the government's inability to fight child trafficking or fund

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anti-child trafficking organisations is evident. One of the government's duties, for example, is to give birth certificates to children born on its land so that they can enrol in schools and. at the very least, receive health care. The government's failure to address this issue will force children to turn to the streets tor money to cover their or their families' expenses. Forced labourers, spongers, thieves, prostitutes, and others will be among them. As a result, they are susceptible to sex trafficking. "A child trafficker would find an unregistered child to be a more appealing ‘commodity'" (Pais, 2009).

The chronosystem is a later added level that includes time as a factor that affects both the system and the person. The time factor involves the person's chronological age as well as the time she is currently living in (Bronfenbrenner, 1986). The simplest chronosystem identifies two forms of development: normative and nonnormative. Natural events impacting growth, such as puberty, beginning employment, and retirement, is included in normative development. Non-normative development includes events such as serious illness and separations for various reasons (Bronfenbrenner, 1986). This level provides a framework for understanding the changes that people face in their lives. People's lives shift with the passage of time. Children, for example, have some common traits and behaviours, but these traits and behaviours can change as they grow older. Time will affect a person's mood and condition from one state to another. For example, the effect of a relative's death on a person's mood can impact the mood of a person who is saddened by his or her loss. Time, on the other hand, can lessen the person’s sorrow. The chronosystem refers to the historical period during which creation takes place (Weisskireh, 2010. p. 71). The child victim of child trafficking does not accept the trafficker's actions and tries to stop them, but when these incidents occur often, the victims become used to them and

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commit the crime without much thought. Many trafficked children go on to become sweatshop owners, brothel pimps, or gang commandants in their adult lives.

Bronfenbrenner's Ecological Theory (1994) is a systematic theory that goes over all in depth and gives literary scholars a lot of leeway when it comes to understanding the situation of child trafficking. It's "one of the most commonly used theoretical mechanisms for researching individuals in ecological contexts." according to the authors (Neal & Neal, 2013, p. 722). Several scholars have used it as a basis in their investigations into child trafficking (Williams et al., 2010: Dinah, 2012: Chinyoka & Naidu, 2014). This theory is relevant to this study because, Bronfenbrenner Ecological Theory (1994) handles the child trafficking from different aspects. It pays attention to the victims, his close environment (microsystem) (parents, school, peers, and neighbours). It also discusses the effects of social class on the child in the light of child trafficking, describes the relationships between the exosystem, investigates the role of the government in eradicating or promoting child trafficking, and the national and international issues which contribute to finding like this trade in addition to the natural disaster that contribute to child trafficking if it occurs.

## 2.3 Empirical Review

### 2.3.0 The Concept of Child Trafficking

The transport of children from one location to another by others for the purpose of exploiting them without their permission is known as child trafficking. The recruitment, transportation, transfer, harbouring, trade, or receiving of persons within and across national borders is described by the United Nations and other international bodies as human trafficking. These definitions and meanings even though generally agreed by the Global community, pose a major challenge to policy makers, as the

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terminology is inconsistent throughout countries in relation to their laws and practices in handling this criminal act. For an example, the concept of trafficking in persons is subject to broad interpretation. It includes the use of overt force and coercion, as well as other types of deceit and human rights violations (International Organization for Migration, 2002).

Many governments are misinformed and unconcerned about the problem of internal trafficking. The strategy to counter trafficking for sex-related jobs, which is the main aim of trafficking in most areas, is complicated by national laws. For example, in countries where prostitution or sexual harassment law differs, the approach to solving the problem differs. Prostitution is seen as a breach of women's rights by the Coalition against Trafficking in Women (CAIW). As a result, the Coalition against Trafficking in Women (CATW) would like to discuss it from the standpoint of women's rights. The Human Rights Caucus views prostitution as a valid form of employment and thus wants to approach it from a labour standpoint. As a result, where only forced labour is deemed illegal under national laws, proving sexual abuse in court becomes difficult. Regardless of the definitional debates, a plethora of foreign instruments are available to assist governments in addressing different forms of human trafficking in various countries. Among them are the 1979 Convention on the Elimination of All Types of Discrimination against Women (CEDAW), the 1965 Convention on the Elimination of All Forms of Ethnic Discrimination (CERD), the 1989 Convention on the Rights of the Child (CRC) and the 1926 Slavery Convention. According to UNICEF, child trafficking refers to "any person under the age of 18 who is recruited, transported, transferred, harboured, or received for the purpose of exploitation either within or outside the world." According to the United Nations Protocol to Prevent, Suppress, and Punish Trafficking in Persons. Especially Women and Children (also known as

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the Palermo Protocol), "child" refers to anyone under the age of eighteen (Raymond. 2001).

### 2.3.1 Child Trafficking

About 1.2 million children are victims of child trafficking (Avevor 2013). According to the United Nations Office on Drugs and Crime, children are the most vulnerable victims of human trafficking. Children are easily manipulated and less able to defend their own interests. As a result, (hey are exposed to child labour, sweatshop labour, sexual harassment, and other types of slavery. After women, children are the second-largest community of known victims of human trafficking around the world. Child victims, both girls and boys, made up nearly a third of those reported as victims of human trafficking for sexual exploitation and forced labour (UNODC, 2016).

In Africa's armed conflicts, some trafficked children are used as "child soldiers." According to Lee (2014), government forces, paramilitary organisations, and rebel groups secretly employ children as soldiers, labourers, or sexual abusers. Half of the world's child soldiers are found in Africa, where they are used to fight, kill, and commit other forms of violence. There are children under the age of 18 who have participated in any way in a regular or irregular military force or armed group. Child soldiers are participating in conflicts in the Democratic Republic of the Congo, Burundi, Chad, Somalia, and other countries (Atuguba, 2005: Darko, 2018). According to ILO estimates, between 200,000 and 300,000 children are trafficked per year in West and Central Africa for forced labour and sexual exploitation. (ILO, 2001). Furthermore, according to the 2001 report on child labour in West and Central Africa, the cocoa agricultural industry employed about 330.000 children in Cameroon, Cote d'Ivoire, Ghana, and Nigeria (Sawadogo, 2012).

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Awumbila et al (2014) discovered that child trafficking is widespread in West Africa, with children being transported from Mali, Togo, and Nigeria to Cote d'Ivoire's cocoa and coffee plantations (Adepoju, 2005). Benin also has a high percentage of migration of children for work. Between 10.000 and 100.000 children were trafficked out of the country to work in Cote d'Ivoire, Togo, and Nigeria, according to Ouensavi and Kielland (2001), cited in (Awumbila et al., 2014).

Child labour tends to be prevalent in Ghana. According to reports from 2017, every fifth child is directly impacted by the National Plan of Action for the Elimination of the Worst Forms of Child Labour, and more than one-in-ten (14.2 %) engages in the worst forms of child labour, especially hazardous work. Child labour is defined as jobs or work performed by children that do not comply with national legislation, such as the Children's Act of 1998, or international treaties, according to the National Plan of Action for the Elimination of the Worst forms of Child Labour, which was adopted in 2017. Internal child trafficking is an increasing problem, especially in the Central, Western, and Volta Regions, to fishing communities along Lake Volta or for domestic labour in urban areas. (National Migration Policy for Ghana, 2016).

Smuggled out of their villages, many Ghanaian children work in the fishing industry, a company these children are forced to live in deplorable conditions and work long hours every day by desperate fishermen attempting to make a living along the river's banks. Volta Lake is located in Ghana. According to Johansen (2006), trafficked children often dive into the lake to disentangle entangled fish nets, and as the nets are dragged around the bottom of the lake, the children become trapped as well. When this happens, they drown or become infected with waterborne diseases like bilharzia and guinea worm.

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Again, the boys who work in these fishing areas are forced to work exceptionally long hours in dangerous conditions in exchange for as little as $25-65 USD charged to their parents in advance for five years of service (Sertich & Heemskerk, 2011). Recruiters regularly traffic girls from the northern regions to work as head porters (street peddlers), "kavayo" in urban areas, in addition to fishing. According to help organisations, the number of children working in the "kayayo" industry is in the tens of thousands. Since they are not paid as expected when these girls arrive at their destinations, they are often forced to exchange sexual services for accommodation (Sertich & Heemskerk, 2011).

According to Pearson et al, (2000) in the handbook Human Rights and Trafficking in Persons, service providers, advocates, lawyers, and authorities should recognise the need for various steps to resolve the gap between trafficked children and trafficked adults. Children have a special legal status and collection of needs, so they are entitled to a range of rights protection in both national and international law. I hey also have little autonomy and depend on others to protect their rights. Developing ways to tackle child trafficking should be done separately from adult trafficking for these reasons.

As a result, domestic child protection and human trafficking structures should, where appropriate, address the specific risk factors that expose children, especially unaccompanied migrant children, to trafficking situations. Increasing prevention programmes will also aid in identifying how children become vulnerable to sex trafficking and taking realistic action to address those vulnerabilities (UN Global Trafficking Survey, 2016).

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### 2.3.2 Global Trends in Child Trafficking

Children are forced to work in industries such as agriculture, fishing, and the sex trade, and this illegal epidemic has spread globally. They're also used for drug trafficking, petty theft, and child soldering in war zones, to name a few (Florida Physical Therapist Assistant, 2000).

Furthermore, within a community or country, political, social, and economic factors can either pull or push victims into a situation of human trafficking, especially child trafficking (UN Office on Charges and Crime - UNODC. April 2006). Human trafficking is a global issue that has grown exponentially in the last decade. (As shown by the Global International Security annual publication for 2007).

Although each case of human trafficking is special, virtually all follow the same geographical pattern, in which people are kidnapped, transported via a transit point, and then exploited in a destination country/community, according to the publication. Human trafficking almost often travels from poor or underdeveloped countries to wealthier countries, according to the publication, with a transit point somewhere in the middle. In America and Europe, child trafficking victims are thought to mostly come from countries with a history of abuse and violence, as well as religious and ethnic minorities.

The majority of these victims are enticed in with promises of jobs, schooling, and other opportunities to earn money and send money home (FPTA, 2000). Nearly 200,000 foreign child labourers, 70% of whom were boys, were lured into Thailand from Burma, Laos. Cambodia and Southern China in the mid-1990s, according to UNICEF, with tens of thousands more trafficked within their own borders. The majority of these victims are enticed in with promises of jobs, schooling, and other

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opportunities to earn money and send money home (FPTA, 2000).

Cambodia, which serves as a permanent transit and destination point for child traffickers, is yet another safe haven. It allows children to be trafficked into neighbouring countries including Thailand, Taiwan, Vietnam and Macau (United States Department, 2011). The majority of the children trafficked are between the ages of 12 and 17. These kids work on farms, fishing boats, and in prostitution, among other things (United States Department, 2011). UNCIEF has also designated Thailand as a regional hub for child trafficking, with children being trafficked to cities and countries around the world, including Hong Kong, Taiwan, and Japan. (Child Trafficking Prevalent Throughout Southeast Asia, 2009).

### 2.3.3 Trafficking in Ghana

Ghana is ranked tier 2 in a US State Department study on human trafficking, implying that child trafficking is still a problem in the country (Harrison, 2010). Domestic exploitation of Ghanaian children is more common than transnational trafficking of foreign nationals, according to the report. Children's trafficking in Ghana is caused by a number of factors that can be separated into two categories: supply side and demand side factors (Chuang, 2006). This classification has been studied by academics and researchers in the field. Poverty and traditional approaches arc push factors, while the need for cheap labour and the use of fake intelligence are pull factors, according to researchers (Danailova et al., 2010).

### 2.3.4 Trafficking of Children in Ghana

The essence of child trafficking in Ghana is complex and difficult to determine. People's views and cultures of young people being socialised to follow in their parents' footsteps in terms of exchange and values have aided this practise (Tengey,

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2002). Many who lived in towns or metropolitan areas felt compelled to support those who were less fortunate because of the tight ties that existed among extended family members and the nuclear family. Some of their children were brought along as apprentices, to learn a family trade, or to further their education. This approach was also used in the traditional environment to promote harmony and bring family members together. In contrast, as an important part of the socialisation process, the children assisted in household and domestic chores. The girls assisted in cooking and babysitting, among other domestic duties, while the boys ran errands and performed other tasks considered masculine in Ghanaian culture (Nukunya, 2000). This age-old tradition, however, was sometimes broken, and children were abused all over the world. In the current scenario, children have become commodities or tools (Dottridge, 2002). They were illegally exported by relatives, friends, and strangers who sold or gave these children to potential buyers for a variety of reasons, including financial gain, domestic servitude, debt repayment, or enslavement into prostitution. Furthermore, patriarchy and sociological concepts rendered distinguishing between a child sent to live with a true parent and one sent into labour difficult. Words like 'auntie,' 'uncle,' 'brother, "sister.' and 'father' are used to refer to any older woman or man in Ghana, whether they are related by consanguinity or not (Nukunya, 2000). This made determining the legitimacy, legality, or otherwise of any transfers or transactions involving the children's move to another location difficult. Questioning a fictitious 'auntie,' 'dad,' 'mother,' or' sister' who was transporting a fictitious niece or nephew to the area was difficult.

Indeed, in Ghana, the widely accepted form of child placement found it difficult to identify children who had been trafficked. As a response, the security forces believed that this operation resulted in children being sold into captivity. These and other

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factors made assessing the scope of the problem of child trafficking difficult. The majority of children trafficked in Ghana, however, came from areas with a high rate of poverty, as shown by the trend and nature of transactions. It's worth recalling that the majority of trafficked children are girls aged 7 to 16, who have either dropped out of primary school or never attended (Tengey, 2000). These children, who were mostly from rural areas, were often used as housemaids, and pimps forced some of them into child prostitution in Accra and other major cities. Young boys between the ages of 10 and 17 were recruited to engage in illegal mining, also known as "Galamsey," in diamond-rich areas. Other menial, low-paying, and dangerous jobs were often imposed upon the children.

### 2.3.5 The Nature of Work Done by the Trafficked Children

Children and women were often trafficked for sexual slavery and other forms of exploitative labour, such as pornography production and domestic servitude. In small stores, factories, plantation workers, and sex workers, a large number of boys worked as cleaners, errand boys, and sales boys. Others, like the disabled, were brought in to join begging gangs. The majority of the victims in Ghana worked in the informal sector; the girls were lured into domestic servitude, head portage, and prostitution, among other items, while the boys worked in trucking, fishing, and the sex trade. These children were found to be working in stressful, risky, and dehumanising conditions. The girl house helpers' day started at 4:00 am, so they worked long hours, and little or no breaks between 10:00 p.m. and 10:00 pm (Tengey 2000). On occasion, the husbands of their mistresses and other irresponsible adults in the neighbourhood sexually harassed or abused them. Children who had been trafficked worked without protection in a hazardous environment with no access to medical care. They were given over-the-counter pain relievers when they were sick, and they were paid less or

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not at all for their work.

### 2.4 Rescuing Children from Trafficking

According to Tullao et al. (2007), existing attempts to fight child trafficking are largely reactive, as stated in the Human Trafficking Project report by International Labour Migration and Human Trafficking (2007). For example, after victims were enslaved, governments performed rescues, and NGOs counselled victims and provided temporary shelter for them while they were trafficked. These reactive programmes are crucial because they provided detox, recovery, and reintegrate services to those who had been abused. The researcher went on to say that fighting human trafficking requires a holistic approach that includes proactive attempts to solve trafficking before it becomes an issue. Preventive programmes that educated at-risk populations about the risks of human trafficking are undoubtedly beneficial. In the face of economic desperation, however, it is difficult to persuade anyone not to migrate. Even if these women and men were aware of the risks, their financial and economic realities remained unchanged, and they needed to provide for their families. As a result, it was shown that raising awareness alone would not improve their motivation to live a healthier life, and that more systematic approaches to solving the issue than simply providing preventive information are needed. The UN Secretary-General's study on Trafficking in Women and Girls (2004) that different countries were taking steps to help victims, for example Belgium and United States of America and others were providing financial aid, telephone hotlines, legal services and social programmes like psychological and medical treatment for victims. In certain countries, victims of human trafficking were also given shelter and crisis centres. Any considerations should be applied when designing strategies to combat the phenomenon, as some strategies may be low or moderate cost but have an immediate

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effect. This included public awareness campaigns that encouraged people at high risk to make informed decisions. Asia used a public awareness campaign strategy that targeted the root of demand for trafficked services, such as underage sex workers' clients. These public awareness campaigns persisted until laws were passed that levied harsher punishments on consumers for commercial sex trafficking than on sellers of women and children. Other successful and deterrence tactics included strict implementation of legislation to prevent human trafficking, which is very costly.

Most countries, especially developing countries, are unable to implement this strategy due to the high costs of implementing these laws. It was discovered that trafficked people were often working illegally, either as undocumented immigrants or in unauthorised establishments such as brothels or sweatshops, as well as the informal economy, especially in agriculture. According to UNICEF, if there was proper enforcement of laws on illegal immigration, working conditions, child labour, or illegal adoption, most trafficking in women and children would be eliminated.

### 2.5 Effects of Child Trafficking on the Rescued Child

Psychological manipulations and coercion are used by traffickers to retain power over their victims and render escape almost impossible by undermining their physical and psychological defences. Physical, sexual, and psychological violence; isolation; deployment in unfamiliar areas: reliance on alcohol or drugs; restricted access to food and water; and surveillance through the use of guns, cameras, and dogs are all reported methods (IOM, 2007; Zimmerman et al., 2003). Children who are sexually exploited face all of the risks associated with sexual harassment, as well as regular beatings and abuse from smugglers, employers, pimps, madams, and customers. The nature and persistence of psychological and physical violence, as well as the

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manipulative, deceptive, and exploitative relationship with traffickers, distinguishes human trafficking from other forms of abuse.

Although there is a lack of empirical research (i.e., rigorous academic research) on the impact of human trafficking on children, numerous accounts suggest that the emotional and physical trauma, as well as the unrelenting abuse and fear, pose a serious threat to children's physical, psychological, spiritual, and social- emotional growth (Bertone, 2000; End Child Prostitution and Trafficking International [ECPAT], 2005. 2006a: ILO-IPEC, 2001, Scarpa, 2005).

Since some were coerced into performing commercial sexual acts, the trafficked children were subjected to sexual violence, which left them traumatised and influenced them physically, mentally, spiritually, and socially. The trauma that the trafficked children have been subjected to could last the rest of their lives. It may have an effect on the children's later relationships with adults, and they may lose faith in them. There is evidence that several small children drowned and died as a result of being forced to dive into riverbeds to catch oysters and disentangle fishing nets (ILO/IPEC, 2000). The children were exposed to health risks and dangers as a result of the procedures. Boys with bare chests who dove into cold water were more likely to get pneumonia and other respiratory illnesses. As a result of sexual harassment by unsuspected adults who took advantage of their weakness and had sex with them, the girls could contract HIV/AIDS. The majority of the children appeared skinny and malnourished as a result of their lack of nutrition.

Case studies of victims show that sexual harassment is “the most physically and emotionally traumatic for the victim because of the constant physical, sexual and psychological trauma that follows it on a regular basis” (IOM. 2007). Some children

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die as a result of violence and exploitation: others vanish (UNODC, 2006). In addition to these case studies and reports, child maltreatment research will shed light on the plight of trafficked children. These studies indicate a strong correlation between child maltreatment and maladaptive physical and psychological outcomes (Bottoms & Quas, 2006). The following sections illustrate the impact on children who are trafficked, including educational neglect, physical health problems, and mental and behavioural issues. Attachment, biological integrity, emotional control, dissociative adaptations, behaviour, cognitive processing, and self-concept are all signs and behavioural features of children who have been subjected to complex trauma, such as sustained physical abuse, sexual abuse, emotional abuse and neglect, aggression, and torture.

### 2.5.1 Educational Aspect

Children who are trafficked are deprived of the limited educational opportunities they have and. as a result, of the opportunity to boost their future economic condition. According to related studies, educational deprivation has negative consequences for victims of neglect (psychological and emotion al) and violence (physical and sexual). Developmental delays, language and cognitive disabilities, verbal and memory deficits, low academic performance, and grade retention are all possible outcomes. Even though both boys and girls have fall victim to child trafficking, girls are the ones who are disproportionately targeted hence dealing with the effects of gender inequality in terms of education. Humans participate in learning as a vital practise. Children must learn in order for them to do well in class; otherwise, teaching would be futile. In this light, (Zimmerman & Schunk 2001) identified behaviourist, cognitive, and social learning theories as the three forms of learning theories. These theories describe how children are educated and how they can think. As a result,

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trafficked children are unable to learn efficiently, resulting in low academic performance. Children who have been subjected to one or more forms of violence behave differently in school than their peers, which may have an effect on their academic performance. Humans participate in learning as a vital practise. Children must learn in order for them to do well in class; otherwise, teaching would be futile. In this light, (Zimmerman & Schunk, 2001) identified behaviourist, cognitive, and social learning theories as the three forms of learning theories. These theories describe how children are educated and how they can think. As a result, trafficked children are unable to learn efficiently, resulting in low academic performance. Children who have been subjected to one or more forms of violence behave differently in school than their peers, which may have an effect on their academic performance. Children trafficked usually delays students' academic advancement because there is often a lack of confidence in people because they have been frustrated and exploited by those who should be a source of joy, trust, protection, and security to them; they believe nowhere is safe and no one can be trusted (Shonk & Cicchetti, 2001). Emotional discomfort, physical pain, isolation from opposite sex, poor social relationships, anxiety, mental stress, depression, trouble socialising, grief, hooliganism, thuggery, rebellious, malnourishment, rage, marks on body parts, addictions, sexual problems, unhealthy appearance and clothes are all examples of changes in behaviour. As a result of these characteristics, the child's academic performance suffers as attention becomes an issue.

Furthermore, according to the United States Department of Education (2005), neglected children do worse in school than their peers. They become disengaged from other students, teachers, and eventually their studies. A female student who has been sexually assaulted may have a strong dislike for her male teachers. This would have

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an effect on her academic experience as well as her personal relationships with her teachers. This is also true for male children who are neglected by their female counterparts. Teachers have such a strong impact on children's lives that a strained relationship with them will result in poor academic success. Neglected students show truancy and other social vices. Some students are abusive to their classmates and may be expelled. Physically abused children face academic difficulties at home, school, and with their peers. As a result of the lack of parental roles, especially motherly roles and guidance, students who are ignored by their parents or care-givers appear to be independent, lack moral standards, are disrespectful to teachers, and break the law. On the other hand, some children can be overly reliant, lack trust and self-esteem, be mentally afflicted, and be unable to meet obstacles or complete high-demanding schoolwork. In comparison to their peers, they have lower grades and a higher rate of class repetitions (Heckman & Rubinstein, 2001). They prefer to miss school and classes in order to conceal their wounds from others. A child who does not eat well would have poor brain, body, and spiritual development. In training, he or she would be unable to reason or think quickly.

### 2.5.2 Socialization

Babies and young infants exposed to abuse and neglect through trafficking are more likely to experience insecure or disorganised attachment problems with their primary caregiver (Baer & Martinez, 2006; Cyr et al., 2010; Jordan & Sketchley, 2009; Meadows et al., 2011; Schore, 2002; Streeck-Fischer & van der Kolk, 2000). Patterns of child-caregiver attachment are extremely important for a child's early emotional and social development. For children with an insecure attachment, the parent/caregiver, who should be the primary source of safety, protection and comfort, becomes a source of danger or harm (Cyr et al., 2010; Hildyard & Wolf, 2002).

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Without the security and support from a primary caregiver, babies and infants may find it difficult to trust others when in distress, which may lead to persistent experiences of anxiety or anger (Streeck-Fischer & van der Kolk, 2000). Insecure attachments alter the normal developmental process for children, which can severely affect a child's ability to communicate and interact with others and form healthy relationships throughout their life (Bacon & Richardson, 2001). Reviews of the literature have reported that child maltreatment is associated with problematic peer relationships in childhood and adolescence (Meadows et al., 2011; Trickett et al., 2011). Further to this, difficulties in peer relations may be a precursor to difficulties in romantic relations (Trickett et al., 2011). Aside from the lost remittances and human resources, there are other human and social costs to growth associated with human trafficking. While the direct effect on the family and community left behind is difficult to quantify, it should not be overlooked. Extended family relations are weakened by human trafficking, and victims who return to their families are often stigmatised and shunned, making them more likely to engage in drug abuse and illegal activity (US Department of State 2004).

The growth of children trafficked into forced labour or sexual abuse is "irreparably harmed" (US Department of State, 2004: 17). Researchers have found that child abuse and neglect is associated with behaviour problems in childhood and adolescence (Ethier et al., 2004; Mills, 2004; Shaffer, Huston, & Egeland, 2008). The earlier children are maltreated the more likely they are to develop behaviour problems in adolescence (Frederico et al., 2008). Researchers have often associated maltreatment with internalising behaviours (being withdrawn, sad, isolated and depressed) and externalising behaviours (being aggressive or hyperactive) throughout childhood (Mills, 2004). Longitudinal studies have shown that exposure to a single type of

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maltreatment as well as multiple types is related to increased internalising and externalising behaviours in childhood and adolescence (Moylan et al., 2009).

Adverse behavioural effects have been identified in children who have been trafficked, including attachment problems, mistrust of adults, antisocial behaviour, and difficulties relating to others (ECPAT. 2006a). Several reports indicate that commercial sex trafficking is a risk factor for sexualized conduct, and that some teenagers may turn to prostitution or other forms of sexual activity because they feel worthless, that their lives have been ruined, and that they have little left to lose (ECPAT, 2006a). According to Mitchels (2004), some younger children self-harm to recover a sense of control through pain, while older children use alcohol or drugs to detach themselves from the harsh realities they have experienced. According to research, violent and offensive behaviour in children who have been physically abused is related to the aggressive treatment they receive (Kaplan, Pelcovitz, & Labruna, 1999; Prino & Peyrot. 1994). Suicidal behaviour, mental problems, and difficulties relating to peers are common in children who have been physically or sexually abused (Sneddon, 2002). They are also more susceptible to drug misuse (Arellano, 1996). Adults that were abused as adolescents are more likely to engage in violent behaviour, antisocial behaviour, and other issues (Widom & White 1998).

A large, nationally representative study in the United States reported that children who were maltreated in multiple developmental periods (infancy, toddlerhood, preschool years and early school years) displayed more problem behaviours than children maltreated in only one developmental period and children who were chronically maltreated tended to display more problem behaviours than children suffering situational maltreatment, although this was mediated by a range of family

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variables such as caregivers having alcohol or drug dependence, lower levels of education or diagnoses of depression (Jaffee & Maikovich-Fong, 2011).

### 2.5.3 Emotional Outcome

It is predicted that child victims of trafficking present with a multi-faceted psychological image as a result of a multi-layered exposure to trauma. Current and yet minimal research on trafficking victims indicates that trafficked and sexually abused children may experience a myriad of trauma related symptoms ranging from depression, anxiety, social alienation, mistrust, to dissociation, and splitting (Stotts & Ramev, 2009). Trauma victims are more likely to experience a break in their sense of self. Celani (1994) proposed that an abused child may grow and depend on their abused or "evil" self while struggling to form a sense of self that is not abused or "bad." Celani applied this model to victims of domestic violence, stating that victims of abuse use this strategy to deal with feelings of annihilation, separation anxiety, and rejection fear, even while the abuser is present. Although this can appear to be a coping and survival strategy, it may also pose a risk to the victim, as the victim can revert back to the abusive or exploitation cycle, as well as their abused or exploited selves, during times of increased stress and anxiety. When trafficked children are sold, they are subjected to a series of traumas, beginning with their sudden separation from their primary caregivers and, in some cases, their sense of betrayal by family members. The majority of children are also unprepared or unaware of the separation in advance, and as a result, they are faced with a new "caregiver," a new identity, and a new nation. Since the child had no say in the decision to leave the family, these sudden changes may cause the child to develop a sense of self that is characterised by powerlessness and worthlessness.

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Children who have been abused or manipulated can suffer interpersonal injuries such as distrust, fear, and abandonment anxiety (Hunt & Baird, 1990). Children who are abruptly separated from their caregivers and, in some cases, sold by family members, suffer from significant developmental traumas and attachment disruptions. This has an effect on their ability to shape positive and stable relationships with others, as well as their potential intimacy capability. The psychological effects of becoming a victim of human trafficking can be long-lasting. Children suffer physical and emotional distress as a result of being taken from their families, homes, and communities: their resulting experiences include significant physical, emotional, and sexual violence (Mitchels, 2004). While no longitudinal studies have examined the psychological consequences of child trafficking, case studies have revealed depression, hopelessness, remorse, shame, hallucinations, nightmares, lack of trust, lower self-esteem, and anxiety among trafficked children (ECPAT, 2006a). They can experience feelings of self-blame as a result of the negative messages they receive on a regular basis (ECPAT, 2006a).

Child maltreatment has a number of negative effects, according to empirical evidence. Psychological abuse, which includes on-going threats, alienation, and experiencing others' abuse, has a negative impact on one's self-concept, personal ambitions, and interpersonal relationships, and puts one's emotional well-being in jeopardy (Hart & Brassard, 1987; Sneddon, 2003). Social and emotional withdrawal, behavioural disorders (Watts-English, et al, 2006), and lower self-esteem, trust, and assertiveness are all linked to emotional and physical neglect. Children who have been subjected to physical or sexual violence are more likely to experience negative emotional effects such as anxiety and depression, low self-esteem, social alienation. PTSD symptoms, drug abuse, and suicide (Nelson et al. 2002; Sneddon, 2003). Children who have been

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sexually abused may develop serious psychological problems such as post-traumatic stress disorder (PTSD) and depression (Browne, Kendall-Tackett, et al, 2001). Finally, numerous childhood experiences of victimisation raise the risk of mental illness and psychological difficulties in people who were abused as children (Read, 1997;Edwards, et al, 2003; Horwitz, et al., 2001).

### 2.6 Identity Construction Strategies

Individual experiences during trafficking may have a negative impact on survivors' emotional and psychological adjustment, as well as their reintegration into society in the post-trafficking stage. From a multi-lens theoretical viewpoint, Loomba, (2017) published an extensive study of the literature on serving trafficking survivors. Harvey (1996) discovered that a variety of intrapersonal, interpersonal, environmental, and other contextual factors all play a role in the progress of survivors' post-trafficking rehabilitation. These survivors need a wide variety of resources to get their lives back on track, including accommodation, clothes, food, defence, legal assistance, medical assistance, psychological therapy, ability training, career counselling, and so on (Bryant- Davis et al.. 2011; Le. 2016) all of which are costly. In the sense of supporting trafficking survivors, this means that some programmes are built with aspects of trafficking survivors' well-being in mind, and others aren't designed to be transformative but have the ability to be. There are many examples of programmes provided by anti-trafficking organisations that are transformative in nature and prioritise the well-being of trafficking survivors. These can include programmes such as providing rescue, food and shelter, treating physical and mental health needs, psychological and trauma counselling and educational preparation, among others. Trafficking survivors are captive audience (or passive consumers) for the most part, for programmes provided by anti-trafficking organisations. Services that are actively

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transformative are those whose functional size and reach are adjusted to achieve desired outcomes.

These programmes are provided to actively turn the status of trafficking survivors to a desired state. Improving physical and psychological wellbeing, as well as providing mental stress relief services during the post-trafficking stage, are examples of effectively transformative services. In contrast, passively transformative services are the ones whose physical scale and scope is not adapted to achieve desired results; change is merely in the basis of providing services to consumers/survivors. These services are offered to passively transform the coping skills of trafficking survivors according to the conditions of the environment, or passively transform the environment to become more amenable to trafficking survivors' reintegration into society. Passively transformative services, on the other hand, may ostensibly provide a more deliberate actualization of change for the customer over a longer period of time. Meet-ups with other survivors in group settings, especially those from the same ethnic/cultural context, for example, can gradually persuade recent trafficking survivors that they are not alone in this situation, allowing them to open up about their ordeal and begin the healing process. Anti-trafficking organisations also provide programmes that, while not designed to be transformative, have the ability to improve the well-being of trafficking survivors. In the long run, such programmes have the ability to change lives. Making community members aware of survivors' plight and need for assistance, seeking to minimise or eradicate stigma in the long run, and so on are some examples. The majority of actively-transformative programmes, such as medical, psychological, and behavioural trauma services, are beyond the reach of this article. The same can be said for campaigns aimed at increasing awareness and removing stigma, which make up the majority of service offerings with disruptive

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potential. Many rescued survivors credit their coping process with their ability to endure their ordeal during different periods of trafficking namely, Pre-. Peri-, and Post-trafficking (Bryant-Davis et al. 2011: Le, 2016). When faced with a trafficked situation, an individual's coping mechanism or behaviour is an innate, naturally occurring personal reaction. Survivors of human trafficking negotiate their individual growth within the framework of their contextual and environmental parameters. Survivors use techniques such as controlling emotion and perception, finding outside-the-box alternatives to limitations, exercising resilience, and relating to new cultural schemas during this phase (Bryant-Davis et al, 2011). This journey of survival, healing, and reintegration into society results in a renewed sense of self (Le, 2016)

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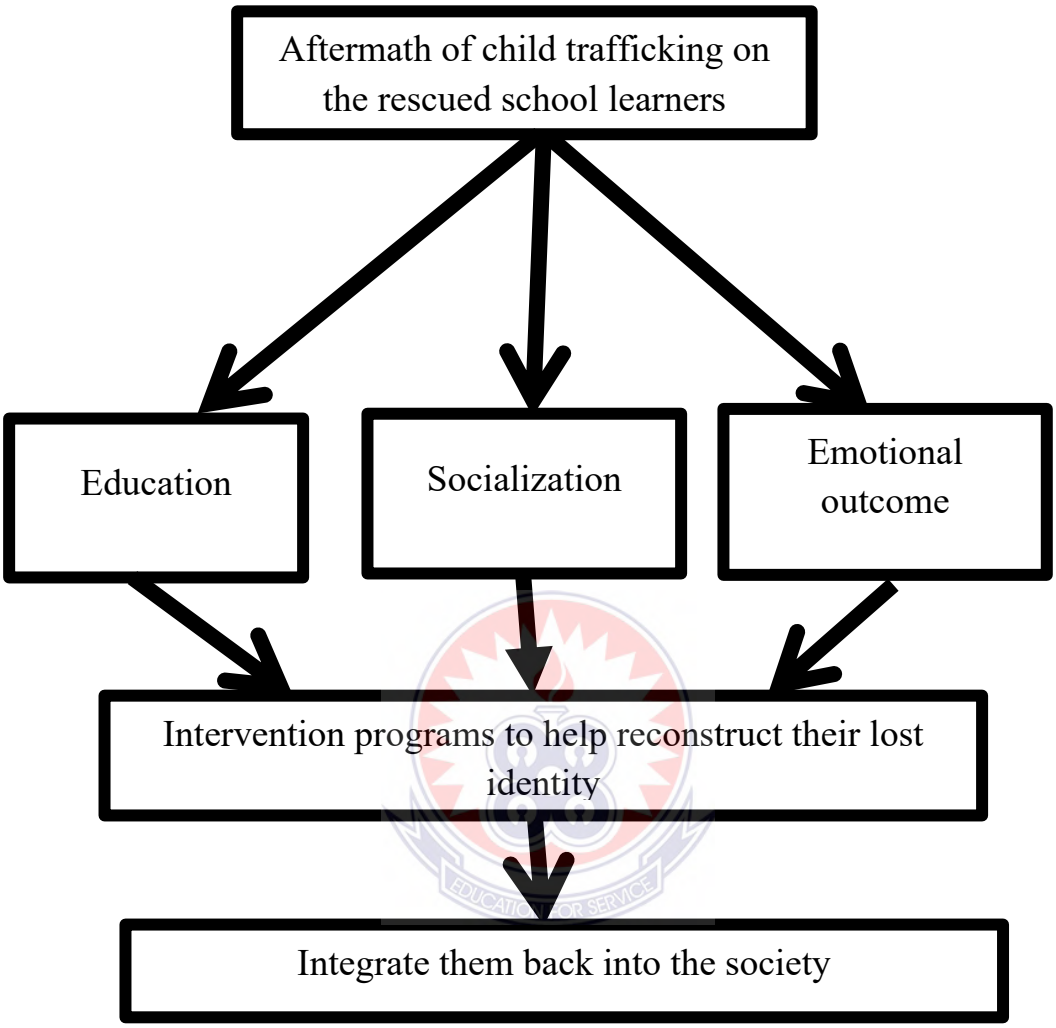
## 2.8 Conceptual Framework

Fig. 1 shows the conceptual framework designed to guide the study




*Source: Researcher, 2022*

*Figure 1: A diagram showing aftermath of child trafficking on rescued school children.*

Figure 1 show the aftermath of child trafficking and its influences on rescued school children. The influences on the trafficked children was categorised in educational aspects, socialisation and behavioural outcomes, and psychological and emotional outcome. The influence of child trafficking on the educational aspects includes developmental delays, language and cognitive disabilities, verbal and memory

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deficits, low academic performance, and grade retention are all possible outcomes (Eckenrode, et al, 1993; Gaudin, 1999; Kendall-Tackett & Eckenrode, 1996). Socialization and behavioural outcomes includes attachment problems, mistrust of adults, antisocial behaviour, and difficulties relating to others (ECPAT, 2006a). Adverse behavioural effects again include suicidal behaviour, mental problems, and difficulties relating to peers are common in children who have been physically or sexually abused (Sneddon, 2003). The psychological and emotional outcomes includes depression, anxiety, social alienation, mistrust, to dissociation, and splitting (Stotts & Ramev, 2009), hopelessness, remorse, shame, hallucinations, nightmares, lack of trust, lower self-esteem, and anxiety among trafficked children (ECPAT, 2006a).

Despite the influence of child trafficking on rescued school children, identity construction strategies have been meted out to help the children reconstruct their lost identity and also integrate them back into the society, which includes rescue and reintegration, screening or assessments, rehabilitation, accommodation, materials resources such as clothes, food, defence, legal assistance, medical assistance, psychological therapy, ability training, career counselling and so on (Bryant- Davis et al. 2011; Le, 2016).

### 2.9 Summary of Literature Review

This chapter discussed applicable literature on the subject of theories and empirical studies that underpin this study as well as the submissions earlier scholars made with regards to the study. It was revealed that trafficking imposed numerous problems or effects on the rescued children. The literature showed that, some of the scholars or researchers submitted that children who are trafficked are deprived of educational

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opportunities. Other scholars also submitted related studies which shows that educational deprivation has negative consequences for the trafficked children. Also all earlier studies reviewed in literature also suggests that, children exposed to abused and neglect through trafficking shows adverse behavioural effects including attachments problem, mistrust of adults, antisocial behaviour and difficulties relating to others. The literature also revealed that, trafficking affects the children physically, victims of child trafficking experience inhumane living conditions, inadequate diet and hygiene, beatings and abuse, neglect, and denial of their basic human rights to health care and protection, resulting in lasting health problem. Other scholars also reviewed studies in the literature which shows that, the experiences associated with trafficking can lead to lasting psychological challenges and emotional damage. The literature again shows that, children experience physical and emotional trauma associated with removal from their families, homes, and communities; their subsequent encounters involve substantial harm through physical, emotional, and sexual abuse. The literature furthermore reviewed studies on intervention programmes to help the rescued children reconstruct their lost identity and also integrate them back into the society which includes rehabilitation, accommodation, clothes, food, defence, legal assistance, medical assistance, psychological therapy, ability training, career counselling.

Regardless of the several studies conducted and reviewed in this study, there was the need to assess aftermath of child trafficking: identity construction of rescued learners in the Effutu Municipality because, there has not been any study of this sought in the Municipality which create a geographical gap need to be solved.

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# CHAPTER THREE

# METHODOLOGY

## 3.0 Overview

This chapter provides the methodology of the study which covers the following sub-headings: profile of the study area, research paradigm, research approach, research design, and population of the study, sample and sampling techniques instrumentation, data collection procedures, data analysis procedures ethics and ethical issues.

## 3.1 Study Location

### 3.1.2 Profile of Effutu Municipality

Winneba is a town and the capital of Effutu Municipality in the Central Region of Ghana. Effutu Municipality has a population of 55,331. Winneba, traditionally known as Simpa, is a historic fishing port lying on the South Coast, 140 kilometers (90mi) East of Cape Coast and is bounded to the South by the Gulf of Guinea. It is located between latitude 5º16' and 20.18"N, and longitude 0º32' and 48.32"W. The main industries of Winneba are fishing and services.

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### 3.1.3 Map of Ghana showing Winneba

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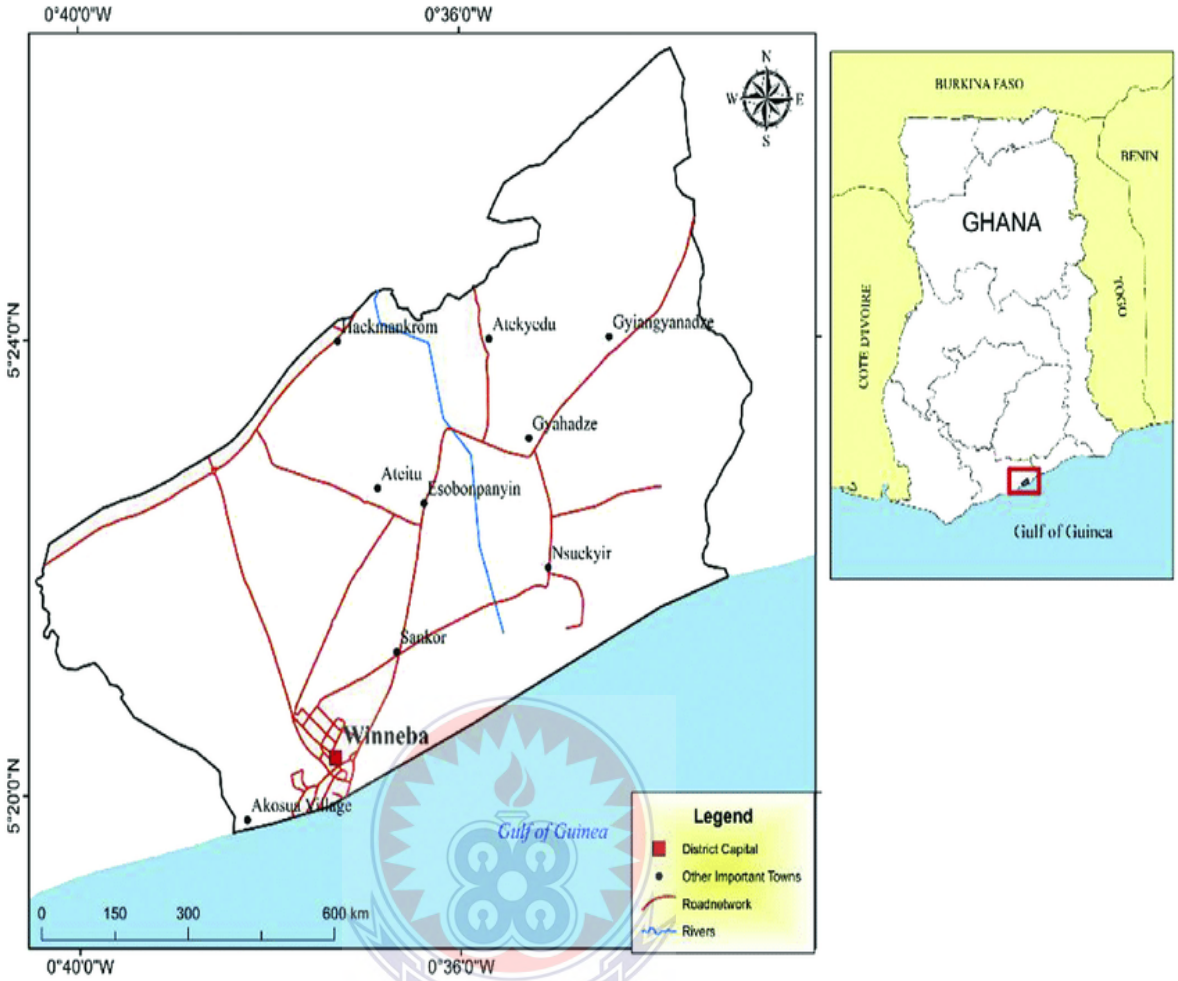
### 3.1.4 Map of Effutu Municipality showing Winneba




*Source: Cartography and GIS Laboratory of the UEW (2017)*

**Major Rural Areas in the District**

Essuekyir, Woarabeba, Gyaahadze, Osubonpanyin, Ateitu, Atakyedo, Gyangyanadze, Kwekrom and Akosua village.

### 3.2 Research Paradigm

The research paradigm underpinning this study was interpretivist paradigm. This paradigm was applies to this research because it can identify in-depth life experiences. As a research paradigm, interpretive research is based on the premise that social reality is shaped by way of human experience and social backdrop, thereby making it well suited to do research on human behaviors which are related in the context of its

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socio-cultural issues (Rehman and Alaharti, 2016; Bhattacherjee, 2012). Interpretivist research "is guided by the researcher's set of beliefs and feelings about the world and how it should be understood and studied" (Denzin & Lincoln, 2000). In the interpretive paradigm, "knowledge is relative to particular circumstances historical, temporal, cultural, subjective and exists in multiple forms as representations of reality (interpretations by individuals)" (Benoliel, 1996). Interpretivists accept multiple meanings and ways of knowing, and acknowledge objective reality can never be captured (Denzin & Lincoln, 2000). The interpretive paradigm focuses primarily on recognizing and narrating the meaning of human experiences and actions (Fossey E., Harvey C., McDermott F., Davidson L. (2002). According to Myers (2009), interpretive researchers operate under the assumption that only social constructions like language, awareness, and shared meanings provide access to reality whether it is predetermined or socially constructed.

In similar vein, Kaplan and Maxwell, (2005) states that, the interpretive paradigm is concerned with understanding the world as it is from subjective experiences of individuals. They use meaning (versus measurement) oriented methodologies, such as interviewing or participant observation, that rely on a subjective relationship between the researcher and subjects. In this current study, the researcher adopted interpretivism paradigm to focus on the full complexity of human sense making as the situation that emerges through exploration, explanation and analysis of the data, that reflects participant's vision or thinking pattern in order to reconstruct the text's intended meaning. Through this will assist the researcher to dive deeply into the social fact through the views of the participants involved and their lived situations (Weaver & Olson, 2006). Through this method, the data collected by researcher, tends to accumulated through narrative interviews to understand, the participants' accrued

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experiences, beliefs, and views inside positive contexts and sure price structures of their tradition and society. The reason for the choice of interpretive paradigm for this study was that, it would allow the researcher to access the viewpoints and explain the experiences of participants to offer a more in-depth understanding of the aftermath of trafficking and the available identity strategies to help reconstruct their lost identity. As the term, interpretivism refers to approaches that emphasize the significance of people's personalities and participation in social and cultural life (Elster, 2007), this knowledge is philosophically related to a researcher's worldview (Yanow, 2006) by choosing a paradigmatic camp that entails a slew of underlying assumptions about reality.

### 3.3 Research Approach

The researcher adopted the qualitative research approach to guide the study and to gain insight into the effect of child trafficking on the rescued learner's education, socialization, physical impact, emotional wellbeing and the intervention programmes to help reconstruct their lost identity in the Effutu Municipality. The phenomenon was aftermath of child trafficking: identity construction of rescued learners. The researcher used qualitative approach to obtain details about the phenomenon such as emotions, thought emotions and feelings of participants.

The goal of this research was to learn more about the effects of child trafficking on rescued children and how identity construction strategies can assist them in reclaiming their lost identities. When the nature of the research issues necessitates study, a qualitative approach is required (Stake, 2005). To acquire a thorough grasp of what is happening on in relation to the issue, qualitative research questions frequently begin with how or what (Patton, 2002). The researcher explored participants'

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experiences by asking the following what and how questions: (a) what are the influences of child trafficking on the educational aspect of rescued learners? (b) How does child trafficking influence the socialization of rescued learners in the Early Childhood Centres? (c) What are the physical impacts of child trafficking on the rescued learners? (d) What are the emotional well-being of child trafficking on the rescued learners? Qualitative research allows the researcher to investigate phenomena like sentiments or thinking processes that are difficult to extract or learn about using traditional research methods (Strauss & Corbin, 1998). The researcher explored participants 'perceptions and lived experiences (Jones, Torres, & Arminio, 2006) of child trafficking by using detailed questions during the interview session. When investigating phenomena in their natural surroundings (Denzin & Lincoln, 2000), and when attempting to comprehend social processes in context, qualitative research approach was the ideal strategy (Esterberg, 2002). The study focused on the influences of child trafficking and the intervention programmes to help the rescued school children reconstruct their lost identities. Qualitative approaches stress the researcher's participation in the study as an active participant (Creswell, 2005). The researcher was the primary data collector and interpreter for the study (Stake, 1995). A qualitative approach is best for this study because it allows for a better grasp of the rescued school children's lived experiences and their own understandings of the consequences of child trafficking. This study gives participants the chance to articulate (or, as the literature puts it, "express") the effects of human trafficking on them. In-depth, detailed accounts of the participants' experiences are provided through the use of rich, critical description.

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### 3.4 Research Design

The study was hermeneutics phenomenological in nature. The purpose of phenomenological research is to describe the significance of experiences for each individual. This form of research is used to investigate subjects about which little is known (Donalek, 2004). In a phenomenological research design, a combination of methodologies such as site visits, document reading, participant talks, personal text analysis, and interviews must be used. Interviews are usually conducted with a group of people who have first-hand knowledge of a topic, event, or experience (Creswell, 2012). Phenomenology describes how one orients to lived experience, hermeneutics describes how one interprets the 'texts' of lived experience and semiotics is used to develop a practical writing or linguistic approach to the methodologies of phenomenology and hermeneutics. Hermeneutic phenomenology is a human science which studies persons (van Manen 1997). Hermeneutic phenomenology is a qualitative research method that allows researchers to study how experiences, traditions, and culture shape ordinary, every-day practices. (Gyollai, D, 2020). This method elicits stories from participants as a source of understanding. (Gyollai, D, 2020). Hermeneutic phenomenology is a beneficial research method since it allows researchers to describe and articulate how ordinary, everyday practices and routines of parents are shaped by their family relation-ships, childhood experiences, day-to-day challenges, and the resources that support them in raising their child (Gyollai, D, 2020) . Hermeneutic phenomenological research is rooted in hermeneutics, a method of interpretation of philosophical text. In hermeneutic phenomenology one has approaches that recommend to the researcher to interpret the meanings found in relation to phenomena. Often these approaches suggest the analysis of text to find these meanings and allow interpretation. The focus

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is on understanding the meaning of experience by searching for themes, engaging with the data interpretively, with less emphasis on the essences that are important to descriptive phenomenology. Creswell outlines the philosophical assumption associated with phenomenology as the study of the life experiences of individuals, with the view that these experiences are conscious ones. The study includes the development of descriptions of the 'essences' of these experiences, not explanations or analyses (Creswell 2007). Without explanation or analyses, the means of describing essence may best be provided by the researcher's personal reflection. The viewpoint of hermeneutic phenomenology is a belief in the importance and primacy of subjective consciousness, an understanding of consciousness as active as meaning-bestowing, essential structures to consciousness of which we gain direct knowledge by a kind of reflection (Cohen *et al* 2007).

The researcher used a hermeneutic phenomenological research approach for this study because he wanted to see how trafficking affected the rescued students in the Effutu Municipality. This study was aligned with the hermeneutic, existential, and ontological emphases found in Gadamer's and Heidegger's philosophy, and concerned with grasping the lived experiential meanings and understanding the life world and being, from an ontological perspective. Human lives, experiences and the world as lived (human life, world and its phenomena) are understood within their particular temporal, situated frame through an interpretivist epistemology, which draws upon intentionality, inter-subjectivity and hermeneutics as a theory of interpretation (Malpas, J. 2008).

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### 3.5 Population

The population for the study consisted of 55 participants made up of 35 rescued learners, 10 teachers and 10 parents. According to available data, the Effutu Municipality has 24 public pre-schools. The 35 rescued children comprised of learners from Odorbirba Academy, African Christian Mission (ACM), Africa Methodist Episcopal (AME ZION) and Challenging Heights Hovde House (Rehabilitation Centre) located near Winneba. The duration of the rehabilitation vary from child to child, depending on the needs of each child (Challenging Heights Annual Reports 2019). The teachers also comprised of teachers who teaches at the schools respectively and parents of the rescued learners. A population is made up of all of the people about whom the researcher wants to make a decision (Creswell, 1998). Pilot and Beck (2004) define the population as an aggregate or totality of all things, subjects, or individuals who meet a set of criteria.

### 3.6 Sample and Sampling Technique

The sample size for the study was 55. This consisted of 35 learners (25 boys and 10 girls, with their ages ranging from 6 years and above because the study was based on their ages and not their grades as you could have a ten year old boy still in basic 1). Twenty-five learners were in basic 3, eight learners were in basic 2 and two learners in basic 1. The learners were from 3 schools and the rehabilitation centre, which comprised 15 learners from Odorbirba Academy, 9 learners from African Christian Mission (ACM), 4 learners from Africa Methodist Episcopal (AME ZION) and 7 learners from the rehabilitation centre. Ten teachers (4 males and 6 females, ages ranging from 35years and above and with more than 5 years teaching experiences). The teachers were from the schools and rehabilitation centre where the learners were chosen. Four teachers from Odorbirba Academy, 3 from African Christian Mission

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(ACM), 2 from Africa Methodist Episcopal (AME ZION) and 2 from the rehabilitation centre. Ten parents of the rescued children (3 males and 7 females, ages also ranging from 30years and above mostly fishermen, fishmongers and traders). Parents for the interview were selected based on the following criteria; one has to be a native of the study community, lived in the area for not less than 20years, have fishing activity as their main source of livelihood and at least one child been rescued from trafficking. The researcher used convenience sampling technique to sample both the rescued learners, parents and teachers because they met certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time and willingness to participate. People who joined the rescued children, teachers and parents after the interview were not included in the study. Fifty-five participants were interviewed in the school, rehabilitation centre and homes in July and August 2022 on twenty-five successive days. The researcher interviewed five participants each day among the rescued children and one participant from the rehabilitation centre, teachers and parents.

The researcher explained the purpose of the study, their rights and that participation was voluntary. The respondents then signed a written consent form. According to (Polit and Beck, 2006) as well as (Burns and Grove, 2001), convenience sampling uses readily available respondents in a study; for example, rescued children, teachers, parents and the rehabilitation center in the Municipality This sampling method should be used with caution as the participants may be a typical and introduce bias into the study. To prevent bias, only participants who met the inclusion criteria were selected. The participants who joined after the interview was done were not including in the study.

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### 3.7 Instrumentation

The instrument used for the collection of the data was semi structured interview guide. The researcher adopted semi structured interview in order to probe further through follow up questions to delve deeper into participant's personal lived experiences on trafficking.

### 3.8 Interview Guide

Data were collected through semi structured interview guide. The rescued learners who were still at the rehabilitation centre, were interviewed in rooms were counselling sessions were usually organised. Those who were already placed in schools were interviewed at a quiet place behind the school. There were face-to-face interviews and the duration was 20 to 30 minutes. Communications were done in the local dialect Effutu and Fante. The service of a note taker and rescued guardian was employed during the interview session because strangers were not allowed to interrogate rescued learners, and also to ensure that questions asked will not affect them emotionally.

During the interview process, proceedings were recorded by the use of audio recording and note taking. Each participant in each group was given equal opportunity to respond to the same questions. The interview questions which focused on the aftermath of child trafficking on the rescued children and the intervention programmes to help reconstruct their lost identity are provided in Appendix. Under each of the interview guide there were questions under each of the themes with probes and prompts to help obtain vital information from the respondents. The teachers were also interviewed at their convenience places. Interview for the parents were conducted at their homes. At the instance were respondents were at the sea shore, interview was

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conducted at a point where the participants were free and devoid of any third party. Same proceedings used during the interview for the children were used for the teachers and parents respectively.

Cohen et al., (2000) define an interview as a conversation between two persons about a shared interest, emphasizing the social context of research findings. The interview is a research method in which data is collected through verbal and nonverbal interaction between the interviewer and the interviewee.

Gall et al., (2007) stated that the advantage of interview is its adaptability; skilled interviewers make an effort to build trust and rapport with respondents thus making it possible to obtain necessary information that the individual probably would not revealed by any other data collection method and also can follow up a respondents answers to obtain more information and clarify vague situations.

### 3.8.1 Trustworthiness

This study employed the concept of trustworthiness (Lincoln & Guba, 1989). Qualitative research is trustworthy when it accurately represents the experiences of the study participants. Four criteria were used to measure the trustworthiness of data collected: credibility, conformability, dependability, and transferability that is Guba's model for establishing trustworthiness of qualitative research (Speziale & capenter, 2003).

### 3.8.2 Credibility of findings

Credibility is demonstrated when participant recognise the reported research findings as their own experiences (Speziale & capenter, 2011). The following strategies were applied to ensure credibility: Prolonged engagement requires that the investigator be

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involved with a site long enough to detect and take into account distortions that might otherwise creep into the data (Lincoln and Guba, 1985). Themes that arose from the data were discussed with an expert in the field of child trafficking rescue and reintegration. The researcher maintained a long-term interaction with the subjects in order to uncover data manipulations. The researcher exposed the research to colleagues for constructive criticism as part of the peer debriefing procedure. This entails going over some of the audio tapes and notes to see if the results were consistent. The transcription and audio recording were given to the interviewee to test the audio recording and to read the transcription to ascertain the authenticity of the recording and transcription. This procedure also helped to confirm that the findings were sound. Member verification is performed by members of the stakeholder groups from which the data was originally obtained.

### 3.8.3 Conformability

Conformability refers to the researcher's ability to remain objective in order to prevent bias. Conformability concerns arise when conducting qualitative research in an area where the researcher is knowledgeable (Creswell, 2007). The researcher clearly stated his function before and during the data collecting procedure and explained the goal of the study to the participants to develop conformability and acquire their trust and willingness to support my job as the researcher.

### 3.8.4 Dependability

Consistency and the flow of operations, findings, and their interpretations are all aspects of dependability (Lincoln & Guba, 1985). To ensure reliability, the researcher chose a design that allowed participants to share their personal perspectives on the investigated phenomena (aftermath of child trafficking: identity construction of

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rescued children). To obtain data from participants, the researcher employed literature-based interview questions that were linked with the research questions. The interview items were provided in a format that allowed the researcher to reconfigure all of the questions before they were administered.

To guarantee that the data was reliable, the interview was analyzed with the help of research assistant (RA), who assisted the researcher in the data analysis. During the analysis, the RA and the researcher came to an agreement on how to interpret what the participants said. To encourage dependability, the researcher and the RA spent two weeks reviewing the interviews of the subjects.

According to Lincoln and Guba (1985), dependability can be established by making appropriate inquiry decisions, reviewing interviewer bias to avoid premature closure, creating categorical schemes and exploring all areas, resisting practical pressures, and finding both positive and negative data triangulations.

### 3.8.5 Transferability

Applicability is one component of transferability (Lincoln & Guba, 1985). The inclusion of a detailed explanation of the participants and the study procedure, as outlined by Lincoln and Guba (1985), allows the reader to determine if the findings are transferable to their own context; this is known as transferability judgement. The researcher supplied thorough information on all participants as well as an in-depth explanation of the inclusion criteria used to choose participants in this study.

## 3.9 Data Collection Procedure

Creswell (2005) urges researchers to seek and acquire authorization from authorities in charge of the study's site. In order to have easy access to school administrators and

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participants, a letter of introduction was obtained from the Head of Department of Early Childhood Education, University of Education, Winneba. After obtaining permission from the head teachers of the sampled schools to conduct the study, the teachers were allowed to be interviewed. In order to conduct the interviews, the researcher had to agree with the participants on a convenient time and it was conducted at a place where the participant was engaged, specifically, at the school. The parents were also asked for permission to allow the researcher to interview the children, which they readily consented to. Upon agreement by the parents and head teachers, a private and quiet place was accessed to conduct the interview. The participants were not interrogated; age appropriate language was also used because most of them were young. Something that is age-appropriate is suitable for the age that a person is. Using appropriate language means that the speaker's language is suitable or fitting for themselves, as the speaker, audience, the speaking context and the speech itself. Words chosen during the interview was accurate and reflected on their thoughts and feelings. The interview was conducted in the local dialect (Effutu) and Fante for 20-30 minutes. They were given breaks during long, difficult interviews because they told stories of trauma and abuse out of chronological order. For anonymity sake, no names were assigned to the interviewee and did not include any personal traits. Questions relating to how the trafficking had affected them were asked. Specific questions included how it has affected their education, socialization, physical impact and emotional-wellbeing. The interviews from this study were recorded by use of video and audio recording. The teachers were interviewed after the section with the rescued children in the schools where they teach. The interview was conducted on one on one basis in the school setting. This enabled the participants to express their views and concerns freely and explicitly. Each participant was given

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equal opportunity to respond to same question. The interviews from this study were tape recorded and notes taken for 30minutes. The interview process for the parents was conducted at a place where the respondents was engaged, specifically, the participant's homes that is 10 different homes. The researcher communicated with respondents in native language Effutu, because the study area largely spoke the Effutu language. The interviews from this study were tape recorded and lasted for 30 to 40 minutes. This helped in the transcription stage of the interview as respondents' responses were captured in their own words. The researcher assured participants that any information they supply will be kept private. The data from the participants were collected during a 31-day period during the interviews.

### 3.10 Ethical Considerations

Obtaining informed consent, protecting privacy, and ensuring confidentiality ensured the safety of participants and their responses. Participants were given a description of the study, its goal, and any potential advantages as a result of this. Participants were able to withdraw or leave at any moment if they felt it was necessary.

### 3.11 Anonymity

The well-being and interests of research participants must be safeguarded. Participants' identities should be concealed or blinded as much as feasible in the study (Trochim, 2006). People who read the research and the researcher should not be able to match a response to a specific responder (Babbie, 2004). The names of the people who took part in this study were never revealed; instead, code names were employed. Respondent# 1, Respondent# 2, and Respondent# 3, Respondent# 4 were the alphanumeric codes used to identify the interview participants in this study.

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### 3.12 Confidentiality

The processing of information in a confidential manner is referred to as confidentiality (Strydom, 2002). This means that the researcher must closely secure all of the participant's information, allowing only the researcher access to it. The structured interview was conducted in their houses and the Challenging heights hovde house to provide privacy, avoid interruptions, and create an environment in which the participant felt at ease. Before the interview, participants were informed about the research's aim, the role of the interviews, and the confidentiality of the selected material (s). To that purpose, the researcher is the exclusive keeper of the documents and data gathered for this study.

### 3.13 Data Analysis Procedures

The qualitative data was thematically analysed. Thematic analysis, according to Kusi (2012), is an analytical method in which the researcher organizes or prepares data, immerses himself in and transcribes the data, and generates themes related to the interview questions. The researcher formulated coding categories into manageable units of sentences or phrases, according to the research questions. All the information collected from different participants through the interview were coded to identifiable themes. Verbatim expressions of participants were also used where necessary. The transcription and translation of the data was carried out immediately after data collected.

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# CHAPTER FOUR

# RESULTS AND DISCUSSION

## 4.0 Introduction

The purpose of this study was to investigate the aftermath of child trafficking; identity construction of rescued children in the Effutu Municipality of Ghana. The study was guided by five research questions which sought to ascertain the influence of child trafficking on the educational aspect of the rescued school children;

- Influence of child trafficking on the educational aspect of rescued learners.
- Influence of child trafficking in the socialization of rescued learners.
- Emotional outcome of trafficking on the rescued learners and
- How identity strategies, help the rescued school learners reconstruct their lost identity

This chapter therefore presents data gathered from the field and the analysis and discussion. Presentation of data in this chapter was based on the themes/sub-headings derived from each research question in addition to the demographic characteristics of respondents.

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### 4.1 Background Information of Respondents

*Table 1: Demographic characteristics of rescued children*

| Age | Frequency | Percentage (%) |
|---|---|---|
| Below 5 | 3 | 8.57 |
| 6- 10 | 19 | 54.29 |
| 11- 15 | 13 | 37.14 |
| **Total** | **35** | **100** |
| | | |
| **Sex** | | |
| Male | 25 | 71.42 |
| Female | 10 | 28.58 |
| **Total** | **35** | **100** |
| | | |
| **Birth order** | | |
| First | 3 | 8.57 |
| Second | 5 | 14.29 |
| Third | 4 | 11.43 |
| Fourth-Ten | 23 | 65.71 |
| **Total** | **35** | **100** |
| | | |
| **Educational level** | | |
| Kindergarten | 4 | 11.43 |
| Lower primary | 20 | 57.14 |
| Upper primary | 11 | 31.43 |
| **Total** | **35** | **100** |
| | | |
| **Guardian** | | |
| Mother | 18 | 51.43 |
| Father | 4 | 11.43 |
| Sibling | 8 | 22.86 |
| Extended family | 5 | 14.29 |
| **Total** | **35** | **100** |

Source: Field data, 2021

A seemingly majority of ages of the children ranged between 5years and 15years from Table 1. Those between the ages of six years and ten years made up a high percentage of (54.29%). The number of boys who participated in the study were greater than the girls, 25 of the respondents representing (71.42%) were boys while only 10 (28. 58 %) of the respondents were girls. The large number of boys involved was an indication that boys were mostly used for various activities in the fishing industry more than the girls were used. Large family sizes also corresponded with the number

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of siblings the children had. The majority of the respondents 23 (65.71%) were fourth-ten order of children born in their families. Children in families above five tends to be trafficked more, especially the last born or younger ones. Large family size with their associated problems had always been cited in many researches as one of the major causes of child trafficking (Tengey, 2000). The respondents according to their educational levels revealed that (57.14 %) of the children were in the lower primary school, with about 31.43 % in the upper primary and (11.43%) in the kindergarten. The large number of the children being in school was an indication that the rescue programme had promoted education among them. The study again revealed that (51.43%) of the rescued children live with their mother, (11.43%) stayed with their father, 22.86% also lived with their siblings (brothers and sisters) and (14.29%) also live with any of the extended family members.

### 4.2 Demographic Characteristics of Parents

The demographic characteristics of the respondents, who were the guardians of the rescued children and the children, covered the age, gender, the marital status of the guardians including the educational levels and the relationship of guardians to children.

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**Table 2: Demographic characteristics of parents**

| Sex | Frequency | Percentage (%) |
|---|---|---|
| Male | 1 | 10 |
| Female | 9 | 90 |
| **Total** | 10 | 100 |
| | | |
| **Age** | 0 | 00 |
| 20-30 | 2 | 20 |
| 31-40 | 8 | 80 |
| 41-50 | 10 | 100 |
| **Total** | | |
| | | |
| **Occupation** | | |
| Fishing | 9 | 90 |
| Trading | 1 | 10 |
| Services | 0 | 00 |
| **Total** | 10 | 100 |
| | | |
| **Marital status** | | |
| Married | 7 | 70 |
| single | 2 | 20 |
| Divorced/ Widowed | 1 | 10 |
| **Total** | 10 | 100 |
| | | |
| **Children** | | |
| Number of children | 6 | 30 |
| How many sent away | 3 | 10 |
| How many rescued | 1 | 60 |
| **Total** | 10 | 100 |

Source: Field data, 2021

From Table 2 the study revealed that 9 of the guardians were females representing (90%); while (10%) representing 1 male. The Effutu Municipality is dominated with female (GSS, 2014). It was again revealed that these guardians doubled up as the heads of household. The large number of female household heads found in the study therefore lends support to earlier research by the United Nations in 1996, which stated that, there was an increase in female heads of households worldwide involving older women in their late life cycle and widowed (UN, 1996). The ages of the guardians

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ranged between 20-60 years and above. Those between the ages of 20 years and 40 years formed (20%) of the respondents. Those whose ages were 41 years and above formed the majority age group with a high percentage of (80%). This old age group was the grandparents and other extended family members' of the rescued children.

The occupation of parents however indicates that most of the parents are predominantly into fishing in the area. This shows why children are needed in these areas to help out their parents in their occupation, while helping out they tend to learn settings things with relate to fishing and also have the experience, they would therefore become vulnerable to trafficking. The study revealed that (70%) of the guardians were married with (20%) of them being single, while (10%) were widowed, with a few cohabiting and divorced. Out of the number married, only (30%) of those married were staying with their spouses, (70%) of those married were not staying with their spouses; their spouses had migrated to find greener pastures away from home. The migration of the spouses made them single parent households at that particular time. This revelation lends support to a study by Manu (1998) as quoted in Essamuah (2006), that Ghanaian women value marriage and therefore majority of them got married at one stage of their lives. The number of children parents have, the study shows that (60%) of the parents have many children, (30%) of the children being trafficked and (10%) of them rescued. The investigations shows that families with larger number of children sent most of their children away especially the middle or last born or the younger ones that constitutes the (30%) of children sent away because they don't send all of them away. It was revealed that families tend not worry much when they send some of their children away because they still have many with them. This best explains why some parents and guardians believe they may do whatever they want to their children; as a result, they consider child trafficking as a method to

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absolve themselves of their duties because of their lack of knowledge of the law and the rights of children. However, only (10%) of the children sent away are been able to be rescued because it is difficult to identify the trafficked children on the lake. Out of fear to be punished by their masters, some children don't own up for the rescuers to know they have been trafficked. Some masters also tell children not to go near the rescuers when they come around, if not they rescuers will rather sell them out to be slaved. Due to ignorance on the part of the children, they tend to rather heed to their masters advice.

### 4.3 Demographic Characteristics of Teachers

For the purpose of generating demographic data of teachers, they were asked to provide their gender, highest qualification, the number of years they have been teaching and the number of rescued school learners they have in their various classrooms. Demographic data was analysed and presented in the table 3.

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**Table 3: Demographic characteristics of teachers**

| **Sex** | **Frequency** | **Percentages (%)** |
|---|---|---|
| Male | 3 | 30 |
| Female | 7 | 70 |
| **Total** | 10 | 10 |
| | | |
| **Level of educational qualification** | | |
| Master's degree | 1 | 10 |
| Bachelor's degree | 6 | 60 |
| Diploma | 3 | 30 |
| **Total** | 10 | 100 |
| | | |
| **Number of years taught** | | |
| 1-3 | 1 | 10 |
| 4-6 | 7 | 70 |
| 7-10 | 2 | 20 |
| 11-15 | 0 | 00 |
| **Total** | 10 | 100 |
| | | |
| **Number of rescued children in a class** | | |
| Less than 5 | 3 | 30 |
| 5-10 | 6 | 60 |
| 10-20 | 1 | 10 |
| **Total** | 10 | 100 |

Source: Field Data, 2021

From table 3, the table showed that more females 7 (70.0%) partook in the study as compared to their male 3(30.0%) counterparts. This shows that there are more Early Childhood Education female teachers compared to the males in the Effutu Municipality. The study also revealed the highest educational qualification attained by the respondents. It was shown that, out of the 10 teachers used for the study, 6 (60.0%) had Bachelor's Degree certificates, and 3 (30.0%) had Diploma Degree certificate and 1(10%) Master's Degree certificate respectively as their highest level of educational qualifications. With the number of years the respondents taught in an Early Childhood Centre, 1(10.0%) of them indicated that they have taught between 1–

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3 years, 7(70.0%) taught between 4-6 years, 2(20.0%) also taught between 7-10 years and none of respondents had taught by 11-15year. Data gathered on the number of rescued children the teachers have in their classrooms shows that, 3(30%) teachers had less than 5 children in their class, 6(60%) also had 5-10 children in class and 1(10%) teachers had between 10-20 rescued children in the classroom while none of the teachers had less than five of the rescued children in the classroom.

**4.4 Research Question 1:** What is the Influence of child trafficking on the education of rescued learners?

From the research question 1; The teachers interviewed revealed that the trafficking had really had adverse effect on the rescued learner's education. It had influenced their academic performance and results, speech and memory, linguistic and cognitive difficulties. Others also revealed that most of the rescued learners were retained in their grades because they found it difficult to understand what is been taught in class. For instance, one teacher said that;

**She was a good student**

> *…..yeah the trafficking has affected her education badly. She was one of the good girls in the school, but now she makes the work difficult for us the teachers, because she is lacking the basics of grasping concepts being taught in class making it difficult for her to understand what is being taught in class.*
>
> *I even asked her why that was happening but she told me that for the past 7 years that she stayed there, no single day was she allowed to read a book or learned but always working for the woman she stayed with. I did not even know she was trafficked until i asked her……*
>
> ***(Teacher 1)***

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Similarly, the teachers also opined that the trafficking has really had great impact negatively on the rescued learner's education because most of the children find it difficult to construct and analyse what is been taught in class. They stated that some of the children do not speak good English or construct good grammar, and also have deficit in verbal memory skills. For example, one teacher said:

**They can't recall what is been taught**

> *Even though i disagree that the rescued children find it difficult adapting themselves to rules, regulations and discipline of the educational system when they are integrated back to schools because some were schooling before trafficked so there were familiar with the rules and regulations in schools.*
>
> *However, those in my class cannot speak good English or construct good grammar. They always find it difficult remembering what they are been taught. I believe the trafficking has resulted with the children having language and cognitive difficulties. I believe that is the reason why it gives them poor academic result and performances……*
>
> ***(Teacher 2)***

This response from teachers indicates the trafficking have negative effect on learners rescued. Responses from the rescue learners also indicated how the trafficking had affected their education. Those who found learning to be simple also indicated that some of the children were looking forward to starting school. But the question is, given their current circumstances, can they succeed academically? If not, might the program provide a better alternative lifestyle to ensure their future success as independent individuals?

**They are good academically than me…..**

> *I was 6years when i was sent away to Yeji a town at the Volta Lake. I was schooling before i was sent away. I*

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*initially stayed with my grandmother so i schooled at where we were living before my parents came for me. But it didn't take long for my father to die leaving me with 8 of my siblings with my mother. My mother didn't have any option than to send me away to my uncle at Yeji. I was the 8th born out of 9. My uncle promised my mother to cater for me and help me continue my education.*

*I was good in class before i was sent away. I didn't go to school as he promised but to go fishing. I never had the chance to learn or study because we were always made to work. After we were rescued and brought back to school I find learning difficult. Am older than my colleagues but they are academically good than me……..*

**11 year old rescued boy**

Similarly another child interviewed indicated that trafficking have had negative impact on her education. She finds it difficult to understand what is been taught in class having her perform poor in her academics.

**Have been repeated…**

*I was schooling before sent away by mother to her friend to stay with so can help her with house chores since i was the smallest and last of my mother's seven children. She also promise to help me go to school, little did i know my mother's friend will engage me in fish mongering.*

*I was finding learning difficult after I was brought back to my mother. I didn't understand what was being taught and couldn't speak good English so had to be repeated……*

**10 year old rescued girl**

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Responding to how parents see their children attendance to school, their learning and also how the trafficking has affected the child's academic performance after they have been rescued and placed back to schools. Out of the ten parents interviewed about half of them revealed that indeed they have regretted sending their children away whilst they were already schooling. They also revealed trafficking have had much influence on their children's learning and academic performance.

**Have to force him to school….**

> *He was schooling before i sent him away to go help one of my extended family member in Yeji…Yeji is a town along the Volta Lake. He was 6 years when I sent him and spent 7 years there without going to school.*
>
> *After he was brought back he has changed, he doesn't like attending school frequently like first. He prefers to be at the sea side so I have to always force him or take him to school and monitor him till school closes.*
>
> **Parent 1 of a rescued child**

In similar vein one parents stated that she always get reports from teachers concerning her child's poor academic performance after she was sent back to go school.

**I always get report.....**

> *I deeply regret how i sent her away. I was ignorant because i thought girls don't need much education as my parents told me even though she was clever. After she was brought back and sent back to school always i get reports from teachers that she finds learning difficult and thus it affecting her academic performance.*
>
> **Parent 2 of a rescued child**

From the analysis of data gathered it could be deduced that child trafficking has negative effect on the education of rescued children or learners brought back to

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schools. For instance, the results show that children rescued from trafficking have language and cognitive difficulties hence children finding it difficult to understand what is being taught in class. Also, responses from the interview from the children and parents of rescued children within the Effutu Municipality shows that trafficking have affected the children's academic performance and results.

This was in line with studies by (Cook, et.al, 2003) which states that under conditions of constant threat, youth's internal resources go toward survival. When their bodies and minds have learned to be in chronic stress response mode, they may have trouble thinking a problem through calmly and considering multiple alternatives; find it hard to acquire new skills or take in new information; struggle with sustaining attention or curiosity or be distracted by reactions to trauma reminders; show deficits in language development and abstract reasoning skills; or have learning difficulties that may require academic support. Shonk and Cicchetti (2001) also revealed that trafficked and mistreated children's academic advancement is frequently slowed. Furthermore, according to the United States Department of Education (2005), mistreated children perform worse in school than their peers. They become disengaged from other pupils, teachers, and eventually their studies.

Studying multiple dimensions of child abuse and neglect; other studies have found no significant differences between maltreated children and others on measures of cognitive functioning, language skills, or verbal ability. Chalk, et al., (2002) reported associations between childhood abuse and neglect and language deficits, reduced cognitive functioning, and attention deficit disorders; other studies have found no significant differences between maltreated children and others on measures of cognitive functioning, language skills, or verbal ability. They also discovered that

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both neglected and physically abused children struggle in school, as demonstrated by low grades, low standardized test scores, and frequent retention in the same grade, with neglected children faring the poorest. All of these suggest that child abuse has an impact on the cognitive and educational results of affected children.

4.**5 Research Question 2**: What is the Influences of trafficking on the socialization of rescued learners?

Data from the interview indicated that the trafficking had a negative impact on how children socialize. Aside from the lost remittances and human resources, human trafficking has significant personal and social consequences associated with it. Responses from some teachers who have been interviewed showed that it does not affect them much because they see to it that they do everything necessary to show them love. The following for instance comment was made by one teacher:

**We have been educated**

> …...learner's *rescued from trafficking situation may not even be excluded from social groups due to a stigma they now face in schools and also communities because educational programmes have been done to educate the teachers and the people as whole to desist from stigmatizing rescued children and accept them as part of them*.
>
> **Teacher a of a rescued learner**

Comparably some of the teacher also stated that unlike previous, parents and guardians now feel bad for letting their children go through such experiences. Moreover after rescued they are not given back to whoever sent him/her away so they are more loved. One teacher revealed:

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**They now regrets and ashamed**

> *……rescued children may be shunned by their family and friends, and feel unloved and unwanted. Many of the parents, friends and family members regret sending their children or loved ones away as they now push for Challenging Heights an NGO in the Municipality to rescue their children for them, so children rescued are loved and wanted by the family and friends.*
>
> **Teacher b of rescued learner**

This finding contradicts with the work of Bunovskis and Surtees (2012) which revealed that negative feelings following a trafficking experience often make it difficult for survivors to communicate and identify their needs, which can contribute to increased hostility, frustration, and criticism from family members, which further exacerbates stigma and difficulties in reunification. In interviews with 19 victims of trafficking in Moldovia,et al, (2012) found that many of the respondents described experiencing reactions from their family members that contradicted with what they had envisioned while trafficked. The authors reported that the respondents felt misunderstood, and disappointed by the lack of support and assurance they received.

However, some of the teachers also revealed that children who are physically abused from trafficking have difficulties relating to others. For example when teachers were asked if the trafficking had affected the rescued learners and how they socialize, one teacher stated that:

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**They were easily hurt emotionally**

> *…….because they are children, the threats, isolation, and witnessing the abuse of others negatively by the children affects personal goals and relationships with others after they have been rescued.....*
>
> **Teacher c of rescued child**

Another teacher also opined:

**It has affect how they make friends**

> *…….the difficulties relating to others by the rescued children had affected their ability to socialize with peers in school. Furthermore, children trafficked are sometimes isolated from friends, family, and other social circles……*
>
> **Teacher b of rescued child**

In line with Phelan, Link and Dovidio's (2008) conceptualization of stigma, stigmatized groups are thus "kept away." Stigmatization occurs when the stigmatized group(s) is perceived by the more dominant group as fundamentally different, and is consequently dismissed from social norms, values, and beliefs while stigmatization also occurs within disenfranchised groups.

Responses obtained from the interview conducted from children and parents with respect to influence of trafficking in the socialization of rescued children indicated that constant abuse and threats from their slave masters make them difficult to relate to others in schools and home. It was also revealed that some peers tends to mock them or make fun of them because they were trafficked. For instance when asked whether abuse and constant treat resulted in isolating themselves from peers and family members. One child indicated:

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**I was not good for him**

> *The others masters really treated their servant bad, always threatening to send them out of the house to sleep outside. I hear most of them crying most at night. I was a little bit lucky with my master because my master wasn't cruel like others, but I wasn't good for him. He abuses me sometimes and complains about everything I do.*
>
> **12 year old rescued boy**

Similarly another child interviewed indicated that trafficking have had influence in socialization of rescued children. He finds it difficult to construct simple sentences when talking to people or friends and that makes him to isolate himself from people around.

**They laugh at me**

> *I like to make friends because i like playing football because of that i made my mother to buy me football. I also always try to get time to play with them but whenever i try to converse with them they laugh at me with my accent because i find it difficult to combine my words to form correct sentences.*
>
> **13 year old rescued boy**

Responding to how parents see their children's change in behaviour after they were rescued and how trafficking had influence how their children socialize. It was revealed that out of the ten parent's interview almost all parents indicated change in behaviour in their children after they have been rescued. The trafficking had influenced their children's behaviour because before they were sent away, they were showing good behaviour and related well to people around them. The trafficking had negatively changed their children's behaviour and that has affect how they relate or socialize with people around them. For instance one parent indicated:

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**He does not stay home**

> *.....Before he was sent away, he was a good boy that made those around him to love him. The good behaviour had shown made my friend to ask me to allow her send him away to stay with her. I don't know what happened but after he came back he has changed. He doesn't stay or sleep at home. I even took him to my brother to control him since he is the man and can control him but still so my brother brought him back……*
>
> **Parents 3 of a rescued child**

Similarly another parents stated that she always get reports from teachers and her child's friend concerning her child's violent behaviour after he was sent back to go school. She try to always deal with the reports concerning the child's behaviour by asking them to be patience with the child because it clearly showed that the child's behaviour had changed after he was brought back

**He fights them**

> *...I get reports from his peers and teachers that he always shows violent and offensive behaviour when he is with them. I learnt he always get himself into issues and also resort to arguments and fight them when playing with them….*
>
> **Parent 4 of a rescued child**

It could be deduced from the analysis obtained from the interview with regards to the research question two which seeks to ascertain the influence of trafficking in the socialization of rescued children. Views from teachers, parents and the children indicated that, physically abused from trafficking, threats, isolation, and witnessing the abuse of others negatively changed their behaviour which affects personal goals ,and relationships with others having difficulties relating to others. This result was in line with studies that show that children who are maltreated or physically abused tend to form aggressive behaviours as well as disruptive behaviours and have difficulties in

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keeping social relationships that will follow along into their adulthood as to forming antisocial behavior. "Empirical research on child maltreatment has, in fact, noted that maltreated children are more likely to exhibit problems with emotion regulation, and has indicated that this dysregulation may be the result of inadequate instruction or modeling by parents," Teisl and Cicchetti (2008) write in their study (p. 4) that abused children's real-life behaviours can be seen in patterns of social interaction such as violence and bullying, social disengagement, high-risk conduct, extracurricular activities, and the voicing of counter-cultural beliefs. There appears to be more antagonism and less friendliness between siblings among children who have been exposed to domestic violence.

Similarly, a study by Piotrowski (2011) also revealed, when mothers were asked to fill out surveys, they tended to indicate a less good relationship with their children. The ability of the children to adjust was negatively correlated with the higher degrees of animosity and disengagement observed and judged. Third parties may find it difficult to fathom the behaviour of trafficking victims, and victims may find it difficult to comprehend what has occurred to them, let alone share or explain it to others. Victims may look uncooperative, irritated, confrontational, violent, or ungrateful to others around them, including supporters. According to Shonk and Cicchetti (2001), trafficked and abused children's progress and socialization are slowed because they lack trust in people. Because they have been disappointed and abused by those who should have been a source of joy, trust, defence, and security to them, they believe that no one is safe and that no one can be trusted. Human trafficking has long-term implications for individuals that are complicated and dependent on a variety of conditions, with no assurance of rehabilitation. The event frequently leads to re-victimization.

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**4.6 Research Question 3**: What are the emotional outcomes of trafficking on the rescued learners?

Data obtained from the interview of teachers with the regards to the emotional well-being of children rescued showed that, the trafficked and abused children experienced a myriad of trauma related symptoms ranging from depression, anxiety, social alienation, mistrust, to dissociation, and splitting and that can result in children having long-term consequences. One teacher stated that;

**Lost their sense of self**

> **…..***i experienced trafficking when i was a child so i know more about the trafficking. I know the children trafficked are abused usually experiencing series of trauma related symptoms (mistrust, depression) with the children likely to experience a break in their sense of self. Because the children were sudden separated from their parents or caregivers in some cases that makes them feel betrayed…..*
>
> **Teacher A of rescued child**

When teachers were also asked about psychological effects/influence of child trafficking can be long lasting or have long term consequences, the teachers revealed that the children rescued from trafficking were timid, with lower self-esteem and confidence, because some find it difficult to express or talk in class or answer questions. For instance one teacher opined that:

**They feel guilt and shame**

> **…..***the rescued children seem to always withdraw themselves from social related activities and i believe it's due to their personal feelings of guilt and shame after rescued. Emotional withdrawals also seem to be the part of it as well. Sometimes they put up strange behaviours that is attaching them and also trusting us the teachers.*
>
> **Teacher B of rescued child**

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Responses obtained from the interview conducted from children and parents with respect to emotional well-being child trafficking on the rescued learners indicated that the trafficking really affected their emotions as most of felt unhappy. When asked about how they feel now when people talk about their past experience, majority of them revealed that they felt down and wished they didn't go through such situation. However some of them also revealed that they now feel normal when people talk about that because they have already made up their mind not to allow past events get into them.

**I do not trust again**

> *……my mother told us that we only going to spend holidays with my aunty not knowing we were sold. I felt bad and unhappy for my mother to put me in such situation. I always cried and prayed to be free from such situation because i was happy with the life i was living with my friends and family members. After we were rescued, it hard for me now to trust anyone again because if my mother can do that to me anyone can betray me again in life….*
>
> **14 years old rescued boy**

With regards to the question asked about how their children feel now after they have been rescued, most parents revealed that it has not been the same like first and difficult to understand them now. Most of them also indicated that they sometimes console and advise them to turn deaf ear to what people say concerning their past experience.

**She screams when asleep**

> *….i don't know what really happens but whenever we sleep she constantly screams as if someone is after her or about to do something bad to her. I can feel her panting and breathing heavily when i get close to her to ask why. If that*

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*happens, have to allow her to come sleep with me on my bed…..*

**13 year rescued child**

It could be deduced from the analysis of data obtained from both the questionnaire and the interview with regards to the research question four that sought to ascertain the emotional well-being of trafficking on the rescued children. Views from teachers, parents and the children indicated that, children go through much emotional after they have been rescued. Which includes depression, hopelessness, guilt, shame; flashbacks nightmares etc. and that can result in children having long-lasting consequences. This result was similar to study by (America Humane Association, 2012), (National Society for the prevention of cruelty to children, 2018) and (America School Counsellor Association, 2014). For instance America Humane Association (2015) reported that children abuse can cause a range of emotional effects. Children who are repeatedly neglected, shamed, terrified, or humiliated suffer as much as, if not more than, children who are physically harmed. Children who have been abused can grow up with insecurities, low self-esteem, and a lack of growth. Many abused children struggle with trust, social disengagement, academic challenges, and building connections.

Similarly, (NSPCC, 2018) reported that abuse can have a different impact on babies and young children than it does on older children. Babies and pre-schoolers who have been emotionally mistreated or neglected may show excessive affection for strangers or persons they haven't known for long. They may lack confidence or feel apprehensive, appear to have a strained relationship with their parents, act aggressively or cruelly toward other children or animals. Older children may use harsh language or act in ways that are out of character for their age group, struggle to

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regulate intense emotions, appear separated from their parents, lack social skills, or have few, if any, friends. Joyful Heart Foundation (2018) also revealed, the experiences with families, caretakers, and the community has a significant impact on a child's brain development. Emotional abuse has been associated to an increase in sadness, anxiety, and interpersonal connection issues (Spertus, Wong, Halligan, & Seremetis, 2003).

As adolescents and adults, victims of child abuse and neglect are more prone to commit crimes (According to ASCA, 2015). According to research studies such as the "Longitudinal Study on the Effects of Child Abuse and Children's Exposure to Domestic Violence," 36.8% of abused or assaulted children commit felony assault, whereas 47.5% of abused or assaulted children commit felony assault. Domestic violence exposes children to an increased risk of behavioural and emotional disorders (depression, irritability, anxiety, scholastic problems, and language development issues), according to research, (UNICEF, 2016). Overall, the emotional repercussions of child abuse, as well as witnessing abuse, can have long- and short-term consequences that affect a kid's upbringing and development.

**4.7 Research Question 4:** How do identity strategies help the rescue learners reconstruct their lost identities?

It was essential to therefore investigate or assess some of the intervention programme to help the rescued children reconstruct their lost identity and reintegrate well within the Effutu Municipality. Data gained from the teachers indicated that that individual experiences during trafficking had a negative impact on the survivors' emotional and psychological adjustment, as well as their reintegration into society in the post-trafficking stage. The study revealed that recovery and reintegration programmes

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offers continuous survivor rehabilitation and recovery care and such intervention programmes help parents earn incomes to support their children's education and provide other basic care. For instance one teacher said:

**The accommodation and counselling is good**

> *…….i believe the accommodation and rehabilitation care is good because it provides psychological and emotional care for the rescued children. With the recovery and reintegration programmes facilitating access to health care and education services for the rescued learners…..i also think the rescued children should be counselled because it will help them share their experiences to explore the support and protection.*
>
> **Teacher A of rescued child**

The teachers also revealed that the parents especially women should be empowered through empowerment programmes to provide realistic alternative livelihood programmes for trafficked children. They believed the parents should be trained to gain skills for themselves as this will help them to be independence. One teacher stated

**Empowering the children**

> *……for me i think the curriculum should be improved to adapt an age-appropriate life skills curriculum for the rescued children to provide skills focusing on empowering. Also special educational programmes should be organized by the Ghana Education Service (GES) for the rescued children. I believe this will help them perform better academically.*
>
> **Teacher B of rescued child**

Responses obtained from the interview conducted from children and parents with respect to intervention programmes to help rescued school children reconstruct their lost identities. The children interviewed indicated revealed that they feel happy now

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after they have been rescued. Almost all the children interviewed revealed resources or things were provided for them by the NGO (Challenging Height) who rescued them. The things or resources provided were such as clothes, food, and money, school materials like bags, books, shoes and learning items.

**We are happy**

> *I lost all hopes of going to school back when I was with my slave master because there was no one available and cared to rescue me. But God being so good, Challenging Height (NGO) who came to rescue and brought us back. We were placed in a house, it's called Hovde House Shelter for about 4 months. Our parents were allowed to come visit us. We are happy now.*
>
> **13 year old rescued girl**

Apart from the resources or things provided, the children interview revealed that other assistance was giving to them which included medical and health care, legal assistance ,psychological therapy, ability training, career counselling. Some still suggested they needed more assistance. Notwithstanding they all revealed that the intervention programmes had helped them very much and that has helped them regain their happiness and live back.

**Can achieve my dream**

> *……Yes we were rescued and placed somewhere for some time. We were given food, new clothes, shoes, school items etc. Also some nurses do come around to check up and give us medicine. Others too comes around to talk and advise us. We were placed in schools. Thanks to the people who rescued us now I can now achieve my dream of becoming a doctor.*
>
> **10 year old rescued boy**

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Responding to intervention programmes to help their children reconstruct their lost identities, parents were asked what programmes available to help their children. The parent's revealed recovery and reintegration programmes, medical and health care programmes, counselling programmes which helped their children share what they went through what enabled the NGO (challenging heights) who rescued them to explore the support and protection service they need. Also women empowerment programmes, this programmes is vital in preventing child trafficking. The parents revealed the women empowerment programmes helped to set them up any business they wanted to do. Those who wanted to acquire skills like sewing, crafting, beads making, baking, and preparing of washing detergents (liquid soap) etc. also benefitted. Youth empowerment programmes which provided the children or youth with a solid foundation career skills to enable them break the cycle of poverty which leads to trafficking. The programmes are training course for young members of the Effutu Municipality aged 14-25.

Parents were asked how they had benefitted from the financial support for the rescue children. The parents revealed that it has really helped them, having access to a certain amount of money has had positive effect on their psychological stabilization and their overall rehabilitation. The parents also indicated that it has given them the opportunity to regain control over daily decision-making. With regards to the benefits of the medical and health care services for their children, it was revealed that

**Set up a business for me**

> *.....After my children were rescued, they were housed for some months and given treatments. We were constantly meant to visit them so could feel loved. When they were brought back to me told the want to sell "waakye" when they asked what want to do so they could set me up so I can take care of them. They gave me*

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*rice, oil and other ingredients. Am happy because I can now take good care of them and make decisions by myself*

**Parent 1 of a rescued child.**

Another parent indicates she didn't enjoy the training section because she also wanted to sell but she had a friend who benefitted from the training section.

**They learned many things**

*....I was given items and money when told them i want to sell but my friends wanted to get or gain some skills. Some were made to learn sowing, crafting, beads making, baking, and preparing of washing detergents (liquid soap). I can testify that most of them are done and making it useful for themselves*

**Parent 2 of a rescued child.**

The analysis of data with regards to the identity strategies programmes to help rescue children reconstruct their lost identities in the Effutu Municipality obtained from the interview depicts that rescued children needs much interventions to be able to fully integrate into the society after being rescued in the Municipality. Some of the intervention programmes were recovery and reintegration, medical and health care, Financial support, accommodation, counselling, women empowerment, youth empowerment etc. This result was in line with the findings of several studies conducted to ascertain intervention programmes for trafficked children by (Walsh, (2009); Muraya & Fry 2016; Asquith & Turner, 2008; Bales & Soodalter, 2009; Finklea, Fernandes-Alcantara, & Siskin, 2015). For instance, Walsh, (2009) stated that victims of trafficking who manage to flee their traffickers require a wide range of support services in order to heal from their ordeal and reintegrate into society. As a result, it is critical that measures aimed at protecting and assisting victims of human trafficking address their physical, psychological, and social needs for recovery, while

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taking into account the unique needs of each victim. Assistive return/reparation, educational training, social assistance, family tracing, job placement, occupational training, long-term housing, and post-integration check-ups are all part of re-integration.

A study by Muraya and Fry (2016) discuss recommendations for aftercare and the “reintegration” process. The child's (re)integration process is made up of several components. Assessment, which provides facts on the youth's mental and physical status; case management, which documents the child's process and provides information about the child's requirements; and recovery, which is person-centered and restores the youth's physical and mental health. Reintegration, according to Asquith and Turner (2008), is a holistic process of giving support in a variety of areas, including practical, social, emotional, and educational, to help persons "reinsert" into society and live a "normalized existence.". According to Le (2017) denial, suppression, repression, and avoidance are common emotions among female or girls trafficking survivors. These emotions may develop to chronic depression if they are not properly cared for and treated. According to Surtees (2017), psychological support services are critical in helping survivors recover from paralyzing trauma. These programs frequently involve one-on-one and group counseling, which is led by social workers. According to Le (2017), therapeutic sessions with social workers and other trafficking survivors can assist females in reintegrating and developing a new-sense of self.'

Child trafficking is a complicated problem with no easy answer. In the Effutu Municipality, discussions about human trafficking tend to focus on its prevalence and preventative methods. However, conversations should focus on survivors'

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rehabilitation and reintegration programs, because the fight against human trafficking does not end when the children are released, as these women confront significant physical, psychological, and social problems during their recovery. To assist child trafficking survivors in the Municipality in rehabilitating and becoming productive members of society, more efforts must be made to improve the quality of education and support services available to them.

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# CHAPTER FIVE

# SUMMARY, CONCLUSION AND RECOMMENDATIONS

## 5.1 Overview

This chapter deals with summary of key findings, conclusion drawn from the findings, recommendations as well as suggestions for further studies.

1. What are the influences of child trafficking on the educational aspect of rescued school children in Effutu Municipality?
2. How does child trafficking affect the socialization of rescued school children with their peers in the Early Childhood Centers in Effutu Municipality?
3. What is the psychological and emotional outcome of child trafficking on the rescued school children in Effutu Municipality?
4. How do the identity construction strategies help the rescued school children reconstruct their lost identities in the Effutu Municipality?

The study adopted the qualitative case study approach to guide the study. The sample population for the study comprised of 35 rescued children, 10 parents and 10 teachers within the Effutu Municipality. Convenience sampling was used to select the 55 respondents. Semi-structured interview guides were used to collect data for the purpose of this study. Data collected from the interviews were thematically analysed with verbally and narratively analysed in relation to each research question.

## 5.2 Summary of Key Findings

1. It emerged from the study that child trafficking had negative effect on the education of rescued children or learners in the Effutu Municipality. The results indicated that children rescued and placed back in schools found it

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difficult to adjust to the school system hence causing delays in academic performance resulting in poorer academic performance.

2. Findings from the study revealed learners find it difficult to relate to others affecting how they make friends. The rescued learners reintegrated back to schools are timid and lack confidence out fear with disorganised attachment and changed of behaviour. They feel sad and isolate themselves, forgetting events for a period of time or sense of loss.
3. The findings from the study revealed that, the rescued learners had emotional stress affecting how they feel which results in having constant mood swings. They are happy and joking one minute and tearful the next. The learners also response to situations with inappropriate emotions. Learners who went through severe pains were frustrated by their failings and slow rate of recovery from pains. They are bitter about the incidents, and feel intensely angry with themselves and others whom they hold responsible for their pains.
4. Findings from the study further revealed that, children rescued were accommodated in a rehabilitation centre (65-capacity Challenging Heights Hovde House). They go thorough medical screening and physical examination to ensure that they are free from Malaria, Hepatitis B, Bilharzias, skin infections and other medical conditions. They are counselled and are taken through anger management models and the need to exercise responsible social behaviours. The learners are given uniform and books with some on-going education equipment support. The affected families (parents) are also trained to have skills in sowing, crafting, beads making, baking, and preparing of washing detergents (liquid soap) and others given sum of money to start business.

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### 5.3 Conclusions

Based on the findings and results of this study the following conclusions were made;

1. Trafficking affects the children's educational development negatively in terms of their academic performance and total well-being. For a change in culture regarding the harm child trafficking cause for children, it is important that every community understands the dangers of child trafficking and also what it does to children through proper education and sensitization towards future academic advancement and growth of children.
2. Helping rescue children from child trafficking is the need for every society. Through their effort helps recover their lost identity and affection in the society through socialization. In this way create an environment where children are received with love and adequate care by the society they belong in other to unite with their families and peers which goes a long way to improve their lives.
3. Psychology play vital role in recovery and healing emotional problems of trafficked children. Providing rehabilitation facilities for the rescued children from trafficking makes them feel safe and sound, establish themselves, and recover psychologically. This help them boost their confidence and increase their self esteem
4. Improving and implementing prevention programs is critical. Creating awareness and educating people is also vital. Providing adequate support system including compensation approach help deal with vulnerability,

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rehabilitation and consolidation of reintegration processes for rescued children is very essential. Even though the available strategies will not improve the economic status of the learners, it will tremendously influence their lives and integrated them well in the society.

### 5.4 Recommendations

Based on the findings of the study the following recommendations were made:

1. Concerted efforts with commitment from all stakeholders should improve school infrastructure, particularly improving school buildings and providing school supplies. Special educational programmes should be organized by the Ghana Education Service for the rescued learners to be absorbed into the normal schooling system to perform better academically
2. In-depth study should be done by psychology and sociology experts to explore the possibility of social support and benefit of the rescued children bonding with peers in their immediate communities to promote effective socialization. The families should be made aware by government and civil society groups that they are the primary socialization agents for their children therefore should not stigmatize and reject them as this interferes with seeking treatments by way of shame and ostracization. Rather they should support them in their childhood years so that they can develop their potentials for better living in future.
3. This could be reduced to a few weeks in order to take care of their immediate or emergency needs, interspersed with counselling sessions. After that, these children could be handed over to foster families where they also have the Counselling services should be improved to provide psychological and emotional support to the learners through regular therapies such as mind

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diversion, behaviour modification, individual and group therapy during admission, stay, and prior to release. Provisions should be made for special trauma care for children going through extreme crisis; and family counselling for parents and relatives who visit the children.

4. The rehabilitation programme should be restructured for children to spend fewer weeks at the rehabilitation centre, and the rest of the time spent in a re-insertion and integration. Regular monitoring of the security and appropriateness of the living arrangement should be conducted by visiting during pre-and post- integration. Learners should be provided with adequate information about their legal rights including risks and benefits of participating in criminal, civil and any other legal proceedings against traffickers or others.

### 5.5 Suggestions for Further Studies

With the quest to prevent or reduce the rate at which trafficking occurs in Ghana and the Effutu Municipality, the researcher suggest the following for further studies;

- It is suggested that, a study should be conducted to know the influence or impact evaluation of the intervention programmes on families and trafficked children in the Effutu Municipality.
- Again, a study on the perceptions of child welfare professionals in the Effutu Municipality should also be conducted.

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# APPENDICES

## APPENDIX A

### Interview guide for the rescued learners

### Aftermath of child trafficking: Identity construction of rescued school children in the Effutu Municipality

This interview aimed at collecting information from the rescued learners, teachers and parents on the Aftermath of child trafficking: Identity construction of rescued learners. The items were developed on the themes in the research question.

**Section A: Demographic characteristics of the Rescued child**

**Name of child:**

**1. Gender:**

a) Male [ ] b) Female [ ]

**2. Age of child…..**Specify

a) Under 5 [ ] b) 6- 10 [ ] c) 11- 15 [ ]

**3. Birth order of child.**

a) First [ ] b) Second [ ] c) Third [ ] d) Fourth -T en [ ]

**4. Educational status of the child**

a) Kindergarten [ ] b) Lower primary [ ] c) Upper primary [ ]

**5. Who are you staying with?**

a) Mother [ ] b) Father [ ] c) Sibling [ ] d) Extended family member [ ]

e) Family- friend [ ] f) Staying alone [ ]

**SECTION B: Influence of trafficking on the education of the rescued learners**

6. Do you attend school? If Yes which school; If No why?

7. How do you find learning in school?

8. How do you see your academic performance?

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**SECTION C: Influence of trafficking in the socialization of rescued learners**

9. How do you talk or communicate when you are with your friend

10. How do you get the time to play friends?

11. What type of games did you engage in when you are with your friends?

**SECTION D: Emotional well-being of child trafficking on the rescued learners**

14. How did the trafficking affect your feelings?

15. How do you feel when people talk about your past experiences?

16. How do you ask questions about things that you do not understand around you?

**SECTION E: Intervention programmes to help the rescued learners reconstruct their lost identities.**

17. How do feel now after been rescued?

18. What are the resources/ things provided for you after been rescued?

19. Apart from the resources / things provided for you, what other assistance you need?

20. How has all these programmes helped you to regain your life and happiness back?

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## APPENDIX B

### Interview guide for Teachers

The aim of this interview schedule is to collect data to find out the aftermath of child trafficking: identity construction of rescued school children in the Effutu Municipality. The information is required for an M. Phil Research by the researcher, an M. Phil student of the Department of Early Childhood Education, University of Education, and Winneba. You are assured that any information provided will be treated as confidential and will be for research purposes only.

**SECTION A: PERSONAL DATA**

**Please tick as applicable (√)**

1. **Sex**

   Male [ ] Female [ ]

2. **What is highest level of education**

   Master's degree [ ] Bachelor degree [ ] Diploma [ ]

   Other please specify……

3. **How long have you been teaching in basic class?**

   1-3 years [ ] 4-6 years [ ] 7-10 years [ ]

   11-15 years [ ] 16- 20 years [ ]

4. **How many rescued children do you have in your class?**

   Below 5 [ ] 5-10 [ ] 10-20 [ ]

**SECTION B: Influence of trafficking on the education of the rescued learners**

5. Which stage or class was he or she reintegrated into?
6. How does he or she adjust or adapt themselves to the educational system?
7. What difficulties does he or she face during teaching and learning?
8. How has the trafficking affected their performance in class?

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**SECTION C: Influence of trafficking in the socialization of rescued learners**

9. How was the child's behaviour in school before trafficked?
10. How has the trafficking negatively influence their behaviour
11. How does he or she relate to others in school
12. What are the difficulties he or she face relating to others
13. How has that affect how they socialize with peers in school

**SECTION D: Emotional well-being of trafficking on rescued learners.**

14. How does the learner feel now after been rescued?
15. How does he or she cope being with the teachers and peers?
16. How does the learners ask and responds to questions during teaching and learning?

**SECTION E: Intervention programmes to help the rescued learners reconstruct their lost identities**

17. What are available programmes to help learners reconstructing their lost identities?
18. How has the rehabilitation and accommodation or shelter offered helped the rescued learners?
19. What are the benefits of medical and health care services provided for him or her?
20. How has the integration back in schools and provision of school items ( bags, uniforms and other stationaries helped the rescued learner
21. How has all these intervention programs provided help the learner reconstructs the lost identity or brought back the life and happiness he / she once had?

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# APPENDIX C

## Interview Guide for parents

### Introduction

The aim of this interview schedule is to collect data to find out the aftermath of child trafficking: identity construction of rescued school children in the Effutu Municipality. The information is required for an M. Phil Research by the researcher, an M. Phil student of the Department of Early Childhood Education, University of Education, and Winneba. You are assured that any information provided will be treated as confidential and will be for research purposes only.

### SECTION A: Demographic characteristics of parents of rescued child

Name (Optional)..... Serial No [ ]

1. **Gender of respondent**

a) Male [ ] b) Female [ ]

2. **Age ... Specify**

a) Under 20 [ ] b) 20-30 [ ] c) 31-40 [ ] d) 41-50 [ ]

e) 51-60 [ ] f) Above 60 [ ]

3. **What is your occupation?**

Specify…….

4. **What is your relationship to child?**

Specify.....

5. **Are you married?**

a) Yes [ ] b) No [ ]

6. How many spouses do you have if married?

a) 1 [ ] b) 2 [ ] c) 3 [ ] d) Above 3 [ ]

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e) None [ ] (f) Widowed [ ] g) divorced [ ]

7. **How many children do you have?**

Specify.....

8. **How many of your children were sent away?**

a) 1 [ ] b) 2 [ ] c) 3 [ ] d) 4 [ ]

10. **How many of the Trafficked children have returned?**

.a) 1 [ ] b) 2 [ ] c) 3 [ ] d) 4 [ ]

**SECTION B: Influence of trafficking on the education of the rescued learners**

11. Which school is your child attending now after been rescued

12. Which level is he or she?

13. How is your child's attendance to school?

14. How about the learning?

15. How has the trafficking affected your child's academic performance?

**SECTION C: Influence of trafficking in the socialization of rescued learners**

16. How was your child's behaviour before he or she was trafficked?

17. How did your child relate to people around him or her before trafficked?

18. How has the trafficking negatively influence your child's behaviour?

19. How has the behaviours shown affect how he or she socializes with his or her friends?

20. How do you deal with reports from teachers about your child's behaviour?

**SECTION D: Emotional well-being of trafficking on rescued learners.**

26. How does your child feel now after been rescued?

27. How does your child cope being with you now?

28. How do you make the child respond to issues concerning them/ pointed out to them from their past experiences?

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**SECTION F: Intervention programmes to help the rescued learners reconstruct their lost identities**

29. What are programmes are available for reconstructing the identities of your child?
30. How has the rehabilitation and accommodation or shelter offered helped your child?
30. How has the food provided for your child helped him or her?
31. How has your child also benefited from the financial support provided after rescued?
32. What are the benefits of medical and health care services provided for him or her?
33. How has all these intervention programs provided help your child reconstructs lost identity or brought back the life and happiness he / she once had?