

AN ABSTRACT FOR THE AWARD OF M. PHIL IN HUMAN RIGHTS

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**IMMIGRATION OFFICERS' UNDERSTANDING OF HUMAN RIGHTS:
A SURVEY OF THE EASTERN FRONTIER STATIONS**

DECLARATION

STUDENT'S DECLARATION

I, Samuel Kofi Adu-Dickson, declare that this Dissertation, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

SIGNATURE:..... DATE:.....

SUPERVISOR'S DECLARATION

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

NAME: DR. JAMES WEILER

SIGNATURE:..... DATE:.....

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DEDICATION

I humbly and respectfully dedicate this work to my late mother, *Florence Esi Eyide Appiah* of Gomoa Aboso, via Agona Swedru. She was my inspiration and life coach. And I wish she had lived to see my graduation. However, her Father in Heaven called her to His side during the course of this study in March 2016. May Jehovah Hoseenu grant her soul a peaceful rest till I meet her again in Paradise.

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GLOSSARY



AI	-	Amnesty International
AICO I	-	A junior officer on the rank of Assistant Immigration Control Officer grade One
AICO II	-	A junior officer on the rank of Assistant Immigration Control Officer grade Two
Asst. Inspt.	-	A junior officer on the rank of Assistant Inspector
BNI	-	Bureau of National Investigations
Body of Men	-	A military parlance which means, <i>once it affects one, it affects all</i>
CAT	-	Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
CHRAJ	-	Commission on Human Rights and Administrative Justice
DNA	-	Deoxyribonucleic Acid
ECOWAS	-	Economic Community of West African States
FHR	-	Fundamental Human Rights
GIS	-	Ghana Immigration Service
HR	-	Human Rights
HRE	-	Human Rights Education

ICMW	-	International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
ICO	-	A junior officer on the rank of Immigration Control Officer
ICRC	-	International Committee of the Red Cross
ICT	-	Information and Communication Technology
ID	-	An identification number assigned to respondents
IIAS	-	International Institute for the Advanced Study of Cultures, Institutions, and Economic Enterprise
Inspt.	-	A junior officer on the rank of Inspector
IO(s)	-	Immigration Officer(s)
IRSP	-	International Rules and Standards for Policing
IS	-	Immigration Service
Jnr. Officer	-	A junior immigration officer
LEA(s)	-	Law Enforcement Agency(ies)
LEO(s)	-	Law Enforcement Official(s)
LMVC	-	Let My Vote Count Alliance
Men	-	A collective term for both male and female junior officers
Mission Statement of GIS	-	To help build a stronger and better Ghana; by operating fair but firm immigration controls that regulates and facilitates the movement of people through Ghana's borders, and efficient, effective residence and work permit systems that meet the social and economic needs of the country.
N	-	A coding variable representing an unacceptable response in the data analyses
NGO(s)	-	Non Governmental Organization(s)

NPP	-	New Patriotic Party
OHCHR	-	Office of the United Nations High Commissioner for Human Rights
OIC	-	An officer in charge of a station
PNDC	-	Provisional National Defense Council
Sector	-	Refers to a group of stations that form a unit of an operational jurisdiction
Sector Command	-	Refers to the sector headquarters
Sector Commander	-	Immigration commander in charge of a sector
S-CR	-	Responses that were based on <i>socio-cultural</i> and <i>religious</i> considerations
Snr. Inspt.	-	A junior officer on the rank of Senior Inspector
Snr. Officer	-	A senior immigration officer
SOP(s)	-	Standard Operating Procedure(s)
SPSS	-	Statistical Package for the Social Sciences
UDHR	-	Universal Declaration of Human Rights
UN	-	United Nations
US Country Report	-	An annual Human Rights report published by the United States Department of States
Vision Statement of GIS	-	Delivering excellence in migration management for national development
Y	-	A coding variable representing an acceptable response in the data analyses

ABSTRACT

There were four objectives that underlay the conduct of this study. These were to: examine how much knowledge personnel of the immigration service have of human rights: explore the various sources where the personnel received their human right knowledge from: ascertain the level of human rights understanding immigration personnel have when it comes to practical situations in their operations: and to analyze the correlation that exist between their knowledge and practical understanding of human rights. Investigating the above objectives became very necessary because though immigration personnel are expected to respect and protect people's rights in their duties, it was however not known whether they have the requisite knowledge and understanding of human rights. The study was conducted as a survey using mixed methods. Data was collected from 120 respondents who were all immigration personnel using questionnaire as the only tool. Respondents were sampled using stratified random and convenient sampling methods. The data collection covered 12 border stations all along the Ghana-Togo boundary. Both quantitative and qualitative data were analyzed using SPSS version 16.0 and Microsoft Word. After all the analyses, the findings made by the study were that a large majority of the respondents did not have accurate knowledge of fundamental human rights. It was also found that the knowledge they had of human rights were received from different sources other than G.I.S. trainings. There was also the finding that respondents' positions on various

practical scenarios were based on their personal attributes and other considerations, and not on human rights tenets. In the end, it was concluded that the respondents had inadequate knowledge of the concepts and principles of fundamental human rights as a result of lack of proper training in Human Rights Education (HRE). There was also the conclusion that the respondents generally lacked a deeper practical understanding of human rights as a result of their inability to readily recognize issues of human rights in their daily operations. Meanwhile, personnel of the immigration service perform very critical functions along Ghana's borders where they come up against smugglers, criminals, and regular travelers. And the findings made by this study about their inadequate knowledge and understanding of human rights, has the potential of impairing their good judgment and thereby endangering people's fundamental human rights. It is therefore imperative that the recommendations made in this study are accorded the needed considerations.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Law enforcement agencies (LEAs) in Ghana, including the Immigration Service, are under national and international obligation to respect and protect people's fundamental human rights. Meanwhile, for personnel of these security agencies to fulfill this obligation, it requires that they adequately have the requisite knowledge and understanding of the concepts and principles of human rights. This is needed to

enable them to identify and recognize *rights* in line of duty in order to respect or protect people's human rights. This study therefore looked into the legal bases where this obligation arises from, and also unearthed immigration service personnel's level of knowledge and understanding of human rights.

Ghana became a member state of the United Nations on the 8th of March 1957 (United Nations, 2015). By that agreement, it is bound by the ideals of the Universal Declaration of Human Rights (UDHR) which was adopted by the UN General Assembly in 1948. The fifth paragraph of the preamble of the UDHR states, "Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for the observance of human rights and fundamental freedoms (OHCHR, 1948)." This statement implies that the government of Ghana is under obligation to work towards the promotion of respect for fundamental human rights. Chapter 6 of the 1992 Ghana Constitution, under the Directive Principles of State Policy, Article 34 (2), states that the President shall report to Parliament steps taken to ensure in particular the realization of basic human rights, among others in Ghana (Government of Ghana, 1992). This provision implies that the government, through its institutions including the security agencies, is expected to work towards the promotion and protection of basic human rights in the country. In spite of this, periodic reports from the Commission on Human Rights and Administrative Justice (CHRAJ), as well as annual US Country Reports on Human Rights in Ghana, often cite law enforcement personnel and agencies in Ghana for human rights violations.

Prior to this research, I had observed that the Ghanaian media become prevalent with accusations of rights violations usually when law enforcement officials were reported to have physically brutalized an individual or a group of people. Examples of such

moments were when the police perpetrated violence on the people of Nakpanduri in the Northern Region in October 2010 during a raid they conducted in search of a fugitive named Combian (*Ghanaian Chronicle*, 2011). Another incident happened at the Aflao border where an immigration officer shot and wounded a taxi driver for refusing to stop his car at a designated point. That incident resulted in a mob attack on immigration installations in that area (US Department of State Country Reports, 2011). Again, in June of 2013, approximately 30 policemen severely beat up about 20 unarmed men using sticks and batons in the full glare of the public at Cantonments in Accra (US Department of State Country Reports, 2014). And quite recently, on the 16th of September 2015 a group of demonstrators belonging to Let My Vote Count Alliance (LMVC) and the New Patriotic Party (NPP) were violently and brutally confronted by the Police for veering off an agreed route (*Daily Guide*, 2015). All these incidents received widespread condemnation and reportage as examples of human rights violations by law enforcement officials (LEOs). Meanwhile, there are many different ways in which the different forms of *rights* discussed in chapter two of this study, could be violated by law enforcement officials and not only physical brutalities.

My questions had always been, with those reports of rights violations by LEOs: did those involved know and understand the human rights implications of their actions? Or were they oblivious of the human rights implications of their actions due to *lack of adequate knowledge and understanding of human rights principles*? I acknowledged there were many extenuating circumstances when it came to human rights violations by LEOs. But I believed that discussions on those matters had to start from a bases of knowing how much *Human Rights Education* (HRE) the Ghanaian law enforcement

official had. I had not yet come across any study that provided that information. That therefore became my motivation in conducting this study.

1.2 Statement of the Problem

Personnel of the immigration service being government agents are expected to uphold the tenets of fundamental human rights by recognizing, respecting and protecting people's rights in their line of duty. Meanwhile, anybody who is expected to perform such specialized duty is equipped with the needed knowledge and skills in order to be able to achieve set goals. However, it was difficult to tell whether personnel of the immigration service have the requisite knowledge and understanding of the concepts and principles of fundamental human rights. The absence of that very important information was the problem this study tried to address.

Again, as state law enforcement agents, immigration officers undergo formal physical and academic training at their academy or training school in order to be equipped with the requisite knowledge and skills. It is expected that the training would put personnel in a very good stead to be able to recognize, respect and protect travelers' human rights. However, as indicated above, whether their training resulted in them having adequate knowledge and understanding of human rights was not yet known. And that missing information about their level of human rights knowledge was a problem that deserved attention.

1.3 Purpose of the Study

The purpose of this research work was to examine the level of human rights knowledge and understanding immigration officers had.

1.4 Objectives of the Study

The aspiration of this study was to determine officers' knowledge and understanding of human rights, as stated under the *purpose*. In achieving that, I had four underlying objectives. They were to:

- 1) Examine what immigration officers know regarding human rights.
- 2) Explore where they received such knowledge from.
- 3) Ascertain the practical understanding immigration officers have regarding human rights.
- 4) Analyze the correlation between immigration officers' human rights knowledge and their practical understanding.

1.5 Research Questions

In striving to achieve the afore mentioned objectives, there were corresponding guiding research questions which were:

- 1) How much do immigration officers know about human rights?
- 2) Where did immigration officers receive knowledge of human rights from?
- 3) What practical understanding do immigration officers have of human rights?
- 4) How do immigration officers' knowledge of human rights reflect in their practical understanding?

1.6 Justification of the Study

There were studies that examined the actions of law enforcement agents, but not many publications examined their level of human rights knowledge and understanding. Meanwhile, this is a vital area in the promotion and protection of human rights, which is why there is a global advocacy for human rights education in the law enforcement agencies. Section 7 (c) of US Department of State Country Report on Ghana 2013 observed that some laws were not enforced effectively or consistently because law enforcement officials were sometimes unfamiliar with the provisions of the law. That observation only buttressed the point of the need to have studies that could tell how much knowledge and understanding law enforcement agents have in both national and international instruments, like those on human rights. These national and international instruments: just like the 1992 constitution of Ghana: place obligations on LEOs in Ghana to uphold human rights tenets. Therefore if the nation wants the Ghanaian LEOs to really fulfill these obligations, then there is the need to take a critical look at how adequately they are prepared to be able to achieve expected human rights goals. There may have been work done in a general assessment where the immigration service may have been mentioned among other agencies. However, a specific study that assessed the depth of knowledge and understanding immigration officers have of human rights was missing. And that was exactly what this study set out to do.

Though every state institution is expected to uphold human rights tenets, I believe that the peculiar functions and duties performed by personnel of the immigration service make it even more necessary that their human rights standards are constantly assessed. Personnel of the service patrol in isolated forest areas along Ghana's boundaries with its neighbouring countries. These personnel sometimes come up

against situations that require them to be absolutely abreast with the principles of human rights in order not to violate smugglers' or criminals' rights. Personnel of the service also deal with numerous foreign nationals on daily bases at the various entry points. Most of these foreign nationals, especially from the advanced countries, are used to LEOs who respect and protect human rights. They therefore expect same high standards from the Ghanaian immigration officials who deal with them. All these make it imperative that some attention is focused on assessing how much immigration personnel know and understand about the concepts and principles of fundamental human rights. A successful completion of this study is expected to fill the void identified.

1.7 Significance of the Study

The study would provide vital information to both the immigration service as an institution and the general public. If the study showed that officers have poor or inadequate knowledge of human rights, that would be useful information to the Training Unit of the service in terms of redesigning its training curriculum. If the findings however also showed that officers have good knowledge about human rights, then the service would have to find out why it continued to record incidents of travelers mistreatment by officers. Whatever the case, this study is important because it provides the vital information needed in decision making to sharpen the professionalism of immigration officers. That could help the service in making strides towards achieving its vision of “delivering excellence in migration management”, and also help improve on the State's realization of human rights goals.

The usefulness of this study can never be overemphasized. One reason is because Ghana prides itself as one of the model democratic nations in Africa, and it is widely

acclaimed as such in the global community. Meanwhile, one of the main pillars of democratic ideals is respect for individuals' fundamental human rights. Therefore if Ghana is to continue to win the admiration of the global community on its democratic credentials, then there is the need for personnel of State institutions like the Ghana Immigration Service to respect and protect human rights. However, the idea of Ghanaian LEOs respecting and protecting human rights will gain roots in the security agencies when the fundamentals are widely discussed. And that is, when there is open and critical national discourse on whether they have been adequately prepared to deliver on human rights goals. To that extent, this study is contributing to the discussions with findings and conclusions which are based on empirical evidence of the reality on the ground.

The study would also be useful to some people like journalists, writers, students and others, who may be working on issues that have some correlation with the subject matter. Such people could fall on the findings of this study, to make their case.

1.8 Limitations of the Study

In conducting this study, I encountered some challenges that limited what I had intended. The first limitation was the uneven rank distribution of the respondents. That is, personnel on some ranks were more represented in the study than others of different ranks. This became so due to two major factors. One being that some stations did not have personnel on some particular ranks as a result of uneven distribution of ranks by the immigration service to its various stations. The other factor was that only personnel on duty were available for data collection. Some

officers were not around because there were no barracks to house all immigration personnel at one location.

Another limitation was not getting many senior officers as respondents for the study. Here, the issues were in two spheres. One was the number of senior officers who took part, which was 10 percent of the total respondents. I had hoped for at least twenty percent senior officers' participation in order to get more of the commanders' perspective on the subject matter. But as it turned out, that was not realized. And the other issue was the absence of Sector Commanders in the sampling. I had again hoped to have an in-depth input of the Sector Commanders on the subject matter through a semi-structured interview. However, that also did not materialize because just like many of the senior officers, the Sector Commanders also shied away from the exercise. Out of the five Sector Commanders in the study area, only one willingly took part and filled a questionnaire.

1.9 Delimitations of the Study

Issues regarding the law enforcement agencies and human rights could be discussed under the following three main areas: LEOs' understanding of human rights, their actions and inactions that violate people's human rights, and the conformity of their training curricula to the standards of human rights education. All these areas are viable areas for research. However, this study was focused strictly on finding out how much knowledge and understanding personnel of the immigration service have of fundamental human rights. I recognized the temptation of expanding into studying the kinds of human rights abuses that went on at the borders. However, I was mindful to keep all activities strictly focused on the research purpose. Also, the study was limited to 120 respondents who were all personnel of the immigration service. The study

covered 12 border stations, all along the eastern frontier between Ghana and the Republic of Togo.

1.10 Organization of the Study

The report of this study is presented in six chapters. While this chapter deals with the background of the study among others, the next chapter, which is chapter two, covers the review of some relevant literature. The review is done under themes including the Mandate of the Immigration Service, the Concept of Human Rights, and the Rights and Standards Involved in Border Operations. Chapter three of the study is dedicated to the methodology used in the conduct of the study. The chapter discusses the research approach, design, and sampling technique used. The instrument used for data collection, as well as the outcome of a pilot study are all discussed in the chapter three. A detailed discussion on the coding of both quantitative and qualitative responses and the software used in data analyses also feature in the third chapter.

The presentation and analyses of data followed in chapter four. Here, the data is analyzed under themes which are coined from the research objectives and other related issues. The themes include examining What IOs Know Regarding HR, the Significance of Immigration SOP to Personnel, and Respondents' Position on HR in the GIS. The chapter five of the study is dedicated to detailed discussions on the findings of the study. The discussions make references to other related publications where available. As was done in the chapter four, the discussion of the findings in the chapter five is also modeled under same themes.

The final chapter of the study, which is chapter six, is dedicated to summaries of the study and findings, conclusions, and recommendations. Also, a suggestion for further

studies to be conducted on a critical subject is put forward and argued out, and that rounds up discussions on the study.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The focus of this research was to investigate Ghana Immigration Service officials' level of knowledge and practical understanding of the issues of respect for fundamental human rights. In that regard, this review of related literature is broadly put into two sections with each session having a number of sub-headings. The first

section among others involves the review of materials that establish the bases for this research. Here, the concept of human rights and the various instruments that oblige the Immigration Service to uphold human rights tenets are discussed. Also, discussions under this section cover the framework upon which immigration officers' knowledge and understanding of human rights could subsequently be assessed. In addition, the various rights that immigration officials are required to be abreast with and respect in the course of their work are also included. The second section involves a review of published academic and non-academic materials that relate to the focus of this research work. The review of these works are done in order to bring out how the related issues have been viewed by others, and then also expose the gaps that exist in these published materials for which this thesis intends to fill. By way of an organized presentation, the issues are discussed under the following sub-headings:

- 2.1 Mandate of the Immigration Service
- 2.2 The Concept of Human Rights
- 2.3 The Immigration Service and Human Rights
- 2.4 Rights and Standards Involved in Border Operations, and
- 2.5 Related Academic Work on Human Rights Issues in the Ghanaian Law Enforcement

2.1 Mandate of the Immigration Service

The Ghana Immigration Service initially operated as a civilian outfit under the Ministry of Interior until it was converted into a para-military institution in 1989 by PNDC Law 226 (G.I.S, 2010). The Service is recognized by article 190 of the 1992 Ghana constitution as a public service institution alongside the Prisons Service; the National Fire Service; the Customs, Excise and Preventive Service; and the Police Service, among others. The Immigration Service is mandated to perform operational

duties that broadly include: the defense of the country's territorial boundaries; the enforcement and prosecution of Ghana's immigration laws; contribution to national security; and collaboration with national and international security agencies.

The emergence of globalization and advanced technology has brought about different dynamics in criminal activities some of which fall within the purview of the Immigration Service. Some of these criminal activities include: drugs trafficking; firearm trafficking; human trafficking; smuggling of illegal goods, natural resources and cash crops; migrant smuggling; and illegal crossing of Fulani herdsmen (Sosuh, 2011). To be able to combat these crimes, therefore, personnel of the Immigration Service are mandated to possess police powers which include arrest, search, detention, and prosecution of suspected offenders.

Also, the mandate of the Immigration Service has been renewed and expanded by the passage of the Immigration Act 573 in the year 2000 (Government of Ghana, 2000); as well as the Immigration Amendment Act 848, which was also passed in 2012 (Government of Ghana, 2012). With the backing of the afore mentioned legislative instruments, personnel of the Immigration Service are appropriately referred to as law enforcement officials (LEOs). Having established the legal authority of the Immigration Service, the review now proceeds to take a look at what is entailed in the idea of fundamental human rights for which reason it is being associated with law enforcement.

2.2 The Concept of Human Rights

The issue of fundamental human rights was thrust unto the world stage by the excesses of the Second World War committed by Adolf Hitler's Nazi regime of

Germany. This led to the formation of the United Nations in the aftermath of the war in 1945 which was aimed at “promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion.” This aspiration was expressed in Article 1 (3) of the Charter that established the UN (United Nations, 1945). Subsequently, the contemporary concept of human rights was given a global character with the adoption of the Universal Declaration of Human Rights (UDHR) in 1948. The concept of human rights was hinged on some key principles including Universality, Inalienability, Indivisibility, and Non-Discrimination. All that these principles mean is that every individual in the world is entitled to enjoy human rights; and that nobody could be denied these rights; and also none of the rights should be seen as being more important than the other. Some of these rights include right to life, right to safety, right to security, right to education, right to health, right to privacy, right to food, and right to shelter. Broadly, rights are put into political rights and socio-economic rights.

Meanwhile, human rights have been defined differently by various renowned scholars and bodies. A Ghanaian philosopher Kwasi Wiredu, for instance, sees human rights as “claims that people are entitled to make by virtue of their status as human beings” (IIAS, 2015, p.1). Reading through this and many other definitions, the conclusion drawn is that human rights is a fundamental entitlement of every individual to acceptable standard of safety, freedom and respect for personal dignity, regardless of his or her background. For the purposes of this research work however, inspiration was drawn from the definition of the Office of the United Nations High Commissioner for Human Rights which defines human rights as “universal values and legal guarantees that protect individuals and groups against actions and omissions primarily by state agents that interfere with fundamental freedoms, entitlements and

human dignity” (OHCHR, 2015, p. 3). In other words, the actions and inactions of immigration personnel that violate freedoms and human dignity.

Beyond these specialized definitions, human rights in general terms is defined as the basic or fundamental rights that every human being is entitled to. Human rights have since the adoption of the 1948 UDHR, gained such global prominence that under the umbrella of the United Nations, many countries have incorporated the principles of human rights into their national constitutions. Effort at promoting and protecting human rights has also resulted that most national and international institutions or organizations are required to inculcate its principles and standards into their operations. Following from this, there have been many adopted documents that set *standards* for law enforcement officials in order to get them to respect and protect people’s fundamental human rights in the discharge of their duty. A few of such documents are mentioned in the subsequent discussions. With this understanding of the concept of human rights, the review now takes a look at how human rights has featured in the setup of the Immigration Service.

2.3 The Immigration Service and Human Rights

It has been indicated in the above sub-section that state institutions of UN member countries are expected to incorporate human rights tenets in their operations. Any law enforcement agency like the Ghana Immigration Service in adhering to this obligation would normally do this incorporation through *training* and *standard operating procedures* (SOP). This explains why the conceptual model of this study was built around the role of training and SOP in officers’ tendency to respect fundamental

human rights. In that regard, the review takes a look at subjects that were taught to trainees at the immigration training school/academy, as well as areas and some provisions that are contained in the immigration SOP. Preceding this however, is a discussion on the clear human rights obligation placed on the service by the 1992 Ghana constitution.

2.3.1 Obligation from the 1992 constitution

The relationship between the Immigration Service and fundamental human rights is firstly traced to the obligation placed on the Service by the 1992 Ghana Constitution. The Fourth Republican Constitution serves as the primary document which in conjunction with other parliamentary enactments forms the backbone of the laws that officials in Ghana enforce. A careful assessment of the 1992 Ghana constitution shows that the bulkiest section of the constitution is the Chapter Five which has as its heading, “Fundamental Human Rights and Freedoms.” Article 12(1) states, “The fundamental human rights and freedoms enshrined in this chapter shall be respected and upheld by the Executive, Legislature and Judiciary and all other organs of government and its agencies.” Surely, the Immigration Service as a government agency cannot be exempted from this obligation.

The constitution makes provision for so much rights and freedoms some of which include: the right to life, Article 13(1); the right to personal dignity, Article 15(1); right to be free from torture or other cruel, inhuman or degrading treatment or punishment, Article 15 (2)(a); and the right to privacy, Article 18(2). Finally on the Ghanaian constitution, it is important to note that the constitution itself recognizes that it might not get everything right when it comes to issues of protecting people’s fundamental human rights. For this reason, it made room for the accommodation of

provisions from other instruments as far as it is in line with international human rights standards. This provision is made at Article 33(5) which states:

The rights, duties, declarations and guarantees relating to the fundamental human rights and freedoms specifically mentioned in this Chapter shall not be regarded as excluding others not specifically mentioned which are considered to be inherent in a democracy and intended to secure the freedom and dignity of man.

This is good news because, in some way, it supports the adoption of international human rights standards into the operations of LEAs in Ghana. Putting the two major quotations together: Article 12(1) and Article 33(5): it is quite clear that the Immigration Service just as *other organs of government* is obliged to *respect fundamental human rights as enshrined* in the constitution, as well as *others not specifically mentioned*, in the course of its operations. The above discussion has clearly delineated what is expected of state agencies regarding their operations and recognition of fundamental human rights. In respect of the Immigration Service, the next sub-section tries to look at the extent to which human rights have featured in its academic training.

2.3.2 Immigration training

People who are recruited into the Immigration Service go through boot-camp training at the Immigration Service Training School and Academy for a defined period of time before graduating as law enforcement officials. The training involves three major areas namely physical endurance, academics, and regimental drills. In reference to the objectives of this research, the attention is focused on the content of the academic package of the training. The 1992 constitution has already been cited above as

obliging the Immigration Service to *respect and uphold* fundamental human rights (Article 12(1)). One sure way personnel of the service could fulfill this obligation is through training on the issues of human rights. This proposition is confirmed in the United Nations “Guidelines for the Effective Implementation of the Code of Conduct for Law Enforcement Officials.” In the said document, Section I(A), point (4) says, “Governments shall adopt the necessary measures to instruct, in basic training and all subsequent training and refresher courses, law enforcement officials in the provisions of national legislation connected with the Code as well as other basic texts on the issue of human rights” (United Nations, 2015).

Again, the need for human rights training is buttressed in another United Nations document titled “Basic Principles on the Use of Force and Firearms by Law Enforcement Officials.” Principle 20 states, “In the training of law enforcement officials, Governments and law enforcement agencies shall give special attention to issues of police ethics and human rights... Law enforcement agencies should review their *training* programmes and *operational procedures* in the light of particular incidents” (OHCHR, 2015). This principle goes to reiterate the points made about the role of human rights in law enforcement training.

With this understanding, the need then arises to take a look at what constitute the contents of the academic training given to immigration trainees at the training school and academy. In a brochure titled “Ghana Immigration Service: Commissioning of Cadet Intake VI”, dated 4th April 2008, a list of lecturers and the courses each lecturer taught is published on pages 16 and 17. The courses listed included: Financial Management; Leadership Skills and Map Reading; Crises Management; Human Trafficking, Migration; Immigration Law and Practice; Procedural Law; Conditions of Service; Establishment of GIS; Travel Documents Fraud; Travel Documents;

Professional Standards; ECOWAS Integration; Disciplinary Code; Cross Border Crime; and Border Management. The rest were French; The Constitution of Ghana; Investigation; Intelligence Gathering; Office Management; Strategic Management and Project Management; Attitudinal Re-Alignment; and the last but not the least, Customer Care (Ghana Immigration Service, 2008). These courses were taught to officers who graduated on the said date as senior officers.

Since there is a separate place where junior ranks are trained, there is the need to look at the content of their academic training as well. A published brochure titled “Recruit Intake 18” and dated 16th December 2011, contain among other things, a list of courses that were taught to some 271 recruits who passed-out on the said date. The courses included: Document Processing; Disciplinary Orders; First Aid and Physical Education; International Relations; Basic Intelligence; Professional Ethics; Border Operations; Enforcement Duties; Conditions for Entry and Exit; Conditions of Service; Cross Border Crimes; Human Trafficking; Document Fraud Detention; GIS Establishment/History; Report Writing; Basic Office Practice; ECOWAS Protocol; Client Care; Border Duties; ICT; Psychology and Management; and Communication (Ghana Immigration Service, 2011). From the listed courses of both the senior officer and junior rank trainings, *Human Rights* is conspicuously missing. Meanwhile, as an *organ of a State* which is a member of the United Nations, the Immigration Service is required as quoted above to give its trainees education on fundamental human rights (Guidelines, Section I(A), point (4)). For now, the evidence from the brochures shows that the immigration training is insufficient in terms of equipping its personnel with adequate knowledge of fundamental human rights. However, whether tutorials on human rights were incorporated in any of the listed courses remains to be seen during analysis of data collected from respondents. Having made this initial assessment about

the Service's academic training regime, the discussion now takes a look at what the situation is in respect of the Service's SOP.

2.3.3 Immigration service SOP

In discussing the workings of law enforcement agencies like the Immigration Service, vis-à-vis the issues of fundamental human rights, the subject of Standard Operating Procedures (SOPs) becomes very crucial. This is because all that is involved in law enforcement is about taking some actions as a result of certain situations that may have arisen. Some of the basic actions that officials usually take include arrest, detention, searches, and discharge of firearms. The taking of these actions must first and foremost be legal, and then must as well follow some laid down procedures commonly referred to as *operating procedures*. In relation to human rights however, these actions are expected to be taken in some particular ways in order not to violate anybody's fundamental human rights. The special ways of taking these actions is what is referred to as the "international human rights standards." Standards in law enforcement therefore ensure that the many *rights* that come to play during the operations of law enforcement officials are recognized and respected. The role of *standards* in law enforcement operations can never be underestimated because it came up strongly in the World Conference on Human Rights in Vienna in June 1993. At the said conference, the United Nations was tasked at Part II paragraph 82, of the Vienna Declaration and Programme of Action to:

respond immediately to requests from States for educational and training activities in the field of human rights as well as for special education concerning *standards* as contained in international human rights instruments and in humanitarian law and their application to special groups such as military forces, law enforcement personnel, police and the health profession (OHCHR, 1993).

The challenge has been that though most LEAs like the Immigration Service have “Standard Operating Procedures”, their *standards* usually tend to fall short of internationally required standards necessary to protect people’s rights.

The SOP used by immigration officials at the borders provides for some steps that officers are to follow in carrying out some actions. It covers among others, areas of (A) physical patrolling, (B) arrest, (C) detention, (D) search, and (E) firearms/weapons. A careful study of the Immigration Service SOP shows that there is not any reference made of the expression *human rights* in relation to any of the provisions. Meanwhile, though there are not many, there is however a couple of provisions in the document that aligns with human rights standards. For instance item II.12 under *search* provides that “Under no circumstances is a female to be personally searched (touching the person) by a male officer. A male officer may however search a female’s baggage or belongings” (Ghana Immigration Service, 2013, p.25). The first part of this provision actually relates to *right to dignity*, and therefore meets international human rights standards.

The issues surrounding SOP in human rights discussions do not only border on the provisions the document contains, but also on how familiar officials are with the provisions. That means in relation to the immigration SOP, there is the need for personnel to be familiar with the provisions in the document even if the human rights standards it provides are not many. Further discussions on personnel’s familiarity with the immigration SOP follow in the subsequent chapters. The next sub-section meanwhile reviews materials that discuss some *rights* and *standards* that are applicable in the operations of the Immigration Service.

2.4 Rights and Standards Involved in Border Operations

As has been mentioned already, there are many rights that come to play when talking generally about law enforcement. For the purposes of this research however, the discussion focuses on some basic rights that often come to the fore in the operations of immigration officials at the borders. In doing so, internationally acceptable *standards* requisite for the respect of these rights are also discussed. To make it easier for law enforcement officials, special documents on these *standards* have been prepared for use by LEOs like the personnel of the Immigration Service. Some of these documents include: Code of Conduct for Law Enforcement Officials; Human Rights Standards and Practice for the Police; Expanded Pocket Book on Human Rights for the Police; Basic Principles on the Use of Force and Firearms by Law Enforcement Officials; and the International Rules and Standards for Policing. These documents provide extensive discussions on human rights standards that are to be upheld in order to respect and protect various rights that come to play in law enforcement. Some of the basic rights that immigration officials at the borders may contend with include the following.

2.4.1 Right to dignity

The Encarta (2009) dictionary defines *dignity* as “a proper sense of pride and self-respect; and the condition of being worthy of respect, esteem, or honor.” The *right to dignity* is one of the most basic fundamental rights that underscore the equality of humankind. Respecting the *right to dignity* requires that law enforcement officials do not take actions or inactions in manners (standards) that offend the sense of pride, worthiness or esteem of individuals. The United Nations Code of Conduct for Law Enforcement Officials buttresses this point when it states in its Article 2, “In the performance of their duty, law enforcement officials shall respect and protect human

dignity and maintain and uphold the human rights of all persons” (United Nations, 2015). This means, if an immigration official were to insult someone for having committed an offense that would amount to violating the person’s *right to dignity*.

Regarding the Immigration Service SOP, the *right to dignity* comes to play when reference is made of *searches*. The International Rules and Standards for Policing explains *searches* as ranging from simple pat-down, strip searches, body cavity searches, and taking fingerprints and blood or DNA samples. The document goes further to state that the different forms of searches may affect *right to dignity* in varying degrees and “none of them should therefore be carried out lightly” (ICRC, 2014, p. 45).

By way of *standards* the immigration SOP describes some manners in which searches must be carried out. It provides that no male officer is to personally search a female suspect and vice versa. This rule in the SOP could be seen to appropriately border on issues of *right to dignity*. The difficulty with the SOP, however, is that it does not make mention of any issues of human rights as the reason for providing these procedures. By that, officers may be adhering to these procedures but would be oblivious of its human rights implications. And the danger is that without understanding its human rights implications, officers may not be that much committed to applying this procedure.

2.4.2 Right to life

The *right to life* requires that in every law enforcement operations, care is taken not to take any actions or inactions that endanger the life of people including suspects. This right is effectively identified and protected when law enforcement officials acquaint themselves with standards governing issues like the use of force and firearm; and

torture, inhuman and degrading treatment. Regarding the use of force and firearms, the United Nations Code of Conduct for Law Enforcement Officials for instance provides some *standards* that must be ensured in order to respect and protect the *rights to life*. In the said document, Article 3 Commentary (c) states:

The use of firearms is considered an extreme measure. Every effort should be made to exclude the use of firearms, especially against children. In general, firearms should not be used except when a suspected offender offers armed resistance or otherwise jeopardizes the lives of others and less extreme measures are not sufficient to restrain or apprehend the suspected offender.

This commentary therefore means, before a LEO contemplates the use of firearm, there should be *armed resistance* or *imminent threat to his or her life* or that of others. The implication of this provision is that, should an immigration official find himself having to chase a smuggler who is running away, either armed or not armed, as far he is running away and does not pose any threat to life; it will be against human rights *standards* if the armed official shoots at the fleeing offender. Basic Principles on the Use of Force and Firearms also provides some standards regarding the use of firearms and the protection of the right to life. Principle 5 states, “Whenever the lawful use of force and firearms is unavoidable, law enforcement officials shall: (b) Minimize damage and injury, and respect and preserve human life.” (e) “Provide for warnings to be given, if appropriate, when firearms are to be discharged.” This quotation has expanded the *standards* discussed in the previous quotations. From the above Principle, there must first be a *warning*, and in case of having to fire, the focus should be on *respecting and preserving human life*. This implies that, the presence of threat to life cannot even be an excuse for a law enforcement official to *excessively* and *indiscriminately* damage human life.

2.4.3 Right to privacy

One other right which law enforcement agents often need to consider during operations is the *right to privacy*. Reference could be made of a case when a combined team of police and other security personnel allegedly raided and ransacked homes of innocent residents of Nakpanduri in the Northern region in October of 2010 (US Country report on Ghana, 2011; p. 4). Their action was in response to a tip-off that an escaped convict: who had killed some policemen in his previous crimes: was taking refuge in one of the homes in the town. The abrupt and rude intrusion into people's homes by the security agents led to many civilians sustaining various degrees of injury; which even ended with the burning of many homes. This incident was widely reported as a clear violation of the people's right to privacy, safety, property and shelter (*Ghanaian Chronicle*, 2011).

Issues of privacy become a matter for concern during *searches* and *seizures* in law enforcement operations. The International Rules and Standards for Policing (IRSP) discusses some *standards* that must be ensured in carrying out these activities in order to respect the *right to privacy*. The document (IRSP) provides that it is “crucial for search or seizure activities to comply with the governing principles of legality, necessity, proportionality and accountability” (ICRC, 2014, p.44). As discussed under the previous sub-section regarding the Immigration Service SOP on searches: that a male officer should not search a female suspect: the International Rules and Standards for Policing also provides same and even requires some more. It states for instance that “body searches should be carried out professionally by a person of the same sex and in *the least intrusive manner* possible, thus limiting as far as possible the inherently humiliating character of the search” (p. 45).

Meanwhile, another issue that also borders on the *right to privacy* and which interests this research is the issue of access to privileged information. Article 4 of the United

Nations Code of Conduct for Law Enforcement Officials provides some *standards* on this issue in respect of privacy. It states, “Matters of a confidential nature in the possession of law enforcement officials shall be kept confidential, unless the performance of duty or the needs of justice strictly require otherwise.” This article is quite clear. The *standards* here is that unless the disclosure of any such information is in line of duty, or in the administration of justice, any disclosure otherwise would be a violation of the person’s rights. The article has just one commentary and it states:

By the nature of their duties, law enforcement officials obtain information which may relate to private lives or be potentially harmful to the interests, and especially the reputation, of others. Great care should be exercised in safeguarding and using such information, which should be disclosed only in the performance of duty or to serve the needs of justice. Any disclosure of such information for other purposes is wholly improper.

In a bid to ascertain officers’ awareness of an inherent *right* on this issue of being privy to confidential information, immigration officials featured in this research were put to test. The data gathered in respect of this issue is duly discussed in subsequent chapters.

2.4.4 Right to be free from torture

Personnel of law enforcement agencies in Ghana have often been accused of torture in their operations. Lawrence Amesu: the Country Director for Amnesty International in Ghana: for instance referred to overcrowding and other appalling conditions in the Ghanaian prisons as amounting to torturing (Amesu, 2014). This claim of his is well accommodated within the broad definition of *torture* given by Part 1 Article 1 of the United Nations Convention Against Torture (CAT). To that effect, the United Nations has provided for some *standards* that seek to address the issue of torture in many

ways. The United Nations Code of Conduct for Law Enforcement Officials states in Article 5:

No law enforcement official may inflict, instigate or tolerate any act of torture or other cruel, inhuman or degrading treatment or punishment, nor may any law enforcement official invoke superior orders or exceptional circumstances such as a state of war or a threat of war, a threat to national security, internal political instability or any other public emergency as a justification of torture or other cruel, inhuman or degrading treatment or punishment.

The notable standards are the fact that LEOs will be in breach of this provision even if they do not indulge in the act of torture by themselves, but instigate others to do so or even witness it without intervening to prevent it while others do it.

The other dimension is also that not even the mention of *a threat to national security* can be used as an excuse by any LEO to cause torture. In Ghana for instance, there have been a couple of times where a group of LEOs have perpetrated violence and torture against individuals for the reason that their colleague had suffered some form of attacks from those individuals. From the *standards* discussed in the above quotation, it would be a violation of the *right to be free from torture* should any immigration officials assault a traveler who may have attacked one of them. This is because in doing so; their action will fall foul of UN's definition which sees torture as:

any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person for such purposes as punishing him for an act he or a third person has committed or is suspected of having committed...when such pain or suffering is inflicted by or at the instigation of or with the consent or acquiescence of a public official or other person acting in an official capacity (OHCHR, 2015, CAT, Part 1 Article 1).

2.4.5 Right to health

In connection with the data gathered for this research, the final right looked at is the *right to health*. The discussion of this *right* became necessary because the kinds of operations immigration patrol officials conduct in the vast unprotected border territories: in pursuit of hardened smugglers: sometimes lead to serious injuries to both officers and suspects. It is for this reason that immigration patrol officers who attend military training at Asutsuay Military Training Camp are trained in how to administer First Aid. On this issue as well, there are some international *standards* that LEOs are expected to follow. Article 6 of the United Nations Code of Conduct for Law Enforcement Officials states, “Law enforcement officials shall ensure the full protection of the health of persons in their custody and, in particular, shall take immediate action to secure medical attention whenever required.” This article goes further to state at commentary (c) that “It is understood that law enforcement officials shall also secure medical attention for victims of violations of law or of accidents occurring in the course of violations of law.” Per this article and commentary, the *standards* are that even if a smuggler injures him or herself during the commissioning of a crime, immigration officials are to ensure that the suspect receives *immediate* medical attention. In the data gathered for this study, officers were quizzed on an issue that borders on this *right* and their views are discussed in subsequent chapters.

Having acquainted readers about some of the *human rights* issues, as well as the various *standards* that come to play in the operations of immigration personnel, the subsequent discussions focus on reviewing some academic work that have some bearing on this research.

2.5 Related Academic Work on Human Rights Issues in the Ghanaian Law

Enforcement

This section of the review looks at what researchers have suggested or opined on issues that this study set out to investigate. Specifically, what those studies have suggested regarding how much knowledge LEOs have on issues of human rights. And again, what those studies have opined regarding the role *training* could play in imbuing people with good knowledge of the concept of human rights.

2.5.1 Level of knowledge of human rights

In conducting this research, effort was made to lay hands on similar academic work where some other law enforcement officials' knowledge of human rights had been investigated. The specific search proved difficult; however, some studies were found on the issues of law enforcement and human rights in Ghana. These studies which were conducted by persons pursuing higher academic degrees, focused among other things on people's perceptions about police adherence to human right principles, and the achievement of international human rights goals. Examining these studies referenced in this section, it looked as if LEOs in Ghana and especially the police, did not seem to have adequate knowledge and understanding of human rights. This conclusion was drawn by this literature review because of findings and pronouncements made by researchers in other studies. Ofori (2011) in investigating the "Perceptions of Police Powers of Arrest, Detention and Human Rights of Suspects in Effutu Municipality of Ghana" also among others covered police human rights violations in the targeted study area. In his findings Ofori (2011) intimated that the police "normally do not respect the human rights of suspects..." (p. 123).

Not only Ofori (2011) who held that view, Yiribaare (2006, pp. viii, 59) also observed, “The Ghana police service has come under a barrage of criticisms for brutalities, unjustifiable use of force and firearms and unsatisfactory performance and is widely perceived as not making positive impact on the human rights goals of the African Charter.” This claim by Yiribaare (2006) seems to be in line with Ofori’s claim that the police “do not respect human rights of suspect.”

In spite of these adverse claims against the police, Ofori’s interaction with them revealed that the police rather had a positive perception about their methods of operation (Ofori, 2011). This influenced the formation of the assumption that perhaps the police did not have that much knowledge of issues of human rights. This is because, the United Nations expect that LEOs with requisite knowledge and understanding of human rights should be able to identify and respect people’s fundamental human rights. And therefore when the police fail to recognize and respect rights, it suggests lack of knowledge and understanding of human rights. This even influenced the UN’s push for the adoption of human rights training in LEAs as discussed in earlier sections of this review. And it was the same idea of the positive impact of training and SOP that this study built its conceptual model on.

The correlation was that sufficient knowledge and understanding leads to less likelihood of committing human rights violations. Therefore a situation where the police are accused of rights violations and yet they seem to hold a contrary view to they violating rights, rather suggests that perhaps the police themselves lack knowledge of issues of human rights. Neither Ofori (2011) nor Yiribaare (2006) made any categorical statement on how much knowledge the police have of human rights. However, it was indicative that Ofori (2011) underscored the need for such an investigation in his findings.

The inference drawn by this review regarding seeming lack of knowledge on human rights by the police might not be too far from the reality. This was because in a study conducted by Adomako-Boateng in 2008 to measure people's knowledge of the abortion laws of Ghana, he found that as many as 77 percent of the respondents had low knowledge about the abortion law (p. 33). While the particular study was on a different issue, it suggested that Ghanaian's have limited knowledge of rights and legal issues. It could be inferred that Adomako-Boateng's findings only gave an indication of what might be the case in the larger Ghanaian societies and among LEOs should knowledge of human rights law be examined. In any case, human rights is also seen as a form of international and national laws as contained in UN definition of human rights. It would therefore not be out of place to draw a link between seeming lack of knowledge of abortion law, to that of human rights law as this review has sought to suggest to be the case with LEOs. The review has so far looked at what researchers have suggested regarding Ghanaian LEOs' level of knowledge and understanding of matters of human rights. The next sub-section takes a look at the views of researchers on the role human rights training can play in equipping LEOs with the required knowledge of the concepts of fundamental human rights.

2.5.2 Training as an intervention measure

The premise of this study in assessing the level of immigration officers' knowledge of human rights was based on their training regime and standard operating procedures (SOPs). This is because training has been identified as one crucial approach in equipping professionals with the requisite knowledge as well as addressing shortfalls in professional competence. This position is supported by other studies, some of

which have been discussed above. Ofori (2011), for instance, indicated that “in order to reduce infringements on human rights in cases of arrest and detention and respect for human rights, the Police Service must incorporate human rights education in the curriculum of the Police Training School” (p. 126). It is also interesting to note that beside the HRE, Ofori (2011) also advocated for the “development of standard operating procedures (SOPs) for modern policing” (p. 128).

This study’s position on the role of training was also supported by Yiribaare (2006). He believed that contemporary competence in law enforcement, could be achieved through “basic and post-basic training” of LEOs (p. 63). Yiribaare (2006) again maintained that apart from upgrading their skills of weapon handling, riot control, etc., training “will further inculcate more values of human rights in a democratic environment in the personnel...” (p.63). Also, Adomako-Boateng (2008) upon finding that a high percentage of his respondents lacked knowledge of abortion laws, then recommended that the Ghanaian abortion laws be made part of the training curriculum of all health professionals at one stage of their training (p.58). He then included LEOs by advocating that “policemen should also be educated on the abortion law, so that they do not go around arresting and traumatizing victims of rape and incest who have obtained legal abortion” (p.59). This quotation from Adomako-Boateng (2008) seems to give some credence to this study’s linkage between seeming lack of knowledge of abortion laws, to that of human rights laws by the police as discussed under the previous sub-section.

This study’s position on the positive role of training in equipping people with a desired knowledge, which is also supported by the above named researchers, could perhaps be described as hopeful expectations. However, there is empirical evidence

acquired through investigative studies that give backing to this assertion. One of such study, “An Exploratory Study of Human Rights Knowledge”, was conducted by Claudia Messina and Liliana Jacott in Spain and published in 2013. The explorative study was aimed at assessing some teachers’ knowledge and understanding of human rights in the context of the human rights content of their educational curriculum. The findings of the study indicated that teachers with specific training on human rights showed higher percentages of knowledge and understanding of what *constituted* human rights; whereas those with no specific training showed lower percentages of same (p.223). This underscores the position that when immigration officials have been given training on human rights, they are more likely to exhibit more knowledge of the issues involved.

2.6 Conclusion

Human rights has been mentioned countless times in the Ghanaian media and in other publications, and at many different forums. This is not particularly surprising because recognition of fundamental human rights is one of the corner stones of the 1992 Ghana Constitution out of which came the Commission on Human Rights and Administration Justice (CHRAJ). What seems rather surprising is that with the numerous NGOs and various annual reports on human rights, there is not much available (if any) of studies conducted in Ghana to specifically gauge stakeholders understanding of the whole concept of human rights. Michalinos Zembylas, Panayiota Charalambous, Stalo Lesta, and Constadina Charalambous (2014) also found similar situation in Cyprus where they observed that:

A large body of work in recent years has examined different scholarly conceptualizations of human rights and various approaches in Human Rights Education (HRE), particularly in relation to practical ways of implementing

HRE programs in formal and informal education. However, few studies have sought to systematically examine teachers' understandings of human rights and HRE in specific contexts and explore possible links between teachers' understandings of human rights and human rights teaching (p. 161).

Not only this, they also referred to Messina and Jacott (2013) as also holding a similar view that "there is little previous research on teachers' understandings of human rights and HRE practices in different countries" (p. 165). The case as has been painted in the above statements reflects what it is in the Ghanaian situation as well. This is because, in spite of all the effort made, this study found it difficult accessing studies that have sought to investigate the Ghanaian stakeholders' knowledge and understanding of human rights; particularly personnel of the Ghana Immigration Service. This study, therefore, seeks to contribute in filling this identified gap in respect of assessing knowledge and understanding of human rights of immigration officials who operate on the eastern frontier of the country.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter provides an overview of elements and processes that underlie the research work. These include: the research design adopted for the study, the population, target population, as well as the sample, and the technique used in the

sampling. The chapter also discusses the instrument used for data collection and the procedures that were involved in that exercise, as well as a pilot study that preceded the actual data collection. Finally, it gives an idea as to how data collected was analyzed and the formulae and software used in accomplishing that critical stage of the study.

3.1 Research Design

After a careful consideration of some factors necessary for the realization of the research objectives, the *mixed method* approach was employed in the conduct of this research. That means the study made use of both qualitative and quantitative research methods. The first factor considered was the need to sample quite a large number of immigration officers on the Eastern frontier in order to be able to make a generalization of their understanding of human rights. For that reason, a *survey* design was adopted for this study. A cross-sectional survey meanwhile lends itself to a quantitative approach. This was supported by John Creswell when in discussing “strategies associated with the quantitative approach” he quoted (Babbie, 1990) that “*Surveys* include cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection, with the intent of generalizing from a sample to a population” (Creswell, 2003). Beyond the issue of a *survey* lending itself to a quantitative approach, Creswell 2003, also indicated that the usage of *closed-ended* questions is well treated by adopting a quantitative approach (p.19). This was also a necessary factor because this research made use of a number of closed-ended questions in the data collection. These questions were carefully crafted in different ways in order to be able to solicit responses that could be used to measure the true state of affairs as it pertains to the various research objectives. To be able to handle

data from large numbers of respondents most of which are made of close-ended questions require assigning numeric values to some *variables* that would be used to represent respondents varied answers. Creswell 2003, referred to this as *numeric data* and again placed it under a quantitative approach. Dr. Jim Weiler in discussing the usage of variables in measuring such concepts as *understanding of human rights* also associated it with quantitative approach and stated that “Because things in reality are much too complex to be represented by a number, quantitative research makes use of variables” (Weiler, 2012).

In a bid to get a convincing evidence to satisfy the research objectives, respondents were asked some open-ended questions as well. Respondents in answering these questions expressed different views on the matters raised. Most of the views expressed in this regard, were in no doubt very subjective, and therefore required a critical and in-depth analysis to be able to draw a fair conclusion in the end. For this reason, there was the need to also adopt a qualitative approach as well; as indicated by Creswell (2003). The need for a qualitative approach in this research project was also supported by Jim Weiler’s position that it would help a researcher “examine what it means for a pupil to understand a concept and how that affects him/her or the process s/he uses to learn new things” (Weiler, 2012). Juxtaposing Weiler’s statement to this research, the qualitative approach would help examine immigration officers’ understanding of the concepts of human rights and its related matters.

From all that has been discussed, it became quite clear - and as was rightly indicated right from the onset - that a successful completion of this research project required the adoption of both quantitative and qualitative methods; and hence, a *mixed method* approach was used. All the various factors that were considered in adopting a mixed

method approach for this project were summed up in Crewell's position on *mixed methods*. He indicated that:

The researcher bases the inquiry on the assumption that collecting diverse types of data best provides an understanding of a research problem. The study begins with a broad survey in order to generalize results to a population and then focuses, in a second phase, on detailed qualitative, open-ended interviews to collect detailed views from participants" (Creswell, 2003).

He concluded that "Thus, in mixed methods research, investigators use both quantitative and qualitative data because they work to provide the best understanding of a research problem" (Creswell, 2003).

3.2 Population

This study was about examining the knowledge and understanding of immigration officers of the issues of fundamental human rights. For that matter, the study was solely focused on *officers and men* of the Ghana Immigration Service. There was no coverage of any individual outside this complete set, such as civilians or officials of other security agencies.

3.3 Target Population

Out of the complete set, the study targeted a population of immigration officers who operate at the Eastern frontier stations. That is, those officers who man the boundary between Ghana and neighbouring Republic of Togo and whose area of jurisdiction fall within the Volta Region of Ghana. The Volta Regional Command of the Ghana Immigration Service has five sectors within its jurisdiction with each sector having a number of stations under it. Altogether, there are 13 approved stations spread along the boundary within the Volta Region. These 13 stations have a total population of 425 personnel; out of which 34 are senior officers. The survey covered 12 stations

with the exception of the thirteenth which shares boundary far north with the Northern Region; that is Tinjase border station. (*See a map at the appendices.*)

3.4 Sample

The study sampled 120 personnel out of the targeted total of 425. The sampled respondents were drawn from the 12 stations starting from Aflao in the southernmost, through Leklebi-Dafor in the middle belt to Menuso border station in the Kadjebi District of Volta north. The sample size of 120 was arrived at after some computations using the *Fluid Survey* software program. In the end, a sample size of 120 respondents gave a confidence level of 90%, and a margin of error of 6.5%. This implies, in 9 out of 10 times (thus 90%) if 120 immigration officers are sampled out of a targeted population of 425, the results of the survey will land within the margin of error. Meanwhile, the margin of error also implies that if all the 425 immigration officers were sampled, the results could differ with a score of plus or minus 6.5 from the original score. And this is generally acceptable in a survey of this kind (FluidSurveys, 2015).

3.5 Sampling Technique

The study applied methods from both probabilistic and non-probabilistic techniques. There was the usage of *stratified sampling* method which happens to be a “variation of simple random sampling” and had to be used due to the different rank levels of immigration officers (Weiler, 2012). There was also the adoption of *convenient sampling* method at some stations. This became necessary because there was no even

distribution of officers with different rank levels at the various stations. At some stations, officers of some rank levels were nonexistent and so stations where an officer of that rank level was found, I had no choice but to purposely and conveniently select that officer. This situation particularly affected officers of the top two of the junior rank levels. That is, Senior Inspector, and Inspector levels. The convenient sampling became necessary also because apart from a couple of the bigger stations where there was more than one senior officer, many others had one senior officer commanding the station. For that reason, there was little option but to conveniently select and request that senior officer to be sampled.

3.6 Instrument for Data Collection

The study made use of a carefully designed questionnaire which aimed at generating responses that could engender the realization of the research objectives. An earlier thought of conducting some interviews as well could not become a reality due to unfavorable prevailing circumstances at the border stations. This influenced the increase in the number of sample size from 90 to 120 in order to get a clearer picture of the situation from a broader perspective of respondents. Besides, the usage of questionnaire as the tool for gathering data was very convenient in view of the relatively large number of respondents the survey had to sample. The questionnaire was designed such that it had a combination of background, closed, and open-ended questions. Most of the closed-ended questions sought to examine respondents' knowledge, practical understanding and views on issues of fundamental human rights vis-à-vis their work as LEOs; whereas the open-ended questions sought to test the validity of answers provided by respondents in respect of the closed-ended questions.

As the foundational document for the contemporary concept of fundamental human rights, the Universal Declaration of Human Rights (UDHR) was featured in the questionnaire. The expectation has been that anyone who knows something about human rights would be familiar with this document. Therefore the featuring of the UDHR in the questionnaire was to help in assessing respondents' general awareness of the concept of human rights. Also, the questionnaire featured the International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (ICMW). Questions were asked on this document because it deals with migrants issues that directly relate to the work of the respondents.

(See appendices for a sample of the questionnaire.)

3.7 Pilot Study

The conduct of this whole research project was to investigate and discover answers to some unknown bugging questions regarding Ghanaian immigration officers and their knowledge of fundamental human rights. As already discussed under Chapter One, these research questions were borne out of some four objectives that this research hoped to achieve. In order to achieve these objectives therefore required a carefully designed questionnaire that could solicit the right responses for each of the research questions. The questions needed to be clear enough and easily understood by respondents, who were of varied educational background, without any ambiguity. Besides that, the questionnaire was also to adequately and correctly capture the bio-data and other facts about the various respondents. These requirements influenced the conduct of a pilot test using samples of an earlier questionnaire in order to check if it could help collect the right data.

The pilot test involved administering the questionnaires on eleven (11) respondents who were all officers of the domicile station, Leklebi-Dafor. The respondents involved in the pilot test were invited to my office in batches of two or three persons at a time. They were all junior rank officers and the only criterion used was that the participants had to be *off-duty* before they were invited to fill the questionnaire. It took two weeks to get the 11 sampled questionnaires completed. This was because those on duty who could not take part in the first week had to wait till they finished their week long duty rotation before being invited to complete the questionnaire during their off-duty period. Before issuing the questionnaires to the participants, they were thoroughly briefed about the rationale for the administration of the questionnaire and the need for them to provide genuine and truthful responses. They were also admonished not to discuss the questions and possible answers among themselves, nor consult applications on their mobile phones for the necessary information. All their responses to the various questions were to come straight from their own previous knowledge and experiences as they sincerely believed. At the end of the pilot test, it was observed that it took an average of 1 hour 15 minutes to complete the three-page questionnaire.

On the issue of the content of the questionnaire, it was observed from the sampled responses that there was the need to reconsider some questions. For example, question (2) asked, “What is your present rank?” and provided only two columns. There was confusion as to how to correctly respond. There were also questions found to be ambiguous. For example, question (31) which read, “Briefly describe what you know about the ICMW?” It was difficult to judge the responses as examples of *knowing* or *not knowing* what ICMW was really about. To avoid such ambiguity in the main data collection exercise, the question (31) was modified to read, “Briefly describe any

specific thing that is contained in the ICMW.” With this modification, it was hoped that whatever answer a respondent gave, could be somewhat easily ascertained if he or she indeed has knowledge about the said document or otherwise.

Finally, when the pilot test questionnaires were perused upon completion, it was realized that some participants had left some of the spaces unfilled or some of the questions unanswered. Those respondents were immediately alerted and asked to complete the remaining spaces. This observation was taken note of and so during the main data gathering exercise, on rare occasions where I had the opportunity to brief respondents, they were requested to be mindful of not leaving empty spaces. In conclusion, the pilot test was really an eye opener as it helped shape preparations and also boosted confidence in the subsequent data collection exercise.

3.8 Procedures for Administering Instruments

After the observations from the pilot test had been factored into finalizing the questionnaire, I set off and started the questionnaire administration from the southernmost station, Aflao. The situation found on arrival at Aflao, which also happened to be similar throughout the other stations was that officers were put into three shifts of *day, night, and standby* (off). Therefore on arriving at any station, the number of officers that were met on duty were those available who could be sampled. In the absence of a briefing, the questionnaires were distributed to respondents who were then notified to read an attached opening statement before starting the completion of the questionnaire. The process was that respondents were given the questionnaires and asked to find time in-between the duty period to complete it alongside work. The only caveat was that before close of work that day, each

respondent should have finished completing the questionnaire and returned same to me who would be waiting around.

With the exception of Aflao where I spent two days in order to collect completed questionnaires due to the chaotic nature of the border, I spent a day at all the other stations. I did not earmark any particular number of questionnaires to any station. Any officer who was available and ready to complete a questionnaire was given one. At some stations however, I made request to the commanding senior officers who then obliged and completed the questionnaire. This special request was at a point in time extended to a couple of Inspectors and Senior Inspectors because it was found that those rank levels did not have representation at all the stations. In the end, 12 of the sampled respondents were senior officers while the remaining 108 were junior ranks of different levels. The table below shows a breakdown of the distribution of sampled respondents across the stations.

Table 1. Rank Distribution across the Stations

	SECTOR	BORDER STATIONS	JUNIOR RANKS	SENIOR OFFICERS	TOTAL
1	Aflao	Aflao	24	3	27
2	Akanu	Akanu	10	1	11
3		Kpoglo	7	-	7
4		Ave Have	5	1	6
5		Batume Junction	6	1	7

6	Nyive	Nyive	9	1	10
7		Shia	6	1	7
8		Honuta	5	1	6
9	Leklebi-Dafor	Leklebi-Dafor	14	1	15
10		Wli-Afegame	8	1	9
11		Baglo	7	-	7
12	Nkwanta	Menuso	7	1	8
			108	12	120

Table 2. Rank and Gender Distribution

(In descending order)

	Senior Officers	Junior Ranks						Total
		Senior Inspector	Inspector	Assistant Inspector	ICO	AICO (I)	AICO (II)	
Male	11	8	2	6	15	28	23	93
Female	1	1	-	-	4	7	14	27
	12	9	2	6	19	35	37	120

3.9 Limitations during Instrument Administration

Prior to the actual (embarkation on the) data gathering journey, I had clearly mapped out what steps would be employed in the instrument distribution process. At the end of the whole exercise however, I could not get things turned out as had been hoped for. The first limitation was not getting the number of allocations made for each level in the junior rank category as had been planned. I had planned a fairly evenly distributed allocation for each of the six different levels. However as it turned out, that could not be realized because the various stations involved in the survey did not have even distribution of staff in terms of different rank levels. This finally resulted in a sampling that was not well balanced in terms of rank distribution as could be noticed on the table above.

Another limitation stemmed from the fact that the Immigration Service does not have barracks at the various stations. Therefore apart from those who were met on duty, the

rest who were either for night shift or were off-duty, were not easily accessible for sampling because they lived separately and scattered in and around town. For that reason, those officers who were met on duty and could manage some time out in view of their busy schedule were randomly given copies of the questionnaire to complete. This situation actually reduced the options I had in terms of choosing respondents from a larger target population. In that sense, I was limited to sampling only officers who were found on duty.

Also, the fact that in many cases the respondents had to complete the questionnaires while at work, it did not make it possible for me to gather all respondents and explain thoroughly the rationale of the exercise to them. I had planned a motivating briefing session with respondents in order to whip up their interest in the exercise before completing the questionnaire. This did not materialize and it led to some of the respondents not completing the questionnaires in the manner I had hoped for. Some of the completed questionnaires were later found to have some unfilled spaces especially at the open-ended questions. Again, this situation was also believed to be responsible for why I could not receive all questionnaires issued out at Aflao and had to leave for other stations. Even though some of the questionnaires left behind were posted to me weeks later, some amongst them were found to be not completed at all.

Another limitation faced was not getting many senior officers to take part in the sampling. I had planned a semi structured interview session with the five sector commanders who also happened to be the most senior officers in their respective sectors. However, this could not be done because just like many other senior officers, they excused themselves with the reason of being too busy or attending to other issues. Only a couple of the senior officers showed personal interest in completing the questionnaire. For what it is worth, it needs to also be placed on record that the sector

commander for Leklebi-Dafor Sector Command gracefully obliged to be sampled and duly completed the questionnaire.

3.10 Data Analysis

Data was gathered on 120 respondents using a questionnaire that had over thirty-five questions. The collected data covered a number of subject matters that were drawn from the research objectives among others. In achieving the set objectives, the data collected from respondents included some quantitative and qualitative data. In many instances, the qualitative data were mainly to validate what respondents had indicated in an earlier quantitative type questions. Respondents were each assigned a unique identification number (ID). And each respondent's response to every quantitative type question was assigned a *variable* and inputted separately in a version 16.0 copy of the SPSS data analysis software program. The program provided a quick output of analyzed data in different graphics as per requested. For this thesis however, the bar chart graphical representation was adopted for data presentation. The outlooks of inputted quantitative data on various subject matters were easily accessed from the SPSS and discussed.

On qualitative data, all responses provided by respondents were firstly recorded verbatim on Tables in Microsoft Word. The responses were grouped together under the relevant question numbers. So, all responses to a particular question were recorded in the same column on the Table. Some of the qualitative data were found to be usable in their raw state for analysis and discussion. Like the data collected on (Q9): "Where did you learn about human rights?" Here, respondents mentioned a number of sources and that data was used in analysis and discussions without much processing.

For the rest of the qualitative data, responses were coded using the yardstick as per the *rights* and *standards* discussed in chapter two of this study. The coding included *blank* (Blank), *acceptable* (Yes), and *not acceptable* responses (No). Qualitative responses beyond the coding into these three categories were again assigned variables and inputted into the SPSS for easy retrieval of analyzed data for discussions.



CHAPTER FOUR

DATA PRESENTATION AND ANALYSES

4.0 Introduction

The data gathered in the course of the research is presented and analyzed in this chapter. The data was voluminous and complex. Therefore, to make it easier for

readers to follow a meaningful trend, the data is presented and analyzed based on selected themes based on the research objectives and the conceptual framework of this study. These themes are: Examining What IOs Know Regarding HR; The Sources of Immigration Officers' Human Rights Knowledge; Ascertaining the Practical Understanding IOs Have of HR; Analyzing How Respondents' Knowledge of HR Link to Their Practical Understanding; The Contribution of the GIS Training School/Academy in HRE; The Significance of Immigration SOP to Personnel; The Contribution of In-Service Workshops to HRE in the GIS; and Respondents' Views on HR in the GIS. The presentation of data under the various themes is accompanied by tables and graphs as well as examples of the responses provided by the respondents.

Even though respondents had very positive views towards incorporating human rights tenets into the operations of the immigration service, they displayed lack of understanding of the concepts. The findings from the data suggested that a majority of the respondents did not have much knowledge and understanding of the concept of fundamental human rights especially in terms of applying the knowledge in practical scenarios. The data also showed that the immigration service's training school/academy and the service's SOP have not been significant in equipping respondents with adequate knowledge and practical understanding of human rights.

4.1 Examining What IOs Know Regarding HR

This research set out to achieve four major objectives. The first was an inquiry into what immigration officers know about fundamental human rights. This chapter therefore begins the presentation and analyses of data with the examination of respondents' knowledge of human rights which also serves as the foundation upon

which other themes of this research are examined subsequently. For the relevant data, respondents were asked a set of questions. These and their corresponding responses are presented and discussed below. To facilitate easy reference to individual respondents, an identification number (ID) 1 to 120 was assigned to each.

4.1.1 Knowledge of fundamental human rights

On the question of “How much do you know about fundamental human rights?” respondents indicated the following.

Table 3. IOs Knowledge of Fundamental Human Rights

	Frequency	Percent
Not at all	6	5.0
Little	50	41.7
Fairly much	41	34.2
Very much	13	10.8
Total	110	91.7
Blanks	10	8.3
Total	120	100

From the data, 10 respondents did not choose any option. And out of the 110 who did, only six indicated they did not know anything about HR at all. The remaining 104 indicated they had some knowledge of HR. The details are as shown in Table 3 above. To test how much they actually knew, respondents were asked a follow up question, “In your own words what will you say human rights is?” Their responses were coded. Responses that captured the meaning of human rights precisely were coded (Y). For example ID2 wrote: “Fundamental rights to which a person is entitled simply because he/she is a human being” and ID90 wrote: “It is a basic right that every human being is entitled to, regardless of who you are or where you come from etc.” These responses contain the key elements of what human right is. That is, the *basic/fundamental rights* and freedoms, and the *entitlement of every human being* to

these. Besides the above, other responses that also expressed human rights as *legal claims* or *universal values* or *legal guarantees* that every human being is entitled to, as discussed in chapter two, were also coded (Y).

With responses that were coded (Y), a careful assessment of them suggested that 17 out of the 34 responses were copied directly from some sources and did not come directly from the respondents' own knowledge and understanding of human rights. For instance, ID66, ID74 and ID79 seem to have copied from the same source but ID79 ended up with a misconstruction of the sentence as underlined below. These were their responses.

(ID66) "Human rights are rights inherent to all human beings, whatever our nationality, sex, ethnic group and origin, colour, religion, place of residence or any other status."

(ID74) "Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic, status, colour, religion, language or any other thing."

(ID79) "Human rights are rights that every human beings inherent to all human whatever our nationality, place of residence, sex, national or any other status."

Meanwhile, I witnessed ID40 copying via a mobile phone. Her response was (ID40), "They are moral principles or norms that describe certain standards of human behaviour and are regularly protected as legal rights in municipal and international law."

Responses that could not capture the meaning of human rights precisely were coded as (N). A careful examination of those responses revealed two categories. The first was responses that demonstrated *some idea* of what human rights is about. Examples from that category included (ID37), "Some obligations that needs to be respected not

infringe on anybody’s happiness” and (ID99) “Human right is a situation whereby a person’s way of living is not trampled on.”

I recognized that human rights issues are spoken about in a number of media outlets daily. And therefore respondents might be familiar with some general ideas of human rights. However, the objective of this study, among others, was to make a determination whether personnel of the Immigration Service could be said to know and understand the concepts and principles of fundamental human rights as required of them by the international documents discussed in chapter two. To that extent, responses which only reflected common comments usually made on mass media, could not be coded as being correct. The other category was responses that reflected a *lacked knowledge* of what human rights is. Some examples were (ID29), “Is very good for humans and the same bad for humans” and (ID88) “Is something that if you know, you do people complain about it.”

After coding all the responses, the results showed that ten respondents did not respond to the question (blanks). The remaining were as shown on the table below.

Table 4. IOs Explanation of Fundamental Human Rights

Yes		No		Blank	Total
	Copied	Some idea	Lack idea		
17	17	37	39	10	120

4.1.2 Knowledge of the UDHR

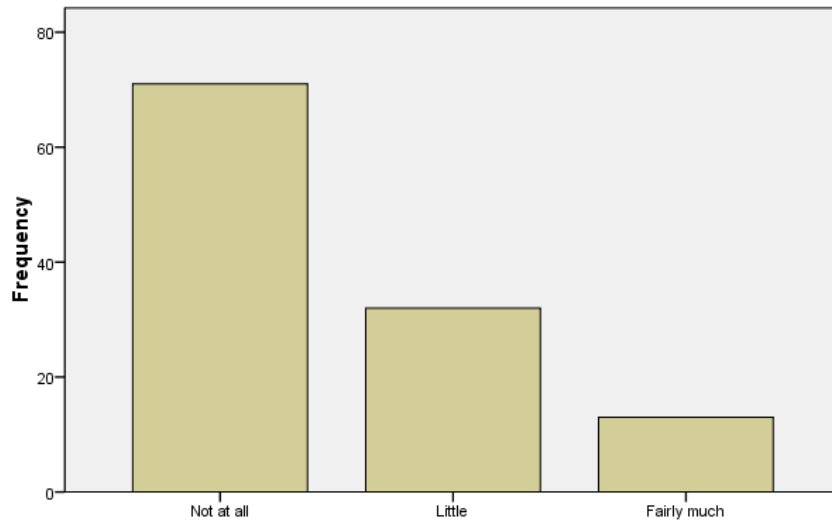
The next question that sought to test respondents’ knowledge of HR read, “How much do you know about the Universal Declaration of Human Rights (UDHR)?” The results follow.

Table 5. IOs Knowledge of the UDHR

	Frequency	Percent
Not at all	72	60.0

Little	31	25.8
Fairly much	13	10.8
Total	116	96.7
Blanks	4	3.3
Total	120	100.0

Graph 1



IOs Knowledge of the UDHR

Four respondents did not select any option. Out of the 116 who did, 72 respondents indicated they did not know anything about it at all, while 31 and 13 ticked that they knew little and fairly much respectively. None of the 116 respondents indicated he or she knew “very much” about the UDHR.

They were asked to express what they knew about the said document. And the responses of the 44 respondents who had indicated they knew little and fairly much about the UDHR were coded. Responses that explained the UDHR precisely were coded (Y). Examples were (ID33), “Is a human right document that has been accepted as a contract between a government and its people throughout the world” and (ID40) “It’s a declaration that was adopted by the UN general assembly on 10th Dec 1948 due to the 2nd world war. It talks mainly on the human rights.” The UDHR has already

been described in the chapter two of this study that it was the key document that ushered in the contemporary concepts of fundamental human rights in the early twentieth century. The cardinal determinant for the (Y) coding was whether the response identified the UDHR as a document. Any other fact related to the UDHR like the date of its adoption and some names associated with it were considered as added information.

Responses that could not describe the UDHR precisely were coded as (N). Examples included (ID3), “Free movement of people without any hindrance” and (ID83) “They are the rights that exist everywhere and must be enjoyed by everyone no matter where you find yourself.” These responses were coded (N) because they portrayed the UDHR as a kind of rights by itself and not as a document that contains a set of rights as it really is. For some of the responses that were coded (N) it was identified that the respondents concerned really exhibited lack of knowledge or even ideas about the UDHR even though they had claimed otherwise in a previous question. Examples included (ID55), “All migrant has the right to live because so many of them travel for greener paschur [pastures]” and (ID80) “Is an international organization that wants to protect human rights.”

It was also identified however that some respondents exhibited some ideas of the UDHR. An example is from ID18 who wrote: “The whole world has agreed to end human rights abuse.”

After the coding, the result came up as follows.

Table 6. Descriptions of the UDHR

Yes	No		Blank	Total
	Some idea	Lack idea		
8	13	7	16	44

In the end, it was eight respondents who actually exhibited accurate knowledge of the UDHR. For the rest, 16 respondents did not provide any responses even though they had indicated they knew about the UDHR.

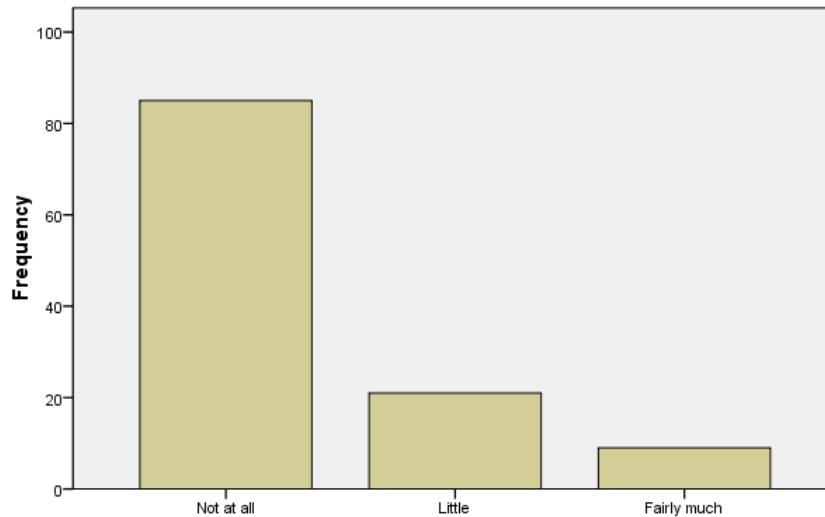
4.1.3 Knowledge of the ICMW

The respondents were asked about a human rights document that makes a special reference to issues involving migrants and migration in general. That is, the “International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (ICMW).” On the initial question of “How much do you know about the International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (ICMW)?”, the result was as follows.

Table 7. IOs Knowledge of the ICMW

	Frequency	Percent
Not at all	85	70.8
Little	21	17.5
Fairly much	9	7.5
Total	115	95.8
Blanks	5	4.2
Total	120	100.0

Graph 2



IOs Knowledge of the ICMW

Five respondents did not tick any option (blanks). From the 115 who did, 85 respondents indicated they did not know anything at all about the said human rights document. For the remaining 30 respondents, 21 and 9 respondents indicated that they knew little and fairly much respectively. None of the 120 respondents indicated he/she knew “very much” about the ICMW.

In a follow-up question respondents were asked “Briefly describe any specific thing that is contained in the ICMW.”

When the data was examined, it was realized that 19 respondents out of the 30 did not make any expressions of what they had indicated they knew. The remaining 11 respondents provided responses but only one: (ID33) “Their human right. Their right to work at any country”: was singled out and coded (Y). Some provisions in the ICMW actually discuss a number of rights that are applicable to migrants and their families regarding work. Therefore the expression “Their right to work at any country” was considered as an expression that could be associated to the ICMW.

With the rest of the 10 responses that were coded (N), some of them were considered to be respondents’ own ideas of what the ICMW might be. Those responses were put

under a category that indicated the respondents have some idea; albeit the expressions were more of general statements. Examples included (ID65), “Migrant workers are human beings and therefore must have basic human rights” and (ID117) “It is the law that protects every migrant.” They lack any specific reference to provisions that are contained in the document.

Others were considered to be expressions that indicated the respondents lacked idea of the said document. Examples included (ID14), “Rescue and reintegration in the larger society” and (ID95) “It is an international body advocating for institutionalizing the fundamental human rights through the world.”

In the end, the result of the 30 respondents was as follows.

Table 8. Expressions on the ICMW

Yes	No		Blank	Total
	Some idea	Lack idea		
1	3	7	19	30

In conclusion, the data gathered produced some findings in relation to the theme “Examining what IOs know regarding HR.” The first was that, although 86.7% of the respondents had indicated they had knowledge of fundamental human rights, a deeper probe revealed only 14.2% actually did. Many expressed ideas of human rights that suggested common mass media knowledge. Also, very few of the respondents, 6.7% and 0.8%, exhibited accurate knowledge of the UDHR and the ICMW respectively. This was actually a reflection of the fact that 63.3% and 75% respectively, had indicated they knew nothing about these documents.

4.2 Exploring the Sources of IOs' Human Rights Knowledge

In respect of identifying where immigration officers received their knowledge of human rights, a number of sources as captured in the gathered data are mentioned and discussed in this section. The sub-sections under this section discuss issues that are related to either the research objectives or the conceptual framework of this study.

4.2.1 Primary sources of respondents' human rights knowledge

In ascertaining respondents' primary sources of human rights knowledge they were asked, "Where did you learn about human rights?" Their responses was tabulated as follows.

Table 9. Sources of HR Knowledge

Education				Media			Others						Blanks	
Secondary School	University	Junior High School	Polytechnic	Radio TV	Social Media	Internet	GIS Training	Personal Reading	Programmes	The Constitution	Work Place	Was An Instructor		Ghana
40	4	3	1	33	2	5	7	5	2	2	1	1	1	
48				40			19						13	

Some respondents within the highlighted groups also mentioned the GIS training in addition. Six among the secondary school group, the one in the polytechnic group, four among the radio and TV, and one among the personal reading group. These 12 respondents mentioned that apart from other sources as indicated on the tabular above, they also received human rights knowledge from the immigration training school/academy. Meanwhile seven respondents exclusively mentioned the training school/academy as where they received their knowledge from. The tabulation revealed that the majority of the respondents received their knowledge of human rights from their secondary schools and the electronic media.

The seven respondents who had indicated they received their knowledge exclusively from the GIS training school/academy were identified, and the responses they provided when asked to explain what human rights was about (Table 4), were also examined. The finding from the examination was as follows.

Table 10. HR Knowledge Sourced from GIS Training

Yes	No		Blank	Total
	Some idea	Lack idea		
0	2	4	1	7

That is, out of the seven respondents, there was no one whose definition of human rights was coded as (Y). One respondent even though had earlier indicated he knew *very much* did not write anything (blank). The remaining six respondents whose responses were coded (N) belonged to the two categories of respondents who had *some idea* of human rights and those who *lacked knowledge* of it. This examination was done in order to get an idea of the level of human rights knowledge the immigration training school/academy provided to the respondents.

4.2.2 HRE by the GIS training school/academy

As argued in chapter two, if HRE were adopted, the Immigration Service would have included it in training curriculum and SOPs. This sub-section therefore examined data to ascertain the contribution of immigration training to respondents' HRE needs.

For the specific question: "Were you taught human rights as a course back at the training school or academy?" the responses were as follows.

Table 11. Response Given on HR Training

	Frequency	Percent
Yes	45	37.5
No	73	60.8
Total	118	98.3
Blanks	2	1.7
Total	120	100.0

From the responses, 73 respondents indicated that they did not receive human rights training at the training school/academy whereas 45 indicated they did, with two respondents leaving that question blank. Respondents were asked a follow up question, “Briefly describe what you were taught at training on human rights.” The responses provided by the 45 respondents who had indicated they received human rights training, were coded as described below.

Responses that captured any meaningful expressions of human rights as discussed in chapter two were coded (Y). Here, it must be pointed out that the yardstick used in determining the coding was not the same as used in Table 4 above. Whereas the former looked for cardinals like *basic/fundamental rights* and *everybody’s entitlement*, the yardstick for this one was lowered to include any meaningful expression that could be directly linked to the concept of human rights. An example of the (Y) coded responses was (ID74), “Was taught that we are all actually entitled to our human rights without discrimination and must not use our position as personnel to intimidate people.”

Responses that could not capture meaningful expressions of human rights were coded as (N). Some of the responses in this group were found to be expressions that had to do more with standard operating *ethics* rather than a strict product of human rights education. Examples were (ID9), “We must not take the law into our own hands. We

must follow the due process in handling criminals” and (ID47) “Back at the training school we were taught to be fair to migrant.” These instructions are standard at law enforcement trainings. Knowing them does not give a convincing indication that one has adequate training in HRE.

There were some other (N) coded responses that were more *divergent* in nature. An example was (ID85), “We were taught of how to process travellers and even if they find it difficult to understand the reason why you should examine the traveller when crossing the border to another country.”

After coding, the result came up as follows.

Table 12. HR Knowledge from Training

Yes	No		Blank	Total
	Work Ethics	Divergent		
6	18	12	9	45

Out of the 45 respondents who indicated they had received human rights training from the immigration training school, nine did not indicate what exactly they were taught, whereas for those who did, six responses were coded (Y).

A couple of those who had indicated they did not receive human rights training provided some responses that deserve mentioning to make some points. ID14 wrote: “At least back at training school, the course *ethics* teaches about right and wrong, morally.” This seemed to support the categorization of some of the (N) coded responses as being expressions of standard work *ethics*.

Also, ID19 wrote: “It came under trafficking i.e. human trafficking.” From his response, human rights was mentioned during lessons on Human Trafficking back at the training school/academy.

Making a reference to the courses taught at the immigration training school/academy which have been listed in chapter two of this study, the topics *Human Trafficking*,

Migration and Human Trafficking were identified in the senior officer and recruit training respectively. The inference drawn from this was that some of the respondents mistook the mentioning of human rights during lessons on Human Trafficking as HRE. This was evident in responses provided by ID78 and ID80 when they described what they were taught at training on human rights. They wrote: “Human rights were being linked through human trafficking and child smuggling when we were at training” and (ID80) “I was taught that, child trafficking, human smuggling and human trafficking are examples of abuses of human rights” respectively.

One other examination which was conducted was the comparison of the data on “Where did you learn about human rights?” and “Were you taught human rights as a course back at the training school or academy?” As mentioned above, 45 respondents indicated in the latter that they were taught human rights at training. To ascertain the veracity of this information, the data was compared with the responses provided by these 45 respondents in respect of the former question. The findings were as follows.

Table 13. Comparison of Where 45 Learnt HR

Match	With others	Not match	Blank	Total
7	11	24	3	45

From the comparison, it came out that three respondents did not provide any responses to the former question. The responses provided by seven respondents were a perfect match because they mentioned only GIS Training as where they received HRE. Eleven of the respondents had also mentioned the GIS Training together with other sources. And then as many as 24 respondents mentioned totally different sources as where they had learnt human rights from, even though they indicated in the latter that they were taught human rights at training. Such a finding casts doubts about

the claim by these 45 respondents that they were taught human rights at the immigration training school/academy. Perhaps that explains why only six respondents among the 45 had their responses coded as (Y) when asked to describe what they were taught at training (Table 12).

In conclusion, the data presented and analyzed under this sub-section suggested that the contribution of the GIS Training School/Academy in HRE, had been inadequate if not nonexistent. This seemed to be corroborated by the data on Table 9 which also showed that only 19 respondents in total mentioned the immigration training school/academy as where they received knowledge of human rights from.

4.2.3 HRE through GIS in-service workshops

One viable avenue through which personnel of an institution could be equipped with required human rights knowledge and skills is the organization of in-service workshops. As a result, data was gathered in that regard to ascertain the extent to which in-service workshops have been utilized to provide respondents with some HRE. In doing that, respondents were asked, “Since you came out of the training school or the academy, how many workshops on human rights or human rights education have you attended?”

Respondents indicated the following.

Table 14. Attended HR Workshops

	Frequency	Percent
Never	106	88.3
1 (once)	11	9.2
2 (twice)	2	1.7
3 (thrice)	-	-
More	1	0.8
Total	120	100.0

From the data, 106 respondents indicated they had never attended any training workshop on human rights since coming out from the training school or academy, with the remaining 14 respondents indicating various numbers of times they had done that. In a follow up question, respondents were asked, “What ideas on human rights do you remember that any such workshop provided to you?” The 14 respondents who indicated they had attended such workshops, provided responses that were coded as follows.

Responses that expressed some identifiable ideas of human rights were coded (Y). Here, any response that had an element of human rights ideas was coded (Y). An examples was (ID9), “Everyone has a right to vote in any national election. Every criminal has right to counsel or defense.”

Responses that could not express some identifiable ideas of human rights were coded (N). Some of the responses were found to be *routine* in nature. An example was (ID55), “It was about 2008 election when we were asked not to bully voters.” There was also another category of the (N) coded responses that were found to be *vague* in nature. An example was (ID88), “We met a lot of people in our workshops with much difficulties.”

The result came up as follows.

Table 15. HR Knowledge from Workshops

Yes	No		Total
	Routine	Vague	
9	2	3	14

The result showed that nine out of the 14 respondents provided legitimate responses in the follow up question that asked them to mention something about the content.

Some observations were made from this data that needed to be highlighted. ID55 indicated he had attended human rights workshop once. And when asked to express any human rights ideas from the workshop, he mentioned the 2008 general elections as quoted above. It suggested strongly that the workshop he referred to could be any of the many workshops that were routinely organized for stakeholders on election related matters during electioneering period.

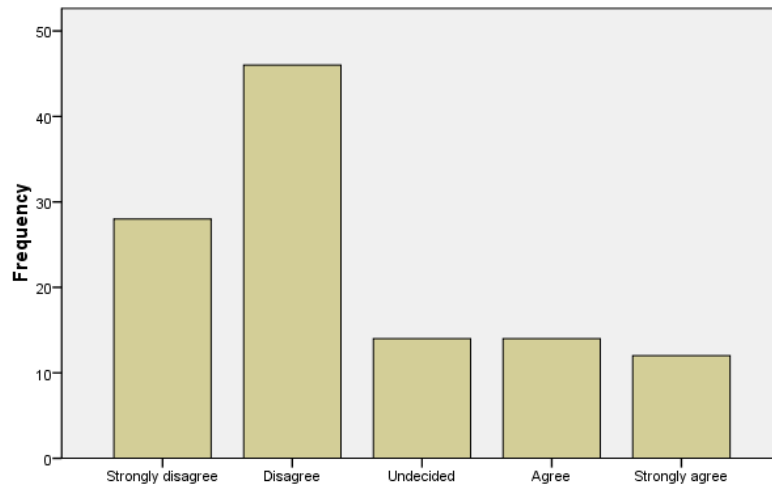
Again, ID88 was identified as the only respondent who indicated had attended more-than-thrice workshops on human rights. However, his response to the follow up question was: “We met a lot of people in our workshops with much difficulties.” This response also suggested a contrary indication that he had attended that many number of workshops on human rights.

The inference drawn from these observations was that those responses that were coded (Y) could have been ideas gotten from other sources or workshops other than human rights workshops. And that it was very likely that the 14 respondents had not had the opportunity to attend any specific in-service training or workshop on human rights as they indicated. These observations from the data suggested that in-service training or workshops specially organized to provide respondents with human rights education, may not have featured yet in the operations of the Immigration Service.

To gauge respondents’ position on the findings made on the above subject matter, they were asked, “How would you react to the assertion that the service has given you adequate training in human rights?”

They responded as follows.

Graph 3



Received Adequate HR Training

The indication from this data was that an overwhelming majority of the respondents believed they have not received adequate HRE from the Immigration Service. This synchronized with similar indications gleaned from previously shared data.

4.2.4 Personal materials for HRE

As a possible source of acquiring knowledge, respondents were asked if they had any personal book(s) or material(s) on human rights. The result was as follows.

Table 16. Have Materials on HR

	Frequency	Percent
Yes	26	21.7
No	92	76.7
Total	118	98.3
Blanks	2	1.7
Total	120	100.0

Whereas 26 affirmed they did have, the remaining 92 respondents indicating they did not have any such material on human rights. The indication from this data was that, for those 92 respondents their major source of getting knowledge of human rights could then be inferred to be that which they indicated on Table 9. This suggested that

without any advantage of HRE from the training school/academy, or in-service training or workshops, the respondents would be handicapped in their acquisition of in-depth knowledge of human rights. Considering that previous data have indicated the training school/academy, and in-service training or workshops have not contributed much, it can be concluded that IOs do not obtain a deeper understanding of HR from any specialized sources beyond what is provided to the general public.

4.3 Ascertaining the Practical Understanding IOs Have of HR

The set of questions that sought to test respondents' practical understanding of human rights were specially crafted in given scenarios. This approach was adopted as a means of assessing respondents' knowledge and understanding of human rights in practical terms. The various international human rights documents, mentioned and discussed in chapter two of this study, were specially prepared to equip law enforcement officials with the requisite knowledge and understanding of human rights. After acquiring the knowledge, the expectation is that they should be able to apply them in their operations. The application of human rights knowledge in law enforcement work is about recognizing the various rights that are at stake at different stages of carrying out one's duty, and protecting those rights. The motive for asking respondents these set of questions, was therefore to ascertain how well the respondents would be able to recognize the specific rights that were at stake in each of the given scenarios.

4.3.1 Respondents' self rating of ability to practicalize HR

The inquiry started with a foundational question of “How well can you practically *apply* human rights in your work?” This question provided respondents with an opportunity to make a self-assessment of themselves prior to attending to the practical scenarios. The data gathered on this came up with the following result.

Graph 4



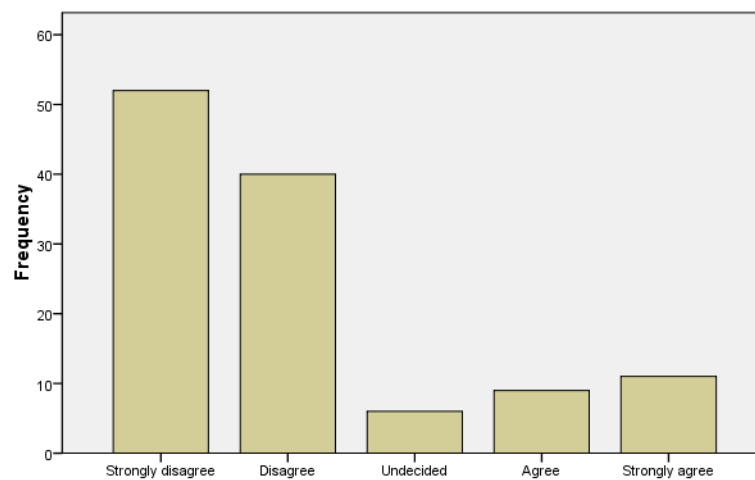
Two respondents indicated they could not apply human rights, whereas 111 respondents indicated varying degrees of how well they could practically apply human rights in their work.

4.3.2 Respondents' position on HR violations beyond physical abuse

As part of setting the grounds, respondents were tested on, “The only way to violate a traveler’s human rights is to physically assault him or her.”

The following were the results.

Graph 5



Only Physical Assault as a Violation

As many as 92 respondents disagreed that physical assault was the only way to violate a traveler's human rights. The inference was that they acknowledged there are various ways through which a traveler's human rights could be violated.

Considering the findings from the data on the two preliminary questions above, there were the indications that respondents would be able to identify the various rights captured in the given scenarios.

Based on this established foundation, respondents were then tested on some practical scenarios. The expectation was to get data that would either corroborate the above indications or refute them.

4.3.3 A scenario involving right to dignity

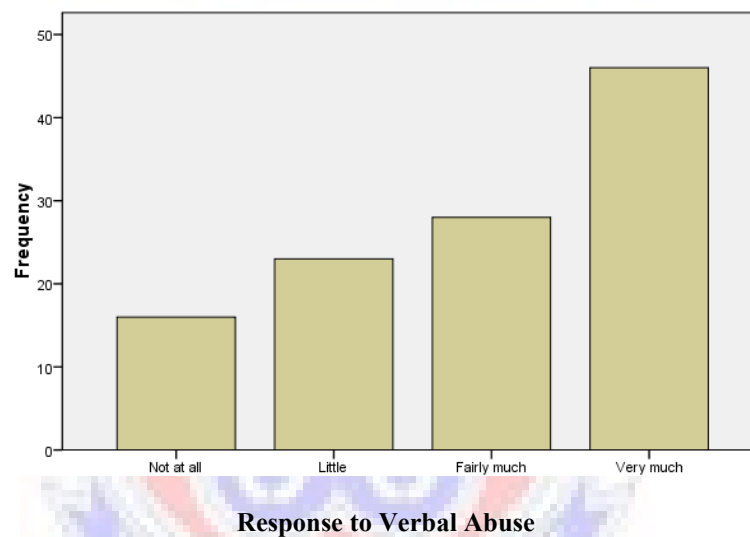
The first of the five scenarios read: "In a scenario where an officer verbally insults a traveler for possessing a faked travel documents, is there any human rights issues involved?"

Responses from the respondents came up as follows.

Table 17. Response to Verbal Abuse

	Frequency	Percent
Not at all	16	13.3
Little	23	19.2
Fairly much	28	23.3
Very much	46	38.3
Total	113	94.2
Blanks	7	5.8
Total	120	100.0

Graph 6



From the data, 16 respondents indicated there were no human rights involved in the insults. However, 97 indicated a varying degree of human rights involvement.

This scenario sought to ascertain if respondents could identify the verbal insult in the given scenario as a violation of the traveler’s fundamental human rights. Specifically, the scenario bordered on a violation of the traveler’s *right to dignity*. The subsequent explanations given by the 97 respondents were subjected to coding.

Responses that appropriately identified verbal insult as an issue of *rights* were coded (Y). An example was (ID33), “You can charge him for possessing fake travel document not insulting him. Insulting him is the abuse of his human right.”

In some cases even, the bar was lowered for some responses just because they mentioned *rights*, though they could not mention categorically that it was rights violation. An example was (ID67), “The right of person should be respected and needs to be talk to in a rightful manner.” These responses above were all coded (Y).

Responses that did not link the verbal insult to issues of rights were coded as (N). A careful study of the responses that were coded (N) revealed that some of them were quite *vague* and abstract. An example was (ID17), “Insult is respective some people call a bitter truth an insult.” Another category of responses that dominated the (N) coded responses were based on a *moral, ethics or courtesy* points of view. An example was (ID78) “The traveler sometimes may know or may not know that the document are fake so is up to you the officer to exercise patience and talk to the traveler.” The third category of responses were those that seemed to align with *standard operating procedures*. And that is, simply arresting any person who offended the law without side issues. An example was (ID6), “The officer is not suppose to insult a traveler for using fake travel document. The officer is suppose to arrest the traveler.”

Many state institutions like the Ghana Immigration Service have a documented standard operating procedures (SOPs) that guide its personnel on how to carry out duties. In many cases, following the SOP lead to protecting people’s fundamental rights. However, the concept of providing HRE to LEOs go beyond the application of SOP. This is because not all SOPs were strictly prepared with the sole intention of ensuring that all possible human rights issues are catered for. If that were the case, like the various scenarios featured in this data would find their way in such SOPs for officers to be aware of how to handle such situations to ensure that rights are

protected. But the fact remains that, all these nitty-gritty human rights scenarios are not normally provided for in SOPs. That was why there was the introduction of HRE to LEOs. The concept was that with a proper knowledge and understanding of human rights, LEOs would by themselves be able to recognize the various rights and protect them as and when they came up in their operations. For this reason, though some respondents opted for the arrest of the offender in the above given scenario (i.e. following the SOP), they still failed to recognize that there had been a violation of the person's rights. And that is the crux of this study.

After coding the responses of the 97 respondents, the result came out as follows.

Table 18. Explanations to Verbal Insults

Yes	No			Blank	Total
	Vague	Moral	SOP		
14	11	43	23	6	97

Six respondents did not provide any explanations (blank) and for the rest who did, 14 respondents linked the verbal insult to an issue of human rights violation.

For those who indicated *not at all* in the initial question, they provided explanations which suggested that they really could not identify any wrong doing let alone human rights issues in the given scenario. Some examples were (ID24), "Because possessing a faked travel documents is a big offence in other words trying to deceive the officer" and (ID111) "That will at least stop them from acquiring fake traveling document."

4.3.4 A scenario involving right to life

The next scenario was: "You by chance meet a hardened smuggler in a bush somewhere along an unapproved route while on foot patrols. On seeing you, he dropped the goods and took to his heels. It is likely that you cannot arrest him if you

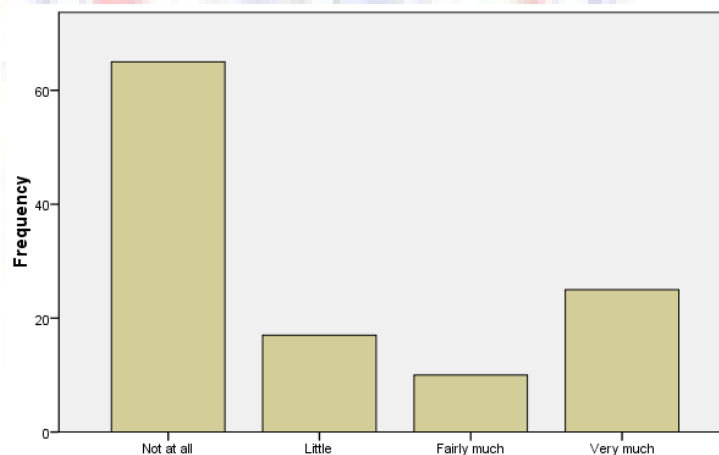
decide to give him a chase; meanwhile you are armed and have the authority to use it. If you decide to shoot his legs as he runs away in order to be able to arrest him, would that be a human rights abuse?”

Respondents indicated the following.

Table 19. Response to Shooting

	Frequency	Percent
Not at all	65	54.2
Little	17	14.2
Fairly much	10	8.3
Very much	25	20.8
Total	117	97.5
Blanks	3	2.5
Total	120	100.0

Graph 7



Response to Shooting

Here, 65 respondents indicated there was no human rights abuse, whereas 52 respondents indicated there was some kind of human rights abuse.

Beyond the above indications, respondents were asked in a follow up question to explain their positions. The explanations given by the 52 in support of their indication that there was some kind of human rights abuse, were coded as follows.

Responses that appropriately linked the shooting of a fleeing smuggler to rights and standards were coded (Y). The yardstick used in the coding was as per the *rights* and *standards* discussed in chapter two of this study. Among the standards discussed were the “Basic Principles on the Use of Force and Firearms by LEOs.” Per the human rights standards, as far as the smuggler in the above scenario did not pose any threat to the life of the officer or anyone else, and especially as he was fleeing, it was against human rights standards to shoot. The first violation was that, shooting in order to prevent him from fleeing and to arrest him amounted to the use of *brute* and *excessive force* in causing the arrest. The second and most crucial was, *endangering the life* of the smuggler when there was no cause for that because he posed no threat to anyone’s life. That amounted to the violation of the *right to life* of the smuggler. From the above yardstick, any response that related the scenario to any of the points raised above was coded (Y). The most preferred responses included the following because they saw the issues from human rights perspectives (ID55), “Yes the person can die if you shoot the wrong place. But he/she has right to live” and (ID105) “The officer will abuse the right of the smuggler by shooting his legs in order to arrest him. That is, is against the right to life.” These responses and similar ones were coded (Y) under the *Rights* category.

Some other (Y) coded responses could not identify the violation of *right to life*. But they were coded (Y) because they recognized that there needed to be a threat before deciding to shoot. Examples of such responses included (ID12), “Is wrong for officer to shoot a suspect when the officer’s life is not in danger” and (ID30) “In my opinion, he knew he was wrong that was why he dropped the goods and ran away. He should not be shot at if he does not attack the officer or shoot the officer or attempts attack.” These responses and similar ones were coded (Y) under the *SOP* category.

Responses that did not identify the rights and standards as discussed above were coded as (N). A scrutiny of those responses revealed that some were *vague*. An example comes from ID98 who wrote: “Because every human has the right to do whatever she or he likes.” Some of the responses also suggested that it would be a *waste of energy and time* to decide to shoot when the smuggler had decided to run away. Such responses fail to recognize that there were some issues of *standards* and *rights* violations involved and not just a matter of convenience. An example comes from ID113 who wrote: “You can decide to shoot him or not, but if he is running away and you don’t really think shooting is necessary, then you can just pick the goods and go away.” One other category that was identified was responses that sought to *justify* the shooting. An example was (ID69), “Because you will not want to shoot him straight away but because he is running away, you don’t have any choice, than to shoot and arrest him.”

The result came out as follows.

Table 20. Explanations to Shooting

Yes		No			Blank	Total
Rights	SOP	Vague	Waste	Justified		
10	10	9	10	12	1	52

From the result, 20 respondents gave explanations that related the issues to *rights* and *standards* governing the usage of weapons by LEOs. The remaining 33 respondents though had indicated the shooting was improper, failed to provide explanations that appropriately identified the standards and human rights issues involved in the given scenario.

Meanwhile, respondents who indicated there were no human rights involved at all, also provided some explanations. Some of them were (ID5), “Is not a human right

abuse may be you can't run as fast as he does so in other for him not to escape that is the only option for you" and (ID58) "In as much as human right exist, the work must as well go on. Shooting his legs is to enable me arrest him which the law agrees."

Another observation from the data suggested that some of the respondents have erroneous impression about the most common rule of *minimum force*. ID9 wrote: "As officers, we are to arrest and bring the criminals for further action, shooting his legs is the application of minimum force and that is the only means we can catch" and ID33 also wrote: "No, shooting his leg at this is to me a minimum force which will allow me to arrest him for him to face charges at law court." Here, the respondent failed to identify that shooting an unarmed fleeing smuggler could never be described as an appropriate use of *minimum force*.

4.3.5 A scenario about the right to privacy

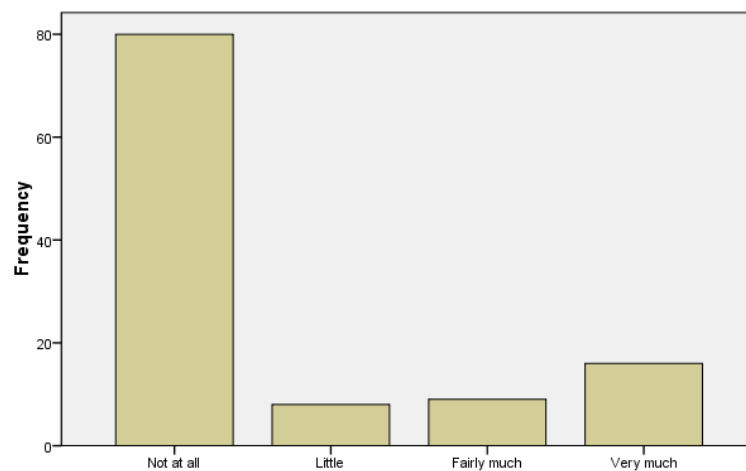
The scenario for this inquiry read: "In processing a man and his lady companion during departure formalities for a weekend holiday in the neighbouring country, you found undisputable evidence that they are sex partners. Incidentally, you realized the man is the husband of your elder sister whom you cared about so much. Your instinct urges you to alert your sister of the husband's extra marital affair. Is this the correct thing to do?"

Respondents indicated the following.

Table 21. Response to Private Information

	Frequency	Percent
Not at all	80	66.7
Little	8	6.7
Fairly much	9	7.5
Very much	16	13.3
Total	113	94.2
Blanks	7	5.8
Total	120	100.0

Graph 8



Response to Private Information

On this issue, 80 respondents indicated it was incorrect to divulge such private information, whereas 33 respondents indicated there was some correctness in doing that. Respondents were as usual asked to provide explanations for their positions. This was to ascertain if they could identify the human rights dimension of the given scenario. For the 80 respondents who indicated it was incorrect, their explanations were coded as follows.

Responses that identified issues of *privacy* and *rights* as discussed in chapter 2 were coded (Y). Law enforcement officials (LEOs) by the nature of their work are disposed to private information on individuals due to their privileged position as investigators and law enforcers. Meanwhile, every individual has the fundamental rights to his or her privacy. For these reasons, special *standards* have been prepared and adopted to govern LEO's operations in order to also ensure that individuals' fundamental rights are as well protected. The key consideration in such matters of privacy is to ensure that the divulging of any such private information is strictly in line of officially sanctioned duty, and it is geared towards preventing a crime or in solving an already committed crime. It is therefore a violation of rights when such privileged private

information is used for an official's own private gains or reasons. On the above given scenario therefore, as far as the officer concerned intend to use the information in his or her possession for personal reasons, it would totally amount to a violation of the individual's *right to privacy*.

Some of the responses coded (Y) identified the issue from the angle of the man's right to *privacy*. An example was from ID58 who wrote: "No because each person has the right to privacy. Again as a professional officer certain information are on need to know basis." Other responses identified the issue from the man's right to *social life* of his choosing. An example was (ID25), "If you report the man to your senior sister, you are abusing the right of the man since it is his right to live his life the way he prefers or chooses."

Responses that did not link the issues to the abuse of the man's *rights* as identified above were coded as (N). Those respondents based their reasons on other considerations. Some responses were based on *socio-cultural* and *religious* considerations. An example was (ID3), "What the belief of the person. Is he a moslem [muslim], Christian or a traditionalist. May be he is entitled to other affairs."

Other respondents based their reasons on not wanting to be seen as trouble makers. An example comes from ID69 who wrote: "It is not me who will tell my sister, she has to find out herself otherwise if the marriage collapse they can say I caused it."

Some of the respondents also based their reasons on *work ethics* rather than identifying it as *rights* abuse. An example was (ID26), "This has nothing to do with your immigration duties. You are profiling them as traveller. Issued [issues] relating to those must be handled in the house not at work."

Another group of respondents based their reasons on diverse considerations. Some examples included (ID23), "Because I am also a man and it can happen to me and

anyone else and what of otherwise?” and (ID105) “Further investigations must be applied before alerting the sister.” All these responses, as far as they failed to recognize the issue of a violation of a *right* involved, were coded (N).

Results after the coding showed the following.

Table 22. Explanations to Private Information

Yes		No				Blank	Total
Privacy	Socially	S-CR	Work Ethic	Trouble	Diverse		
4	6	4	25	16	13	12	80

Ten respondents related the given scenario to issues of a possible abuse of the *social* or *privacy* rights of the man, whereas 58 respondents related it to other considerations. Respondents who indicated there was some correctness in using the officially acquired private information for personal reasons, adduced explanations for their positions. Examples included (ID18), “I will tell my sister because the man is committing a crime called bigamy which [is] punishable” and (ID28) “If I don’t tell my sister about it, the man can get sickness and transfer it to my sister. And I will feel sorry.”

4.3.6 A scenario on the right to be free from torture

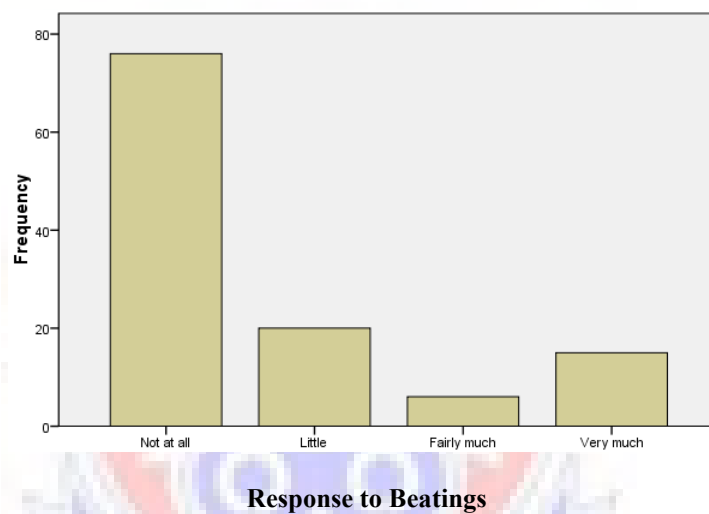
The fourth scenario read: “A troublesome migrant physically beat up an officer who was lawfully carrying out his duty. What is your view if colleague officers come to his aid by arresting the migrant and subjecting him also to some severe beatings in order to “teach him some lessons” and also as a retaliation for what he did? Is this acceptable procedure?”

Respondents indicated the following.

Table 23. Response to Beatings

	Frequency	Percent
Not at all	76	63.3
Little	20	16.7
Fairly much	6	5.0
Very much	15	12.5
Total	117	97.5
Blanks	3	2.5
Total	120	100.0

Graph 9



Here, 76 respondents indicated it was unacceptable to beat up an offender in retaliation, whereas 41 respondents indicated it was to some extent proper to do that.

The explanations given by the 76 respondents were subjected to coding as follows.

Responses that related the unacceptability of the beatings to issues of human rights abuse were coded (Y). The human rights principles underlining the above scenario have been discussed extensively in chapter two under “Right to be Free from Torture.” The key points are that, the United Nations Convention Against Torture (CAT) and the United Nations Code of Conduct for Law Enforcement Officials give protection of rights to individuals who may find themselves in the above given scenario. In line with human rights standards, “any act by which severe pain or

suffering, whether physical or mental, is intentionally inflicted on a person for such purposes as punishing him for an act he or a third person has committed or is suspected of having committed” would be considered as *torture*. Meanwhile *torture* is considered as one of the grievous human rights violations. Again, “No law enforcement official may inflict, instigate or tolerate any act of torture or other cruel, inhuman or degrading treatment or punishment, nor invoke exceptional circumstances as a justification of torture or other cruel, inhuman or degrading treatment or punishment.” These provisions imply that the perpetration of any of the acts described above, against any individual no matter the circumstances, would amount to a serious violation of that individual’s human rights.

Four respondents turned out to be those who related the issue to *rights*, and were therefore coded (Y). They included ID111 who wrote: “That migrant should face the law and not to be beating since beating is also against human right.”

Responses that did not relate the beatings to issues of human rights abuse were coded as (N). Many of the responses in this group propounded ways of dealing with such matters which could be argued as normal procedures. Some of the responses simply advocated for the *arrest* of the migrant. An example was (ID93), “The migrant should be arrested and handed over to the appropriate quarters.” Other responses prioritized the need for *professional conduct* in dealing with the matter. An example comes from ID58 who wrote: “No because the officer is a trained professional who must exhibit [exhibit] professionalism at all times.”

Though some of the respondents had indicated the retaliatory beatings was not proper, they however explained the *necessity* for such things in some circumstances. An example was (ID113), “As professionals, it is not proper for officers to beat a traveler.

However, some of the migrant are very stubborn and sometimes there need to be something that can put fear in them.”

Some other responses were found to be *contradictory* to what the respondents had indicated in the initial question. An example comes from ID30 who wrote: “Its not acceptable at all, but that is exactly what I would have done. It would be very painful & difficult to wait for the law.” There were also some responses that were based on *diverse* considerations. An example was (ID80), “Two wrongs do not make a right.” When the explanations given by the 76 respondents were coded, the result came out as follows.

Table 24. Explanations to Beatings

Yes	No					Blank	Total
	Arrest	Professional	Necessary	Contradictory	Diverse		
4	45	11	3	2	6	5	76

Only four respondents explained the unacceptability of the beatings from the angle of it being a human rights issue, whereas 67 related it to other issues.

The other group of respondents, who indicated earlier that there were some levels of acceptability to the retaliatory beating of the migrant, also put forward some explanations for their position. Examples included (ID52), “Because he has brought himself we have to beat him well so that next time he will learn sense” and (ID119) “In academy/training we have a term “body of men” so the migrate just faced it by defaulting the law.” Such explanations clearly indicated that the respondents concerned seem not to consider the place of human rights in matters of this nature. In military parlance, the term “body of men” referred to by ID119 means, *once it affects one, it affects all*.

4.3.7 A scenario involving the right to health

The final scenario was given directly without any initial options for respondents to tick. It was contained in a question that read: “A suspect, who has been placed on the Wanted List on reaching the border, sensed danger and attempted to run away but stumbled and injured himself in the process and that made it possible for you to apprehend him. What actions will you take upon his arrest?” Respondents shared varied views on this scenario and their views were coded as follows.

Responses that mentioned the seeking of medical attention for the suspect were coded (Y). The concepts of fundamental human rights identify *right to health* as one of the very basic and essential human rights that every individual must be protected against its violation. Human Rights documents that were specially prepared for LEOs task them to “ensure the full protection of the health of persons in their custody and, in particular, shall take immediate action to secure medical attention whenever required.” With this provision, LEOs are expected to recognize that it is a matter of *rights* entitlement that injured suspects in their custody are given immediate medical attention. Some LEOs may see providing a suspect with medical attention as a matter of discretion, goodwill or any other, rather than an obligation arising from human rights tenets. The caveat *immediate action* as captured in the above quotation implies that any LEO, who finds himself or herself in the above given scenario, would be expected to take the seeking of medical attention for the suspect as a matter of priority, as it borders on basic human rights. Based on the above discussed, responses that made references to medical attention were coded (Y). A careful look at the responses revealed two categories. That is, those who indicated they would provide *first aid* to the suspect by themselves of which an example was (ID102), “I will give him first aid and then hand him over to the BNI or police.” And those who indicated

they would send the suspect to the *hospital* or a health facility. An example was (ID120), “I will take him to any nearby hospital for treatment and later hand him over to the authority.”

Responses that did not make any indication of medical attention were coded as (N). Many of them in this group propounded the *arrest and handing over* of the suspect to the appropriate authorities. An example included (ID31), “He must be sent to the cells cross check his data from the stoplist if he is the real person then send him to the appropriate quarters to apply the law on him.”

The results after coding showed the following.

Table 25. Right of Injured Suspect

Yes		No	Blank	Total
First Aid	Hospital			
16	38	53	13	120

It resulted that 54 respondents made references to the provision of medical attention to the injured suspect in the given scenario. However, a critical look at those 54 responses revealed that none of the respondents related their decision to an issue of the suspect’s *right to health*. That means, if that yardstick were used, none of the respondents would have been coded (Y). It therefore stands to reason that the decision of the 54 respondents to seek medical attention for the injured suspect, were perhaps borne out of goodwill, rather than in fulfillment of human rights tenets.

4.3.8 Conclusion on the scenarios

After analyzing the data gathered in respect of ascertaining respondents’ ability to recognize issues of human rights in their daily operations, I made some findings. The first was that a critical look at the few responses that were coded as acceptable (Y)

suggested that they were borne out of respondents' personal attributes on; moral, goodwill, courtesy, work ethics, or adherence to procedures, and not from a deeper understanding of the principles of human rights. For instance, the first scenario bordered on the *right to dignity*. And out of the 14 respondents (11.7%) whose responses were coded *acceptable*, only one respondent amongst them (ID90) actually mentioned dignity in his response. The same could be said about the scenario on the *right to life*. Out of the 20 acceptable responses, only one respondent (ID105) could specifically pinpoint this right in his response. Even for the last scenario on the *right to health*, none (0%) of the 54 accepted responses identified the issue as bordering on the suspect's right to health.

It was also identified that, respondents who had provided acceptable response in one scenario, provided a totally unacceptable response in another scenario. This finding supported my earlier inference that the (Y) coded responses in the scenarios were not borne out of a deeper understanding of the concept of fundamental human rights. From these findings, it could be argued strongly that the 120 respondents featured in this research generally lacked a practical understanding of the concept of fundamental human rights.

4.4 Analyzing the Correlation between Immigration Officers' Human Rights

Knowledge and Practical Understanding

Having analyzed the data on both respondents' knowledge and practical understanding of human rights, there was the need to find out whether any correlation existed between the two. There were three key questions that probed respondents' knowledge of human rights. These questions got respondents to showcase their knowledge by providing explanations on matters raised which were then coded as

acceptable or otherwise. When all three were put together, respondents' scores were as follows.

Table 26. Total of Knowledge Out of Three Questions

	Frequency	Percent
Zero	98	81.7
One	19	15.8
Two	2	1.7
Three	1	0.8
Total	120	100.0

Ninety-eight respondents did not get any of the three questions on knowledge of HR correct (zero), whereas only one respondent had all three questions correct.

For the practical understanding, there were five questions involved. When similar compilation was done, the results came out as follows.

Table 27. Total of Practical Application Out of Five Questions

	Frequency	Percent
Zero	44	36.7
One	51	42.5
Two	23	19.2
Three	2	1.7
Total	120	100.0

Forty-four respondents did not get any of the five questions on practical understanding of HR correct (zero), whereas only two respondents had three questions correct. Here, no respondent had all five, or even four questions correctly.

The first observation made from the two Tables above was that, the number of respondents who had zero reduced from 98 in the knowledge probe, to 44 respondents in the practical understanding. The inference drawn from this was that, some respondents may not have had knowledge of human rights, yet they could explain practical scenarios that aligned with human rights tenets. This goes to support the

point I made earlier that some respondents attended to the practical scenarios based on courtesy, work ethics and other considerations other than deeper understanding of human rights principles. The same argument is supported when the two top groups of performers are put together in each case. For knowledge, there were three respondents in total who had two or three correct. However in the case of practical understanding, the number increased to twenty-five.

The scores obtained in the two compilations were subjected to a cross tabulation. The result showed as follows.

Table 28. Cross Tabulation of HR Knowledge versus Practical Understanding

Score		HR Knowledge				Total
		Zero	One	Two	Three	
Practical Understanding	Zero	40	4	0	0	44
	One	42	8	1	0	51
	Two	16	5	1	1	23
	Three	0	2	0	0	2
Total		98	19	2	1	120

There were three key observations that were made in exploring the correlation that existed between respondents' knowledge and practical understanding of human rights. The first was that, even though 58 respondents exhibited zero knowledge of human rights, they however showed some understanding of it in practical terms. What this suggested was that there was no correlation between those respondents' knowledge and practical understanding.

Another observation was that the two respondents, who excelled in practical understanding of human rights, rather had very low knowledge of the concept. This

finding also suggested there was no correlation between the two entities in respect of the respondents of this study.

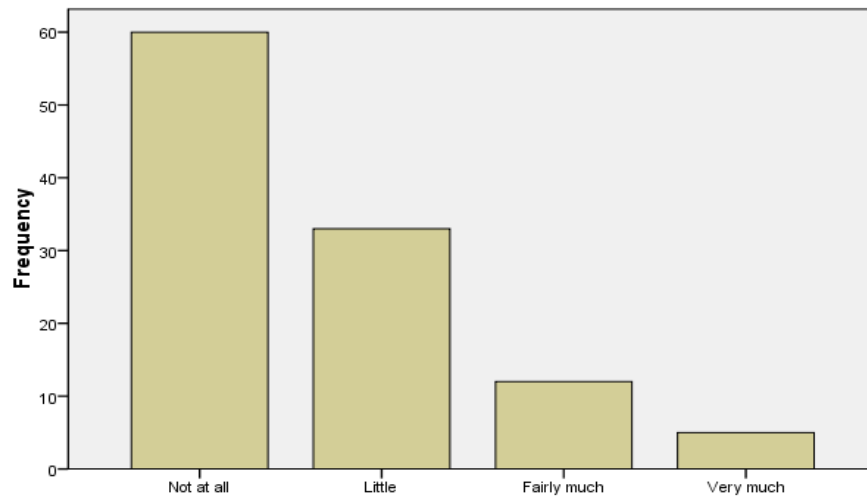
The final observation was that the only one respondent, who exhibited commendable knowledge of the concept of fundamental human rights, scored only two out of five when his practical understanding of the concept was probed. This also goes to reaffirm the earlier made declaration. The conclusion drawn from all these, therefore is that, for the 120 respondents who participated in this study, there was no correlation between their knowledge of human rights, and practical understanding of same. (See appendices for a spread sheet containing all the scores.)

4.5 The Significance of Immigration SOP to Personnel

In discussing the conceptual model of this study, *training* and *SOP* were cited as critical tools for cultivating theoretical knowledge and practical understanding respectively. Data was therefore collected on these two elements in order to ascertain how they have featured in the Immigration Service. Having dealt with training in previous sections, the data on immigration SOP is presented and analyzed in this section. The focus was to ascertain whether respondents were very familiar with the contents of the SOP or otherwise. In other words, how useful the SOP had been in providing guidance for them in the performance of their duties. In gathering data for this inquiry, respondents were asked, “How much have you read through the GIS standard operating procedures (SOP) manual for border operations?”

The responses indicated the following.

Graph 10



Read Through the SOP

Sixty (60) respondents indicated they had never read through the SOP at all, whereas 50 respondents indicated various levels of how much they had read through. After that inquiry, respondents were subsequently asked, “Briefly describe in any specific way how the SOP has impacted on your work.” The intention was to find out whether the contents of the SOP had had any practical effect on how respondents carry out their duties.

The responses of the 50 respondents who had indicated they had read through the SOP were subjected to coding as follows.

Responses that mentioned any of the activities or procedures that are duly captured in the SOP were coded as (Y). I was able to make this determination because I had access to copies of all the Immigration SOPs. Examples of some of the responses that were coded (Y) included (ID86), “The SOP has helped me to deliver in the following areas; (1) border control (2) patrol duties (3) guard duties (4) report writing (5) registry” and (ID89) “Shape my physical features, command and control of passengers, how to interview, arrest, searching of passengers, how to process a passport etc.”

Other responses that did not mention any specific activity that could be drawn from the SOP were coded (N). Some of the responses were found to be *routine* in nature. An example comes from ID115 who wrote: “To cross check passengers moving in and out of the country.” Another category of the (N) coded responses were found to be *vague* in nature. An example was (ID2), “Have in a way added to my understanding as an officer.”

After coding the responses of the 50 respondents, the result came up as follows.

Table 29. Learnt From the SOP

Yes	No		Blank	Total
	Routine	Vague		
8	23	11	8	50

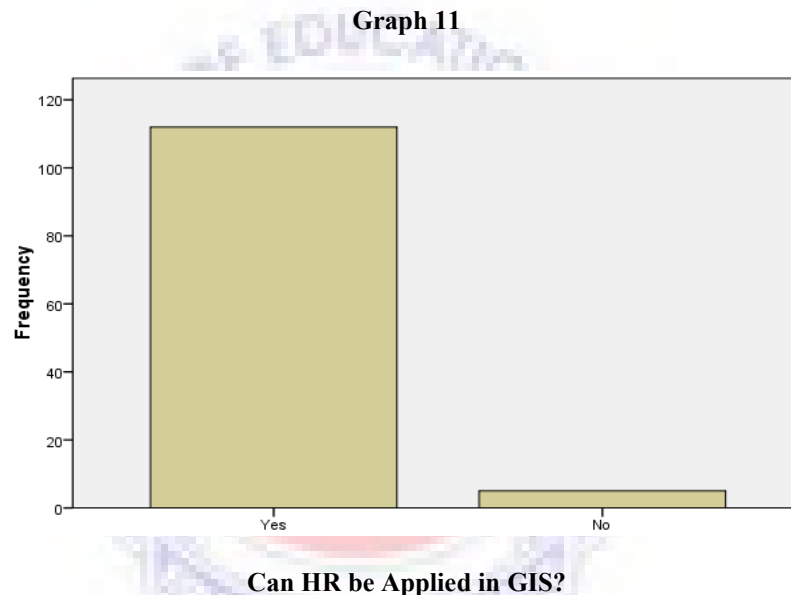
Thirty-four (34) respondents could not provide any activity that could be identified directly from the SOP. In the end, only 8 respondents mentioned in specific ways how the SOP had practically affected their duties.

For the respondents who indicated that they had never read through the SOP, some of them responded that; (ID14), “Not accessible” and (ID71) “I haven’t seen it before.” The responses provided by ID14 and ID71 were found to be very instructive. Coupling their responses with the large number of respondents who indicated they had never read through the SOP, the inference drawn was that the SOP document was not readily available to respondents.

Again, where 33 respondents had read only *little*, and only five respondents had read *very much*, it seemed to give credence that perhaps the document was “not accessible” as indicated by ID14. Whatever the actual situation on the ground might be, the data gathered in respect of the above theme, strongly suggested that the immigration SOP does not play very significant role in the duties of the respondents.

4.6 Respondents' Position on HR in the GIS

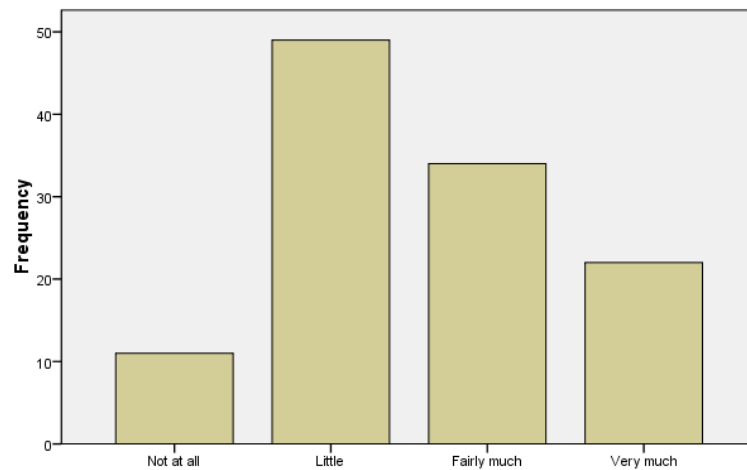
I recognized that the Immigration Service is a human institution. And therefore the integration of human rights tenets into its operations, would largely depend on the perception and position the personnel would have of the concept. Therefore, data was gathered to gauge how receptive respondents were to the integration of the concepts of human rights into their operations. The questions asked and the corresponding responses follow. (Q18) “Do you think human rights can be applied practically in the kind of work you do?”



From the data, an overwhelming majority of 112 respondents indicated in the affirmative that human rights can be applicable in the Immigration Service. This suggested that it was not out of place to inquire whether human rights were being applied in respondents' operations.

(Q27) “As you carry out your duty how concerned are you that you may be abusing people's human rights?”

Graph 12

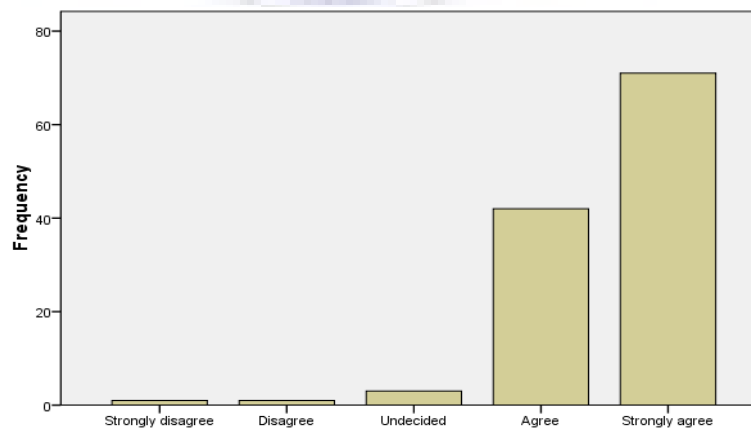


Concerned of HR Abuse?

Apart from 11 who indicated they were *not concerned at all*, 49 respondents also indicated they were *concerned just a little*. That meant the number of respondents belonging to those two groups were 60, which is half of the total population of the research. That called for some concerns.

(Q32) “Understanding of human rights is important in your work as an immigration officer.”

Graph 13

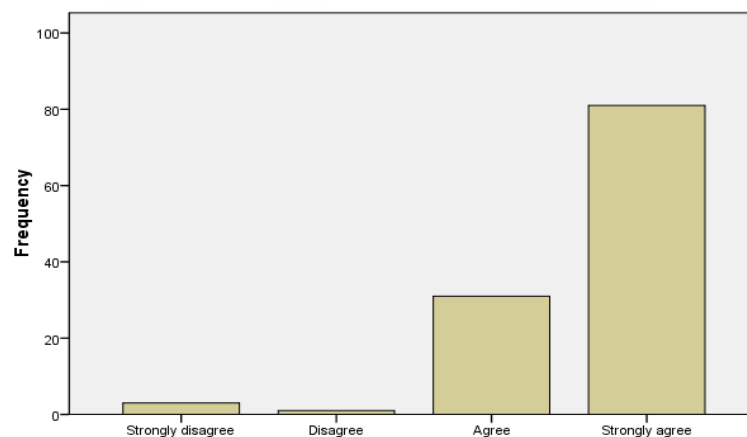


HR is Important in GIS

Here, a very large majority of 113 respondents agreed that having good knowledge and understanding of human rights was important in the operations of the Immigration Service. This was found to be encouraging as it promoted the rationale for this study.

The final inquisition was: (Q35) “Immigration officers should be given mandatory education and training in human rights.”

Graph 14



HR Training Be Made Mandatory

The above statement received affirmation from as many as 112 respondents that human rights training and education be made mandatory for all personnel within the Immigration Service.

These findings suggested that respondents are receptive to the integration of the concepts of human rights into their operations. This inference was drawn because the key components of the inquiry namely: application of human rights; the importance of human rights; and the making of HRE mandatory; received heavy affirmative responses from the respondents.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Introduction

In the previous chapter, data gathered in respect of the research objectives and conceptual framework of this study as well as some related issues, were presented and analyzed. In this chapter however, some major findings that were identified in the previous chapter, are drawn out and discussed in detail making references to other related publications. The discussions follow in the same order of arrangement of themes as was adopted for the chapter four of this study.

5.1 Immigration Officers' Knowledge of Human Rights

The findings made in respect of immigration officers' knowledge of human rights showed that they generally do not have adequate knowledge of the concept. During the conduct of this study, I could not lay hands on a related study that specifically discussed the level of human rights knowledge of any law enforcement agency in Ghana. However, the inference drawn from Ofori (2011) and Yiribaare (2006) suggested that the police may lack knowledge of human rights. This inference was drawn from the police's positive perception about their respect for human rights (Ofori, 2011) even though both studies have made adverse findings against them. That gave an indication that they perhaps lacked adequate knowledge of human rights.

In the case of this study however, the findings made about immigration officers' inadequate knowledge of human rights was based on gathered data that actually measured how much knowledge they had. The assumption was that a human rights education programme for the personnel of the immigration service would normally involve knowledge of the concepts of HR, the UDHR, and the ICMW. On the

concepts of human rights, 86.7% of the respondents indicated they had knowledge of it. A further probe however revealed that only 14.2% of them had knowledge of the concept. Here, most of the remaining respondents were found to only have some idea of what human rights is about. Those respondents exhibited knowledge that was normally acquired from the common mass media rather than from a specific human rights education programme. Some of the respondents meanwhile were found to totally lack any knowledge of the concepts of human rights.

The finding that the respondents in general had inadequate knowledge of human rights was reinforced when the data indicated that only 6.7% had knowledge of the UDHR document. Here, a very small number of the respondents exhibited some ideas of the UDHR, whereas as much as 63.3% acknowledged that they knew nothing about the document. This all important document meanwhile forms the foundation of contemporary human rights concept. Even in the case of the ICMW which has some direct relevance to respondents' line of work, 75% of them acknowledged they knew nothing at all about the document. Some respondents tried to demonstrate that they had some ideas of the ICMW. Their efforts were however found to be their own ideas of what the ICMW might be. There was only one respondent who was credited with having some knowledge of the ICMW.

All these findings formed the bases for the claim that personnel of the immigration service sampled in this study, do not have adequate knowledge of fundamental human rights. This finding seemed to back a similar finding made by Adomako-Boateng (2008), when he measured people's knowledge of the abortion laws of Ghana. In his study, he found that as many as 77 percent of the respondents had low knowledge about the abortion law (p. 33). That suggested that the Ghanaian society at large,

including LEOs might have limited knowledge of rights and legal issues. True to his finding, this study has come up with data that strongly indicated that personnel of the immigration service have inadequate knowledge of the concept and issues of fundamental human rights, which are also rooted in national and international laws. This finding was deemed to be very problematic particularly because of the likelihood of it to subsequently reflect in respondents' understanding of the human rights principles.

5.2 Sources of Immigration Officers' Human Rights Knowledge

Discussions under the previous sub-section highlighted the finding that respondents lacked adequate knowledge of human rights. Such a finding suggested that respondents had not had the benefit of a well structured human rights education programme. This inference was subsequently supported by the data gathered in respect of exploring the sources where respondents received their knowledge of human rights from. After examining the data, it came out that a larger majority of the respondents mentioned their secondary school education, and radio and television media, as the sources where they received knowledge of human rights from. The finding of the school system as the most mentioned source, corroborates what Afrifa (2014) also opined. In his study, Afrifa identified the school system as playing a central role in enhancing people's understanding of the HR concept (p. 75).

In reference to the immigration training school/academy as a possible source, only a very small fraction of respondents mentioned that as where they received HR knowledge from. A further probe into the level of knowledge of seven respondents, who had exclusively mentioned the training school/academy as their source, showed that none of them actually had any knowledge of human rights. That led to the finding

that the immigration training school/academy as of the time of this study, had not provided any officially structured human rights education to its trainees. Instead, the mentioning of *human rights* during lessons on Human Trafficking back at the training school/academy, was what some respondents mistook as having been taught human rights. The finding of an absence of a structured HRE programme at the immigration training school/academy, explains why respondents were identified in previous findings as lacking in-depth knowledge of human rights. This assertion falls in line with what Messina and Jacott (2013) hypothesized in their study that “a specific training on HR will lead to an important improvement in students’ level of knowledge (p. 220).” And true to that, the overall results of their study showed “the importance of promoting specific training on HR in order to improve the level of knowledge (p. 222).”

On the role of in-service workshops as a source for acquiring knowledge of human rights, as many as 106 respondents mentioned categorically that they had never attended any such workshops on human rights. A very few respondents meanwhile claimed otherwise. A further probe into their claim revealed they could only possibly be referring to workshops on other subjects like electioneering processes, and not specifically on HRE. It was therefore found that the immigration service had not utilized in-service workshops as a means for providing knowledge of human rights to its personnel. Meanwhile, Ofori (2011) rightly identified in-service training or workshop as one key avenue for bringing personnel abreast with modern concepts of human rights. And had subsequently admonished the police administration to accord in-service workshops, the needed priority.

In view of the above findings, respondents in responding to a given statement, overwhelmingly agreed that they had not received adequate HRE from the Immigration Service. I therefore sought from them whether they had any personally acquired HR materials, which could also be a source to educate themselves on human rights. It came out that a large majority of the respondents did not have any such personal materials on human rights. From all of these findings, the secondary school system, and the public electronic media, stood out as the major sources where the respondents received knowledge of human rights from. Based on this finding, a legitimate question could be raised as to why a law enforcement agency like the Immigration Service, has not provided a structured HRE to its personnel. I can only infer that perhaps the Service has not yet come to the realization that it is a serious omission or lapses on its part in view of obligations arising from international conventions.

5.3 Immigration Officers' Practical Understanding of HR

Prior to the actual probe into respondents' understanding of human rights, it was established that they recognized there were various ways through which they could violate a traveler's human rights. An overwhelming majority of 111 respondents also indicated they understood human rights and could practically apply it in their work. However, the findings at the end of the probe contrary showed that the respondents lacked adequate practical understanding of the concept of fundamental human rights. This finding was arrived at because in each of the five scenarios that were used to probe respondents' practical understanding, a majority of them did not correctly identify the *rights* concerned.

5.3.1 On acceptable responses

In the first scenario which bordered on the *right to dignity* for instance, only 14 respondents gave explanations that made references to human rights. Even out of this number, there was only one respondent amongst them who actually mentioned the key word *dignity* in his response. A stricter look at the *acceptable* explanations: examples of which are provided at chapter four: clearly showed that the respondents did not have a deeper understanding of the very rights which was involved in the scenario. Most of those responses were coded as acceptable just because they had made references to human rights. The data on the second scenario, which bordered on the right to life, also showed a similar outlook. Here too, 20 respondents referenced rights in their explanations and were therefore coded as acceptable.

However, a critical look at their responses revealed that only one respondent was able to identify that the scenario was about the *right to life*. Most of the acceptable responses under this scenario were found to have been based on reasoning, in the use of a weapon. That is, using the weapon only when one finds himself or herself in danger. And not because they recognized there was a threat to someone's right to life which was the cardinal point.

The third scenario also followed a similar pattern. There were only four respondents who rightly identified the issue as bordering on the *right to privacy*. The number was realized to have increased from the usually one respondent identifying the appropriate *rights*, to four in this scenario. One could surmise that this was the case because the respondents easily imagined themselves in similar scenario and realized they could argue for the right to privacy. And not because those four respondents could actually identify rights in given practical scenarios. In the case of the fourth and the fifth scenarios, there was no a single respondent who was able to identify the very rights

involved. Four respondents provided responses that were accepted in the fourth scenario. It was just because they related their responses to issues of rights. But none of them could pinpoint the right in question as the right to be *free from torture*. Likewise, the fifth scenario recorded the highest number of 54 accepted responses. It was found that those 54 responses were all based on respondents' goodwill towards an injured person, and good reasoning as the right thing to do. And not because they recognized the injured suspect had an entitlement to the right to health. So in all those responses, no respondent was able to explain that the seeking of medical attention to the injured suspect was the suspect's right to health.

Besides the above discussed, there was also another finding that buttressed the point that the accepted responses were based on different factors and not from a good understanding of human rights. This was that, in many instances, same respondent who may have provided an acceptable response in one scenario, was found to have provided a totally not acceptable, wayward, and vague response in another scenario. All these findings only suggested that the acceptable responses were borne out of respondents' personal attributes on; moral, goodwill, courtesy, work ethics, or adherence to procedures, and not from a deeper understanding of the principles of human rights. And this is not good enough. In that, a democratic state like Ghana, would not want to leave respect for individual's fundamental human rights to the discretion, goodwill, and other personal attributes of law enforcement officials. There are international standards that many nations including Ghana, are striving to achieve. And this is so because, getting LEOs to be abreast with contemporary human rights standards engenders citizens' safety, security and better life which personal attributes and discretion cannot guarantee.

5.3.2 On unacceptable responses

In respect of responses that were deemed unacceptable, some findings were made as well. The first four scenarios required respondents' initial position on the basic statements, before proceeding with their explanations. It was found that, the percentage of respondents whose initial position were incorrect, was in fluctuation. For instance, 13.3 % incorrectly indicated there were no human rights issues involved in verbally insulting a traveler. The number however shot up to 54.2% indicating incorrectly in the next scenario that there was no human rights abuse in shooting an unarmed smuggler. The third and fourth scenarios also recorded 27.5 % and 34.2% respectively. The fluctuated nature of the number of respondents found in that category, where in one case it exceeded half of the total respondents, rather suggested that the respondents had not collectively had the benefit of official human rights education. And that they indicated their position on the various scenarios based on their own individual feelings about the issues raised.

For those whose initial position on the scenarios were correct but went ahead and gave unacceptable explanations, some findings were made from their responses as well. It was found that those respondents were in overwhelming majority in each case. In examining why their initial positions on the scenarios were correct but provided explanations that were unacceptable, some revelations came out. A comparative assessment of their responses revealed that some of them were quite *vague* and *abstract* without any bearings whatsoever to human rights principles. It was also found that some of their responses were based on their stance on *morals, ethics or courteousness*. Some of the responses were found to be based on *socio-cultural* and *religious* considerations, as well as on *standard operating procedures* which unfortunately, were not always in tendon with human rights principles.

In some cases, some of the responses were found to be *contradictory* to respondents' own earlier indications. At times, even to the extent of justifying the violations portrayed in the scenarios. And that suggested that those respondents were totally oblivious of any human rights underpinnings in the scenarios concerned. In the end, the very many different forms of considerations that the respondents based their responses on, influenced the findings that they did not have a good practical understanding of human rights issues. These findings were not particularly surprising because, knowledge leads to understanding. Therefore in a study where the respondents had been found to lack adequate knowledge of human rights, it only stands to reason that they would equally exhibit lack of good understanding as discussed above.

5.4 The Correlation between Immigration Officers' Human Rights Knowledge and Practical Understanding

In assessing the linkage between respondents' knowledge of human rights and their understanding, some findings were made. It was found that 98 respondents scored zero when their human rights knowledge was tested, but the practical understanding saw only 44 respondents scoring zero. That meant more respondents (76) scored something in the practical understanding than in the knowledge test which saw only 22 respondents. This suggested that the responses of respondents in the various practical scenarios, were not drawn from their knowledge of human rights. But from other considerations which have already been discussed under the previous subsection. Because from the above findings, there was no correlation between their knowledge and practical understanding.

The nonexistence of a correlation between respondents' knowledge and practical understanding was again supported by another finding. And that was, only three respondents scored two or three in the knowledge assessment. However, the number increased to 25 respondents scoring two or three in the practical assessment. That is, far more respondents scored two or three in the practical understanding than in the knowledge test. This again supported the point that, as far as there was no correlation, their understanding could only have been based on other considerations other than on human rights knowledge.

There were other findings that also established the nonexistent correlation between respondents' knowledge and understanding of human rights. It was found that the only two respondents who both had the highest scores of (three) in the practical understanding, instead scored just (one) in the knowledge probe. On the other hand, it was also found that the only respondent who scored all three in the knowledge probe ended up scoring only two out of five in the practical understanding. From all these findings, it was evident that, there was no a correlation between respondents' knowledge of human rights, and their practical understanding.

In all of these however, there was only one finding that indicated a correlation between knowledge and understanding which needs to be highlighted. Overall, there was only one respondent who scored highest in the knowledge probe. Correspondingly, there were only two respondents who scored highest in the practical understanding assessment. What that meant was that, respondents' general lack of adequate knowledge of human rights, reflected in their general lack of good understanding of it. This goes to buttress the statement made under the previous subsection that, lack of adequate knowledge of human rights, equally leads to lack of good understanding of same.

5.5 The Significance of Immigration SOP to Personnel

In the international community, standard operating procedures (SOPs) have been identified as playing a key role in the operations of law enforcement agencies. This explains why the subject of SOPs featured prominently at the all important World Conference on Human Rights in Vienna in June 1993. In view of this, some attention was focused on the immigration SOP which subsequently yielded some findings. In wanting to know how many of the respondents had read the SOP, half of the total number indicated they had never read the document before. Not only that, a further 33 respondents also indicated they had only read the SOP a little. These two categories of respondents constituted 93 in total, which was found to be quite significant. These findings then suggested that the immigration SOP had not played any significant role in the operations of the respondents. Not only that, there were some other findings that also seemed to support the above inference.

It was also found that among the 120 respondents, there were only 5 respondents who indicated they had read through the SOP very much. This finding was very instructive considering the fact that there were 12 senior officers who are also commanders, as well as 17 upper level junior ranks who were all part of the sampled respondents (*see Table 2*). Any of these 29 respondents per their ranks, could be found managing a station as a commander or as an officer-in-charge. Given that the five respondents who have read the SOP very much belonged to the 29, it meant 24 potential station commanders and officers had indicated they had not read the SOP very much. This was not good enough. Because as seniors who were very likely to be in the position of issuing out instructions to junior staff, they were expected to be very conversant with the contents of the SOP.

For respondents who indicated they had read through the SOP at varying levels, further probe was conducted to ascertain if the SOP had had any positive effect on their operations. The probe also yielded some findings. It was found that contrary to what they had indicated, 34 respondents could not make reference to any particular provision that could be identified from the SOP. This finding cast doubt over those respondents' earlier indication that they had read the SOP. After all the probing, there were only eight respondents who were found to have exhibited some knowledge of the content of the immigration SOP. All these findings, only buttressed the inference drawn above that the immigration SOP had not had any significant impact on how respondents do their work. As to why that was the case, the clue was drawn from some responses like; "I haven't seen it before", and "not accessible." Considering all the findings made above, there was a solid ground to infer that the respondents were not much familiar with the contents of the immigration SOP. And that had been the case because copies of the SOP document were not easily available to all respondents. Meanwhile, the immigration SOP has been discussed in the chapter two of this study as not containing many human rights centered provisions. This was also not good enough considering the importance the UN has attached to law enforcement SOPs. In that SOPs have been identified as the main device through which law enforcement officials improve on their praxis after initial boot camp trainings.

5.6 Respondents' Position on HR in the GIS

Findings discussed under the above sub-sections have established that, the immigration personnel sampled in this study generally lacked adequate knowledge of human rights as well as practical understanding of the concept. Such findings about any public institution are likely to generate some actions in addressing the lapses

found. Based on this expectation, views were solicited from the respondents to gauge how receptive they would be in case human rights tenets were to be adopted into the operations of the immigration service. Out of their responses, some findings were made that suggested strongly that the respondents would be receptive to the idea of integrating human rights concepts into their operations.

One of such findings was that respondents believed human rights could be applied in their work, even though they had exhibited a lack of practical understanding of the concept. It was also found that the respondents believed it was very necessary that they acquired a deeper understanding of human rights in view of the work they do. To crown it all, the respondents subscribed to the idea of making human rights education mandatory in the immigration service. These findings were encouraging because they meant that respondents would be receptive to any future incorporation of human rights tenets into the operations of the immigration service. In the meantime however, there was one other finding that made the provision of human rights education to respondents an imperative. And that was that, as many as half of the total respondents indicated they were not that much concerned about violating travelers rights in the course of their duty. Though such a finding could raise some concerns, the good thing still remains that respondents were found to be receptive to any human rights trainings.

CHAPTER SIX

SUMMARIES, CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

In this final chapter, an overview of the whole research exercise is provided by way of a summary of the study. The summary, which comprises key elements of chapter one through chapter four, is followed by a summary of the major findings which were also drawn mainly from chapter five. In the end, this study concluded that personnel of the immigration service who were sampled in this research had very low knowledge and understanding of issues of fundamental human rights. And that they addressed practical issues of human rights based on their personal moral attributes and other considerations, but not from a purely deeper understanding of human rights principles and standards. This chapter then follows up with some recommendations that arose from the major findings, and then offers some areas to be considered for further studies.

6.1 Summary of the Study

The motivation for the conduct of this study arose from the understanding that law enforcement agencies in Ghana are under national and international obligation to respect and protect people's fundamental human rights. Yet, there were often reports of human rights violations by personnel of the various LEAs. I therefore wondered if law enforcement personnel in Ghana had adequate knowledge and understanding of human rights. With that background, I focused on immigration personnel who operated on the eastern frontier borders. The *purpose* of the study was to examine the level of human rights knowledge and understanding immigration officers had.

My *objectives* were to: examine what immigration officers know regarding human rights, explore where they got such knowledge from, ascertain the practical understanding immigration officers have of human rights, and analyze the correlation between immigration officers' human rights knowledge and practical understanding. The *justification* of the study was based on the fact that there had been studies that examined the actions of law enforcement agents that violated human rights. However, not many studies had been done that equally examined their level of human rights knowledge and understanding. For its *significance*, I believed that whatever findings that came out of the study could be very useful to the immigration service. Either by updating its training curriculum, or determining what measures to take to sharpen the professionalism of its officers. And also, useful to other people who may write on issues that relate to the findings of this study. This study also helps in expanding the dialogue on the human rights standards and expectations societies have of those who are responsible for protecting people's rights.

Publications that were related to this study were reviewed under themes that discussed important elements of the study. The review discussed a brief history and principles of the contemporary human rights concepts, as well as some different definitions ascribed to it. It also looked at some constitutional provisions that define the legal authority and functions of the immigration service. The review also looked at how human rights have featured in the training modules and SOPs of the immigration service. One very important area the review covered was the discussion on some selected *rights* that usually come to play in border operations. Here, the expected *standards* and the relevant international documents backing these standards were also discussed.

The review finally looked at other studies, and discussed issues they raised in respect of LEOs' knowledge of human rights and the role training plays in that regard.

The design of the study was a *survey*, and a *mixed method* approach was adopted. Data was collected using only questionnaires on 120 respondents who were all immigration personnel. Those 120 respondents were sampled from 12 border stations spread along the Ghana – Togo frontier. The sampled respondents included 12 senior officers and 108 junior ranks, as well as 93 males and 27 females. Using SPSS version 16.0, and Microsoft Word softwares, both quantitative and qualitative data were coded, inputted, and retrieved for easy analyses. The findings that ensued from the data analyses were subsequently discussed.

6.2 Summary of Findings

The presentation and analyses of data in chapter four of this study revealed some findings. These findings were subsequently drawn out and discussed in detail in the previous chapter. The discussions of the findings were meanwhile made around some key themes that were composed based on the research objectives and the conceptual framework of this study. In achieving the set objectives however, some research questions were used to guide the data collection. Therefore under this section, a summary of the findings are presented under those research questions which also correspond with the themes and order as was arranged in chapter five.

For easier reference however, the highlights of the findings are what is presented under each of the questions below.

6.2.1 How much do immigration officers know about human rights?

- i) Only 14.2% of the respondents had accurate knowledge of the concept of fundamental human rights.
- ii) Only 6.7% had knowledge of the UDHR document.
- iii) Only one respondent had some knowledge of the ICMW.
- iv) Some of the respondents had some ideas of human rights that were acquired from the common mass media.
- v) Some of them totally lacked any knowledge of the concepts of human rights.
- vi) In sum, personnel of the immigration service had inadequate knowledge of the concept and issues of fundamental human rights.

6.2.2 Where do immigration officers receive knowledge of human rights from?

- i) A large majority of the respondents received knowledge of human rights from their secondary school education, and radio and television media.
- ii) A very small fraction of the respondents who indicated that they received HR knowledge from the GIS training school/academy later exhibited a lack of knowledge of human rights.
- iii) Some respondents mistook lessons on *Human Trafficking* back at the training school/academy as having been taught human rights.
- iv) As many as 106 respondents indicated categorically that they had never attended any workshops on human rights.
- v) The immigration service had not utilized in-service workshops as a means for providing knowledge of human rights to its personnel.

- vi) A large majority of the respondents did not have any personal materials to educate themselves on human rights.
- vii) Most of the respondents acknowledged that they had not received adequate HRE from the Immigration Service.
- viii) The secondary school system, and the public electronic media, stood out as the major sources where the respondents received knowledge of human rights from.
- ix) In sum, personnel of the immigration service received knowledge of human rights from different sources other than GIS trainings.

6.2.3 What practical understanding do immigration officers have of human rights?

- i) Respondents acknowledged there were various ways through which they could violate a traveler's human rights.
- ii) As many as 111 respondents (92%) indicated they understood human rights and could practically apply it in their work.
- iii) A probe using scenarios contrary showed that respondents lacked adequate practical understanding of the concept of fundamental human rights.
- iv) A majority of the respondents did not correctly identify the *rights* involved in the scenarios.
- v) Only 14 respondents (11.7%) referenced human *rights* in the first scenario, yet only one respondent amongst them correctly identified it as the *right to dignity*.
- vi) Twenty respondents (16.7%) referenced *rights* in the second scenario, yet only one respondent amongst them correctly identified it as the *right to life*.

- vii) Only four respondents (3.3%) rightly identified the third scenario as the *right to privacy*.
- viii) Four respondents (3.3%) related the fourth scenario to issues of *rights* but none of them pinpointed it as the *right to be free from torture*.
- ix) Fifty-four respondents (45%) mentioned medical attention in the fourth scenario, but none of them correctly identified it as the suspect's *right to health*.
- x) Respondents, who provided an acceptable response in one scenario, provided a totally not acceptable, wayward, and vague response in another scenario.
- xi) Respondents did not have a deeper understanding of the *rights* which were involved in the scenarios.
- xii) Responses were borne out of respondents' personal attributes on: *moral, goodwill, courtesy, work ethics, or adherence to procedures*, and not from a deeper understanding of the principles of human rights.
- xiii) Some of the responses were also based on *socio-cultural* and *religious* considerations, as well as on *standard operating procedures*.
- xiv) Some of the responses were quite *vague* and *abstract* without any bearings whatsoever to human rights principles.
- xv) Some of the responses were *contradictory* to respondents' own earlier indications.
- xvi) Respondents' positions on the various scenarios were based on their own individual feelings about the issues raised.
- xvii) Respondents were totally oblivious of any human rights underpinnings in the given scenarios.

xviii) In sum, respondents did not have adequate practical understanding of human rights issues.

6.2.4 How does immigration officers' knowledge on human rights reflect in their practical understanding?

- i) Ninety-eight respondents (81.6%) did not provide any correct response in the knowledge probe, but it reduced to 44 respondents (36.6%) in that of the practical understanding.
- ii) Only 22 respondents (18.3%) provided at least one correct response in the knowledge probe, but it increased to 76 respondents (63.3%) in that of the practical understanding.
- iii) Only three respondents (2.5%) provided two or three correct responses in the knowledge probe, but it increased to 25 respondents (20.8%) in the practical understanding.
- iv) The only two respondents (1.6%), who both provided the highest correct responses of (three) in the practical understanding, instead provided only one correct response in the knowledge probe.
- v) The only respondent (0.8%), who provided all three correct responses in the knowledge probe, instead provided only two correct responses out of five in the practical understanding.
- vi) Responses in the practical understanding test were not drawn from respondents' knowledge of human rights.
- vii) There was no a correlation between respondents' knowledge and practical understanding of human rights.

- viii) Only one finding indicated a correlation between respondents' knowledge and practical understanding.
- ix) Only one respondent (0.8%) provided highest number of correct responses in the knowledge probe, and correspondingly only two respondents (1.6%) also provided highest number of correct responses in the practical understanding assessment.
- x) In sum, respondents' general lack of adequate knowledge of human rights, reflected in their general lack of good understanding of it.

6.2.5 The significance of immigration SOP to personnel

- i) Half of the total number of respondents (50%) indicated they had never read the SOP before.
- ii) Thirty-three respondents (27.5%) also indicated they had read the SOP only *a little*.
- iii) Only five respondents (4.1%) indicated they had read through the SOP *very much*.
- iv) Twenty-four potential station commanders and officers-in charge (20%) had not read the SOP *very much*.
- v) Thirty-four respondents (28.3%) contrary to what they had indicated could not make reference to any particular provision from the SOP.
- vi) Only eight respondents (6.6%) had some knowledge of the contents of the immigration SOP.
- vii) Respondents were not much familiar with the contents of the immigration SOP.

viii) Copies of the immigration service SOP document were not easily available to all respondents.

ix) In sum, the immigration SOP had not had any significant impact on how respondents did their work.

6.2.6 Respondents' position on HR in the GIS

i) Respondents believed human rights could be applied in their work, even though they had exhibited a lack of practical understanding of the concept.

ii) Respondents believed it was very necessary that they acquired a deeper understanding of human rights in view of the work they do.

iii) Respondents subscribed to the idea of making human rights education a mandatory in the immigration service.

iv) Half of the total respondents (50%) indicated they were not that much concerned about violating travelers' rights in the course of their duty.

v) Respondents however would be receptive to any future incorporation of human rights tenets into the operations of the immigration service.

6.3 Conclusions

Prior to the conduct of this study, I had wondered how much knowledge and understanding of human rights the Ghanaian law enforcement officials had, especially personnel of the Immigration Service. This curiosity stemmed from the frequent reports of human rights violations usually leveled against LEOs in Ghana. In the exploration, the study roped in an assessment of the *training* respondents received on human rights, as well as the significance of the *SOP* in their daily operations. I found

these elements to be very important in discussing how much knowledge and understanding respondents had of human rights.

From my findings, the first conclusion I arrived at was that respondents had very low academic knowledge of the concepts and principles of fundamental human rights. They expressed very shallow and pedestrian knowledge which suggested a level received from public mass media. And as it turned out, majority of them mentioned the secondary school system and electronic media as their source of human rights knowledge.

The findings again led to the conclusion that the respondents lacked proper training in HRE. A well structured HRE would have exposed the respondents to some basic knowledge of human rights. Areas that such HRE would have covered include a brief history of contemporary Human Rights, the concepts and principles of Human Rights, as well as provisions in documents like the UDHR, the CAT, and some others which have been mentioned in previous chapters of this study. Clearly, respondents had very little knowledge of all of these.

It was also found that respondents were less endowed with the ability to readily recognize issues of human rights in their daily operations. They explained practical scenarios based on personal attributes and other considerations and not on human rights tenets. The conclusion drawn was that they generally lacked a deeper practical understanding of human rights. This was also found to be as a result of their lack of adequate knowledge of human rights.

Regarding the immigration SOP, it was concluded that the respondents did not have a thorough knowledge of the document itself, and the provisions it contained. Thus, even if the SOP were to have provisions that complied with international human rights standards, its impact on how respondents did their work would have been minimal.

All these conclusions did not create a positive impression of the immigration service in terms of how it recognized the importance of human rights. Respondents' inadequate knowledge of human rights was the obvious reason for their corresponding lack of deeper understanding of it. In a situation where the respondents were also not very familiar with the provisions of the SOP, it meant their conduct in terms of recognizing and protecting people's rights could not be guaranteed. I believed in the conceptual framework that argues knowledge and understanding of human rights could either positively or negatively impact on the tendency to commit abuses. That is, when theoretical knowledge is reinforced by practical experience, it fosters good understanding. And a deeper understanding of an issue – besides personal attitudes and other contextual factors – is most likely to impact on conduct. That is why I believed that respondents' inadequate knowledge and understanding of the concepts and principles of human rights could have adverse effects on how they protect travelers' rights.

The one comforting conclusion that was drawn from the findings was that respondents still believed human rights was very much important in their field of work. This suggests that any move to equip IOs with the requisite knowledge and understanding of human rights would be welcomed. This then places the responsibility on authorities of the service to work towards addressing the found lapses. Meanwhile, the need for the immigration service to pay particular attention to the findings of this study can

never be overemphasized especially in view of recent developments. As the writing of this study-report was about to wrap up, the Parliament of Ghana just passed a new law that has enhanced the functions and operations of the immigration service. An Immigration Service Bill which was laid in parliament in February 2015, has been passed into a new law as the Immigration Service Act, 2016, Act 908 (Parliament of Ghana, 2015). The new law has among other things, empowered the personnel of the immigration service to use weapons in their operations (Clause 30).

I believed that having the authority of the State to use weapons is likely to endanger people's lives if the personnel lack good judgment due to inadequate understanding of human rights standards. The new immigration law has also mandated personnel of the service to issue travel visas to foreigners who wish to travel to Ghana (Clause 4(e)). This means personnel of the service would soon have to be posted to missions abroad to work at the Ghana High Commissions all across the world. In many of these countries, especially those in the advanced world, their citizens are very much aware of their human rights. And their law enforcement officials are also generally known to be very professional in their operations in terms of respect for people's human rights. Therefore any Ghanaian immigration official, who finds himself or herself working in such countries abroad, would have to be equipped with the requisite skills including knowledge and understanding of fundamental human rights.

I therefore believe that the conduct of this study has coincided at the right time in the life of the immigration service in view of the new Immigration Service Law. The findings made regarding respondents' inadequate knowledge and understanding of human rights are clearly and concisely stated. It is my fervent hope that authorities at the immigration service will look critically at the recommendations provided in the next section and take the needed steps that would be required in addressing the issues.

This would ultimately help the service in achieving its mission of “operating *fair* but *firm* immigration controls”, as they regulate the movement of people through Ghana’s borders.

6.4 Recommendations

The most fundamental issue underlining all the findings enumerated above was the general lack of adequate knowledge and understanding immigration officers had of human rights. The key antidote in addressing this problem, however, is the incorporation of effective Human Rights Education into the fabric of the Immigration Service. And as already mentioned in relation to the conceptual framework of this study, a carefully designed *training regime* and *standard operating procedures* are two very crucial elements in carrying out such incorporations. I therefore make the following recommendations which are largely based on the elements mentioned.

6.4.1 GIS training school/academy

To help address the findings made, Human Rights should be taught as a separate subject at the GIS training school/academy. This is because an examination of the subjects taught at the GIS training school/academy: as listed at chapter two (2.3.2) of this study: revealed that Human Rights was missing. And this was later on in the study supported when majority of the respondents indicated that they were not taught human rights at the training school/academy. Providing HRE to law enforcement officials meanwhile is a matter of international obligation rather than choice. This was because the United Nations expressly admonished States to “provide human rights training to all police, at recruitment and periodically.” And again added that “law enforcement officials are obliged to know, and to apply, international standards for

human rights (United Nations, 2004, p.1).” When the immigration service takes this onboard, it will mean that all subsequent recruits who will go through the GIS training school/academy will receive a well structured HRE. Personnel who go through a structured HRE will acquire the requisite knowledge and understanding. And that will in turn equip them with the ability to recognize, respect and protect people’s fundamental human rights, which they would normally not get from the mass media.

6.4.2 In-service training/workshops

The respondents in this study were all immigration personnel who were already in the field carrying out duties just like the rest of the staff at the time of this study. The service should deem it as equally very imperative that they also receive Human Rights Education. One sure way of accomplishing such tasks is the adoption of in-service training or workshops. The United Nations recognized it was a viable channel for equipping serving LEOs with requisite knowledge and skills. That was why it admonished States to “provide in-service training to ensure that all police officials understand fully their legal powers and the legal rights of citizens (United Nations, 2004, p.3).” In that regard, in-service workshops should be organized for immigration personnel all across the country on regional and sector bases. And in doing this, well trained human rights educators should be engaged as the facilitators for all these workshops.

6.4.3 Standard operating procedures

In relation to the immigration service SOP, there are two issues that need to be addressed. The first is producing as many copies as it will require such that every serving officer of the service will have a personal copy. Just as boots and uniforms are

distributed to every person, so should the SOP be made available to all. Half of the respondents, who indicated they had never read the SOP before, partly because they had never seen it before, were meanwhile wearing uniforms. In getting LEOs to protect human rights, SOPs are as equally important as their uniforms. Therefore advocating for copies for all personnel is in the right direction. The second issue on the SOP is that, the Service should develop some measures that can motivate its personnel to constantly read and be abreast with the dictates of the SOP. This is because if personnel are given copies of the SOP and they fail to read, the usefulness of the SOP will never be realized.

6.4.4 Study-leave for HR studies

One of the findings of this study was that even the senior officers and senior inspectors who were sampled had very low knowledge and understanding of human rights. Meanwhile, per their ranks, those respondents are very likely to find themselves commanding or managing stations. And in the law enforcement setup, much of what subordinates do or do not emanates from commanders or supervisors orders. It is therefore very important that commanders and station officers possess adequate knowledge and understanding of the concepts and principles of human rights. This will position them well to issue out appropriate orders which will end up protecting travelers' rights. The importance of this was identified by the United Nations when it particularly admonished "*Command and supervisory officials* to ensure that all police policy and strategy, and orders to subordinates, take into account the requirement to protect and promote human rights (United Nations, 2004, p.3)." In view of the above, I recommend that the service grants special study-leave offer to serving officers who are in command and supervisory positions to pursue higher

degrees in human rights. Officers who successfully graduate from such studies, may not only end up issuing out appropriate orders, but may also help their subordinates understand some issues of human rights in their work. In that regard, a possible incorporation of human rights tenets into the operations of the service will have a major leadership contribution in the long round.

If the immigration service were to consider the above recommendations carefully, and work to address the issues raised, it will go a long way to help achieve its stated mission. Not only that, but it will also help the service to fulfill an international obligation which states that “Law enforcement officials shall respect and protect human dignity and maintain and uphold the human rights of all persons (United Nations, 2004, p.7).”

6.5 Areas for Further Studies

In my study, five practical scenarios were used in gauging respondents’ practical understanding of human rights. And per their responses, it was inferred that many of the respondents were likely to have ended up violating the *rights* identified in the scenarios. These five scenarios however portrayed just a fraction of the many functions that immigration personnel perform at the borders. Meanwhile, it is very necessary that many more of their functions are examined in detail in order to unearth what pertains in relation to human rights. This kind of examination will move the issues from *scenarios* based to practical *situations* based on happenings on the ground.

I therefore suggest that a follow up study be conducted on immigration personnel who operate at the borders to primarily examine how they conduct their operations. That

is, in the areas of arrest, detention, search, interview, profiling, interrogation, and use of firearm. The intention behind such a study would be to come out with the many ways through which their actions or inactions respect and protect travelers' human rights or otherwise. The study may involve talking to travelers regarding their experiences with IOs in terms of respect for their (*travelers*) human rights.

The findings of the proposed study will afford us the opportunity to know how immigration personnel protect or violate people's human rights in the performance of their functions. And that will go a long way in helping with the vital information necessary for administrative decision making. The study could have as its topic, *Examining the State of Human Rights in Immigration Duties: A Study on Border Operations at the Aflao Station.*



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APPENDICES



UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF SOCIAL SCIENCES

(A questionnaire on immigration officers' understanding of human rights)

Dear respondent,

The issue of human rights has become synonymous with law enforcement in our present world. This has been so because law enforcement agents are expected to play a key role in the protection of fundamental human rights. There have therefore been many efforts made by both national and international bodies to try and assist law enforcement agents to be abreast with the tenets of fundamental human rights. The issuance of this questionnaire to you is to ascertain the level of your knowledge and understanding of the concepts of human rights. The questionnaire has been prepared in a manner that will make it easier for you to respond to. The success of this research work depends on your **genuine and truthful responses** to the questions. Please be assured that this whole exercise is purely an academic work and therefore your responses will be treated with all the confidentiality associated with such academic exercises.

Thank you so very much for your cooperation and assistance.

Samuel Kofi Adu-Dickson (DSI)
(Researcher for M.Phil in Human Rights)

Please Do Not Write Your Name

QUESTIONNAIRE
(Immigration officers' understanding of human rights)

(Please indicate your answer with a 'tick' in the applicable box)

1. Kindly indicate your

M	F

 gender.

2. What is your present rank?

Snr. Officer	Sn Inspt	Inspt	Ast Inpt	I.C.O	AICO I	AICO II

3. How long have you been in the service?

0-5yrs	6-10yrs	11-15ys	16-20yrs	above20yrs

4. How long have you worked at this station?

0-1yr	2-3yrs	4-5yrs	6-7yrs	above7yrs

		Not at all	Little	Fairly much	Very much	
5	How much have you heard about human rights?					
6	How much idea do you have of what human rights is?					
7	How much do you know about fundamental human rights?					
8	In your own words what will you say human rights is?					
9	Where did you learn about human rights?					
				Yes	No	
10	Were you taught human rights as a <u>course</u> back at the training school or academy?					
11	Briefly describe what you were taught at training on human rights.					
				Yes	No	
12	Do you have any personal book(s) or material(s) on human rights?					
13	Briefly provide any information you got from the book(s) or material(s) you have on human rights.					
		Never	1	2	3	More
14	Since you came out of the training school or the academy, how many <u>workshops on human rights or human rights education</u> have you attended?					

15	What ideas on human rights do you remember that any such workshop provided to you?				
		Not at all	Little	Fairly much	Very much
16	How much have you read through the GIS standard operating procedures (SOP) manual for border operations?				
17	Briefly describe in any specific way how the SOP has impacted on your work.				
				Yes	No
18	Do you think human rights can be applied practically in the kind of work you do?				
19	Please explain your answer.				
		Not at all	Little	Fairly well	Very well
20	How well can you practically apply human rights in your work?				
		Not at all	Little	Fairly much	Very much
21	In a scenario where an officer verbally insults a traveler for possessing a faked travel documents, is there any human rights issues involved?				
21a	Please explain your answer.				
		Not at all	Little	Fairly much	Very much
22	You by chance meet a hardened smuggler in a bush somewhere along an unapproved route while on foot patrols. On seeing you, he dropped the goods and took to his heels. It is likely that you cannot arrest him if you decide to give him a chase; meanwhile you are armed and have the authority to use it. If you decide to shoot his legs as he runs away in order to be able to arrest him, would that be a human rights abuse?				
22a	Please explain your answer.				
		Not at all	Little	Fairly much	Very much

23	In processing a man and his lady companion during departure formalities for a weekend holiday in the neighbouring country, you found undisputable evidence that they are sex partners. Incidentally, you realized the man is the husband of your elder sister whom you cared about so much. Your instinct urges you to alert your sister of the husband's extra marital affair. Is this the correct thing to do?					
23a	Please explain your answer.					
		Not at all	Little	Fairly much	Very much	
24	A troublesome migrant physically beat up an officer who was lawfully carrying out his duty. What is your view if colleague officers come to his aid by arresting the migrant and subjecting him also to some severe beatings in order to "teach him some lessons" and also as a retaliation for what he did? Is this acceptable procedure?					
24a	Please explain your answer.					
25	A suspect, who has been placed on the <i>Wanted List</i> on reaching the border, sensed danger and attempted to run away but stumbled and injured himself in the process and that made it possible for you to apprehend him. What actions will you take upon his arrest?					
		Not at all	Little	Fairly much	Very much	
26	How much do you think about human rights?					
27	As you carry out your duty how concerned are you that you may be abusing people's human rights?					
28	How much do you know about the "Universal Declaration of Human Rights (UDHR)"?					
29	How much do you know about, "The International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (ICMW)"?					
30	Briefly describe what you know about the UDHR.					
31	Briefly describe any specific thing that is contained in the ICMW"					
	<i>Indicate your level of agreement to the statements below</i>	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
32	Understanding of human rights is important in your work as an immigration officer.					

33	The only way to violate a traveler's human rights is to physically assault him or her.									
34	How would you react to the assertion that the service has given you adequate training in human rights?									
35	Immigration officers should be given mandatory education and training in human rights.									
ID	Q8	Q30	Q31	Score	Q21	Q22	Q23	Q24	Q25	Score



Thank you very much for your participation and **truthful responses**.
A Spread Sheet of Acceptable Responses Recorded in Both
Knowledge and Practical Understanding Probes

	Knowledge of HR				Practical understanding of HR				
1									
2	Y			1				Y	1
3								Y	1
4									
5									
6								Y	1
7	Y	Y		2	Y			Y	2
8		Y		1	Y			Y	2
9									
10								Y	1
11								Y	1
12						Y		Y	2
13	Y			1		Y			1
14								Y	1
15								Y	1
16									
17						Y		Y	2
18						Y		Y	2
19						Y		Y	2
20									
21									
22									
23	Y			1					
24									
25							Y		1
26						Y		Y	2
27								Y	1
28									
29									
30						Y		Y	2
31									
32									
33	Y	Y	Y	3	Y			Y	2
34	Y			1					
35									
36							Y		1
37								Y	1
38						Y			1
39	Y			1				Y	2
40		Y		1				Y	1
41							Y		1
42									
43	Y			1			Y		1
44						Y			1
45								Y	1
46									
47									
48						Y		Y	2
49									
50						Y			1
51	Y			1					

52										
53										
54								Y		1
55						Y	Y			2
56										
57										
58		Y		1	Y		Y			2
59										
60								Y		1
61										
62								Y		1
63										
64							Y			1
65	Y			1				Y		1
66		Y		1						
67							Y			1
68								Y		1
69										
70					Y					1
71								Y		1
72					Y			Y		2
73					Y			Y		2
74										
75					Y					1
76										
77										1
78										
79								Y		1
80	Y			1		Y	Y	Y		3
81						Y		Y		2
82										
83					Y			Y		2
84								Y		1
85								Y		1
86								Y		1
87										
88										
89								Y		1
90	Y	Y		2	Y					1
91								Y		1
92	Y			1				Y		1
93								Y		1
94								Y		1
95						Y				1
96						Y		Y		2
97										
98								Y		1
99		Y		1		Y		Y		2
100	Y			1				Y		1
101							Y	Y		2
102	Y			1				Y		1
103										
104	Y			1		Y	Y	Y		3

105						Y				1
106										
107										
108								Y		1
109					Y	Y				2
110								Y		1
111						Y		Y		2
112										
113								Y		1
114										
115										
116								Y		1
117								Y		1
118										
119	Y			1	Y	Y				2
120								Y		1
	17	8	1		14	20	10	4	54	

