

UNIVERSITY OF EDUCATION, WINNEBA

**COMMUNICATION RELATIONSHIP BETWEEN CARE-GIVERS AND
SURVIVORS OF CHILD TRAFFICKING: A STUDY OF CHALLENGING
HEIGHTS REHABILITATION SHELTER.**



NANA AMA GYESIWAA ANTWI

MASTER OF PHILOSOPHY

2022

UNIVERSITY OF EDUCATION, WINNEBA

**COMMUNICATION RELATIONSHIP BETWEEN CARE-GIVERS AND
SURVIVORS OF CHILD TRAFFICKING: A STUDY OF CHALLENGING
HEIGHTS REHABILITATION SHELTER**

NANA AMA GYESIWAA ANTWI



**A Thesis in the Department of Strategic Communication,
School of Communication and Media Studies, Submitted to the
School of Graduate Studies in Partial Fulfilment of the
Requirements for the Award of the Degree of**

**Master of Philosophy
(Business Communication)
In the University of Education, Winneba**

DECEMBER, 2022

DECLARATION

STUDENTS' DECLARATION

I, **NANA AMA GYESIWAA ANTWI** declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own 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 thesis/dissertation/project as laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: MR. KWESI AGGREY

Signature:

Date:

DEDICATION

This study is dedicated to myself, and my children. It was a tough and bold decision looking at the circumstances that I was surrounded with. This journey has not been easy but resilience, perseverance, and self-motivation, got me through. To my two amazing children Maame Nyarkoa Abronoma and Papa Kwesi, they were my angels who always kept me going to become a better person of myself. Also to my sweet and beautiful mother who encouraged me and supported me not only with prayers but financially too. Mummy, God bless you!. And to my siblings, thank you for being there for me and for showing me unconditional love throughout my academic endeavours. God bless you!.



ACKNOWLEDGEMENTS

God almighty thank you for the opportunity that you gave me and the courage to complete this study.

I would like to express earnest gratitude to my supervisor, Mr. Kwesi Aggrey, who went above and beyond his duties. Mr. Aggrey, your enthusiasm for this work and consistent effort to help me succeed was never unnoticed and I am truly thankful to have worked with you. You offered very useful suggestions throughout the entire work. Your strictness and guidance contributed tremendously to my ability to produce this work.

Again, my heartfelt appreciation goes to the faculty members at the School of Communication and Media Studies for their contribution to my knowledge, the love and cordial relationship with us, students. The experience is unforgettable. A special thanks go to Miss Abena Abokoma Asemanyi and your sister Akua. You opened your home for me comfortably and always encouraged me to keep pushing. Abok, you were not just a lecturer but in you I find a sister and a friend. God bless you so much. I would also like to thank all staff and children of Challenging Heights who welcomed me and gave me the needed assistance especially Victoria and Alfred. I would also like to acknowledge the astounding support of the University Librarian, Mr. Viscount Buer. Mr. Buer, your intellectual support throughout the research process was been truly remarkable. To Mr & Mrs Andoh-Quainoo for your financial support and expert advice. A big thank you to Mr Samuel Nii Anang Mensah, for his unconditional love, financial support, direction and immense contribution made towards the success of my work. God bless you!

To my amazing sisters Nana Ama Gyesiwaa Mensah, Angela Cudjoe, and Gloria Bandoh, your love and support in all diverse ways cannot be over emphasized. Thank you!

I also extend my gratitude to Ellen Amoako-Dankwa and Priscilla Obaa Yaa Boateng for your guidance and academic support throughout my stay in the school. You urged me to go even in my stressful moments.

Finally, to all my wonderful course mates (CoMSSA 13 group), I am greatly honoured for the moments and ideas we shared together. You all have been wonderful, God bless you.

Thank you.



TABLE OF CONTENTS

Contents	Page
DECLARATION	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vii
LIST OF TABLES	xii
ABSTRACT	xiii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.1.1 The factors that contribute to child trafficking	4
1.1.2 The impact of child trafficking	5
1.1.3 Perpetrators of child trafficking	5
1.1.4 The role of the social worker in the prevention of child trafficking	6
1.2 Primary Prevention	6
1.2.1 Role of Shelters and Non-Governmental Organisations (NGOs)	6
1.2.2 Challenging Heights	8
1.3 Statement of the Problem	9
1.4 Research Objectives	11
1.5 Research Questions	11



1.6 Significance of the Study	12
1.7 Scope of the Study	12
1.8 Operational Definition of Terms	13
1.9 Organisation of Chapters	13
CHAPTER TWO: LITERATURE REVIEW	15
2.0 Introduction	15
2.1 The Concept of Communication	15
2.2 Categories of Communication	18
2.2.1 Sharing of Information	20
2.2.2 Developing a shared understanding of what the working relationship	21
2.2.3 Maximizing choice and control	21
2.2.4 Responsiveness	22
2.2.5 Reliability	22
2.2.6 Honesty	22
2.2.7 Unhurried pace	23
2.2.8 Respect	23
2.3 Intrapersonal Communication	24
2.4 Principles and Skills of Interpersonal Communication for Social Work	26
2.4.1 Partnership	26
2.4.2 Relationship of Trust	26

2.5 Characteristics and Skills of Social Work (Social Care Institute for Excellence)	28
2.5.1 Building Trust and Respect	28
2.5.2 Listening Skills	29
2.5.3 Getting Information	29
2.5.4 The Two-Way Process Communication	30
2.5.5 User Participation	30
2.5.6 Nonverbal Behaviours	30
2.5.7 Empathy Aids Communication	31
2.5.8 Language as a Medium for Communication	32
2.5.9 Communicating with children	33
2.5.10 Acknowledging communication differences and difficulties	35
2.6 Barriers to Effective Communication	36
2.6.1 Use of Jargon	37
2.6.2 Emotional Barriers	37
2.6.3 Physical Disabilities and Physical Barriers	37
2.7 Dysfunctional Families	39
2.8 Human Trafficking	39
2.9 Adult Trafficking Versus Child Trafficking	45
2.10 The role of the social worker in the prevention of child trafficking	45
2.10.1 Primary prevention	46
2.10.2 Run information and awareness campaigns	46



2.10.3 Empowerment projects Micro-enterprise development model	47
2.10.4 Social mobilisation	47
2.10.5 Capacity building Teacher training:	48
2.10.6 Secondary prevention	50
2.10.7 Treatment/rehabilitation children's homes or shelters	50
2.10.8 Rehabilitation centres	50
2.10.9 Case management system	51
2.10.10 Assistance during legal/court process	51
2.10.11 Involvement in government strategies to develop policies and laws, and monitor implementation	51
2.10.12 Tertiary prevention	52
2.10.13 Rehabilitation	52
2.10.14 Reintegration	53
2.11 The Stages of Recovery and Integration Process	53
2.11.1 Intake and assessment	53
2.11.2 Interim care and support in recovery	54
2.11.3 Reintegration and continuing care	54
2.12 Services to be offered to Trafficked Victims According to Palermo Protocols	55
2.13 Protection of Victims	56
2.13.1 Psychological, Emotional, and Social Attention	56
2.13.2 Appropriate Housing and Legal Services	59



2.14 Challenges Encountered by Service Providers	60
2.15 Relationship between Social Work and Care-Giving	61
2.15.1 Case Manager and Child and Family Social Worker	62
2.15.2 Rehabilitation Social Worker	62
2.16 Challenges in meeting the needs of trafficked children who experience traumatic abuse	63
2.17 Theoretical Framework	65
2.17.1 Interaction-Process Analysis Theory	65
2.17.2 Friendly or Solidarity	65
2.17.3 Displaying Tension Release or Dramatising	66
2.17.4 Agreeing or Expressing Acceptance	66
2.17.5 Disagreeing	67
2.17.6 Gives opinions	67
2.17.7 Gives Suggestions	68
2.17.8 Asks for Information	68
2.17.9 Give Information	68
2.17.10 Interpretative Phenomenological Analysis	68
2.17.11 Rationale for using IPA for the study	70
2.18 Summary of Chapter	71
CHAPTER THREE: METHODOLOGY	72
3.0 Introduction	72



3.1 Research Approach	72
3.2 Research Design	74
3.3 Sampling and Sample Size	75
3.4 Data Collection Methods and Procedures	76
3.4.1 Interviews	77
3.4.2 Participant Observation	79
3.5 Data Analysis	80
3.6 Ethical Issues	81
3.7 Trustworthiness	83
3.8 Chapter Summary	84
CHAPTER FOUR: FINDINGS AND ANALYSIS	85
4.0 Introduction	85
4.1 Demographics of Participants	85
4.2 RQ1. How do care-givers communicate with survivors at the shelter?	87
4.2.1 Rapport Building Through Questioning	87
4.2.2 Art Therapy	90
4.2.3 Therapeutic Horticulture	93
4.2.4 Prayer	95
4.3 RQ2: What are the expectations of the care-givers during communication with the children?	98

4.3.1 Overcoming Trauma	98
4.3.2 Empowerment	100
4.4 RQ3. How do care-givers deal with issues that arise during their conversations with the children at the shelter?	103
4.4.1 Physical Impact	104
4.4.2 Psychological Impact	105
4.4.3 Social Impact	106
4.4.4 Educational Impact	108
4.4.5 Aftercare Programmes	112
4.4.5.6. Chapter Summary	115
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	116
5.0 Introduction	116
5.1 Summary	116
5.2 Main Findings and Conclusions	117
5.3 Limitations	118
5.4 Suggestions Further Studies	119
5.5 Recommendations	119
REFERENCES	122
APPENDIX A	137
APPENDIX B	138



LIST OF CONTENTS

Contents	Page
4.1 Distribution of Participants by Gender	86
4.2 Distribution of Participants by Age	86
4.3 Distribution of Participants by Years of Experience	86



ABSTRACT

Human trafficking has been identified as a large remunerative industry across the world with women and children being affected the most. As a result, finding a safe and secured shelter is one of the steps rescuers take when they rescue victims from the influence of traffickers. This study examined the communication relationship between care-givers and survivors of child trafficking in the Challenging Heights Rehabilitation Shelter. The study sought to investigate how care-givers communicate with with survivors at the shelter, to examine the expectations of the care-givers after communicating with the survivors and to analyse how care-givers deal with issues that arise in their conversations with survivors at the shelter. Drawing on the theories of Interpretative Phenomenological Analysis and the Interaction Process Analysis, I employed a case study design. The study found that care-givers usually built rapport with victims through questioning, use of art therapy, therapeutic horticulture and prayers. Care-givers categorise the issues that generally emerge through their conversations with victims over the following: physical impact, psychological impact, social impact, educational impact, and after-care programmes. Findings also showed that care-givers at the shelter were accommodating and supportive. The study recommends that while informal counselling should be available in the shelter, serious mental health issues such as addiction, trauma, suicide, among others should be dealt with by professionals.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Human trafficking has been a violation against humanity for centuries (UN-GIFT, 2008). Nearly every country in the world is affected by trafficking for sexual exploitation or forced labour. While there is clearly support to eradicate trafficking in persons, the challenges are immense (UN-GIFT, 2008). Human trafficking is an international crime that treats human as commodities to be exploited. It affects various genders, ages and origins. In order to mislead, compel and deceive their victims, traffickers use violence, fraudulent employment agencies, false promises of education, and work possibilities. They prey on those who are vulnerable, destitute and are just looking for work (UNODC, 2020).

Human trafficking has been identified as a large remunerative industry across the world with women and children being the most affected, mainly due to their vulnerability and to a larger extent, ignorance of their human rights (Yadoglah, 2018).

Trafficking in-person according to the United Nations Palermo Protocol is;

“the recruitment, transportation, transfer, harboring or receipt of person by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of abuse of power or a position of vulnerability or giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation” (UNODC, 2008).

This implies that when money or other items are received by parents or guardians of children so that another person (payer) is given the control of a child, to be used against their will or exploited, child abuse has taken place. A report by US Department of State (2013) estimates that globally the number of people trafficked annually ranges from 600 and 800 million.

The International Labour Organisation (ILO) statistics intimates that an estimated 40.3 million people are in modern slavery, including 24.9 million in forced labour. According to the statistics, there are 4 to 5 victims of modern slavery for every 1,000 people in the world and 1 in every 4 victims is a child. Similarly, the organization (ILO) indicates that child labour deprives children of their childhood and is an obstacle to their emotional, and social development. Children involved in the worst forms of child labour suffer major physical and psychological problems. The ILO report also reveals that physical consequences may be the result of involvement in hazardous work, physical abuse, lack of proper nutrition, risky sexual behaviour (exposure to HIV/AIDS, hepatitis and other sexually transmitted diseases), and lack of medical care. Child labour affects the child's development in both the short and long-term.

According to global report on trafficking in persons, child trafficking is a serious violation of children's rights. Every year hundreds of thousands of children are smuggled and sold across borders as mere commodities (UNODC, 2012). Every child has the right to survival, protection and education, (UNCRC, 1989). Unfortunately, some children are denied these basic rights as they are sold into slavery as a result of poverty and family break downs. The government of Ghana has been unable to provide enough resources to meet the social, educational, and health needs of children who are victims of trafficking (International Organization for Migration, 2012). This makes the restoration and sustenance of their (children) fundamental human rights difficult due to the entrenched causes of human trafficking into social and cultural factors (IOM, 2012). Some of the fundamental factors includes social, economic, and cultural issues at the personal, community and organisational levels (Abdulraheem & Oladipo, 2016).

Children and their families are entrapped by vague promises given to them by traffickers to give them better life as a way of escape from poverty. However, these hopes are dashed as such children's rights to education, health and to living with family is denied them. The development community is becoming more aware of the problem of child trafficking. Child trafficking is a multifaceted developing phenomenon, and as a result, there has been an increase in global attempt to combat the human trafficking (UNODC, 2008).

In 2015, the profile of human trafficking in Ghana in terms of origin, destination and transit of people to engage in criminal acts put Ghana into the Tier 2 Watch-List classification of the international level. Ghana's situation is of utmost concern and a problem because, it has remained on the Tier 2 watch list for the second consecutive time and is in risk of becoming a Tier 3 country if adequate efforts are not put in place to counter trafficking (US Department of State, 2017). In the numerous trafficking flows within and across these Sub-Saharan African countries, majority of victims (about 64%) are children (UNODC, 2016).

According to Shigekane (2007), the demands of trafficked survivors are much greater than those of other marginalised groups. The children require more time-consuming, extensive, and structured care, especially when they have been traumatised by others, abused, have travelled alone, and are separated from their families. Whether or not they entered the sphere of sexual exploitation willingly or were coerced into it, women and girls endure the same conditions and consequences. These include "lifelong physical and psychological trauma, exposure to diseases including HIV, drug addiction, malnutrition that can lead to physical and emotional damage, and unsanitary and inhumane living conditions" (Parrot & Cummings, 2004, p.33). Their physical health may be affected by confinement resulting in malnutrition and dehydration, forced abortions, as well as injuries sustained from repeated beatings, torture, rape, and other physical abuse (Nguyen, 2010). A report by UNODC

(2009) reveals that the children are also likely to suffer from neurological symptoms, gastrointestinal problems, and gynecological infections (which tend to be most severe in young adolescent girls whose reproductive tracts are more immature and sensitive to infection).

According to Raferty (2013) and Yadoglah (2018), there are a number of factors contributing to child trafficking, including poverty, gender discrimination, natural disasters and political instability, culture, HIV/AIDS, weak laws and corrupt law enforcement, globalisation, new communication and technology, family dysfunction and breakdown, social developmental strategies, rituals in which human private parts are used, and lack of birth registration.

These factors lead children along a trail of traumatic experiences with negative physical, social, psychological and economic impacts.

Child trafficking has a negative impact on victims and their families as well as the community and the nation as a whole. Child trafficking is a human rights violation and a crime. It violates the universal rights of all children to life, liberty and freedom from slavery. Where child trafficking occurs, it increases social breakdown and promotes crime, and interrupts the passage of knowledge and cultural values from parent to child and from generation to generation, making the child more vulnerable to the traffickers and weakening a core pillar of society (Raferty, 2013). In short, child trafficking leads to social, psychological, physical and economic trauma for the victim (Yadoglah, 2018).

Yadoglah (2018) states that children are recruited by their parents or relatives and close friends, government agencies and commercial agencies. These groups recruit the children both for the entertainment industry and as domestic workers. Other recruiters might be community leaders and prominent members in the society such as village headmen, church leaders, police officers, orphanage directors, brothel owners, local doctors, bank officials,

all sorts of transport workers, tour operators and criminal gangs. Furthermore, professionals including adoption officers, school teachers and government officials in justice (e.g. lawyers) and health departments are also involved in recruiting children. Corrupt immigration officials may facilitate the act consciously or unconsciously, but the bottom line is that child trafficking is a business in which a lot of people have a stake.

The International Labour Organisation (2006) states that child victims of trafficking endure harmful repercussions that affect their physical and mental health, contributing to personality and behavioural disorders which disturb normal child development. These negative impacts require a range of prevention measures, represented by the various professions in a multidisciplinary team including social workers. The role of the social worker in the prevention of child trafficking will be discussed below and will include primary, secondary and tertiary prevention.

1.1 Role of Shelters and Non-Governmental Organisations (NGOs)

The role of non-governmental organisations (NGOs) in anti-trafficking measures is based mainly on monitoring human rights violations, intervening where governments fall short, and keeping sex trafficking (and human trafficking in general) on the international security agenda. By addressing the underlying broader socioeconomic situations which have been shown to be breeding grounds for human trafficking, and by providing services to assist capacity building in both the government and civil society, NGOs continue to be active and valuable players in anti-trafficking measures.

When victims of trafficking are rescued or escape from the influence of traffickers, one of the first steps they take is to find safe and secure shelter. For fear of further danger and vulnerability, many victims chose to remain as slaves despite the abuses. Lack of safe and

secure shelters frequently leads to victims returning to their abusers. As a result, shelters (in both short and long term) are significant and serve as important aspect of the reintegration process and must be available for rescued victims of human trafficking (UNODC, 2005).

NGOs are central providers of rehabilitation resources for victims. Many of such organisations run shelters (with or without the assistance of a government department, or ministry) which are usually tailored to meet victims' needs while navigating political, social, and cultural challenges. In collaboration with other agencies, these shelters provide relief for victims through social workers who often need to seek secondary counseling themselves after becoming privy to the horrifying experiences of these victims (Poole, 2010). In a country without a strong governmental focus on rehabilitating trafficking victims, NGOs have been stepping up.

The International Organisation for Migration (IOM), a prominent inter-governmental organisation that works on anti-trafficking programmes and data collection in close collaboration with governments and NGOs, is perhaps the most comprehensive international anti-trafficking initiative. It issued a manual that gives the required instructions and recommendations to properly provide a full range of aid to victims of human trafficking, from initial contact and screening through efficient social reintegration (IOM, 2007). Though from the discussions it is clear that shelters and rehabilitation centers play a very vital role in reintegration process of survivors of human trafficking, search in the libraries and more readings indicate that no substantial study has been done on rehabilitation shelters. Therefore, the above points set the ground for further discussions on communication in the rehabilitation shelters.

Challenging Heights

Challenging Heights was founded by James Kofi Annan in 2005. James was trafficked to Lake Volta when he was 6-years old and he spent seven years in modern slavery. He managed to escape, return to his home in Winneba and put himself through school. While working as a bank manager, James saved up some money to start Challenging Heights with the intent to prevent more children from going through what he encountered and to rescue the children still working on Lake Volta. Challenging Heights started with Child Rights Clubs at schools in 2003 and was legally incorporated as non-governmental organization (NGO) in 2005. Over the years the organization has grown from Child Rights Clubs at schools to conducting rescues each year and rehabilitating children at their recovery center.

The main effort focuses on addressing trafficking of children to lake Volta where they are forced to work under hazardous conditions in the fishing industry. Their mission is to ensure a secured, protected and dignified future and life for the children and youth by promoting their rights, education and health. They conduct a number of rescue missions each year, rescuing dozens of children through tip off from community members which helps in identifying children who have been trafficked to Lake Volta. The children are then brought to the Challenging Heights Recovery Centre which offers continuous survivor rehabilitation and recovery care. With a total capacity of 176, the centre provides medical, psychological and emotional care to the survivors. Children at the recovery Centre also attend school, a first time experience for many of them. Children live at the center for average of six months as the first step in their recovery process. While in rehabilitation, a reintegration team locates and assesses the children's families. Each child's progress is reviewed throughout their time at the recovery and the decision to reintegrate them with their communities is based on their needs. The organisation works in underserved coastal communities in Ghana providing support to women and children in hard-to –reach areas which are at risk of child trafficking.

This information about Challenging Heights Rehabilitation was retrieved from the institution's website (www.challengingheights.org).

1.3 Statement of the Problem

Trafficking is an international phenomenon, though not all victims are transported across state borders. Almost every country in the world is involved in the networks which perpetuate this phenomenon, whether as a source, transit, destination, or all of the above (Farr, 2005).

The International Labour Office (ILO) statistics stipulates that, globally, the numbers of trafficked victims are alarming. More than two million people are affected by the various forms of trafficking (ILO, 2008). With some estimates ranging from 4 million to 27 million, the International Labour Organization (ILO) in their 2002 estimate states that about 12.3 million children are trafficked annually for various exploitative reasons (ILO, 2002). An annual estimate of about 800 million victims were reported in 2013 by the US Department of State (Gyamfi, 2016). The economic dimension of trafficking activities influences victims of exploitation. For instance, most of the boys are forced into manual or physical forms of labour such as farming, drug trading, and other crimes whereas most girls become victims of sexual exploitation and domestic servitude (ILO, 2002).

Some studies have been conducted on rehabilitation and reintegration of survivors of child trafficking across the globe and these include; recovery and reintegration of children from effects of sexual exploitation and related trafficking, experiences of trafficking of survivors in Nepal and factors that influence child trafficking in Ghana (Dahal et al, 2015, Yadoglah, 2017).

Residential shelters play a critical role in the stabilisation and eventual reintegration into the society for trafficked persons (Mass, Trapp & Konrad, 2020). Winter (2011), emphasises that it is impossible to overstate the importance of social field workers or carers establishing and maintaining personal relationships with children in residential care, as well as listening to their concerns and complaints once they are accepted. In this context, the establishment of a close and trusting relationship between caregivers and residents is critical, which can only be achieved by regular communication in residential care. Schofield (2005) also avers that children are particularly susceptible before entering care because of their situations and experiences. These children may have emotional and behavioral issues, such as bedwetting, aggressive thoughts, and health and educational issues. There have also been instances of violence and abuse in a relationship that was unstable, broken, and terrifying. This therefore means that children's relationship with caregivers is crucial in terms of helping children begin to address, make sense of, and successfully move on from these issues (Sempik et al., 2008; Schofield, 2005).

Children's identity, sense of belonging, wholeness, and continuation of their life story are all areas of emotional and social well-being that require specific attention and rely on stable and pleasant relationships, according to some experts (Schofield, 2005, Winter & Cohen, 2005). According to them, social workers and caregivers come into contact with children at difficult times, and as a result, their relationships with children are of great importance. Caregivers operate as a link between the past and the present for the child, allowing continuity between the two. Building meaningful relationships with children and communicating effectively with them aids in the investigation, assessment, planning, decision-making, reviewing, and evaluating processes of rehabilitation. Pandey et al. (2018) posit that the penultimate goal of rescue and rehabilitation is the reintegration of the trafficked victims in their family and community. They explained further that through the

victims return to their homes, it is presumed that they are being returned to their rightful place. The return to their families implies the end of the rehabilitation assistance for the victims and so does the responsibility and obligation of the government towards the victims.

Despite the significance of developing successful communication with children as described above, Rehabilitation Homes or Shelters that prepare trafficked children for reintegration have received little attention (Sears, 2018). This sparked my curiosity in researching the communication relationship between care givers and the children at the Challenging Heights Shelter as a case study. The relationship between them is the emphasis as well as how it affects the well-being of the children.

This study, therefore, seeks to explore the role of communication in the rehabilitation shelter with the focus on the methods and forms of communication used during the process of preparing the children for reintegration.

1.4 Research Objectives

1. To investigate how care-givers communicate with survivors at the shelter.
2. To examine the expectations of the care-givers after communicating with the survivors
3. To analyse how care-givers deal with issues that arise in their conversations with the survivors at the shelter.

1.5 Research Questions

1. How do care-givers communicate with the survivors at the shelter?
2. What are the expectations of the care-givers after communicating with the survivors?
3. How do care-givers deal with issues that arise during their conversations with the survivors at the shelter?

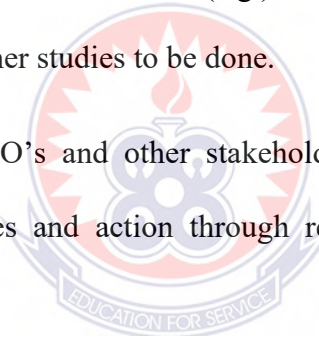
1.6 Significance of the Study

Every child has entitled rights as ascribed within the constitution of Ghana (Children's Act 560). Children are more vulnerable, offenders take advantage of this vulnerability and abuse their rights (Yadoglah, 2018, Wanjiku, 2020). Children require all of the safe guards their parents, caretakers, and society can provide.

The study's findings will be valuable to all advocates working to bring social justice through combatting social injustices such as child trafficking as it is hoped that they would place more emphasis on the shelters and structures within them.

Again, this study will provide empirical evidence on the role communication plays in the rehabilitation shelter and also add to literature (e.g.) on child trafficking and give room by way of recommendation for other studies to be done.

The study will also help NGO's and other stakeholders who play important roles in prompting government policies and action through reporting trafficking activities and protecting the children at risk.



1.7 Scope of the Study

The study was conducted within the period of twelve (12) month, from July, 2020 to July, 2021 at Challenging Heights Rehabilitation Shelter. Challenging Heights Rehabilitation Shelter was chosen because it was one of the few centers that could provide relevant information for the study and had proximity. Using a qualitative research method, and employing a case study design, the study focused on understanding the interaction between care-givers and survivors at the shelter. It is important to state that though there are other staff members like kitchen and security staff at the shelter who also come in contact as a

result of the services they provide for children, the study focused on only care-givers and case managers at the Rehabilitation Shelter.

The site of the study was chosen based on convenience and the researcher's knowledge of the existence of the organization, and the fact that organization is one of the Non-Governmental Organizations leading the fight against child trafficking for commercialization on the Volta lake.

1.9 Organisation of Chapters

The study is divided into five chapters. The first chapter sets the preliminary stage for the study. It comprises the background of the study, the objectives, research questions, significance of the study, scope of the study and the organization of the study.

The second chapter focuses on the reviewed of related literature and the theoretical frame works underpinning the study. The third chapter focuses on the process and procedures in collecting and analyzing data. It is an embodiment of the research approach and design, sample and sampling technique, data collection instrument, process of data analysis and the method of data analysis. Chapter four provides the results and discussions of the findings. The issues were presented in themes and explained by using the theoretical frame work and concept in the literature reviewed.

Chapter five offers the summary, conclusions, and recommendations of the study, as well as areas for further study.

Chapter Summary

This chapter discussed the background to the research and established the statement of problem for the study for the study. It also discussed the research objectives as well as the

research questions. Again, the chapter looked at the significance of the study and the scope. Finally, the organisation of the entire research work was elaborated in this chapter.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, related literature by scholars on social work/caregivers and communication were reviewed. The chapter also discusses the theories used in the study which are the interaction-process theory and the interpretative phenomenological analysis theory. The chapter also looks at the problem of child trafficking by first providing a brief history of the crime in order to establish and comprehend the sort of care and assistance victims require.

2.1 The Concept of Communication

Communication transpires within the context of people, places, situations, and other social and interpersonal conditions. It also involves performing selected tasks and exhibiting behaviours such as establishing shared meaning, offering therapeutic instructions, performing client interviews, eliciting relevant data, explaining procedures, educating clients and families, discussing treatment options, describing adverse effects from medication, and providing crisis intervention (Acquah, 2011).

In most African societies, people use to communicate using various modes such as wood drums, slit drums, metallic gongs, wooden flutes, smokes, and, more generally, the town criers (Okoro, 2010). Each of these modes was used as a channel of communication. People who used these channels had a full understanding of them (Masur, 2018). This indicates that communication is crucial in human contact and that humans cannot exist without it. As such, every profession whose goal is to study persons and their interactions must focus on principles of communication. Muller-Kluits and Slabbert (2018) argue that the driving engine of every social work profession is communication. Trevithick (2011) re-echoed this

opinion, stating that social work was one of the first professions to recognise the importance of communication skills and the link between social workers and effective practice. Communication is described as the process of expressing thoughts or feelings across multiple people, groups or systems whether verbally, non-verbally, or online (Garvin Gutierrez & Galinsky, 2017).

Shannon and Weaver (1948) with their simple model viewed communication as a linear (one-way) communication. This initial model consisted of three primary elements: sender, channel, and receiver. This model often referred to as the standard view model, information or content (eg. a message in natural language) is sent in some form (as spoken language) from a sender/ encoder to a destination receiver/decoder. Communication was therefore seen as means of sending and receiving information. Shannon and Weaver designed this model to mirror the functioning of telephone and radio technologies (Valentzas, & Broni, 2014). However, Valentzas and Broni (2014) argue that communication is not linear (sending and receiving of information) but is a two-way and multi-way creative and dynamic continuous process rather than a discrete exchange. Trevithick (2014) adds that communication can be likened to methods of transmitting and receiving knowledge.

Human communication is a process of transmission of ideas through feelings and behaviour from one person to another. Communication is persuasive and seeks to obtain a desirable response to what is being transmitted. Communication is a complex process of interpreting one another's actions and making attributions about thoughts, motivations, and intentions (Robinson & Webber, 2013). It is the verbal and non-verbal interaction between humans with the hope of being able to convey meaning and messages. However, Phutela (2015) argues that human communication goes beyond the things we do with our bodies. Our actions and acts of self-expression are also part of our communication. An important part of understanding human communication is acknowledging that it includes messages that are

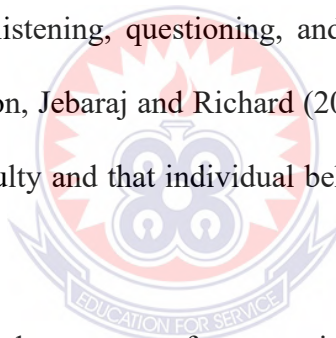
received correctly as well as messages that are not, due to language barrier or simple misunderstanding between sender and receiver.

Koproskwa (2010) asserts that communication is contextual and should be aligned with people's gender, cultural, social, knowledge base, occupational and age difference. She states that to be more exact, the components of the communicative process have been identified as communicators, message, channel, noise, feedback and context. Communicators or participants in communication model are the senders and the receivers of message in an encounter. The message is the verbal or nonverbal content being conveyed from a sender to a receiver. The internal cognitive process that allows participants to send, receive, and understand a message is the encoding and decoding process. Encoding is the process of turning thoughts into communication. Decoding is the process of turning communication into thoughts. Channels of communication are the various vehicles that messages travel to the receiver for decoding. At each stage of the communication process, there is the possibility of interference that may hinder the process. This interference is known as noise and may affect the information being transferred (Adler & Proctor, 2016).

Social work with children is one of the core areas of social work interventions (SWI) whose scope varies across different settings. It is critical to understand that any kind of intervention with children needs to adhere to the overarching framework of the constitutional provisions, national and state level laws or acts, policies, programmes and schemes that address multifaceted and variety of issues concerning children (Trevithick, 2011). Social work takes place through the medium of relationships, and communication is how relationship is made. Those who choose the career of social work are people who care about others and want to make others' lives better. Communication is so essential in life, that Watzlawick (2017) famously declared that one cannot not communicate. This implies that communication

happens all the time and every social situation entails communication, thereby, calling for communication skills.

Galadja (2017) asserts that communication is interaction with ourselves, with others and with our external and internal environment. It is a very critical human activity to survival and growth. Human beings create social realities through communication. Social realities include, concept of self, community, institutions and cultures. Through communication, human beings create relationship of who we are, relationship within community, and build institutions. The ability of social workers to pay attention while listening in order to understand the client's perspective and to discern the conscious and unconscious factors that may influence behaviour is very critical. Care-givers demonstrate qualities such as empathy, genuineness and respect for listening, questioning, and explaining to be more efficient (Hargie, 2016). Drolet, Sampson, Jebaraj and Richard (2014) also argue that social work is about helping people in difficulty and that individual behaviour is the product of complex motivation and influences.



The summary of literature on the concept of communication is significant to the present study to understand the overview of communication. Various scholars have categorised the concept of communication.

2.2 Categories of Communication

In order to create social realities and relationships, communicators employ varying categories of communication. Devito (2019) asserts that the following are the categories of communication:

1. Spoken or verbal communication- includes face-face, telephone, radio or television and other media.

2. Non-verbal communication- covering body language, gestures how we dress or act, where we stand, and even our scent. There are many subtle ways that we communicate with others. The tone of voice can give clues to mood or emotional state, while hand gestures can add to spoken message
3. Written communication includes letters, e-mails, social media, books, magazine, the internet and other media.
4. Visualisations: Graphs and charts, maps, logos and other visualisation can all communicate messages.

Hargie (2016) on his part distinguishes between verbal and non-verbal communication, as well as vocal and non-vocal communication by indicating that vocal behaviour encompasses all aspects of speech including content and accompanying expressions such as tone of voice, rate of speech, and accent. He argues that to influence behaviour nonverbal channel of communication is sometimes more significant than the verbal channel for transmitting information of an emotional or attitudinal character. All the aforementioned aid effective communication on a whole.

Effective communication in social work is achieved by facilitating a common understanding, modifying behaviours, and gathering knowledge. As a social worker, good communication necessitates the ability to be both sympathetic and aware of clients' circumstances in order to establish rapport with client, design treatment options, and eventually nurture desired change (Zeiger, 2018). Malik, Rehman and Hanif (2012) argue that in the context of interventions and helping relationship, communication is critical for engaging clients (individuals, groups and communities), oneself, colleagues, and other professionals in social work. Care-givers as part of social work professionals employ intrapersonal as well as interpersonal skills in effectively communicating in care-giving situations.

As evidenced in the above studies in the literature, there are diverse categories of communication. In the study of Devito (2019) for example, it was discovered that the categories of communication were verbal, non verbal, written and visualisation. This is corroborated by Hargie (2016) whose study had also confirmed that communication can be categorised into verbal and non-verbal.

This study seeks to examine the communication relationship between care-givers and survivors of child trafficking at Challenging Height Shelter. There is an expectation that some of the categories of communication identified in the literature will be revealed in the findings of this study as well. Intrapersonal communication is imperative in organisations. According to Koprowska (2008) interpersonal skills which create good working relationship in a social environment are as follows:

2.2.1 Sharing of Information

Information about confidentiality policies, complaint procedures, services being offered and the associated costs with certain services can be shared amongst stakeholders or all parties concerned with a particular social establishment. This allows people to have a deeper understanding of when, where and how things are done and encourages a harmonious living among workers (Hargie, 2016). It however comes in two forms. For instance, when a person provides information in a descriptive way and leaves the listener to discern an understanding and pick up the lessons, it is considered an advice. However, there is another form of advice where the person giving it may point out to the listeners what they are supposed to do, and this clearly unwelcome by a lot of people. According to Sue and Sue (2002), Though most social workers admit that the latter conflicts with their aim which is to empower and liberate others, people need to understand that the differences in culture and backgrounds determines what form of advice people are accustomed to and accept. Obi-Keguna (2017) also

corroborate that culture difference and difficulty in understanding unfamiliar accents determines how victims will understand accept the help from care-givers.

2.2.2 Developing a shared understanding of what the working relationship is about

Koprowska (2008) implies that the vision of an organization should be shared through communication. It also indicates that goals can be negotiated putting into consideration the roles, challenges, perspectives and feelings of other people involved. are defined and negotiated. This means that there should be a constant flow of communication supported by positive communication relationship and structures within the organization. This will allow workers and all other stakeholders own the vision and put in their best to achieve it.

2.2.3 Maximizing choice and control

It is the innate quality of a man to want to have control of his life and to make crucial decisions thereof. However, it is undisputed that allowing people to make decisions or choices takes a lot of time and patience. In a social environment, there is the need to assist people to make their own choices through communication. This can be done by offering images to represent different types activities, styles, foods and discussing them thoroughly. It definitely takes longer than deciding for them but it commensurates with their human rights and enhances a good interpersonal relationship (Koprowska,2008).

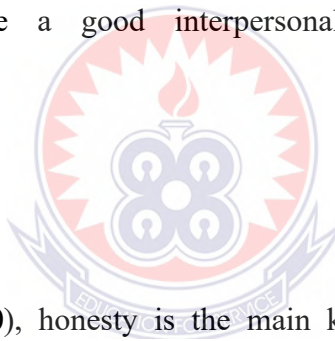
2.2.4 Responsiveness

Koprowska (2008) posits being responsive is one of the skills needed to create a good working relationship in a social environment. It includes practical communicative activities such as returning phone calls, showing affection towards others by remembering important dates and times in their lives whiles on such subjects and being sensitive to others through words and in actions. It implies the need to respond appropriately to what others may

communicate. This means that interpersonal communication can be enhanced when the right tools and mode of communication are used to respond to certain sensitive communication.

2.2.5 Reliability

Reliability in communication implies that messages or information reaches receivers intact. It also indicates that people who communicate something actually do what they said they would do at the appropriate time given. sometimes, in the social working environment, when a person has good reasons for not doing what they had communicated, they are expected to communicate their hindrances to the recipients. In that case, they are still deemed to be reliable. When a person lacks reliability, it means they cannot be trusted or confided in. This however does not enhance a good interpersonal relationship amongst people (Koprowska,2008).



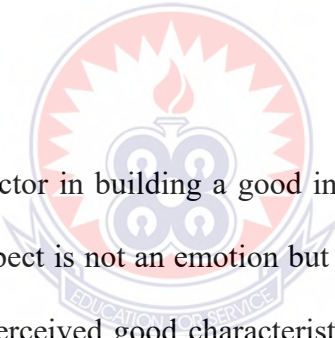
2.2.6 Honesty

To Fitriah and Madjid (2020), honesty is the main key to one's success in building relationships and expanding social networks. The author explains further that honesty is when a person's words are in tandem to factual events or happenings. It implies the ability of social workers telling people where they stand in the social environment. Koprowska (2008) explains that honesty has got to do with, for instance, giving truthful answers to some questions of whether people can be admitted in a particular social facility or not, if they can have their families visit or not, and what their chances of having their relative return to them are. Communicating some of these truths are difficult because the empathetic nature of social workers but they are needed to facilitate a trustworthy interpersonal relationship.

2.2.7 Unhurried pace

Pace is considered a non verbal communication (Richards et al., 2005). Although time makes a huge difference, the quality of communication can also be determined by the pace at which it is being done. When people realize they are being rushed in a conversation or any form of communication, they get the feeling that they may not be important to the communicator or the conversation is as a result of some sort of protocol. This is very offensive and may damage interpersonal relationships. Not rushing a person means that you take enough time to ensure that they understand the message being relayed to them, and that they can also express themselves accordingly. Anytime an individual feels they have the initiator's attention, they are able to give clear and effective feedback.

2.2.8 Respect



Respect is a very important factor in building a good interpersonal relationship. Frei and Shaver (2002) explain that respect is not an emotion but an attitude or disposition towards an individual based on their perceived good characteristics. Respect in communication is demonstrated by verbal and non verbal communication. Respectful behaviors may be different across cultures. For instance, some cultures deem it respectful to call people by their last names following after a title. Others presume that greeting an individual irrespective of their age, gender or social class is respect. Treating people with high moral standards as long they exist is respect, and should be encouraged among all groups of people in a social work environment. This will enhance interpersonal communication.

2.3 Intrapersonal Communication

Intrapersonal skill is essential for personal and professional relationships. Intrapersonal skills refer to the deciding factors in selection process and excellence of an individual. Within every individual lies the strength to understand oneself and other people, to imagine, plan and solve problems (Sambaiah & Aneel, 2016). Interpersonal skills on the other hand in a global sense, is the skills employed when interacting with other people (Hargie, 2011). Coulshed and Orme (2018) state that a person is skilled based on the extent to which he or she can communicate with others in a manner that fulfils one's rights, requirements, satisfaction, or obligations to a reasonable degree without damaging the other person's similar rights. Hargie (2016) defined interpersonal communication as an ability to relate to individuals through written as well as verbal communication. This type of communication can occur in both one-on-one and a group setting. This can aid in dealing with various people in various situation making people feel at ease. Interpersonal communication includes gestures such as eye contact, body motions and hand gestures.

The goal of interpersonal communication, like the goal of every communication, is to obtain or share knowledge, to educate and instruct, as well as soothe, explain, and influence one another. To accomplish these goals, a proper interpersonal communication strategy is required so that the communication process can proceed in accordance with the sender's expectations (Berger, 2014). Listening, talking, and dispute resolution are all crucial elements of interpersonal communication.

Interpersonal communication skills enable you to discuss and express your ideas, thoughts, desires, likes, dislikes, pleasant and unpleasant sensations, and experience with others in spoken or non-verbal ways. Interpersonal communication practice has a high potential for developing beneficial social relationship because it is done with a personal psychological touch (Berger, 2014). Furthermore, it can foster a strong social mood among people (Hargie, 2016).

According to Rachmat et al. (2017), in communicating with others, people do not only provide the substance of the message but also determine the degree of interpersonal ties, and not just the content but also the relationship. Interpersonal communication is effective because it can be done between individuals or groups of people as long everyone in that group is able to exercise direct communication and feels that their communication needs are met. Social workers use interpersonal communication to communicate with clients during the social rehabilitation process. Social workers can influence communication success.

Whether an interpersonal relationship is productive or not depends on how satisfying the relationship is and how much attention is given to it (Matthews, 2017). Having good interpersonal skills can mean the difference between happiness and unhappiness or success and failure in multiple areas of life. Enhanced understanding of the factors in play when two people communicate, whether in a personal or a professional relationship increases an individual's chances of developing the ability to communicate effectively (Tareilo, 2011). Tareilo (2011) believes that interpersonal relationships increase communication competence through observation of oneself and others, assessing what is observed, practicing specific behaviours, and then predicting and evaluating the outcomes of our interactions, with the goal of improving our communication skills. Social workers are supposed to adhere to certain principles and skills of interpersonal communication.

2.4 Principles and Skills of Interpersonal Communication for Social Work/Care-givers

2.4.1 Partnership

Social workers are better equipped when they develop a shared understanding of agreement about what the aim of the work is. Respect the people, expertise, and views about their own situation and be honest about their own views and concerns (Hargie,2016). Social workers must not assume that children cannot engage in meaningful relationship. Social workers must go beyond seeing children as a case but rather as persons who are able to make contributions to relationships. Trust is also crucial in building relationships (SCIE,2015).

2.4.2 Relationship of Trust

Close personal relationships serve an important function because they provide an individual with a sense of safety and security. They can relieve distress and anxiety in times of need (Collins & Feeney, 2000). Relationships do not grow and develop until individuals trust each other. Trust is learned from past interactions with another (Walker & Gorsuch, 2002). Trust is developed as the parties self-disclose personal information and learn that they will not be hurt by making themselves vulnerable to each other. Vitterso (2001) posits that increased trust leads to the sharing of more personal information between the parties, and enhances regenerative interaction patterns and contributes to improved problem solving and productivity. It is very critical that caregivers build up a trusting relationship with service user's in order to lower some of their barriers. This helps them to open up and be real about what the issues are. Social workers must be reliable and approachable so victims would feel safe with the people they cry with.

Winter (2011) asserts that it is an important duty for caregivers to maintain a good parent relationship where the welfare and needs of the children are provided. She emphasises that young children known to social services are highly likely to have been involved in abusive, chaotic, fractured, frightening, and violent relationships. Garrett (2016), Schofield (2009)

and Sempik, Ward and Darker (2008) agree by noting that these experiences have an impact on the children's emotional and developmental behaviour by the time they enter the care system or rehabilitation centre. Garret (2016) stressed that in that context, the children's relationship with their social worker is critical in terms of assisting children in beginning to address, make sense of, and successfully move from these issues.

Focusing on developing meaningful relationship with children, respecting their rights to information, participation and protection through communication helps the children gain their wishes and feelings according to Winter (2011). McLeod (2008) also agrees that relationship with social workers is important to children in care because it indicate that someone truly loves them and wants to pay attention to them (children).

Koprowska (2020) is also of the view that children in care may encounter changes and disruption which they may have little control over, such as where they reside, who they live with and their interactions with family. Therefore, maintaining a positive connection with social worker, being told the truth, receiving explanations in language children can comprehend, and having their feelings recognised and understood may all assist in the healing process of their tough life experience. Lefevre (2008) reiterates that it is important for caregivers to demonstrate to children in their care that they are interested in them by being pleasant, and by smiling and welcoming. Everyday, care-givers communicate with vulnerable children in their care at the various rehabilitation centres to gain information, convey critical information and make important decisions. Without effective skills care-givers/social workers may not be able to obtain or convey that information thereby causing detrimental effect to children (Zeiger, 2018). According to Winter (2011), it is important for children to feel like they are active participants and must be engaged in the process of decisions being made about them. Caregivers should engage the children in meaningful relationship and ensure that their perspectives are all part of the process (Winter, 2011). The

United Nations Convention on the Rights of the Child echoes that positive and meaningful relationship between children and adult is critical to ensuring children's rights, particularly their participation rights (UNCRC, 1989, Article 5). Care-givers who communicate effectively draw on many skills in order to communicate with clients. Below are some of the characteristic and skills recommended for social workers.

2.5 Characteristics and Skills of Social Work (Social Care Institute for Excellence)

Social Care Institute of Excellence (2015), developed guidelines that demonstrate innovation and knowledge that are relevant in social care services. Below are some of the characteristic and skills recommended for social workers.

2.5.1 Building Trust and Respect

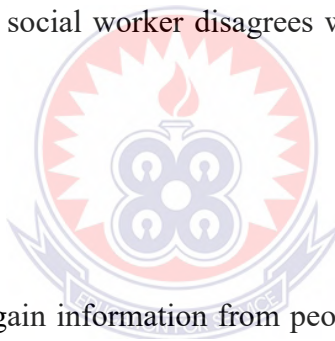
Zeiger (2018) confirms that social workers must critically be concerned about service users (children and adult) well-being and their rights must be respected throughout. Communication with a client will not be successful if the client feels the social worker does not have her best interest. Social workers must be respectful in the way they (workers) refer to them in letters or reports or at professional meetings and respect confidentiality as much as possible. Care-givers must be possess effective listening skills.

2.5.2 Listening Skills

Robinson et al (2014), indicate that listening is a psycho-therapeutic technique, which demonstrates unconditional acceptance and unbiased reflection of client's experience. Levitt (2002) also identifies active listening as a therapeutic micro-skill involving listening

attentively and responding empathically so a client feels heard. He further states that there are at least three elements in active listening. The first element involves expressing interest in the speaker's message by displaying nonverbal involvement in the form of back channelling. The second element refraining from judgement and paraphrasing the speaker's message. The third element is listening may also include asking questions to encourage the speaker to elaborate on his/her feelings. Lester (2002), affirms that active listening response communicates empathy and builds trust by indicating unconditional regard and by confirming the other's experience.

To provide the most effective services and counselling to clients, social worker must develop the ability to listen carefully and pay attention to details. Effective listening also involves avoiding giving signs that the social worker disagrees with something the client has said during interviews.



2.5.3 Getting Information

Social workers often have to gain information from people who are mostly not willing to part with information or who may be difficult to understand. Asking the right questions to acquire the information is a requirement for the social worker (The Social Care of Excellence, 2015). Fry and Mumford (2011) also point out that, questioning is not just summarizing as a means of showing understanding but also getting information that will help the victims healing process. The way in which the victim speaks is also very important and a good social worker should be able to interpret the meanings and feelings behind the words.

2.5.4 The Two-Way Process Communication

Communication must be a two- way process - Social workers must avoid using jargons or words, concepts that are too complicated for the other person. Care-givers must take into

cognizance the cultural difference or practices in order not misunderstand or misinterpret things (Obi-Keguna, 2017).

2.5.5 User Participation

Service users and carers of all ages, background, and situations should be actively involved in any decision-making and planning which affects them. Victims under any circumstance must have their voice heard and their views taken seriously. This must be done by preparing them with enough time with much information and by using a method of communication which works for them.

2.5.6 Nonverbal Behaviours

Making eye-to-eye contact when speaking with clients goes a long way in dealing with client issues. Giving a smile can signal warmth and make a social worker seem more approachable. Keeping a distance between the social worker and the client also improves the level of comfort during interview. This view, however, contradicts the study conducted by Chiller and Crisp (2012) which revealed that victims of abuse recover quickly and build psychological and emotional intelligence faster when they feel secured with their care-givers based on the reception they (victims) are given during their interactions with a care-giver. According to Chiller and Crisp, (2012), regular interactions between a social worker and a client automatically builds a psychological bond which in turn improves the trust and safety the victim needs during rehabilitation.

Silence, according to Zimmerman and Morgan (2016), is vital to sound communication if used skilfully because it provides essential space for thinking and self-reflection. It may indicate significant thoughts or feelings that sometimes becomes difficult or impossible to express (Hargie, 2021).

2.5.7 Empathy Aids Communication

Asking questions is a way to obtain information and stimulate thinking and ideas, but questions can also inhibit or block communication.

Explaining is an attempt to provide understanding of a topic or problem by

- describing what something is or how it was
- addressing and clarifying points of misunderstanding
- giving reasons for why something works or it does not
- Observation helps social workers understand and formulate hypothesis about what is actually happening and why
- check out the reliability of perceptions against those of other people information available (Trevithick, 2005).

The points above (2.5.7) by Trevithick (2005) are indicators of how care-givers or social workers are to communicate effectively with their client. These pointers or indicators are going to help researcher to understand how care-givers at Challenging Height Rehabilitation Shelter communicate with the children. More generally, for those whose jobs and professions involve a helping or facilitation dimension, it has been argued that the capacity to be a good listener is the most fundamental of all skills (Hargie, 2011; Opoku, 2020; Trevithick, 2011).

Empirical investigation in the area of community pharmacy by Rider and Keefer (2006), illustrates how core competency for doctors was the ability to demonstrate effective listening by hearing and understanding in a way that the patient feels heard and understood. Empathy assists communication. It means hearing and understanding a person, and conveying whether you have understood. This was borne out in a major empirical study of doctor-

patient communication by Tallman et al (2007), where the ability to display active listening was found to be determinant of physician effectiveness. Another study by Anane (2015) looked at doctor-patient relationship. She affirms that when doctors are listening to patients, it is vital that the doctor does not interrupt, unless there is a good reason for a doctor to do so. Effective listening is empathetic listening and this goes to show that the doctor is concerned about the patients wellbeing. Likewise, other studies have shown that patients rate listening as the important attribute they look for in health professionals (Anane, 2015; Boudieu et al., 2009; Davis et al., 2007).

Ayimbire (2020) conducted a study on listening styles of corporate Chief Executive Officer. She found that the success of every organisation hinges on the importance of effective communication and listening. This suggests that the bedrock of every organisation or institution is the importance of effective communication and listening (Anane, 2015; Ayimbire, 2020; Tallman et al., 2007).

2.5.8 Language as a Medium for Communication

Language may be words and any kind of symbol used to express ideas or emotions. When used well, it facilitates understanding. It could also be a source of confusion and misunderstanding. Language, according to Winter (2011), is a key area when it comes to effective communication. It provides a frame and relational context which indicate human identity. She also states that language is the main source through which human beings are able to relate with one another. Language can also be transmitted through mediums such as writing and sign language to express ideas and emotions (Imberti, 2007; Obi-Keguna et al., 2017). Lauring (2008) as cited in Opoku (2020) asserts that language and communication systems are part of culture but language is mostly used as substitute for culture. The language one speaks determines the person's cultural background and mostly the attention one

receives from others. Through the use of language, people learn to communicate with others either by face to face, sending or receiving message or any preferred medium.

2.5.9 Communicating with children

According to the Children's Act (1989), the welfare of children is critical to social workers. This is the reason social workers are seen to be providing services for children, and attending to their needs the most. Although some social workers choose to work with adults who may be experiencing physical disabilities or impairments, such adults are mostly parents or guardians of young people. Koprowska (2020) indicates that it is important for all social workers to equip themselves with the right skills to effectively communicate with children and young people. Hargie (2011) categorised children who need communication with social workers as follows:

- Children who are at risk of being harmed by close relatives for instance step parents or step siblings
- Adopted children
- Children who are under the care of local authorities
- Children with disabilities or serious health conditions
- Children who abuse substance
- Children who are homeless
- Children who are leaving care

According to Marchant (2008), children at care homes or social service centers may be suffering from more than one of the above issues. He explains that it is most likely that children with disabilities may have suffered some kind of abuse from guardians or close relatives, where as children leaving care are bound to be homeless and engage in some form of immoral behaviors in order to survive. In agreement, Walker (2003) posits that in the case

of children, every form of intervention is needed to protect them from lifelong problems. Walker further elaborates that children are likely to face situations that they have absolutely no control over such as where they live, who they live with and what they are exposed to. This is why it is important for social workers to communicate well with children acknowledging their feelings and being sincerely empathetic towards them.

Brandon et. al (1998) asserts that whiles social workers work with parents, especially mothers, on behalf of children, they need to work with children also. This is most crucial in the cases of child abuse and child trafficking. The author indicates three major reasons social workers need to work not only for children but with them. These are as follows:

- Children have the right to have their voices heard and to be engaged in decisions that directly concern them.
- Ignoring or misinterpreting communication with children may lead to the building of wrong conclusions and decisions (Jones, 2003).
- When social workers focus on parents and guardians instead of children, they often fail to protect children from serous damages (Simmonds, 2008).

Koprowska (2020) explains that social workers need to put in a conscious effort into ensuring that the frequency of ignoring children in cases of abuse and trafficking is minimized if not eradicated. The author therefore outlined considerable skills needed to communicate with children at different stages of development, for the purpose of offering social services and support.

2.5.10 Acknowledging communication differences and difficulties

Difficulties in communication and comprehension in children is mostly associated to immaturity and playfulness whereas this may be the case in some children, others are the

results of emotional and psychological problems. When children are traumatized, their communication is affected (Cross, 2004).

Maximum consideration should be given to children who have disabilities such as those who are visually impaired, experiencing difficulty in hearing and talking. Such children deserve a more trusting and reliable interpersonal relationship with their care-givers in order to communicate appropriately. Social workers acknowledging such differences is the primary step to communicating effectively with children.

Play

It is evident that children have a shorter attention span and do not enjoy sitting quietly and conversing face to face with adults. However, adults hoping to communicate effectively with children should adopt to playfulness such as using toys, storytelling and other creative activities to communicate (Hoyle, 2018).

Power

Jones (2003) asserts that children are aware of the power adults have to compel them to do certain things. Therefore, in communicating with disadvantaged children especially children who have experienced one or two forms of abuse, adults should ensure that they do not feel they are being forced to communicate what adults want them to communicate. Children communicate sincerely only when they feel safe and can trust whoever they are in communication with. Social workers should therefore build a safer environment for children to communicate effectively.

Moreover, leading children to make untrue statements when issues of abuse are involved can destroy criminal investigations.

Consent and confidentiality

Although social workers are encouraged to work directly with children, cutting communication with the adults in their lives is not what is being urged. To communicate effectively with children, social workers should first build a good relationship with their guardians or other agencies in their lives. Sometimes, consent to communicate with children is required to be given by their guardians. Their parents or guardians may also provide information relevant to the case at hand.

The review of literature on the characteristics and skills of social work helps in the understanding of the activities of the care-givers. There are some barriers that interfere communication in organisations.

2.6 Barriers to Effective Communication

Effective communication is often characterised by interpersonal communication (Obi-Keguna, 2017). Taylor et al. (2004) wrote in their article that effective interpersonal communication perhaps is the most important aspect of communication. Effective communication in social work according to Social Care Institute for Excellence (SCIE, 2014), draws on diverse knowledge base, key principles and wide range of communication skills which are linked to social work roles and tasks. Effective communication helps people to understand and learn from each other, develop alternative perspectives, and meet each other's needs (SCIE, 2014). Learning how to interact with other people is an important skill for every social worker (Tuhosky, 2017). According to Leigh (2018), communication is distorted when it is not decoded properly. Noise in communication prevents people from truly listening to each other in the conversation leading to misinterpretation, message distortion and poor execution of task. One of the keys to a successful relationship is good communication (Devito, 2019). However, there are barriers that interfere with good

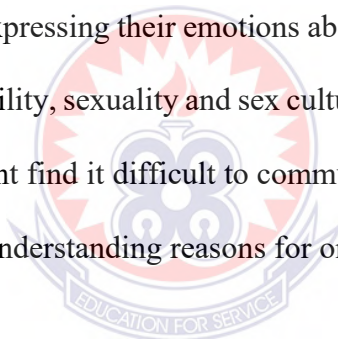
communication (Daly, 2017). Use of jargon, emotional barriers, physical disability and physical barriers are some common barriers to effective communication (Hargie, 2011).

2.6.1 Use of Jargon

This refers to terms which are over-complicated, unfamiliar and/or technical terms. Social workers are advised to avoid unnecessary usage of slangs in professional communication, and should completely abhor foul expressions. When social workers use professional jargons, it is important a follow-up explanation is made immediately.

2.6.2 Emotional Barriers

Some people find it difficult expressing their emotions about some topics. These topics may include politics, religion, disability, sexuality and sex culture. For instance, conservative and culturally oriented people might find it difficult to communicate with regards to any sexual related topics, or inquiries to understanding reasons for one's disability.



2.6.3 Physical Disabilities and Physical Barriers

Any number of physical distractions can interfere with the effectiveness of communication, including a telephone call, drop-in visitors, distances between people, walls, and static on the radio (Sampson, 2017). Daly (2017) asserts that not being able to see the non-verbal cues, gestures, postures and general body language can make communication less effective. People with disabilities like visual impairment, hearing defects are often affected. Physical barriers also include noise, and poorly lighted places that can impede possibilities of seeing facial cues.

Active listening is a term popularised by the work of Carl Rogers and Richard Farson and advocated by counsellors and therapists (Brownell, 2009; Burstein et al, 2010). The concept recognises that a sender's message contains both verbal and nonverbal content as well as a feeling component. The receiver should be aware of both components in order to comprehend the total meaning of the message. The words we choose, how we use them, and the meaning we attach to them cause many communication barriers. The problem is semantic, or the meaning of the words we use. The same word may mean different things to different people. Words and phrases such as efficiency, increased productivity, and management prerogatives, may mean one thing to a school administrator, and something entirely different to a staff member (Burstein et al, 2010; Lunenburg, 2010). Technology also plays a part in semantic barriers to communication. In today's world due to technological advancement, people tend to use words that are coded and very difficult to understand by others. If people don't understand the words, they cannot understand the message (Burstein, 2010).

Intra-and Interpersonal skills employed by care-givers afford them the opportunity to provide interventions to vulnerable children from dysfunctional families.

2.7 Dysfunctional Families

A dysfunctional family is one which is characterised by conflict, instability, neglect of children and abuse by parents. Children are forced to accommodate negative behaviour (Martin, 2018). Rafferty (2013) indicates that the concept family is a key unit of society, and serves as the child's support and safety mechanism. Some children and early teenagers become victims of human trafficking as result of their dysfunctional family background. This dysfunction includes parental abuse and neglect. Some abusive parents sexually, physically, and emotionally abuse their children while some also simply do not care what

their children do. Other parents sell their children to human traffickers in order to raise their families' standard of living. Offers of employment and relocation of children and young women to better circumstances are usually accepted at face value by both the victim and family. Many individuals are unaware of what human trafficking is and as a result, they go to other nations unsure of what will happen to them (Rafferty, 2013). According to Kreston (2014), sixty percent of all documented incidents of trafficking in Africa include children under the age of eighteen. Before being reunited with their parents, rescued youngsters are transported to a government-run shelter for up to three months (Kreston, 2014).

2.8 Human Trafficking

Human trafficking is described as modern-day slavery that entails the exploitation of victims in a slave-like manner in which they are bought like properties, owned, controlled, and treated like animals with limited movement, and forced to work with no pay or rest (Segrave, 2013). According to Ramokolo (2018), human trafficking is a form of modern-day slavery because people are abused and exploited by being forced into marriages, prostitution, organ trading, and child labour with harsh punishment imposed on the victims for defiance.

The government, the victim's family, friends, and society as a whole are all affected by the rise in human trafficking. People are sold in return for money in cases of human trafficking. Victims are used by both criminals and traffickers. Human trafficking according to Wynn (2015), regards human beings as commodities and treats them as slaves with little chance of detection. As a result, victims who manage to escape are less likely to disclose the crime; data collection and reliable statistics on trafficked victims are difficult to come by, making exact figures impossible. In spite of these, the International Labour Organisation (ILO, 2005), estimates that 102 million children are trafficked internally and across borders each year for forced labour and exploitation. Nabo (2013) also argues that human trafficking is

an underground activity and there is no accurate statistics on the magnitude of the phenomenon. However, some studies such as that of Department of State (2007) estimate that globally between 4 to 27 million people are trafficked each year. Women and children are over 80% of the victims, while minors under the age of 18 account for 50%. Sikhakhane (2013) suggests that global data on human trafficking are increasing every year and is defined as the fastest growing criminal industry in the world.

United Nations Global initiative to Fight Human Trafficking reports that child trafficking is a crime committed against humanity, and which is both punishable and preventable by law. Child trafficking is a sort of crime in which children are abducted and recruited from the street, their home, or any other location where traffickers and pimps take advantage of their vulnerabilities (UN. GIFT, 2015). Raferty (2017) affirms that children's survival and development are endangered when they are stripped of their basic human rights to safety, security, and protection. The researcher goes on to say that these children rely on their traffickers for food, shelter, and other essentials, and many are afraid of retaliation from their traffickers or their families.

In analysing the pending legislation on children trafficking in South Africa, Kreston (2007) identified the spike in human trafficking in the 21st century is alarming as it surpasses historical slavery records during the reign of the Roman Empire. She terms trafficking as one exploiting others due to their defencelessness through a transaction made between the trafficker and the one who possesses control over the defenceless. Trafficking is noted to happen not only internationally but domestically too as the case of Ghana.

The Ghanaian constitution defines a child as 'a person below the age of eighteen years' (Act of Parliament of the Republic of Ghana, The Children's Act, 1998; Part 1, Sub-part 1:

Section 1). Therefore, child trafficking is the concealing or reception of a child with the aim of exploiting the child's powerlessness.

According to the study, the United States recorded between 600,000 and 800,000 trafficked persons of which half were children as at 2004. The study revealed that children trafficking were facilitated mostly. Kreston (2007) revealed that trafficking, specifically children are high in almost half of African countries. A report by Johansen on child trafficking in Ghana revealed that domestic trafficking of children in Ghana is a challenge in West Africa. The study also revealed that parents who sell off their wards to traffickers seek better future for the children like education and employment with no knowledge of the traffickers' intentions. The study adds that not all parents sell their children with a positive intent; they simply exchange their wards with money due to their level of greed for material things.

According to Kreston (2007), no legislation protects children from trafficking. Trafficking, however, may result in the prosecution of certain statutory violations. In Ghana, the Human Trafficking Act, 2005 protects all, children and adults from trafficking and includes punitive measures as well as how to reconcile trafficking victims back into society.

Findings from Kreston's (2007) shows that the Children's Trafficking Act and other Acts under the specific statutory violations forbids any form of trafficking, being it children or adults and melts out punitive measures on parents or anyone who sells the child as well as the traffickers buy does not entirely protects children from trafficking. The Act also included co-operation with international bodies on the issue of child and adult trafficking while providing homes to contain rescued children under the Refugee Act. However, lapsed in areas of instituting measures to prevent trafficking in children were observed.

Also, the introductory chapter failed to conscientize or create awareness to eradicate the issue. Thus, the study concluded on the positivity of the legislation on child trafficking and

also highlights on the flaws of the pending legislation, lack of training for specialized personnel to identify new crimes in relation to trafficking and it creates opportunities for criminals to swerve imprisonment through the payment of fines.

Health and safety standards have been described as terrible in the exploitative environment, further jeopardizing the well-being of victims. Human trafficking of women and children is a global issue that affects all countries (Trebesch & Mahmold, 2010). Ali and Muhammad (2015) also explain that men, women, and children are trafficked all over the world for a variety of reasons, including forced labour in agriculture, domestic services, construction work, and sweatshops as well as trafficking for commercial sex exploitation.

The economic dimension of trafficking activities influences victims of exploitation by their captors. For instance, most of the boys are forced into manual or physical forms of labour such as farming, drug trading, and other crimes, whereas most girls become victims of sexual exploitation and domestic servitude (ILO, 2002). The drive for profit through trafficking activities has led to an estimated 12.3 million people engaged in forced labour, out of which 64% were for economic exploitation, 20% state or military imposed 11% commercial sexual exploitation, and 5% in mixed exploitative activities. In 2008, the ILO indicates that victims of trafficking exploited in forced manual/physical labour were 32% while 43% and 25% were exploited in sex and other forms respectively. Of the over two million trafficked victims, more than a million were estimated from Asia and the Pacific (ILO, 2008). The latest report by (ILO, 2019) indicates that a total of 152 million children are in child labour out of which 25 million are forced into labour. The report adds that governments, the business world, and civil society are to take stringent measures to address the root source of these human violations.

Some studies have been conducted on the rehabilitation and reintegration of survivors of child trafficking across the globe. For example, a study by Asquith and Turner (2008), looked at *Recovery and Reintegration of Children from Effects of Sexual Exploitation and Related Trafficking*. They postulate that policies and strategies for combating sexual exploitation will be sustainable only when more efforts and funding are directed to unlocking that capacity. The study further revealed how international communities have failed in their bid to meet the overall needs of child victims in terms of recovery and reintegration. The study gathered that though there are programmes put in place for recovery and reintegration of child victims, some issue such as specialised professional care for child victims can only be addressed by high level policy-makers with input from all stakeholders.

Nabo (2013), recommends that service providers including care-givers, health workers and law enforcement workers who have direct contact with victims should be equipped on the nature of human trafficking. Again, the researcher suggests that training programmes should be given to those that deal with survivors.

Kreston (2014) looked at Human Trafficking and Legislation in South Africa and concluded that human trafficking is a serious crime and violation against humans, and perpetrators must be punished in a manner to reflect the harm inflicted on the victims. The study argues that because there is no clear distinction between legislative definitions of human trafficking and other criminal offences, effects of anti-trafficking is problematic.

Roots (2013) suggests that to ensure effective human trafficking arrests and prosecution, there should be more comprehensive laws that invest in anti-human trafficking resources. The researcher also suggests that there should be legislative provisions for victims' assistance, law enforcement trainings, and mandatory reporting for higher anti-trafficking criminal enforcement. These other works have also looked at human trafficking as a global

issue that is demeaning to humans (Andrew & Lawrance, 2012; Komariyah & Mulawarman, 2021; Locke, 2010; Peterson, 2015; Visser, 2018).

From the discussions, Kreston (2014) provides possible punishment for individuals or groups that engage in child trafficking by suggesting that perpetrators be punished in a manner to reflect the harm inflicted on the victims. Meanwhile, Roots (2013) recommends comprehensive laws that spend on resources for anti-human trafficking. In the current study, the application of the concept human trafficking will have a reflection on what exists in the literature. This is because this study also seeks to identify the communication relationship between care-givers and individuals who are victims of human trafficking. Human trafficking could occur among adults as well as children.

2.9 Adult Trafficking Versus Child Trafficking

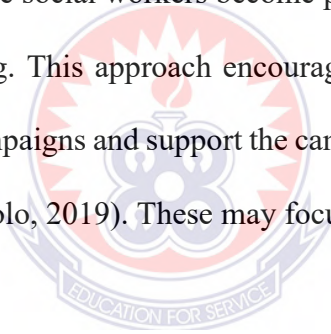
Human trafficking is an economically driven crime where human beings, men, women, and children are recruited, kidnapped, or lured, deceived, and exploited to generate profit (Kruger, 2010; Ramokolo, 2018). Victims are abused in a variety of ways, including using threats and instilling fear to ensure that they (victims) do not escape (UNODC & UN. GIFT, 2009). Children are attracted to human trafficking because they are easy to recruit, persuade, compel and control, unlike adults. Children between the ages of eight and sixteen are recruited and kidnapped by human trafficking syndicates for sexual exploitation and forced and unpaid labour in restaurants, households, drug trafficking, or farm work without pay or proper food, while children with disabilities are sometimes exploited for begging (SAHO, 2015; Wynn, 2015). Additionally, traffickers prefer children because they are powerless.

2.10 The role of the social worker in the prevention of child trafficking

The International Labour Organisation (2006) states that child victims of trafficking endure harmful repercussions that affect their physical and mental health, contributing to personality and behavioural disorders which disturb normal child development. These negative impacts require a range of prevention measures, represented by the various professions in a multidisciplinary team including social workers. The role of the social worker in the prevention of child trafficking will be discussed below and will include primary, secondary and tertiary prevention.

2.10.1 Primary prevention

The target groups of primary prevention are all the children in society. Primary prevention involves a situation whereby the social workers become proactive in their approach in their efforts to curb child trafficking. This approach encourages them to organise and conduct child trafficking awareness campaigns and support the campaigns with information, training and media production (Ramokolo, 2019). These may focus on a number of approaches.



2.10.2 Run information and awareness campaigns

Community-based child-run radio and television programmes. Such information and awareness campaigns are radio and television activities led by trained children with the assistance of a child welfare organisation. The radio and television station should be attached to drop-in centres that offer education and recreational activities to community children. The radio and television programmes help to prevent child trafficking by promoting the participation of children in the fight against trafficking (International Labour Organisation, 2006).

Drama groups: Drama groups could focus on raising awareness for behavioural change. The drama performance will present the message of the causes and effects of child trafficking in a form that can be easily understood by children and the community at large. The performance stimulates the audiences to question their assumptions and perceptions about child trafficking and take action (Sambo, 2009).

2.10.3 Empowerment projects Micro-enterprise development model

The establishment of a micro-enterprise development model for vulnerable families to develop entrepreneurship is important. The social worker has the role to assist vulnerable families to run community-based economies through the formation of enterprises that aim to improve the socio-economic status of families with low levels of literacy in South Africa. This business model helps to prevent child trafficking by improving the economic situation of the families and thus fighting poverty, which is one of the root causes of child trafficking and child labour. It also unlocks the entrepreneurial skills of vulnerable families and empowers family relations (International Labour Organisation, 2006). Empowerment of women: The empowerment of single women, widows and mothers addresses one of the most vulnerable groups in society. The empowerment practice brings this group to the attention of the public so that their problems and needs are appropriately addressed. A counselling programme should be initiated in order to offer traumatised single and widowed women space to cope with their psychosocial difficulties, build their confidence and create a proactive environment for their children (International Labour Organisation, 2006). Child and youth centres: The importance of establishing child and youth centres cannot be over-emphasised. These are multipurpose centres where vulnerable children and youths can receive training in educational and vocational skills. The educational training programmes

must cover what child trafficking entails and how to prevent it (Jordan, Patel and Rapp, 2013).

2.10.4 Social mobilisation

The establishment of community vigilante teams: This involves the voluntary formation of community vigilante teams. The government, NGOs and private organisations must support their activities to raise awareness, detect risk cases and take action against child trafficking. The community vigilante teams help to prevent child trafficking by undertaking surveillance actions in their own communities and collaboratively with nearby communities to detect cases of children at risk, in transit or being trafficked. Furthermore, it is imperative to refer children at risk to relevant organisations, for example, the International Organisation for Migration (IOM) or Childline, to receive appropriate education and welfare services (International Labour Organisation, 2006). The establishment of vocational skills training: This is a professional vocational package offered to children at high risk of being trafficked, facilitating by child welfare organisations. The model turns crises into opportunities by empowering children with commercial skills that can create opportunities for decent incomes and preserving their dignity (Sambo, 2009)

2.10.5 Capacity building Teacher training:

The training of teachers is a crucial step to capacity building and raising awareness for teachers and other education professionals; this is a joint effort of child welfare organisations and the Department of Education. The objective is to improve the quality of education to make formal schooling more attractive to learners. Improved quality education discourages student dropouts and increases the teachers' awareness of child trafficking. The teachers, who are well informed of the dynamics of child trafficking, provide special attention to those

children who are more at risk of being trafficked. Engaging and empowering school teachers makes them more effective change agents in the fight against child trafficking (Ramokolo, 2018). Empowered educators are equipped with knowledge of the relevant international instruments and national laws that can protect children.

Training on psychosocial counselling: This is the delivery of a professional training package on psychosocial counselling by a highly specialised institute. The aim is to produce a cadre of competent social workers, counsellors and psychologists who will serve in child welfare organisations caring for victims of trafficking. The training improves the quality of psychosocial counselling and care for victims of child trafficking (International Labour Organisation, 2006). Joint Government and NGO efforts: This is a collaboration which aims at enhancing institutional capacity building in the rehabilitation, recovery and reintegration of child victims of trafficking. The purpose of collaboration between the government and NGOs is to utilise a multidisciplinary approach and psychosocial counselling and care. The main feature of the collaboration is the compact training curriculum, which specifically focuses on the needs of returned children. The initiative is built on a good partnership between the government and NGOs (Raferty, 2013). This approach entails diverse resources working together for the wellbeing of the trafficked child, the affected family, the community and the country at large.

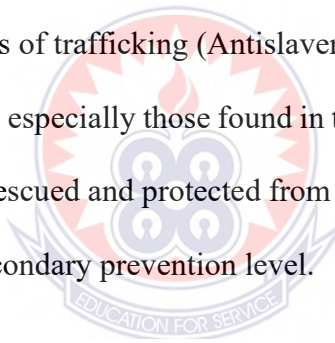
Anti-trafficking surveillance and cyber-watch unit: This addresses the demand side of child pornography, sexual abuse, paedophilia and trafficking. The model comprises surveillance of pornographic activities on the internet, police foot surveillance of crime sites, the detection of child abuse cases, the arrest and prosecution of perpetrators, and the rescue and rehabilitation of victims. The cyber-watch surveillance unit monitors paedophiles websites,

chat rooms and other internet forums in an attempt to entrap paedophiles who come to countries to pursue sexual gratification (International Labour Organisation, 2006).

Multidisciplinary approach: This is a group of diverse professionals who render services and recommend activities conducted on behalf of each survivor from the time of intake through to the integration stage. The composition of the team usually includes police, medical, legal, psychosocial and social welfare professionals.

2.10.6 Secondary prevention

Secondary levels of prevention are especially relevant for countries of destination from a medium- and long-term perspective. The target groups of secondary prevention are children who are at risk of being victims of trafficking (Antislavery, 2003). Children at risk of being trafficked need to be protected, especially those found in transit to the brothels. Those found at the destinations need to be rescued and protected from being re-trafficked. The following are the services rendered at secondary prevention level.



2.10.7 Treatment/rehabilitation children's homes or shelters

Children's homes and well secured shelters can be established for comprehensive rehabilitation services for trafficked victims. Secure shelters prevent children from being re-trafficked. The victims of trafficking can benefit from a multidisciplinary and participatory approach, which improves psychosocial care and recovery services.

2.10.8 Rehabilitation centres

Social workers in rehabilitation centres should work closely with network organisations for referral recovery, reintegration and legal protection services. The social workers should know that it is imperative to draw on existing expertise in offering well-rounded services and building a good network, which involves a multidisciplinary approach. The emphasis on comprehensive services for child victims of trafficking should be in line with the national priorities to strengthen child welfare and protection.

2.10.9 Case management system

This is an innovative approach for centre-based intervention to offer high-quality services to traumatised children who have been trafficked. The case management system is necessary for the application of a multidisciplinary approach to rehabilitation. The model aims at delivering services to child victims of trafficking by improving institutional capacity building to deal with all aspects of the protection and rehabilitation of survivors. Child participation is also an important aspect to ensure the best interests of the child (International Labour Organisation, 2006b:42). The social worker as the case manager in particular must ensure that the best interests of the child are served. The worker should carry out an individual case assessment to determine needs, develop an individual care and protection plan, and refer the child to appropriate services depending on the needs (ECPAT, 2006:113).

2.10.10 Assistance during legal/court process

Social workers should prepare and submit to children's courts social work case-study reports with case assessments and recommendations focusing on the best interests of the child. Social workers also have to advise the court role players on child-friendly procedures and ensure that children's best interests are represented during court hearings to avoid re-victimisation (ECPAT, 2006:113).

2.10.11 Involvement in government strategies to develop policies and laws, and monitor implementation

This point is essential at all levels of prevention strategies. The social worker should be involved in the formulation of anti-trafficking policies and laws which will focus on the prevention of child trafficking and on the criminalisation of the perpetrators. This includes involvement in the drafting of legislation, norms and minimum standards to be followed when rendering services. In addition, there is a need to establish and maintain special law enforcement units for the purpose of investigating cases, rescuing victims and rehabilitation. Law enforcement in the prevention of child trafficking will be effective only if it is implemented. Therefore, international and national instruments on child protection must be implemented (Locke, 2010).

2.10.12 Tertiary prevention

Antislavery (2003:3) states that tertiary prevention is a long term process which involves rehabilitation and reintegration into the society. The intervention strategies at this level should protect the children from being re-victimised. Ramokolo (2009) adds that the target is to protect the children who have been rescued from the trafficking trap by rendering relevant services. The other target groups are the traffickers; they should be prevented from repeating the behaviour of trafficking children – hence the need for prosecution.

2.10.13 Rehabilitation

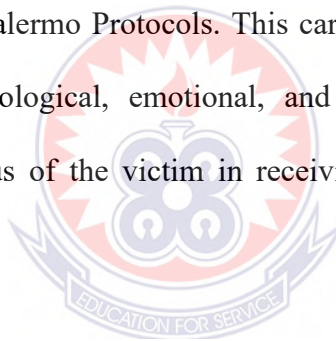
Delivery and facilitation of accommodation, rehabilitation and reintegration services must be rendered by the designated social worker. It is important to provide safe shelter for the children rescued from trafficking in order to prevent them from being re-trafficked. The provision of social counselling and rehabilitative assistance for the child victim is necessary

to prepare the child for social reintegration and possible family reunification. The reintegration of the child into the community involves facilitating accessibility to schools, vocational training and other community activities or programmes (ECPAT, 2006).

2.10.14 Reintegration

During the reintegration process the social worker should be aware that it is long term in nature. It requires locating and tracing the child's family, coupled with thorough security and risk assessment to determine the best long-term care arrangements for such a child (ECPAT, 2006).

The next sub-section will be discussing care that should be given to victims of child trafficking according to the Palermo Protocols. This care includes, but not limited to, the protection of victims, psychological, emotional, and social attention, legal services, appropriate housing, the status of the victim in receiving countries, and repatriation of victims.



2.11 The Stages of Recovery and Integration Process

Sambo (2009), corroborates with the Palermo Protocol and provides three stages that are basic aspect of care that should be respected. Access to the community is important for the survivors of child trafficking. Therefore, during the integration process the children staying in shelters need intensive psychosocial support. Likewise, the right to education, medical care and good nutrition must be promoted in both interim care and during integration. The stages of recovery and integration process are discussed below.

2.11.1 Intake and assessment

The social worker conducts an individual needs assessment and attends to the child's most immediate needs, such as arranging counselling, medical attention and legal assistance. The needs assessment of the trafficked child should be updated on a regular basis until the child leaves the facility and integrates into society. Once family tracing is successful, then the family and community assessment begins (International Labour Organisation, 2006). Family assessment focuses on the economic status of the family to support the child, the risk of re-trafficking, the risk of reprisals by the traffickers, the risk of harm by the family through neglect or abuse, and changes in family structure since the child left (Raferty, 2013). Similarly, community assessment focuses on the community's attitude toward trafficked children and related issues such as prostitution, HIV/AIDS and political instability.

The social worker should assess any risks of stigmatisation and social rejection, and action should be taken to prevent the child from being re-trafficked. Furthermore, the social worker should assess the types of resources that exist in the community that will support the child's integration process. Assessment should also focus on external factors that may place the child at risk of further abuse or neglect (Sambo, 2009). From the beginning this is an individual participatory process where the child's expressed views and the best interests are the primary consideration.

2.11.2 Interim care and support in recovery

This is the stage of recovery and healing. The goal is the long-term and sustainable integration of the child into the family or community, and this process must start as soon as possible. The case management team involves social services, the legal guardian of the child, organisations and individuals experienced in caring for trafficked children (Ramokolo, 2019).

2.11.3 Reintegration and continuing care

The children may have gone back to their families of origin and joined other families such as an extended family system or foster care. In the case of adolescents, they may live independent of others while studying. However, according to the United Nations Office for Drugs and Crime (2006), the returned victims may still be traumatised and suffering from medical and psychological problems as a result of the experience. Therefore, bilateral efforts between the destination state and the state of origin are imperative to protect the child from danger and retaliation by the traffickers upon the victim's return. Furthermore, a long-term placement, such as industrial schools or foster care, places the responsibility for the child's development in the hands of the community and family who are legally responsible for the child's care and welfare (Kwakye-Nuako, 2019).

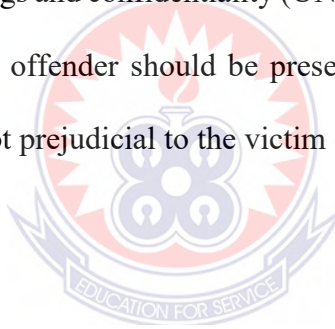
2.12 Services to be offered to Trafficked Victims According to Palermo Protocols

The United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children is also known as the Palermo Protocol (UN, 2000). According to the Palermo protocols, the needs of victims of human trafficking should be prioritized at all costs. These include the need for protection, medical care, psychological and social attention as well as safe repatriation and processes devoid of secondary victimization (UNODC, 2004:43). According to UNODC (2006:141), safety should take priority in the after-care programmes for child trafficking victims. Studies conducted by Warri et al (2015, as cited in Ramokolo, 2018) agree that aftercare is crucial because, after release, the severity and range of symptoms exhibited by victims of trafficking require immediate and rapid intervention. Immediate assistance after victims are released includes emergency assessment, medical assistance, availing resources which will meet the child's basic needs, and specialised psychosocial support. Odera and Malinoski (2011) opine that

the identification of victims is important for the successful provision of these services by social workers, health care practitioners, and other service providers.

2.13 Protection of Victims

As indicated above in the aftercare programmes, the protection of victims of child trafficking should be prioritised after victims have been released or escaped from their captors. There should be immediate intervention due to the range of severe symptoms (UNODC, 2006:141; Warri et al., 2015). The Palermo Protocols note that the domestic law of the country to which the victim is trafficked should be applied to ensure maximum protection of privacy and identity of the victim. Measures that provide protection for victims should include information on court proceedings and confidentiality (UNODC, 2004:43). Also, the victims' views and concerns about the offender should be presented and considered during court proceedings in a way that is not prejudicial to the victim (UNODC, 2004:43).



2.13.1 Psychological, Emotional, and Social Attention

The Palermo Protocols postulate that the state to which the victim is trafficked should, in cooperation with the Non-Governmental Organisation (NGO), implement measures that provide physical, psychological, and social recovery for the victim (UNODC, 2004:43).

Survivors' immediate needs are thus the following:

- Immediate referral to a place of safety to prevent re-trafficking –Provision of basic necessities such as clothing, food, and bathing
- Language interpretation in the case where language is a barrier
- Emergency medical care for health issues; and

- Crisis legal advocacy for migration purposes for non-citizen victims (Odera & Malinowski, 2011:29; UNODC 2006: 142)

Additional to the above list, the following trauma recovery and life organizing services should also be offered to victims of child trafficking

- Physical health for injuries;
- Mental health for the traumatic experience;
- Substance abuse rehabilitation for addicted victims;
- Transitional housing; and
- Immigration to be returned home reconciled with their parents (Odera & Malinowski, 2011:29; UNODC, 2006: 140, 141)

Ghana has signed onto the UN Convention on the Rights of the Child (UNCRC) and Article 3 of this convention states that in all actions concerning children, whether undertaken by public or private social institutions of courts of law, administrative authorities or legislative bodies, the best interest of the child shall be the primary consideration (UNCRC Article 3). This provision has incorporated into Ghana's Children's Act which has ratified the convention. The implication of this best interest principle is that it should cover all children who come into contact with the law and courts as victims and perpetrators. However, the juvenile justice Act, 2003, Acts 653, takes pains to protect the child who offends. Issues pertinent to the victim's protection are alternatively captured in policy documents which are non-punitive (Law, 2002). The provisions of these policies are also barely resourced. Further, the interests of children in other environments such as the educational system are also lacking (Kodjo, 2021).

Children are rarely able to escape once they are trafficked. Escaping is an extremely rare occurrence since trafficked children are often confined both physically and psychologically

(Ramokolo,2018). Physically they are often guarded by old boys who were also once trafficked. Psychologically, they have witnessed or heard of punishment dealt to others who attempted to escape and failed, or have been threatened that their family will be in danger if they succeed in escaping (Kara, 2009). NGO's efforts to rescue trafficked children in collaboration with the police through raids is a new phenomenon. The victims are eventually placed in rehabilitation homes (Kwakye- Nuako, 2019).

As soon as survivors are rehabilitated their basic necessities such as food, clothing and bathing must be provided. These needs according to the Palermo Protocols are seen as emergency needs which must be provided (Ramokolo, 2018). The World Health Organisation (WHO, 2012), also indicates that victims should be provided with adequate shelter and receive basic needs like clothing and food after they have been rescued from their captors. Emser (2015) explains that it is a violation against human right for a child to be denied his/her basic right such as food, shelter and clothing. Every child has the right to access these basic amenities. Victims of child trafficking, like other victims when rescued, have right to be attended to promptly and courteously, treated with respect despite the crime they may have committed as a result of their trafficking situation (Psychother, 2017; Ramokolo, 2018).

Language barrier can delay victim's full recovery and investigations too (Nuako-Kwakye, 2019). There is therefore the need for service providers to provide interpreters. When the shelter lacks interpreter, communication between caregivers and victims becomes an issue. Ramokolo (2018), and Governor and Cutrone (2013), agree that victims of child trafficking may fail to understand service provider's language which contribute negatively to service provider's readiness to attend to victims needs in cases where there are no interpreters available.

However, Adigun (2017) argues that involving an interpreter sometimes impedes therapeutic progress because victim feels his/her confidentiality is broken or victim does not feel secured around the interpreter. He adds that for therapy to be properly administered and for safety of victims, interpreters must be independent and abide by a code of confidentiality.

Provision of medical services which include treatment of physical trauma, bruises, burns and reproductive issues such as sexually transmitted diseases, vaginal and cervical infections is a vital aspect of the victim's healing process during the rehabilitation in the shelter (Adigun, 2017).

Some of the survivors may require mental health treatment if they suffered from anxiety, panic disorder, major depression and post-traumatic stress disorder.

2.13.2 Appropriate Housing and Legal Services

Victims need their constitutional right to be dealt with through a fair and just criminal process that empowers victims to take back control over their lives. In this way, justice being served as perpetrators are prosecuted and victims are constantly provided with feedback regarding the Criminal Justice System (CJS) processes (Batley 2013). Inadequate knowledge about the victim's rights and issues surrounding legal status is a challenge. Governor and Cutrone (2013) suggest that laws surrounding Trafficking Victims Protection Acts must be made simple and easy to understand for service providers including caregivers. They further admonished the need for better legislative advocacy for easy eligibility requirements and better assistance for victims.

Immediate assistance after victims are released includes physical safety, emergency assessment, medical assistance, and the provision of resources based on the victims' basic

needs such as housing, education, and specialised psychosocial care (UNODC, 2004:43). Service providers are sometimes faced with challenges.

2.14 Challenges Encountered by Service Providers

The primary challenge identified is the number of shelters and services specially tailored for victims of child trafficking. This means that human trafficking victims share shelter with victims of rape or domestic violence and thus do not receive services meant for a specific need (Governer & Cotrone, 2013). Although child trafficking victims have some similarities with domestic violence victims, trafficking has distinguishing factors such as isolation, trauma issues, extreme mental health problems, lack of understanding of how the criminal justice system (CJS) works among others. There is the need for a longer stay at the shelter and for heightened security to avoid re-trafficking.

Governer and Cutrone (2013) point out some challenges faced by service providers when providing after-care programmes for victims of human trafficking. They identify some as follows:

- Service providers may lack adequate resources, funding and training to provide extensive care to victims
- Victims may fail to understand service providers' language thus making it difficult for service providers (to undertake such duties).
- Victims and service providers may have fears of retaliation by traffickers in an attempt to bring victims back.
- Victims lack of knowledge of their rights;
- Victims lack of support from their families, especially in case victims were sold by families.

The World Health Organisation (2012) indicates that service providers for victims of human trafficking and organisations fighting the crime should increase their capacity to identify victims and also to assist them to cope with their (victims) experiences. Victims should be provided with adequate shelter and receive services that meet their needs after they have been rescued and escaped their captors.

From the discussions above, it has been established that inadequate resources, funding and training are the challenges care-givers face when providing after-care programmes for victims (Governer & Cutrone, 2013). The finding of WHO (2012) presents new challenges of minimal capacity to identify victims. Since this study also seeks to examine the issues that arise during conversations with the children at the shelter, it is prudent to review related literature on challenges encountered by service providers. This is because findings from this study may confirm, contradict or add other channels to the existing ones in the literature. There exist a relationship between social work and care-giving.

2.15 Relationship between Social Work and Care-Giving

According to Hall (2013), the International Federation of Social Work defines social work as the applied social science of intervening into social problems at the individual, group, and community level to achieve an effective level of social functioning and well-being of people and bringing about social change for social and human development through empowerment, advocacy, and social justice to reduce dependency on people.

Social work is any professional activity whose ultimate purpose is to change people's concerns about their circumstances into human energy to change them for the better (Folgheraiter, 2012). The essential concepts of social work include social justice, human rights, communal responsibility, and diversity respect (International Federation of Social Work, 2014). These concepts assist individuals, families, and groups in obtaining practical

services, counseling, and psychotherapy to enhance health services and engage in the legislative process (IfSW,2014). Muller-Kluits (2020) opines that social workers are educated and trained to address social inequalities and barriers that affect the overall well-being of their clients.

The field of social work is diverse according to the National Association of Social Workers (NASW) and is found in every facet of community life, including hospitals, schools, rehabilitation centre, public and private agencies. Some social workers assist clients who are handicapped, have a life-threatening condition, or have a socio-economic problem such as inadequate housing, unemployment, or substance abuse. National Association of Social Work stipulates that there are sixteen types of social work including; Advocacy and Community Social Work, Developmental Disability, Case Managers, Child and Family Social Work, Rehabilitation Social work. For the purposes of this research work, Case Manager, Child and Family, and Rehabilitation Social Work would be considered.

2.15.1 Case Manager and Child and Family Social Worker

Social work managers work across all sectors. Their responsibility is to plan and manage variety of services while also advocating for victims of human trafficking. The child and Family social worker also work with vulnerable children and their families, by helping them with their psychological and Psychosocial functioning as individuals and as members of a family.

2.15.2 Rehabilitation Social Worker

The rehabilitation social worker's core responsibilities include performing a psychosocial assessment on clients, educating clients and families about rehabilitative services, providing support services to the client as they deal with effects of human trafficking on them (client).

The rehabilitative social worker also serves as an advocate for clients and families ensuring that clients and families are informed of their rights and addressing any problems that may emerge if those rights are abused.

In Challenging Heights Rehabilitation Centre which is the focus of this research, care-givers in the centre include all the three types of social work discussed above for effective service to the victims of trafficking in the rehabilitation centre. For the purpose of this work, Social Work and Caregiving would be used interchangeably. Care-giving as part of social work involves the provision of support for family and community (Daly, 2012).

2.16 Challenges in meeting the needs of trafficked children who experience traumatic abuse

Several reasons explain the challenges in meeting the needs of trafficked children. Davy (2016) states that limited availability of, and access to, appropriate mental health services are a significant challenge for both international and domestic child victims of trafficking. Additionally, it is difficult to establish relationships of trust with victims. According to Davy (2016), the mistrust that characterises victims is often a result of their history of betrayal by families, service systems and, in some cases, law enforcement officials and governments. Moreover, the victims' mistrust is often compounded by fears that any connection with law enforcement or service providers can compromise their safety. Furthermore, Davy (2016) argue that mandated treatment efforts may be counter-productive when working with victims of child trafficking. Having already experienced loss of control to traffickers, victims can find detention centres particularly threatening and essentially re-traumatising, which might compromise the process of their recovery. Ugartel, Zarate and Farley (2003) have indicated that secrecy is a trademark of boys and girls involved in sex trafficking. Victims may not define their experience as abusive, or attempt to escape. If victims do not define

their experiences as abusive, no matter how serious such experiences may be, they are unlikely to seek help or engage in recovery programmes. According to Farley (2003), foreign-born trafficked victims face additional barriers related to language, culture and isolation. The lack of English and local language skills limits their ability to access information about their rights, services and options. Isolation as a result of these language barriers as well as cultural differences can be hard and devastating for trafficked victims, resulting in reinforcement of their captivity. This is true even of local victims moved throughout the country.

2.17 Theoretical Framework

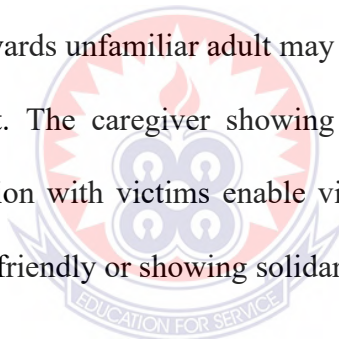
The study seeks to investigate how caregivers in the Challenging Heights Shelter communicate with victims of child trafficking; it also looks at caregivers' expectations from the time victims are brought to the shelter to when victims are reconciled with their families. Though several principles from different theories can be used to explain the findings of the communication relationship between caregivers and survivors of child trafficking, the researcher's study is hinged on Robert Bales' (1950) Interaction-Process Analysis Theory and Interpretative Phenomenological Analysis Theory.

2.17.1 Interaction-Process Analysis Theory

The theory of Interaction-Process Analysis was propounded by psychologist Robert Freed Bales in 1950. It was developed to understand small group communication and to explain the sequence of interaction among members in the group and how the exchange affects the performances, personality, and overall character of members in the group. It also breaks down any sequence of interactions among members in the said group into units. Bales explain that, in groups, people can show positive or mixed attitudes by exhibiting any of the following:

2.17.2 *Friendly or Solidarity*

This behaviour explains any act of showing hospitality, sympathy, or behaving in a manner that expresses an understanding of the individual's feelings. According to Rich & Garza (2022), the experience of maltreatments has effects on trafficked victims. Being friendly gives the victim a different psychological outlook which helps in the rehabilitation process. Rich and Garza (2022) continue that children who have experienced non-responsive care from a primary caregiver like biological parents tend to approach friendly adult in an attempt to receive some attention even if the adult is unfamiliar. When a caregiver is friendly it builds confidence in the victim to know that the caregiver would be responsive to his/her needs (Rich & Garza, 2022). Fisher (2010), on the other hand, contends that victim's indiscriminate friendliness towards unfamiliar adult may be a mental disorder as a result of lack of emotional attachment. The caregiver showing solidarity or exhibiting friendly gestures through communication with victims enable victims to recover quickly. This is what Bales classifies as being friendly or showing solidarity.



2.17.3 *Displaying Tension Release or Dramatising*

This explains any act through drama or jokes which has hidden meaning to provoke a laughter, a sudden release, or a display of tension (Fisher,2010). The researcher further explains that the joker often expects to produce a shock of recognition of the hidden meaning in that through the meaning, the *joker* puts a cheering face to the individual. Drama according to Nabo (2013), is a creative and expressive activity which aims at promoting physical and mental harmony in the mind. Drama may also help to rebuild individuals who have experienced extreme situations like emotional and mental health issues and to bring

meaning to their lives. In the shelter, victims often go through a lot of psychological issues, therefore the caregiver's ability to create humour through drama helps victims to be themselves.

2.17.4 Agreeing or Expressing Acceptance

This is an act to express one's understanding or to show accord, concurrence, or assent about an expressed fact, inference, or hypothesis. This includes giving specific signs of attention (nodding the head) to what another person is saying as a means of encouraging the person to express him or herself without any intimidation in order to make the communication flow. The use of expressive behaviour, even when they appear to be expressing nothing is constructed as providing social information to the on-looker. Expressing acceptance to an abused child with positive non-verbal expression like nodding gives the victim an indication that the care-giver identifies with the victim (Nabo, 2013) In the shelter, the caregiver can nod the head to show his or her understanding of the information being given by a child.

2.17.5 Disagreeing

According to Bales (1970), this act is an initial sequence of reactions that rejects another person's action, statement, opinion, or suggestion. The negative feeling conveyed is attached to the content of what the other has said not to him or her as a person.

2.17.6 Gives opinions

This act involves a moral obligation, offers a major belief or value, or indicates adherence to a policy or guiding principles. It is a type of activity in which the group gets its work

done; it is about problem solving, decision making, and legislative and administrative work. Such an act should be serious but not to be taken personally, sincere but objective. It really gives opinion which includes expressions of understanding or insight besides those of value judgment (Reeve, 2018).

This is any act that seeks an inferential interpretation, a statement involving beliefs or attitudes, a value judgment, or a report of one's understanding or insight. It may include a request for diagnosis of a situation or a reaction to an idea. This also includes any type of questions that attempts to encourage a statement of reaction on the part of another person without limiting the nature of the response except in a very general way, with the implication that the person has the freedom to express interest or disinterest without any pressure.

2.17.7 Gives Suggestions

This category of the interaction process in general directs attempt to guide or counsel, or prepares another member of a group for an activity by urging, persuading or inspiring the individual. In this instance, the caregiver could inspire the victimized children through counseling and prayer on the need to trust in their maker for recovery and also persuade some of them to adhere to the advice (McMinn, 2012).

2.17.8 Asks for Information

This is the act of asking questions requesting for a factual, descriptive, objective type of answer, answer based on experience, observation or empirical research. In this instance, the care-givers are expected to give the children answers from their own experiences and from the scriptures.

2.17.9 Give Information

This is an act that gives factual or potentially verifiable observation or experiences, such as information recognised as generally established or easily confirmed by observation. Both the care-giver and the child depend on information to accomplish tasks in the rehabilitation centre. By making information accessible for each other, recovery will be accomplished easily.

2.17.10 Interpretative Phenomenological Analysis

Jonathan Smith proposed the Interpretative Phenomenological Analysis (IPA) Theory, according to Bigger and Thompson (2008). Its purpose is to enable a detailed study of inductive individual experiences, particularly social cognitions. People's reasoning and making sense of their social surroundings are the focus of the IPA study. According to Davidsen (2013), IPA has its roots in health psychology which began with Husserl's effort to create a philosophical science of consciousness and hermeneutics which is the philosophy of interpretation.

The purpose of IPA is to explore in detail how participants make sense of their personal and social world. The main focus is the meanings a particular experience holds for participants. The main aim of IPA is to uncover what a lived experience means to the individual through a process of indepth reflective inquiry. IPA draws on phenomenological thinking with the purpose to return. The phenomenological approach of Edmund Husserl involves seeing things as they unfold for their own sake (Heinämaa, 2018). His interest was finding means by which someone might come to accurately know their own experience of a given phenomenon, and would do so with depth and rigour which might allow the person identify the essential qualities of that experience (Selby & Smith-Osborne 2013). It involves a person becoming intentionally conscious of things they experience. Heidegger (2003) adds the concept of inter-subjectivity to Husserl's philosophy of seeing things as they are. He

believes that the individual experience is within a context and not merely isolated from environment (Flood, 2010). Inter-subjectivity refers to the shared, overlapping and relational nature of our engagement with the world (Selby & Smith-Osborne 2013).

The goal of the IPA is to investigate rich and relevant data related to a certain topic. Davidesen (2013) suggests that the goal of the IPA is to get as much of an insider's view of the phenomenon being investigated as possible while acknowledging the researcher as the primary analytical tool.

Owing to the fact that Interpretative Phenomenological Analysis (IPA) theory investigates personal experiences and perceptions of individuals, it (IPA) is relevant for this study since it (the study) examines human trafficking or how the NGO care-givers make use of what is happening around them. The IPA explores the meaning of issues from the views of the people being studied. These experiences do not occur in isolation but are constructed through the interaction between individuals and their environment.

Human Trafficking, per the IPA framework, requires a thorough investigation of a person's lifeworld. That is, the idea (IPA) aims to look at the care-givers communication relationship with the victims in the shelter.

The advantage of utilising IPA in this study is that it allows the researcher to offer a unique psychological viewpoint to the field's limited research literature, as well as a detailed and contextualised description of non-governmental organization (caregivers) experience with human trafficking. Michelle et al (2008) adds that IPA gives insight into a lived world personal experience. IPA theory, in other words, gives meaning to a person's social world and impacts how they see the world around them. As a result, the researcher's goal was to establish rapport with participants in order to urge them to speak up about their experiences in dealing with victims in the shelter.

2.17.11 Rationale for using IPA for the study

The study adopted IPA as a theory for the study because firstly, the caregivers are part of the service providers who have initial encounter and interactions with the victims when they are rescued. The victim's experiences are disclosed and shared between him/her and the caregiver. The emotional experience of the caregivers following the disclosure of abuse by the victims also suggest an inter-subjective experience that can be explored using a phenomenological approach.

Furthermore, most of the works in human trafficking that were reviewed in literature for the purpose of this study used Interpretative Phenomenological Analysis (Nabo, 2013; Governor & Cutrone, 2013; Kwakye-Nuako, 2019). The theory frame human trafficking in terms of how NGO caregivers interacts with trafficked victims.

2.18 Summary of Chapter

This chapter focused on exploring research gaps that exist in previous studies with the aim of grounding this research so as not to replicate a study that already exists. It is also to allow the study to contribute fresh ideas and perspective to the body of literature on communication styles used for trafficked children in the rehabilitation centre of Challenging Heights. Within the context of conceptual framework explanation of communication, types of communication, effective communication for social/care-givers, barriers of effective communication between care-givers and trafficked children were reviewed. However, none of the studies reviewed focused on communication relationship rehabilitation shelters for rescued children. This current study focused on the communication relationship between care-givers and survivors of child trafficking in Challenging Heights Rehabilitation Shelter located in Winneba, in the Central of Ghana. The study also had a careful examination of

Interaction Process Analysis Theory (IPA) and Interpretative Phenomenological Analysis (IPA) theories that both looked at how communication is conducted in a group and how people dialogue in relationships based on who they are in context.



CHAPTER THREE

METHODOLOGY

3.0 Introduction

The methods used to collect and analyse data on the communication relationship between care givers and children at the rehabilitation centre at the Challenging Heights Shelter are detailed in this chapter. It explains the ideas and assumptions that guide the techniques and procedures, as well as why they were chosen. The research methodology, research design,

population, sample and sampling technique, instrumentation, data collection procedure, and data analysis are all discussed in detail in this chapter. The research questions guiding the study are:

1. To investigate how care-givers communicate with survivors at the shelter.
2. To examine the expectations of the care-givers after communicating with the survivors
3. To analyse how care-givers deal with issues that arise in their conversations with the survivors at the shelter.

3.1 Research Approach

This study adopted qualitative approach. Qualitative research according Denzin and Lincoln (2017), is a situated activity in which the observer is positioned in the world to understand and make more meaning of the data. It entails a naturalistic, interpretive approach to the world. This implies that qualitative researchers investigate phenomena in their natural environment, aiming to understand or interpret them in terms of the meanings individual assign to them. The authors go on to say that qualitative research entails the systematic use and collection of wide range of empirical materials, including case studies, personal experiences, life stories, interviews, artefacts and so on to describe every day and problematic situations.

Qualitative researchers reject the notion of reality that is stable, consistent and uniform. They argue that all meaning is located in a certain perspective, and that because various people and groups often have various views and contexts, the universe has many diverse meanings, none of which is necessarily more real or true than the other (Gay, Mills and Airasian; cited in Anane, 2015). Myers (2009), posits that qualitative research is intended to aid researchers

in better understanding people and the social and cultural environments in which they live. This model according to Creswell (2013), allows for a more in-depth understanding of the participants who are involved in the study. The researcher's interest was to be able to have a better understanding of the participants who are involved in the study. It is as a result of this that qualitative approach was chosen.

The purpose of this study is to investigate and understand how case managers and caregivers in the rehabilitation shelter communicate with survivors of child trafficking, the various forms or methods they use after they have been rescued and brought to the shelter. The researcher's interest was to have in-depth and better understanding of the participants who are involved in the study. A qualitative research was appropriate because that is the method frequently used by researchers who want to have a deeper understanding of a study (Merriam,2002). According to Hancock (2002), qualitative research is concerned with the opinions, experiences, and feelings of individuals who produce subjective data. In contrast to quantitative research, it frequently examines social events as they occur naturally, with no attempt to change the scenario under investigation. Similarly, the data gathered through face-face interview gave the respondents the opportunity to share their own experiences and opinions and was not manipulated in any way.

3.2 Research Design

Research design is defined by O'Sullivan and Katz-Gerro (2007) as plans that guide decisions on when and how often to collect data, what data to collect from whom, how to collect data and how to analyze data. According to Heale (2018), a case study is in-depth systematic assessment of a single person, group of people or a phenomenon that has been chosen for its peculiarity or acceptability. The nature of the research problem, the researcher's experiences and the study's target audiences all play a role in determining the

research design (Creswell & Creswell, 2018). Therefore, the nature of the research problem and the purpose of this study (i.e. Communication relationship between care givers and survivors) required the use of case study design.

A case study, according to Yin (2014), is a “current phenomenon in its real-life setting, especially when the boundaries between a phenomenon and its environment are evident and the researcher has minimal control over the phenomenon and context” (p.19). According to Yin's definition, a case study is an empirical investigation into a case by answering the "how" and "why" questions about the case in issue. Researchers interested in qualitative research, according to Merriam (2009), want to know how individuals interpret their experiences, how they construct their worlds, and what significance they attach to their experiences. Again Zainal (2007), affirms that case study provides an in-depth study of one or more instances of a phenomenon in its real-life context that reflect the perspective of the participants involved in the phenomenon. In relation to this my research, through observation and interview, studied the way care- givers communicate with survivors in their natural setting. As explained by Creswell (2013) and Hancock (2002), the researcher deemed it appropriate to use case study as a research design to gain the understanding of communication relationship between care -givers and survivors at Challenging Heights Rehabilitation Shelter.

3.3 Sampling and Sample Size

A sample in qualitative research is made up a representative number which reflect the overall group being examined (Merriam & Simpson, 2000). In this study, thirteen (13) workers made up of one (1) case-manager, fifteen (10) teachers, one (1) social worker and one (1) health worker at the shelter were chosen. The participants were made up of nine (9) females

and four (4) males. This group of people are the frontline workers in the rehabilitation process at the shelter and therefore constitute the concept of purposeful sampling.

Purposive sampling, according to Lindlof and Taylor (2011), is an approach in which case, sites, and units are chosen based on an educated assumption that what exists at that location is important in understanding some concept. Ezzy (2002), also argues that purposive sampling guarantees that participants are selected based on criteria that are relevant to the study's topic. This means that the researcher includes specific type of people who can offer the needed information.

Purposive sampling, according to Bernard (2002), is a non-random technique in which the researcher has the authority to decide what information is required to make the study credible, and then sets out to identify who can and will offer it. Kusi (2012) also indicates that sampling is very important because the researcher will know best where, and who to get information that will make the work more credible. Based on this, the researcher purposefully selected thirteen workers to participate in the study. Both female and male respondents were included in the sample in order to capture divergent views.

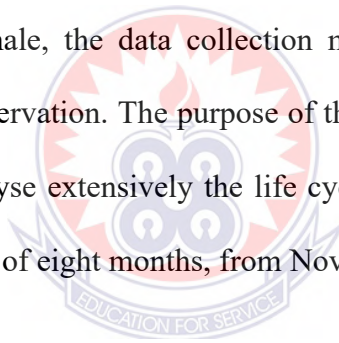
3.4 Data Collection Methods and Procedures

Observational methods, in-depth interviewing, focus group discussion, narratives, and the study of documentary evidence, according to Spencer and Snape (2003), have all been cited as data gathering technique in qualitative research. The researcher made use of interviews and observation during the process of collecting data. Furthermore, Kuranchie (2016) as cited in Ayimbire,2020), posits that interviews are a direct attempt to collect accurate and consistent measures of attributes, actions, sentiments, and attitudes by posing questions to

interviewers for responses over telephone, in person, or using advanced technology means such as skype (cited in, Ayimbire, 2020).

Three types of qualitative interviews are commonly used and these are, structured, semi-structured and unstructured (Braun and Clarke, 2011; Daymon and Holloway, 2001). Hancock (2002) also argues that a participant observation, interview, and a more detailed description of the scenario are required in a qualitative study conducted in a natural setting where a case study is used. This, he claims, gives the researcher more data and a deeper understanding of the problem in its natural surroundings. Again Denscombe (2003) and Yin (2002) both agreed that a case study necessitates the use of several data collection methods in order for the work to be triangulated and validated.

In line with the above rationale, the data collection method the researcher used were interviews and participant observation. The purpose of the researcher using these methods was to probe deeply and analyse extensively the life cycle of the selected case. The data were collected within a period of eight months, from November 2020 to June, 2021.



3.4.1 Interviews

Interviews, according to Cohen, Manion, and Morison (2013), is an exchange of opinions between two persons on a topic of mutual interest, and they place a strong emphasis on the social context of research data. Interview, according to Kvale (1996, p. 174), is "a conversation whose objective is to gather descriptions of the interviewee's life-world with respect to interpretation of the meanings of the described phenomena". An interview is a powerful tool that provides the researcher with a detailed account of another person's

perspective on a topic. According to Gall, Gall, and Borg (2007), the advantage of interviewing is its adaptability; skilled interviewers make an effort to build trust and rapport with respondents, allowing the interviewers to obtain necessary information that they would not reveal using any other data collection method, and they can also follow up on a respondent's answers to obtain additional information and clarify unclear statements.

Longhurst (2003) defines a semi-structured interview as a verbal exchange in which, the interviewer, uses probing questions to obtain information from another person. Despite the fact the interviewer prepares a list of predefined questions, semi-structured interviews are conducted in a conversational style, allowing participants to discuss issues that are relevant to them. Stake (2010) observes that the interviews ought to be semi-structured and conversational with the interviewer asking probing questions to elicit, clarify and refine the information and interpretation. The interview questions should also not be complicated (Stake, 2010). Lindlof and Taylor (2017) also postulate that a qualitative interview is an event in which the interviewer encourages others to freely articulate their interest and experiences. Using interviews in this study allowed participants to respond freely in their own words to the questions asked.

A qualitative research interview aims to cover both a factual and a meaning level, however the latter is usually more challenging (Chauhan, 2019). The researcher also notes that the interviewer has the ability to go further into the subject. Interviews can be used as a follow-up to particular questionnaire respondents, for example, to delve deeper into their responses. Interviews are a significantly more personal kind of study than questionnaires since the interviewer completes them based on what the respondent says. Unlike surveys, the interviewer interacts directly with the participants during a personal interview (face-to-face). During the face-to-face and telephone interviews, the researcher had the chance to probe or

ask follow-up questions. The researcher established rapport with the respondents once again in order to put them at ease for the interview. The researcher took a casual approach, which, according to Lindlof and Taylor (2011), provides the tone that relaxes people and makes it easier for them to reveal their private ideas. Some tactics used by the researcher to establish rapport with respondents include an introduction of the researcher to the respondents, the researcher's clarity of purpose for the research, and encouraging respondents to bring up concerns that may be pertinent to the research topic.

Before asking the participants the interview questions, I introduced myself to them and explained the purpose of the interview to them. I then assured them once more that the interview is strictly for academic purposes and their identities will not be revealed. I asked about their health, to prepare the atmosphere for a fruitful discussion. Not only did the interview focus on gaining information about the experiences of the interviewees. It also took into consideration the demographics of the interviewees such as their age, working experience and educational background.

The interviews were recorded using the researcher's cell phone's recording application with the consent of the interviewer. Before finally transcribing the taped interviews, they were played over and over again. Following transcription, the researcher examined the text carefully, giving special attention to concerns related to the research questions and objectives. The researcher then solicited the assistance of others to assist him in coding. The interviews were arranged and conducted at the premises of the study site based on the participants' schedules. Each participant signed a consent form (see Appendix B) and received a copy for their records. Each participant was given a pseudonym to protect their identities and maintain confidentiality. All Corona Virus (Covid 19) protocols were adhered to during the sessions with participants.

3.4.2 Participant Observation

In the social sciences, observation is both one of the most significant and one of the most varied research tools. In comparison to other qualitative methodologies, observation has low amount of control over the field of investigation (Ciesielska, 2018; cited in, Ayimbire,2020). Observation can be either direct or indirect. An observer makes a direct observation when he or she stares directly at the events unfolding. Densecombe (2008) emphasizes that observation is not based on what people say they do or think. Instead, it relies on eyewitness testimony to witness events firsthand. According to Fetterman (1998), being on the field as a researcher allows you to see things in their natural settings and ask questions. Observation was used by the researcher to get the necessary data for the study in its natural settings. The researcher made three visits to Challenging Heights Rehabilitation Shelter to access information especially on the communication relationship between care-givers and the survivors.

As stated by Densecombe (2008), observation in research does not rely on hearsay instead draws its conclusions on direct evidence of the eye to witness events first by hand.

It is in this view that I took it upon myself to take some time to observe the communication relationships between the care-givers and the survivors. The observation was usually done in the morning during the care-givers and the children's morning routine. This experience offered me a better knowledge of how care-givers connect with the children. I also took advantage of the opportunity to ask questions about specific characteristics that were unfamiliar to me. As part of my observational process, I took notes on everything I saw and heard.

3.5 Data Analysis

According to Braun and Clarke (2018), data analysis is the process of labeling and breaking down raw data and reconstituting them into patterns, themes, concepts and propositions. In order to make sense of the bulk of data gathered from this study, it was important to analyse the data by way of themes. In line with this, the data analysis was done to draw patterns and themes from the data collected. The data analysis started from the interviews and was followed by observation. This study employed Braun and Clarke's (2018) six-step approach for a thematic analysis. This comprises becoming familiar with the data, generation of initial codes, searching for themes, reviewing themes, defining themes, and write-up.

The basic goal of qualitative data analysis is to find patterns, concepts, themes, and meanings. Braun & Clarke (2018), also define qualitative data analysis as working with data, organising it, breaking it down into manageable bits, coding, synthesizing, and seeking for patterns. According to the themes that arise throughout an interview, the initial stage is to code the data into preliminary categories and/or attributes (Merriam, and Simpson, 1995). This study's data analysis was conducted in order to extract patterns and conclusions from the data which was in tandem with assertion made by (Merriam, and Simpson, 1995). A number of themes relevant to the research topics emerged over the course of the study, which were organized in a table using Microsoft Word and color-coded on the transcriptions.

Some direct quotations were utilized to support the discussion of the inquiries digging into the subject. According to Flick (2013), qualitative data analysis entails summarizing concerns noticed in the field in detail. As a result, the transcripts and field notes were thoroughly analyzed, with the researcher underscoring and noting any important topics relevant to the investigation. Findings were interpreted using concept and theories to draw meaning from the interviews and observations.

3.6 Ethical Issues

As Halai (2006, p.5) writes, "sound research is a moral and ethical undertaking that should be concerned with ensuring that the interests of people participating in a study are not hurt by the research being done." The study was based on four ethical principles: 1) informed and voluntary consent, 2) confidentiality of information supplied, 3) anonymity of research participants, and 4) beneficence or no damage to participants (Halai, 2006). The aforementioned standards were closely adhered to in order to protect participants' rights and freedom. Participants were treated with respect by obtaining their consent and providing them with advance notice. I also made certain that study participants were not injured and that their privacy was respected. The respondents were assured of the protection of their identity and confidentiality, as some of the responses were considered personal and confidential. For instance, I used pseudonyms and number codes to ensure that the informants' information was not related to their identities. The researcher created a consent form that was given to participants who wanted to be sure that their privacy was protected prior to the interview. Finally, participants had the option of opting out of the study if they so desired.

The principle of informed consent is at the heart of research ethics as it ensures that all participation is truly voluntary. The researcher provided sufficient information about the study, which allowed potential participants to decide for or against their participation (also refer to Annexure A – the informed consent form). As indicated by Bachman and Schutt (2011:63), the consent form covers the following:

- The purpose of the research, procedures followed and estimated amount of time needed;
- The possible risks or discomfort participants might experience;
- A description of any benefits to the participants and to the society that may result from the research;
- Description of procedures used to ensure that participation and responses are kept confidential and identities are kept anonymous;

- Information on how the session will be recorded;
- Information on how the results of the study will be recorded, used or disseminated;
- Information about whom to contact if a participant has questions or concerns about the study
- A promise that their participation is voluntary;
- An assurance that they are permitted to withdraw from the study at any time; and
- An assurance that, after the data is analysed, their information will be destroyed or kept in a safe place for future use by the researcher.

To attain consent from the participants, the above-mentioned guidelines were used to create an informed consent letter which was signed and dated by both the researcher and the participant and kept by the researcher (see Appendix A).



3.7 Trustworthiness

In this study, the researcher took many precautions to assure its credibility. To begin with, the method selected in this study was acceptable, as a quantitative study would not be able to bring facts as close to reality as qualitative research can (Merriam & Simpson, 1995). Thus the researcher chose qualitative methods so that the participants' realities could be constructed during the interview process, and researcher interpreted those realities using triangulation, which is the process of comparing and cross-checking consistency of data gathered at different times (Patton, 2001). Creswell (2014) indicates that there are eight validation processes or methodologies. These include triangulation, rich thick descriptions, and extended time in the field, as well as peer briefing, external audits, negative case analysis, member checking, and research base clarification. For the purpose of triangulation,

the study used an interview and participant observation as data collecting methods, which aligns with Riemer (2008) theory which avers that researchers must employ different data sources and data collection methods to ensure validity and reliability. Furthermore, through richer and thicker description, this study presented a thorough account of field experiences. According to Holloway (1997), the purpose of a thick description is to provide an in-depth analysis of field experiences or items observed; a detailed explanation of field experiences had been included in pertinent sections of the study. Thus, the researcher did an in-depth description of the communication relationship between care-givers and the children at the Challenging Heights Rehabilitation Shelter.

3.8 Chapter Summary

The techniques for gathering data for the study were described in this chapter. The rationale for the research design and approach are discussed. The research design, sampling approach, data collection methods, data analysis and procedure, ethical considerations, and trustworthiness are all addressed. Finally, this chapter addressed all major areas of concern in research methods, ranging from ethical concerns to data reliability.



FINDINGS AND DISCUSSION

4.0 Introduction

This chapter presents the findings from data collected through interviews and observation on the communication relationship between care-givers and survivors of child trafficking at the Challenging Heights Rehabilitation Centre. For ease of analysis and interpretation, the data derived was simplified into thematic areas. Each theme was thoroughly described and critically analysed using the theories of interaction process analysis, interpretative phenomenological analysis and the literature reviewed in chapter two (2). For anonymity

and confidentiality purposes, informants were represented with alpha numeric codes such as A, B. Below are the research questions that guided the data collection:

4. How do care-givers communicate with the survivors at the shelter?
5. What are the expectations of the care-givers after communicating with the survivors?
6. How do care-givers deal with issues that arise during their conversations with the survivors at the shelter?

4.1 Demographics of Participants

In responding to the research questions the demographics of the participants of the study was established. The demographic covered gender, years of experience and area of expertise. In all thirteen (13) participants were available for the study. This number included four (4) males and nine (9) females. Three (3) of the four (4) males were teachers and one was part of the recovery team who were responsible for rescuing the victims on the lake. The nine (9) females comprised one (1) case manager, one (1) social worker and seven (7) carers who were also called *parents* of the children at the shelter.

Table 4.1 Distribution of Participants by Gender

Gender	Frequency	Percent
Male	4	30.8
Female	9	69.2
Total	13	100

Source: Fieldwork, 2022

Table 4.2 Distribution of Participants by Age

Age	Frequency	Percent
-----	-----------	---------

20 -30	6	46.2
31 – 40	7	53.8
Total	13	100

Source: Fieldwork, 2022

4.3 Distribution of Participants by Years of Experience

Years of Experience	Frequency	Percent
1 – 5	2	15.4
6 – 10	6	46.2
11 – 15	5	38.4
Total	13	100

Source: Fieldwork, 2022

4.2 RQ1. How do care-givers communicate with survivors at the shelter?

At the Challenging Heights Shelter, care-givers communicate with the victims using both formal and informal modes of communication. The formal process is strictly regulated by the Ministry of Gender and Child Protection. The Ministry has a Child Protection Case Management Form that captures detailed information of each child and all other pertinent information regarding the process of rescue. This confidential form serves as a formal communicative tool used in assessing a child from the day of rescue to reintegration.

Analyses of response to RQ 1 yielded four (4) major themes as follows: rapport building through questioning, use of art therapy, therapeutic horticulture, and prayer. These themes are discussed below.

4.2.1 Rapport Building through Questioning

Asking and responding to questions is one of the major ways by which a person can enhance the feelings or stimulate affection from another (Pendell, 2013). From the interviews, it emerged that one of the ways by which care-givers communicated with victims in the shelter was through questioning. This was the usual strategy used on children when they were first brought into the shelter. The purpose of consistently questioning the new *entrants* was to establish a good relationship with them so that they could trust and confide in their care-givers or *parents* at the shelter. For example, Participant D indicates:

The main strategy we use to get the victims to open up and feel free to talk about their issues is asking them questions. We do not ask questions to upset them, but we do that with the aim to give them room to speak, and when they do, we listen attentively and follow up with other questions in order to make them speak more (Participant D)

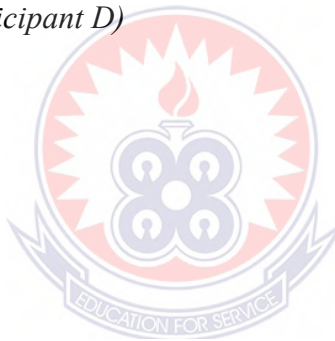


Fig 4. 1 An image of some children survivors and their care-giver at the shelter



Source: Challenging heights annual magazine

The image above shows a group of child survivors and a care-giver. In the picture, the children look happy and peaceful. This implies that there is a good relationship between the children and their care-giver. Therefore, it affirms the assertions of Hoyle (2018) that child survivors are happy and comfortable around those they have a good relationship with.

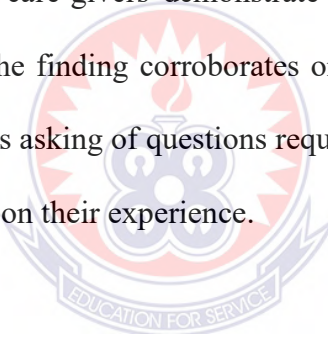
This tradition at the shelter reinforces Floyd's (2015) assertion that when people are given the opportunity to speak and are listened to, it fulfils their interpersonal needs thus, fostering a good relationship between them and others. Some of the questions asked were about the kinds of food they (victims) like best, what colour victims like, the kind of car they (victims) would like to buy when they grow up, among others. This is to enable the victims become comfortable with their care-givers. When the victims are comfortable enough to share their experiences, the care-givers then listen to the appropriate details and ask follow up questions as well. In support of this assertion, Participant B states:

When the child victim is first brought in, we try to make them feel at home and to know that we are not there to harm them. We ask them about things that may be interesting to them to create a comfortable atmosphere within which they can relate with us. Some of these questions are about what they like or do not like so that they can become familiar with us.

Apart from the questions care-givers ask the victims to get them acquainted, they also put in deliberate effort to welcome and answer questions appropriately from the victims so that the victims do not feel rejected or ignored. This is able to enhance the relationship between care-givers and victims so that they (victims) are able to share their experiences with care-givers within a couple of days after they are brought into the shelters. Participant A adds:

After about 3-4 days, they [children] are able to ask questions on their own on things they don't understand or are bothered with. Some of these questions relate to why we [care-givers] are engaging them in a particular event instead of another at a particular time. At other times they ask questions about what their slave masters did to them or why their parents sold them off to be slaves.

This statement above affirms the view by the Social Care Institution for Excellence's (SCIE, 2002) tenets for effective care giving communication which states that asking questions is one way by which information can be obtained. It also suggests that when victims feel that care-givers are genuinely concerned about them, they (victims) are able to willingly trust them with all other issues. In this context, asking petty but interesting questions about victims is one way by which care-givers demonstrate concern for them (victims), thus establishing a great rapport. The finding corroborates one of the tenets of the interaction process analysis theory which is asking of questions requesting for factual, descriptive, and objective type of answer based on their experience.



4.2.2 Art Therapy

Art therapy is creating nonverbal activities including art, music, play and dance movement. It is based on an individual's core thoughts and feelings and are the results of unconscious inner process which reach through images rather than words (Hoyle, 2018).

Rafferty (2018) encourages the use of art play as a communication tool for children who cannot speak due to their traumatic experiences. When victims are admitted into the shelter, they are offered group and individual therapy sessions which is aimed at helping the children discover underlying issues such as, abuse by slave masters during the time the child was trafficked. Some of these sessions are usually achieved through art therapy including,

drama/play, music and drawing. Data from the interview suggests that the child victim who is unwilling to speak or join in the normal flow of communication at the shelter is given the chance to engage in art therapy. According to Hoyle (2018), play is a language of children. Children organise their experiences through active process of play, imitation and repetition in order to gain mastery and understanding. This is to allow the child voice out in a non-verbal way and be listened to. Participant H explains:

Art therapy helps the child to draw their experiences at the lake. Questions are asked based on the drawing and that helps in bringing out what the care-giver should know about the experience. The victim pours out his/her emotions on the paper nonverbally. For instance, when a child is asked to draw their family, the outcome of the drawing indicates how the child feels about their family.



fig. 4.2 A Care-giver preparing materials for Role playing



Source: field notes

In the shelter, art therapy is programmed in their weekly in-house activities so that every child is given the opportunity to express themselves through drama, role playing, music, drawing and others. This is because it is assumed that there are a lot of emotions and feelings trapped inside a traumatised child that they cannot talk about. Gehart (2015) posits that play therapy creates a space within the therapy session for a child's voice to be heard in such a way that it is less dependent on words and language. Play is a natural mode of self-expression for children and provides the opportunity for a child to "play out" his/her feelings.

As part of role playing, the children are given a scenario which is read out to them to mimic whatever happened to them on their various slave sites. The acting helps the care-givers know how their slave masters might have treated them during their stay with them. Some of the children express their emotions very well through the tone of their voice, body language and the intensity with which they act a particular scene. There are other times that some of the children get very emotional during acting and the only way they are able to express their feelings is to break down and cry.

This confirms the assertion by Hoyle (2018) that children are more limited verbally and linguistically and mostly have difficulty in describing their thoughts and emotions.

Participant A states:

When these children are given the chance to perform certain roles in drama, the way they go about it tells us a lot of things they have not said. Some of these kids freak out when given some roles as fathers or mothers. The

surprising thing is that you may think of these kids that they have healed and really doing well until they are exposed in art therapy.

The excerpt above affirms the assertions of Purdy and True (2015) that when children are exposed to image-based tools such as drawings and paintings, verbal communication barriers are gradually dealt with.

Participant C provides another description:

We allow the children themselves to demonstrate through acting out how their slave master related with them at the lake. So, we can give them roles like one person becomes a slave master and the other children in the play are the victims and we ask them to act out how the slave master behaves towards them, how he talks or how he even walks. That can also sometimes give you a fair idea of how a child was treated during their stay on the lake.

Burstein (2010) argues that communicators should understand that messages cannot only be transferred by verbal means, but through other non-verbal modes which may better be used to express how people feel.

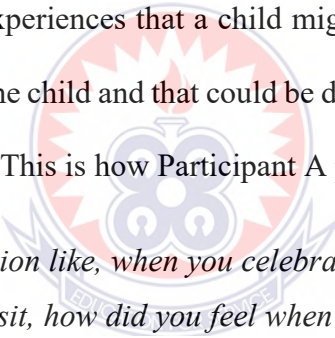
This theme (art therapy) reinforces Bales's (1950) claim on the interaction process analysis theory that, one of the ways of releasing tension is by telling stories or dramatising. Similarly, Haynes (2015) affirms that when victims are engaged in some form of drama and role playing, the attitudes they display explains their emotional positions.

4.2.3 Therapeutic Horticulture

Horticulture as a therapeutic medium has been used as a supplementary treatment for trauma (Watkins, & Fernandez, 2019). Their study shows that therapeutic horticulture promotes the psychological well-being of survivors of childhood sexual abuse. Several benefits such as social, emotional, cognitive and physical benefits were found associated with horticultural

activities and from exploring nature (Watkins & Fernandez, 2019). The effects of horticultural activities include dealing with aggression, coping with stress, opportunities of emotional expression, and reflection (Barley, Robinson & Sikorski, 2012). According to Gonzalez et al (2011) therapeutic horticulture programmes engage participants towards more positive interactions with nature. Participants express positive experience from activities which benefit their psychological well-being.

Challenging Heights, as part of their counselling sessions, use flowers during therapy sessions. Flowers are used as a therapeutic tool in communicating with the children during counselling sessions. The flower may determine positive experience that might have occurred to the child on the lake. That experience could be one that brought a happy moment to the child. There are some experiences that a child might have gone through on the lake that brought a good feeling to the child and that could be determined during such therapeutic communication with the child. This is how Participant A puts it:



A child is asked a question like, when you celebrated your 10th birthday and your mother came to visit, how did you feel when you saw her? Some of the children may smile widely and choose a very colourful flower to indicate how they felt on seeing their mother. Others may choose a rather dull colour and remain calm or moody. Hence, demonstrating an undesirable feeling.

Lorber (2011) affirms that exposure to nature increases positive feelings and decrease feelings of fear, anger and sadness. The results also suggest that therapeutic horticulture provides some relief from cognitive over-burdened experiences by trauma survivors, and that there is a great potential in using horticulture as an adjunctive tool in managing crisis for victims in rehabilitation shelters.

Participant D states:

Sometimes, children are asked a question concerning how happy or sad about an event, then they are allowed to pick different sizes of stones to demonstrate how they feel about such scenarios. The size of the stone communicates how favourable or unfavourable the situation is to the child.

The above quote corroborates Arrington's (2013) study which indicates that therapeutic arts help clients communicate their thoughts and feelings of abuse. According to Participant B:

You read scenarios they might have already shared with you, or you might have seen. You want to ascertain the level of trauma the child might have experienced. Some situations are traumatising than the other so you use the stone and that can help you determine a certain level of impact an experience has had on the child.

From the excerpt above, care-givers adopt the use of therapeutic horticulture to communicate with victims as well as heal them gradually from their traumatic experiences. It was discovered that this form of communication helps the care-givers to know how traumatic an incident was to a child or how heavy that experience was on his/her heart. In effect, they (care-givers) are able to develop a therapeutic plan or an approach that may help in the recovery process including sessions with professional counsellors.

4.2.4 Prayer

One way through which care-givers communicate with their victims is prayer and devotion sessions. Prayer is designed as a means of intimate and joyous fellowship between God and man (Miller, 2017). Challenging Heights is considered a Christian home and as such the tenets of Christianity, one of which is prayer was one that was not left out. According to Rafiei (2011), Christians consider prayer as the most important tool for communicating with

their creator. In the shelter, care-givers who play chaplaincy roles are given room to engage the victims in constant devotion and prayer.

Fig. 4. 3. Child survivors praying together in the shelter



Source: Challenging heights magazine

Fig. 4. 4 Child survivors organizing themselves into the room to pray.



Source: field notes

According to the data gathered, care-givers pray with the children in their shelters every morning before the beginning of their daily routines. Also, children are taught how to pray on their own for themselves, their families, and even their colleagues in the shelters. The essence of these teachings on prayer is to allow them to communicate effectively with their maker in the hope of a better tomorrow.

Again, when children are undergoing post traumatic challenges, prayer is one of the ways by which they receive healing. Garcia (2021) asserts that post-traumatic stress is a spiritual disorder because it robs people of vital spiritual attributes. The author further explains that in working with trafficked children, prayer is one of the most important tools of restoration. She explains that prayer helps victims to heal, transform and redefine their self-worth. To confirm this, an interviewee provides the following description:

Through prayer some of the victims are now able to even talk about their experiences and heal from them. Yes, that's what prayer does for all of us.

Another care-giver indicates that:

We have adopted many other strategies to bring healing to the victims, but prayer has been the most effective way. Prayer has worked for us in terms of healing and restoration. We are aware that we cannot always depend on the physical strategies only to bring healing to the victims of post-traumatic stress.

To support the excerpts above, the interaction-process analysis suggests that the interactive processes in general attempt to guide or counsel, or prepare other members of a group by urging, inspiring and praying (Taylor, 2010). This also confirms the assertion of the interpretative phenomenological analysis theory which explain that the process of communication involves people's values and beliefs of which prayer is one (Schramm et al., 2015).

4.3 RQ2: What are the expectations of the care-givers during communication with the children?

This research question sought to investigate and analyse the expectations of the care-givers after they had effectively employed the appropriate strategies in communicating with victims of child trafficking. Through the interviews conducted and thorough analysis of the data, two main themes were identified. These were overcoming the effects of trauma, and empowerment. The discussions of the themes can be found below.

4.3.1 Overcoming Trauma

It was gathered from the interviews that overcoming trauma was one of the things care-givers expected to achieve whiles communicating with the survivors. Through counselling

and group discussions and even prayer, care-givers expected that the survivors of child trafficking who were children would be able to share their experiences and through their sharing grow out of the effects of trauma they experience daily. According to Silberg (2021), trauma can make children dissociative. As such, creativity, attornment, and sensitivity are the basic means by which these children can be dealt with. Pearlman and Saakvitne (1995) define trauma as series of events or actions which happen outside a person's normal expected life, and thus, can affect their body, and sanity. Stout (2001) indicate that when a person suffers from trauma, they are in the state of helplessness and sometimes experiences the possibility of death. During the interview, Participant A explained:

When these young ones are meant to engage in tasks that are beyond their strength or physical capacity, they experience the feelings of being overwhelmed and pushed beyond their limits and the only way to dismiss this kind of feeling is through communication.

Perhaps corroborating the above excerpt, Kisel et. al (2019) explained that Physical abuse, sexual abuse, emotional abuse, violent assaults, and others can only be mitigated when spoken about.

Participant B also adds that:

When the children speak to us, after mastering all that courage to talk to us about the things they have gone through, knowing they have been heard, understood and believed is the first step towards overcoming their trauma.

According to Participant A,

We do not communicate anyhow with the survivors. Every word we speak to them is planned and aimed at helping them overcome trauma. One of the effects of trauma we focus on as soon as possible is 'fear' and 'anxiety' because we believe it is only after they have overcome their fear can they begin to talk back to us and trust us.

The excerpts above give an indication that communication is an essential tool to overcoming the effects of trauma. Thus, care-givers do not rely on only one-way communication but also put in available structures to ensure that communication between the care-givers and survivors is interactive. Some of the effects of trauma which care-givers expect survivors to overcome are mistrust, constant fear and anxiety, anger, confusion, dissociation and many others. This corroborates Hargie's (2016) assertion that communication is central to working with traumatised people because they can overcome their trauma or get worse with their trauma based on whom they are in constant communication with and what is said to them. In the same vein, Phinney (2002) explains that care-givers who expect to help survivors overcome their trauma should create a therapeutic environment in order to achieve their (care-givers) goals.

4.3.2 Empowerment

A careful analysis of the data collected from the interviews revealed that the care-givers of the shelter expect that through communication the survivors would be empowered. Empowerment is the process of increasing the spiritual, political, social and economic strengths of individuals (Mandal, 2013). The data revealed that care-givers expect survivors to be empowered spiritually to enable them to relate well with their Creator through prayers and sharing of the word. For example,

Participant C states:

We expect survivors to be spiritually empowered thus we include prayer, spiritual counselling and the discussion of the word of God in their day-to-day activities.

Fig. 4.4 A Care-giver training children on soap making



Source: Challenging height magazine

The excerpt above implies that deliberate efforts are put into engaging the survivors in communication regarding spirituality. The data showed that some of the things discussed with survivors about spirituality are their reliance or dependence on God, the healing power of God, the salvation and redemption of Christ, and others. This is intended to build and develop their trust in God. On the issue of spiritual empowerment, Participant D also explains:

In our communication with the survivors, we make deliberate effort to include statements and words of affirmation from the scriptures. This is to draw their attention to God and to bring to their awareness that God alone can help them overcome their pain and fears.

Again, care-givers expect survivors to be educationally empowered. According to Sundaram, Sekar and Subburaj (2014), one is educationally empowered when they access

knowledge which in turn expands their intellectual ability. Knowledge and information are necessary to the development of one's intellectual ability. As such, the survivors are put through both formal and informal education to gain knowledge in diverse areas. When the survivors are not in the formal classroom setting where they are receiving formal education, they are engaged by their care-givers through interactions that challenge their usual way of thinking about certain issues.

Participant A described it this way:

We also inculcate skill training such as soap making, beading and others into their daily routines with much focus on children with such interests. This is to ensure that they are empowered to do something on their own after they have left the shelter permanently.

Participant B also indicates:

Everything is premised on communication and most of these survivors are very young that they learnt whatever they know now through communication. That is why in this shelter, we do not take communication for granted. We are certain that these children will be informally educated by us and so we do not want to misinform or mislead them.

Sometimes, care-givers discuss and select specific topics for discussion amongst themselves in the presence of survivors so that they (survivors) may pick one or two things from such discussions. Participant D explains:

We can decide to talk about or discuss the roles of children in the home. So, within the week, every conversation initiated will be around that topic. Random questions are asked about such topics and knowledge is shared among us. Aside the discussions, we visibly express some of these habits so they can see and learn.

Both verbal and non-verbal communication are used in the shelters to spread knowledge and information as a means of educationally empowering the survivors of child trafficking. This therefore reinforces Trevithick's (2014) assertion that communication is a process of transmission of ideas through feelings and behaviour from one person to another. Communication is persuasive and seeks to obtain desirable response to what is being transmitted.

From the interviews, the survivors are expected to be socially empowered through communication. When a person is empowered socially, they are able to build their social relation and position in social structures (Mandal, 2013). The survivors are empowered through communication to be able to relate well with people in their society. During their day-to-day activities, communication is steered in such a way that it allows the survivors to learn to relate well with each other – with their care-givers and their colleagues. Within the shelters, morning greetings and approach is discussed and emulated. Issues of discrimination, racism and manipulation are also discussed amongst survivors. According to Participant B:

One of the most important things we expect to resolve through communication is how they relate with one another. Relating well with people is actually what was taken from these young people through manipulation and all sorts of harassments.

From this excerpt, communication is identified as a tool for building the right relationships. It is also used to resolve conflicts and improve harmonious living among people.

Participant D explains:

We do not only resolve conflicts, but we exhibit conflict resolution strategies through communication for these young ones to learn because we expect them to also become agents of conflict resolution and peace keeping.

According to Corneliussen (2021), social empowerment allows a person to enhance the abilities of others, so that they can feel competent enough to take actions for the desired results. This implies that when survivors are socially empowered, they are able to relate well with people at every level, empowering others to also gain empowerment at the relational level. This affirms the assertion of Hargie (2016) that relational empowerment can be sought through interpersonal communication, which occurs in both one-one and group communication.

4.4 RQ3. How do care-givers deal with issues that arise during their conversations with the children at the shelter?

During the time of interviews, a consistency in the content of discussion described the various issues which victims came to the shelter with. The participants revealed that the issues or challenges range from abuse (physical and emotional), health challenges, psychological and physical pain. Therefore, in answering the research question 3, the following themes emerged: physical impact, psychological impact, social impact, educational impact, and aftercare programmes.

4.4.1 Physical Impact

Victims suffer various abuses and these affects the victims' health physically. Health issues associated with being a victim of child trafficking as reported by participants in this study range from malaria, sleep disorders, untreated and contagious wounds, bruises and other infections. Participants also noted that victims also suffer from malnutrition because of lack of healthy diet or the apparent starvation they go through. The following is an excerpt from participant F:

When a child is first brought into the shelter, a thorough assessment is conducted on their health by a health professional and, in our case, a nurse to enable us know the exact medical help to give to the victim. During our conversations with the children we sometimes get to know that even the food they were fed on by their slave master were mostly not nutritionally balanced.

The above statement confirms the assertion that the importance of conducting assessment of victims of human trafficking, should include a complete psychiatric evaluation (Psychother,2017). According to this author, survivors of human trafficking often undergo emotional, psychological, and physical pain. He further explains that when victims of human trafficking have been subjected to forced labour, medical needs may be prevalent and even chronic. Participant G adds:

Some of the children come in with chronic diseases, wounds all over their bodies and cuts/ scars as a result of beatings and other maltreatments they have undergone while serving their slave masters. Fortunately, the shelter has a sick bay that takes care of minor or first aid health issues if the need arises. This is done by the nurse who comes in regularly to check on the children

Idris (2017), confirms that sometimes victims may be physically hurt as a result of beatings, rape, sexual abuse, torture, or may be threatened with such violence to maintain constant state of fear and obedience. Gabriele et al (2014) adds that symptoms of victims could be more severe and that could include recurrent thoughts/memories of terrifying events, easily startling, difficulty sleeping, sudden emotional reaction when reminded of events and feeling withdrawn or dissociation.

4.4.2 Psychological Impact

The psychological effects which trafficking has on a child victim after being rescued as reported by participants, range from trauma, nightmares, flashback, bedwetting, difficulty

socialising with other children in the shelter. Victims also experience emotions such as fear, depression, anger, and lack of trust. Below are some excerpts from participants A, C, and F respectively:

The victims sometimes have nightmare and flashbacks. They also have difficulty associating with other children in the shelter. Some of the children are slow in developing and progressing as normal children because while trafficked, they were forced to live like adults and suddenly have to behave like children again. The experience they go through damages the child psychologically.

Labour exploitation causes mental harm to the children because while the child is still developing, the next thing is she/he is doing adult duties. The beatings cause harm and the children suffer nightmares, trauma, depression, anxiety. They will need psychological intervention to function. We engage them in counseling and prayer.

Care-givers in this study shared in details the variety of measures taken while they attempted to establish trust with such child victims. Though participants expressed that lack of trust by victim from initial stages when victims are rescued is one of the impediments to offering the victims care, carers engage the children until they gain the victim's trust and confidence back because as care-givers building trust through continuous communication with victim is one of the principles of social work. Unfortunately, providers describe the inability to take the time to slowly engage a child because of a lack of sufficient funding that will allow a longer process. Again, a lack of necessary financial and structural tools to address the immediacy of the safety need that presented themselves was mentioned, with different scenarios presented by care-givers. Most care-givers hinted that the shelter was not equipped enough to successfully navigate the complexities of victims broken trust system within the compromised length of time.

4.4.3 Social Impact

Language barrier and isolation from families have social impact on victims even after they have been rescued and brought to care centres. The responses below from the study participants emphasises that, when trafficked victims are placed with people they do not know, they (victims) are kept in unfamiliar environments where most indigenes speak different language. Participant C states:

The victims stayed with people they do not know and cannot express themselves in their language which frustrated and destroyed the child.

Again, Participant D explains:

The victims were kept in isolation and were around people they do not know or even speak their language which makes them frustrated. Even after they had been rescued the frustration do not end because you try to engage them and they cannot converse back and they just stare at you.

Participant D also adds:

Victims struggle with sense of belonging at the shelter especially those who cannot speak the native language. Those who are trafficked from other parts of the regions mostly when brought in, are not able to speak the local language, for example, a child who was trafficked from the Northern part of Ghana whose indigenous language was not Fante or Ewutu may not be able to communicate.

The victims are traumatised by isolation and also suffer from identification crisis because whiles with their slave masters, the child's identity was changed by being given a new name and forced to learn and speak the language of their slave masters. They get trainings, services, we teach them to be social activists. They finally become emotionally stable, socially alert and they are transformed into social activists (Participant B).

The above responses show that the exposure of victims to a foreign environment is perpetuated when victims are brought into the shelter where they do not know anyone. Therefore, victims continue to feel frustrated because, although they are removed from traffickers, victims still find themselves among strangers conversing in unknown language. Subsequently, the difficulty in communicating prevents victims from expressing themselves or socialising with other children at the shelter. Furthermore, after being re-united with their families, victims of traffickers may also experience stigmatisation from society and self-stigmatisation which can affect their relationship with the community and their neighbours.

Participant C reiterated that victims are often emotional and do not trust adults especially if the victim was exploited by a male. Reports from UNODC (2015) indicate that recruiters are highly skilled individuals who are able to convince and gain trust of potential victims. ILO (2009) adds that victims of trafficking are usually recruited by people they are familiar with such as, neighbours, relatives, friends and lovers. They are as a result, exploited by people they trusted. Therefore, that makes it difficult for victims to trust care-givers which in turn creates a barrier between victims and care-givers.

Victims have been taken away from their homes, from their families, they trusted somebody and suddenly their trust has been betrayed, they are in this environment that is toxic, how do you think they will fight to survive, they have become very negative (Participant C)

Another participant added that some victims have a burden of promises made to their families as well as pleasing their parents by bringing back what was promised to their parents (by their traffickers) when they left home. They feel they have disappointed their parents with unfulfilled promises. In addition, they withdraw from socialising with their peers for fear of being laughed at when they return home.

4.4.4 Educational Impact

Rafferty (2018) reports that trafficked victims are denied access to schooling, and this negatively affects their normal development process and in turn, their future. Not only are victims' rights to education infringed upon, and their future affected adversely, they are also removed from social support from networks such as their families and communities (ILO, 2013).

Locke (2013) affirms that adapting to school and acquiring academic skills is important for all children. He adds that the school setting can be supportive and a protective factor for children whose homes are not supportive. On the contrary the study found that children were denied access to education when they were trafficked. The children's education was not a priority to the masters.

These participants had this to say:

Child trafficking affects the victims' childhood development negatively because they are locked up, forced to do what they do not want to do. Sometimes it is the first time being separated from their families and they are not allowed to go to school while trafficked (Participant B).

It is sad to see a child of about 10 years who can neither read nor write. The time that they were supposed to be in school like every other child, they were being subjected to all manner of hard labour (Participant D)

During our initial conversation with the children, we got to know that most children are not sent to school when they are trafficked because education for the children is not a concern for the slave masters (Participant A).

Fortunately, we have a school here that provides the educational needs for the children at least from the time they are brought in for rehabilitation until they reintegrate with their families (Participant D).

Fig. 4. 5 An educational block for child survivors within the shelter



Source: field notes

Levenson (2017), revealed that maltreated children show higher rates of diagnosis for attention deficit, hyperactivity disorder, oppositional- defiant disorder, and post -traumatic stress disorder than other children.

The above statement by Levenson confirms that denying children of their basic educational development has implications on both their mental health and progress to adulthood. Consequently, it is evident from this section that the pain, brokenness, hopeless, and trauma experienced by victims render aftercare support a critical element for dealing with victims of child trafficking.

From the data when victims are rescued and placed at the shelter, they are enrolled back in school as a way of normalising their daily routine while investigation and family tracing is

ongoing. The shelter has an in-house school that caters for the educational needs of the children.

Fortunately, we have a school here that provides the educational needs for the children at least from the time they are brought in for rehabilitation until they reintegrate with their families.

However, some of the participants intimated that determining the class and language barrier can sometimes be challenging. Participants shared that even after gaining access into school victims cannot fully participate in learning because the language of teaching is often not their native language.

Below are some excerpts from participants:

Sometimes it is difficult to determine what class to enrol a child because a child can be as old as 10 years but has never stepped in a classroom. That means that he/she must begin from basic stage as in nursery 1 and that alone poses some difficulties not just for the child but for the care-giver (Participant A).

The language they communicate with on the lake is different, and by the time most of the children are rescued, they have forgotten their mother tongue and adopted to the language of their masters; and because they were deprived of schooling the English language is also a problem for them (Participant D).

Some of the children find it difficult agreeing to be in the same class with other children whom they consider to be their younger siblings. Sometimes there is an initial resistance but with a lot of convincing they finally would agree (Participant C).

Lack of schooling is a violation of children's right because, according to the Constitution of Ghana (1992), everyone, including children has a right to basic education which the government must make available and accessible. Education plays an important role in the development of children.



Source: filed notes

4.4.5 Aftercare Programmes

The data further revealed that the care-givers organise aftercare programmes for the victims at the shelter. The impact of child trafficking on the victim as reported by participants in this study is very alarming and the consequences could be dire if proper and effective programmes are not put in place to deal with the outlined issues mentioned above. Aftercare programmes should be meant to heal physical, psychological and emotional pains suffered by victims of any form of abuse. The key indicators for this theme are medical care, victim

empowerment, and psychological care. Participants reported that these programmes were, at the time of the study, offered to all the child victims who were in the shelter.

According to participants, when victims are admitted to the institution/shelter, they are offered group and individual therapy (psychosocial therapy) which is aimed at helping care-givers discover and deal with underlying issues. Therapeutic services are rendered internally by care-givers and a professional psychology nurse who comes in from the Winneba hospital to give counselling. Life skills programmes include anger and conflict management, hygiene, health care, time management, communication skills, behaviour management, behavioural modification and independent living.

In rehabilitation, survivors are often encouraged or required to participate in a variety of awareness programmes on topics such as child labour, gender discrimination and rights of a child. Programs like that are conducted to help victims to understand the crime of child trafficking and its various impacts. Participant B states:

They get trainings, services, we teach them to be social activists. They finally become emotionally stable, socially alert and they are transformed into social activists.

We sometimes let them watch child trafficking movies then discuss afterwards what victims learnt about child trafficking.

As indicated by the above participants, survivors are often considered to be responsible for more than their own safety and wellbeing. The programmes often provide trainings with expectation that survivors will extend their knowledge and skills to the communities after returning home.



Source: filed notes

Child victims should be provided with access to medical care by engaging professionals such as general practitioners, dentists, ophthalmologists and hearing professionals to meet their specific need (Rafferty, 2017). Participant B states:

We make care plan for each child from initial stage when the child is brought to the shelter because the children come in with various health challenges so one size fits all kind of medical plan will not work.

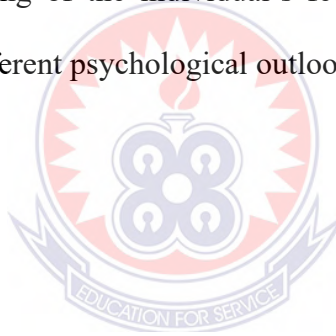
Also, Participant A explains:

Fortunately, the shelter has a sick bay that takes care of minor or first aid health issues if the need arises. This is done by the nurse who comes in regularly to check on the children.

According to Participant C:

There is a nurse who comes in regularly to screen the children if there is a need for any medical assistance. She also administers medication recommended for their health challenge.

Medical care for victims of child trafficking cannot be over emphasised. The above submissions by participants reiterate the importance of medical care as one of the aftercare programmes for the children in the shelter is crucial and essential for ensuring child victim's rights to health services and protection. This finding confirms the 'solidarity', which is one of the assumptions of the interaction process analysis theory by Bales (1950). Bales posits that this behaviour (solidarity) explains any act of showing empathy or behaving in a manner that expresses an understanding of the individual's feelings. According to Bales being friendly gives the victim a different psychological outlook which helps in the rehabilitation process.



4.4.5.6. Chapter Summary

This chapter discussed the findings and analysis of the research questions for the study. The analyses revealed the communication relationship between care-givers and survivors of child trafficking at Challenging Heights. For example, prayer, counselling and arts therapy were the ways and out comes of care-givers communication with survivors at the shelter. In terms of expectations, care-givers greatest desire was for victims to overcome trauma as a result of abuses they (victims) have experienced from their captors. Another expectation for care-givers was for victims to be adequately empowered both in knowledge and skills during the rehabilitation process.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarises the study and particularly draws conclusions from the main findings of the study. The chapter further makes recommendations to the various stakeholders involved in the development of preventive measures to be applied for child trafficking and also for what could further be done to strengthen the effectiveness of care-giving and after care support given to trafficked victims. Additionally, limitations of the study as well as suggestions for further studies are outlined in this chapter.

5.1 Summary

This research set out to examine the communication relationship between care-givers and survivors of child trafficking in Challenging Heights Rehabilitation Shelter. It looked at how care-givers communicate with survivors at the shelter. The study examined the expectations of the care-givers after communicating with the survivors and analysed how care-givers deal with issues that arise in their conversations with the survivors at the shelter. The significance of the study was outlined as well as the scope.

Again, there was an extensive review of literature and that served as the foundation upon which the findings of this study were critically analysed. The literature gave the researcher comprehensive insight into how the victims are trafficked, the damages they suffer, and the scope of the problem. It also revealed the techniques and the routes of the traffickers. The concept and categories of communication, barriers to effective communication, human trafficking, challenges encountered by service providers, and the relationship between social work and care-giving were deeply reviewed. The theories of interaction process analysis and

the interpretative phenomenological analysis were used for this study. These theories aided in the sense-making of data.

The research approach and design for this study were qualitative (Creswell, 2014) and case study (Yin, 2014) respectively. The approach and design also allowed the researcher to have a deeper understanding of the meaning they ascribed to the phenomenon. The participants of the study were selected based on the purposive sampling technique (Lindlof & Taylor, 2017). The data collection methods were observation and interviews. A sample of thirteen (13) participants were purposively selected for the study. The interview was guided by semi-structured items. The data were thematically analysed (Braun & Clarke, 2018) and subjected to thick rich narrative descriptions supported with excerpts from the data.

5.2 Main Findings and Conclusions

The chapter four of this research sought to answer the three research questions that undergirded this study. In this chapter, the data collected were critically described and analysed using the concepts in literature as well as the theoretical frameworks.

The research question one which sought to identify how care-givers communicate with survivors revealed that care-givers at the shelter communicated with the survivors by way of the following themes: prayer, counselling, and art therapy. It was discovered that care-givers at the shelter were very accommodating and welcoming and demonstrated a sense of support for the victims through activities such as devotions and various therapeutic activities such as drama and group counselling. This confirms that art therapy helps to restore hope and enables victims of abuse in any form to recover speedily (Garcia, 2021; Jacobs, 2008).

The research question two looked into care-givers expectation of the survivors/victims at the shelter and some of the emerging themes that responded to the research question were:

overcoming trauma and empowerment. Drawing from the data, it was gathered that care-givers greatest expectation was for survivors to overcome the trauma they experienced as a result of the abuses they suffered while working on the Volta lake, as farm hands, and as domestic workers in people's homes. In order to achieve this the care-givers gave the survivors adequate support by providing emotional safety through the relationship care-givers built with the victims. The relationship helped victims overcome doubt and uncertainty built up from their former experience with their slave masters. One of the ways to overcome trauma was by engaging victims in devotion and counselling as a form of therapy.

The findings of the research question three also revealed the themes of physical, psychological, and social impact. Physically the victims had various degrees of damages ranging from scars on their bodies to ear and eye defects. Psychologically, the victims experienced typical post traumatic symptoms as a result of abuse. Socially, their rights to education was affected and they were also isolated from their families and friends. It was established through data that the care-givers put into place measures in the shelter to help deal with the outlined issues that they encountered during the rehabilitation process. They had after-care programmes that helped them [victims] in dealing with the issues. These programmes were medical care, schooling, psychosocial care and victim empowerment.

5.3 Limitations

Although this study has made some significant findings, it had some limitations as well.

It was difficult gaining access to the Challenging Heights Shelter. I had to secure an introductory letter from the School of Communication and Media Studies from where I am a student.

Again, it was a challenge to secure access for face-face or one-one interviews with participants initially based on the sensitive nature and the vulnerability of the children they deal with. Most of them did not want to be recorded. I assured participants that their identity would be kept confidential and that data was purely for academic purposes.

Another limitation was due to the COVID-19 pandemic scare. This was because of the period within which the data was collected. The number of participants was reduced because of the fear of the pandemic. The authorities at the Shelter were only going to give me permission on the condition that I get vaccinated for Covid-19 because the safety of the children and the staff of the facility was their priority. In view of that I was vaccinated before I could commence the data collection. The scare of the pandemic also reduced the number of observations.

These limitations and challenges however did not affect the credibility of the study.

5.4 Suggestions Further Studies

The study suggests that future researchers can follow-up on this work by conducting a comparative study in other rehabilitation shelters in the other regions of Ghana using a different methodology. Also, future studies can examine the experiences of the care-givers at the shelter.

5.5 Recommendations

According to Ramokolo (2018), psychosocial process is aimed at creating a secure, respectful environment in which a child is empowered and healed psychologically. This should be provided explicitly by professionally trained counsellors, or psychologist. The study stress that while informal counselling should be available in the shelters, serious

mental health issues such as addiction, trauma and suicide should be dealt with by a professional.

Literature reviewed in this study has revealed that the challenge of unemployment and poverty drives criminal activities such as child trafficking. As such the study suggests that government and private institutions should create more job opportunities especially along the coastal lands where trafficking is rife. Again commercial and agricultural development banks should have soft loans for the fisher folks and farmers to serve as a support system and a motivation to engage packages. This would help in winning the battle against child trafficking.

Rescued victims need a place of safety that is private, comfortable and child friendly to meet their basic needs. According to WHO (2012), victims of trafficking should be provided with adequate shelter and receive services that meet their needs after they have been rescued from their captors. In addition, long term housing and undivided attention from their care-givers may assist victims to recover gradually from the trauma caused when they were held captive. As discussed earlier the placement of victims is temporary (ie three to six months) which is short a period for victims to recover fully. Consequently, if victims of child trafficking are placed in the shelters for a longer period with specialized services based on their needs, the progress and readiness to go back home may be effectively monitored (Governor & Cutrone, 2013).

Some of the participants highlighted that one major challenge for victims of child trafficking is most of the children do not continue with their schooling whiles with their masters. Victims suffer from various harms including being denied access to schooling which in turn has dire effects on their normal development and their school. It is for this reason that placing the children back in school when they are rescued should be the priority of the after-care

programmes. This study suggest that the sector ministries concerned, namely Ministry of Education, Ministry of Gender and Child Protection, Ghana Education Services and Department of Social Welfare, need to collaborate to ensure that victims of child trafficking are provided with all the support they require to be in schools.

In addition, the Ministry of Education should also consider including human trafficking as a course, from basic levels in the school curriculum where learners are taught about the nature of trafficking and its consequences. Some participants revealed in research question 3 which looked at issues and how they deal with those issues intimated that victims receive little to no after-care support after they had been reunited with their families. The study recommends that victims be provided with the necessary support (ie. psychological services) when they are returned home in order to facilitate effective reintegration and prevent possible relapse.

Literature revealed that lack of awareness of child trafficking is one of the reasons children are trafficked (Nabo,2013). The researcher suggests that awareness campaign be made as it is important to discourage perpetrators from committing the crime. It is considered that these campaigns will also help members of society to protect themselves from crime. In an era where media and technology are both powerful tools, information on trafficking can easily and widely be disseminated via print media, television, and radio. The distribution of information can further be done via short videos and e-pamphlets that can be distributed on social media platforms such as WhatsApp, Facebook, Instagram, and Twitter. Moreover, these awareness campaigns could be presented in a manner that both adult and children would be able to understand. Where children are concerned, the campaign can be further done in schools.

REFERENCE

- Acquah, S. (2011). The relational and communication dynamics between Ghanaian physicians and illiterate patients. Unpublished manuscript.
- Adigun, O. T. (2017). Depression and individuals with hearing loss: a systematic review. *J Psychol Psychother*, 7(5), 1-6.
- Adler, R. B., & Proctor II, R. F. (2016). *Looking out, looking in*. Cengage Learning.
- Adonteng-Kissi, O. (2018). Parental perceptions of child labour and human rights: A comparative study of rural and urban Ghana. *Child abuse & neglect*, 84, 34-44.
- Albaum, G., & Smith, S. M. (2012). Why people agree to participate in surveys. In *Handbook of survey methodology for the social sciences* (pp. 179-193). Springer, New York, NY.
- Anane, A. A. (2015). Doctor-patient Communication in the Consulting Room. A study of two University Health Facilities in Ghana (Unpublished Master's Thesis), University of Education Winneba.
- Andersen, P., Gannon, J., & Kalchik, J. (2013). Proxemic and haptic interaction: The closeness continuum.
- Arrington, C. N., Kulesz, P. A., Francis, D. J., Fletcher, J. M., & Barnes, M. A. (2014). The contribution of attentional control and working memory to reading comprehension and decoding. *Scientific Studies of Reading*, 18(5), 325-346.
- Asquith, S., & Turner, E. (2008). Recovery and reintegration of children from the effects of sexual exploitation and related trafficking. *Geneva: Oak Foundation*.
- Ayimbir, A. (2021). Internal Communication and Listening Styles of corporate chief executive officers: a study of six selected organisations Ghana (Unpublished Master's Thesis), University of Education Winneba.
- Bales K, Soodalter R. The Slave Next Door: Human Trafficking and Slavery in America Today. Los Angeles, CA: University of California Press; 2009.
- Bales, R. F. (1950). Interaction process analysis; a method for the study of small groups.
- Barley, E. A., Robinson, S., & Sikorski, J. (2012). Primary-care based participatory rehabilitation: users' views of a horticultural and arts project. *British Journal of General Practice*, 62(595), e127-e134.
- Batley, M. (2013). Restorative Justice in South Africa. In R. Peacock (Ed.). *Victimology in South Africa* (2nd ed.). Pretoria: Van Schaik:119.
- Batley, M. (2013). Restorative Justice in South Africa. In R. Peacock (Ed.). *Victimology in South Africa* (2nd ed.). Pretoria: Van Schaik:119.

- Berger, J. (2014). Word of mouth and interpersonal communication: A review and directions for future research. *Journal of consumer psychology*, 24(4), 586-607.
- Bernard, H. R. (2017). *Research methods in anthropology: Qualitative and quantitative approaches*. Rowman & Littlefield.
- Biggerstaff, D. and Thompson, A. R. (2008). *Interpretative Phenomenological Analysis (IPA): A qualitative methodology of choice in healthcare research*. Vol5 (3). pp. 214-224. Retrieved from <http://dx.doi.org/10.1080/14780880802314304>.
- Biggerstaff, D. and Thompson, A. R. (2008). *Interpretative Phenomenological Analysis (IPA): A qualitative methodology of choice in healthcare research*. Vol5 (3). pp. 214-224. Retrieved from <http://dx.doi.org/10.1080/14780880802314304>.
- Bourdieu et al. (1999) *The Weight of the World: Social Suffering in Contemporary Society*, Cambridge: Polity Press.
- Broerick, P.M. (2005). *Identifying factors in Human Trafficking*. USA: ISBN:158112 283-7.
- Brownell, J. (2009). Fostering service excellence through listening: What hospitality managers need to know.
- Brownell, J. (2010a). *Listening: Attitudes, principles, and skills* (4th ed.). Boston, MA: Allyn & Bacon.
- Chauhan, R. S. (2019). Unstructured interviews: are they really all that bad? *Human Resource Development International*, 1-14.
- Chauhan, R. S. (2019). Unstructured interviews: are they really all that bad?. *Human Resource Development International*, 1-14.
- Chiller, P., & Crisp, B. R. (2012). Professional supervision: A workforce retention strategy for social work?. *Australian Social Work*, 65(2), 232-242.
- Christy, O. & Agbawodikeizu, P. (2017). Chapter 5 in *Social Work* (italicize) University of Nigeria Press Ltd.
- Cohen, L., Manion, L., & Morrison, K. (2002). *Research methods in education*. routledge.
- Collins, N. L., & Feeney, B. C. (2000). A safe haven: an attachment theory perspective on support seeking and caregiving in intimate relationships. *Journal of personality and social psychology*, 78(6), 1053.
- Corby, B. (2000) *Child Abuse: Towards a Knowledge Base*, Maidenhead: Open University Press.
- Corby, B., Shemmings, D., & Wilkins, D. (2012). *Child abuse: An evidence base for confident practice*. McGraw-Hill Education (UK).
- Corneliussen, H. G. (2021). Women empowering themselves to fit into ICT. In *Technology and Women's Empowerment*. Taylor & Francis.

- Coulshed, V., & Orme, J. (2018). *Social work practice*. Bloomsbury Publishing.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design* (4th ed.). SAGE Publications.
- Cypress, B. (2018). Qualitative research methods: A phenomenological focus. *Dimensions of Critical Care Nursing*, 37(6), 302-309.
- Daly, K. (2017). Sexual Violence and Victims' Justice Interests. In E. Zinsstag & M. Keenan (Eds.), *Restorative Justice: Legal, social and therapeutic dimensions*. Routledge.
- Daly, S. R., Adams, R. S., & Bodner, G. M. (2012). What does it mean to design? A qualitative investigation of design professionals' experiences. *Journal of Engineering Education*, 101(2), 187-219.
- De Corte, K., Buysse, A., Verhofstadt, L. L., Roeyers, H., Ponnet, K., & Davis, M. H. (2007). Measuring empathic tendencies: Reliability and validity of the Dutch version of the Interpersonal Reactivity Index. *Psychologica Belgica*, 47(4), 235-260.
- De Vos, A. S., Herman Strydom, C. B. Fouché, and C. S. L. Delpont. "Research at grass roots: For the social sciences and human services." *Pretoria: Van Schaik* (2002).
- Denscombe, M. (2017). *EBOOK: The good research guide: For small-scale social research projects*. McGraw-Hill Education (UK).
- Department of Social Development, United Nations on Drugs and Crime and European Union [DSD, UNODC & EU]. ([sa]). National policy guideline for victim empowerment. Available at: <https://www.ohchr.org/Documents/Issues/Women/SR/Shelters/National%20policy%20guidelines%20for%20victim%20empowerment.pdf> (Accessed on 12 September 2018).
- Department of Social Development, United Nations on Drugs and Crime and European Union [DSD, UNODC & EU]. ([sa]). National policy guideline for victim empowerment. Available at: <https://www.ohchr.org/Documents/Issues/Women/SR/Shelters/National%20policy%20guidelines%20for%20victim%20empowerment.pdf> (Accessed on 12 September 2018).
- DeVito, J. A. (2019). The interpersonal communication book. *Instructor*, 1, 18.
- Dingemanse, M., Roberts, S. G., Baranova, J., Blythe, J., Drew, P., Floyd, S., ... & Enfield, N. J. (2015). Universal principles in the repair of communication problems. *PloS one*, 10(9), e0136100.
- Drolet, Sampson, Jebaraj & Richard (2014) Social Work and Environmentally Induced Displacement: A commentary effects on two critical responses, *Psychology*, 14, 41–49.
- Dryden-Peterson, S. (2015). *The educational experiences of refugee children in countries of first asylum*. British Columbia Teachers' Federation.

- Emser, M. (2015). The LexisNexis human trafficking Awareness (HTA) Index. Available at: https://www.tech4law.co.za/files/LexisNexis_Human_Trafficking_Index_Brochure.pdf (Accessed on: 02 May 2016).
- Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., ... & Williams, K. J. (2018). *School, family, and community partnerships: Your handbook for action*. Corwin Press.
- Esquibel, M. (2005). Human trafficking: A violation of human rights. *A Universal Issue*. Article 60. Retrieved from.
- Esquibel, M. (2005). Human trafficking: A violation of human rights. *A Universal Issue*. Article 60. Retrieved from: <http://rmfound ation.arsls.net /PDF/Human%20TRAF FICKING %20THESIS.pdf>.
- Fade, S. (2004). Using Interpretative Phenomenological Analysis for Public Health Nutrition and Dietetic Research: A Practical Guide. *Proceedings of The Nutrition Society*. 63. Pp.647- 653. Doi: 10. 1079.pns2004398.
- Fade, S. (2004). Using Interpretative Phenomenological Analysis for Public Health Nutrition and Dietetic Research: A Practical Guide. *Proceedings of The Nutrition Society*. 63. Pp.647- 653. Doi: 10.1079.pns2004398.
- Fisher, C. D. (2010). Happiness at work. *International journal of management reviews*, 12(4), 384-412.
- Fisher, M. (2016). The social care institute for excellence and evidence-based policy and practice. *The British Journal of Social Work*, 46(2), 498-513.
- FISHERS, M. (2002). The Social Care Institute for Excellence: The role of a national institute in developing knowledge and practice in social care. *Social work & social sciences review*, 10(2), 6-34.
- Flick, U. (Ed.). (2013). *The SAGE handbook of qualitative data analysis*. Sage.
- Flood, A. (2010). Understanding phenomenology. *Nurse researcher*, 17(2).
- Flowers, B. (2001). *The sex Trade Industry's worldwide Exploitation of Children*, *Annals, AAPSS*; 575. Retrieved from <http://ann.sagepub.com> on the 25th of March 2010. 147.
- Flowers, B. (2001). *The sex Trade Industry's worldwide Exploitation of Children*, *Annals, AAPSS*; 575. Retrieved from <http://ann.sagepub.com> on the 25th of March 2010. 147.
- Flowers, P., Larkin, M., & Reid, K. (2005). *Exploring lived experience*. Vol 1(1), pp.20-23. Retrieved from <http://www.psyc.bbk.ac.uk/ipa>.
- Flowers, P., Larkin, M., & Reid, K. (2005). *Exploring lived experience*. Vol 1(1), pp.20-23. Retrieved from <http://www.psyc.bbk.ac.uk/ipa>

- Folgheraiter, F., & Raineri, M. L. (2012). A critical analysis of the social work definition according to the relational paradigm. *International Social Work*, 55(4), 473-487.
- Gałażda, D. (2017). Communicative Behaviour of a Language Learner. *Communicative Behaviour of a Language Learner*. <http://link.springer.com/10.1007/978-3-319-59333-3>.
- Gall, M. D., Gall, J. P., Borg, W. R., & Mendel, P. C. (2007). *A guide for preparing a thesis or dissertation proposal in education, for Gall, Gall, and Borg' Educational research: an introduction' and 'Applying Educational Research'*. Pearson Education.
- Garrett, P. M. (2008) 'Social work practices: silences and elisions in the plan to "transform" the lives of children "looked after" in England', *Child and Family Social Work*, 13(3), 311–18.
- Garvin, C. D., Gutiérrez, L. M., & Galinsky, M. J. (Eds.). (2017). *Handbook of social work with groups*. Guilford Publications.
- Gehart, D. R. (2015). *Theory and treatment planning in counseling and psychotherapy*. Cengage Learning.
- Governor, P.Q. & Cutrone, J. (2013). *National survey for residential programs for the victims of sex trafficking*. Available at :http://www.icjia.state.il.us/assets/pdf/research_reports/nsrhvst_101813.pdf (Accessed on: 23 August 2016).
- Governor, P.Q. & Cutrone, J. (2013). *National survey for residential programs for the victims of sex trafficking*. Available at : http://www.icjia.state.il.us/assets/pdf/research_reports/nsrhvst_101813.pdf (Accessed on: 23 August 2016).
- Halai, A. (2006). Ethics in qualitative research: Issues and challenges.
- Hall, N. (2013). International federation of social workers (IFSW). In *Encyclopedia of Social Work*.
- Hancock, B. (2002 a). *An introduction to Qualitative Research*. Nottingham, UK: Trent focus Group.
- Hancock, B. (2002 b). *Research and Development in Primary Health Care: An Introduction to Qualitative Research*. Trent Focus. Harden, B. (2004). Safety and Stability for Foster Children: A Developmental Perspective. *The Future of Children*, 14(1), 31-47. doi:10.2307/1602753.
- Hargie, O. (2016). The importance of communication for organizational effectiveness. *Psicologia do Trabalho e das Organizações*, 15-32.
- Heale, R., & Twycross, A. (2018). What is a case study?.
- Heinämaa, S. (2018). Two ways of understanding persons: A Husserlian distinction. *Phenomenology and mind*, (15), 92-102.

- Ho, S. S., & McLeod, D. M. (2008). Social-psychological influences on opinion expression in face-to-face and computer-mediated communication. *Communication research*, 35(2), 190-207.
- Holloway, L. (1997). *Basic concepts for qualitative research*. Oxford: Blackwell Science
- Hoyle, A. (2018). Developing Social Skills through an Open Studio Art Therapy Group with Older Children.
- Human trafficking. (2007). *In the future group*. Retrieved 20th May 2011, from <http://tfg.webmaster.site.aplus.net/www.thefuturegroup/id20.html>.
- Human trafficking. (2007). *In the future group*. Retrieved 20th May 2011, from <http://tfg.webmaster.site.aplus.net/www.thefuturegroup/id20.html>.
- Idris, I. (2017). Interventions to support victims of modern slavery.
- ILO & IPEC. (2002). *Unbearable to the human heart: Child trafficking and action to eliminate it*. Available at: https://www.unicef.org/violencestudy/pdf/2002_traff_unbearable_en.pdf (Accessed on: 02 May 2016).
- ILO & IPEC. (2002). *Unbearable to the human heart: Child trafficking and action to eliminate it*. Available at: https://www.unicef.org/violencestudy/pdf/2002_traff_unbearable_en.pdf (Accessed on: 02 May 2016).
- ILO (2008) ILO Action Against Trafficking in Human Beings. Geneva: ILO Cataloguing in Publication data.
- ILO, UNICEF & UN. GIFT (2009). *Training manual to fight trafficking in children for labour, sexual and other forms of exploitation: Understanding child trafficking*. Geneva: International Labour Organisation (ILO). Available at: https://www.unicef.org/protection/Textbook_1.pdf (Accessed on: 23 June 2015).
- ILO, UNICEF & UN. GIFT (2009). *Training manual to fight trafficking in children for labour, sexual and other forms of exploitation: Understanding child trafficking*. Geneva: International Labour Organisation (ILO). Available at: https://www.unicef.org/protection/Textbook_1.pdf (Accessed on: 23 June 2015). International Labour Office [ILO]. (2011). *Child trafficking essentials*. Available at: [file:///C:/Users/Kholoo/Downloads/Child Trafficking_ Essentials%20\(1\) .pdf](file:///C:/Users/Kholoo/Downloads/Child%20Trafficking%20Essentials%20(1).pdf) (Accessed on: 06 January 2015).
- ILO, UNICEF & UN. GIFT (2009). *Training manual to fight trafficking in children for labour, sexual and other forms of exploitation: Understanding child trafficking*. Geneva: International Labour Organisation (ILO). Available at: https://www.unicef.org/protection/Textbook_1.pdf (Accessed on: 23 June 2015).
- Imberti, P. (2007). Who resides behind the words? Exploring and understanding the language experience of the non-English-speaking immigrant. *Families in society*, 88(1), 67-73.

- Imberti, P., (2007). Who resides Behind the words? Exploring and understanding the language experience of non-English speaking immigrant. *Families in society*, 88(1),67-73.
- Impunity*. (2011). In Merriam-Webster.com. Retrieved on the 20th September, 2011, from <http://www.merriamwebster.com/dictionary/impunity>.
- Impunity*. (2011). In Merriam-Webster.com. Retrieved on the 20th September, 2011, from <http://www.merriamwebster.com/dictionary/impunity>.
- International Labour Office [ILO]. (2011). *Child trafficking essentials*. Available at: [file:///C:/Users/Kholoo/Downloads/Child_Trafficking_Essentials%20\(1\).pdf](file:///C:/Users/Kholoo/Downloads/Child_Trafficking_Essentials%20(1).pdf) (Accessed on: 06 January 2015).
- International Labour Office [ILO]. (2011). *Child trafficking essentials*. Available at: [file:///C:/Users/Kholoo/Downloads/Child_Trafficking_Essentials%20\(1\).pdf](file:///C:/Users/Kholoo/Downloads/Child_Trafficking_Essentials%20(1).pdf) (Accessed on: 06 January 2015).
- Jacob, R. J., Girouard, A., Hirshfield, L. M., Horn, M. S., Shaer, O., Solovey, E. T., & Zigelbaum, J. (2008, April). Reality-based interaction: a framework for post-WIMP interfaces. In *Proceedings of the SIGCHI conference on Human factors in computing systems* (pp. 201-210).
- Johnson, J. E., Stout, R. L., Miller, T. R., Zlotnick, C., Cerbo, L. A., Andrade, J. T., ... & Wiltsey-Stirman, S. (2019). Randomized cost-effectiveness trial of group interpersonal psychotherapy (IPT) for prisoners with major depression. *Journal of consulting and clinical psychology*, 87(4), 392.
- Jordan, A. M. A. (2021). *Alchemical Art: Arts-Based Research on Creative Processes, Psychological Healing, and Trauma* (Doctoral dissertation, Pacifica Graduate Institute).
- Kam, P. K. (2014). Back to the 'social' of social work: Reviving the social work profession's contribution to the promotion of social justice. *International Social Work*, 57(6), 723-740.
- Kara, S. (2009). *Sex trafficking: Inside the business of modern slavery*. Columbia University Press.
- Kara, Siddharth 2009 Sex Trafficking: Inside the Business of Modern Slavery. New York: Columbia University Press.
- Karen, Healy. (2017) *The Skilled Communication in Social Work: The Art of Science Communication in Practice*.
- Kissel, M., & Kim, N. C. (2019). The emergence of human warfare: Current perspectives. *American Journal of Physical Anthropology*, 168, 141-163.
- Kodjo, D. B. (2021). *The Role of Corporate Social Responsibility in Promoting Quality Education in Ghana; The Case of Plan International Ghana* (Doctoral dissertation, Ghana Institute of Journalism).

- Komariyah, L., Mulawarman, W. G., Hudiyono, Y., & Thaba, A. (2021). LEGAL PROTECTION AND REHABILITATION OF VICTIMS OF CHILD TRAFFICKING WITH THE PURPOSE OF PROSTITUTION IN INDONESIA. *Journal of Legal, Ethical and Regulatory Issues*, 24, 1-16.
- Koprowska, J. (2008) *Communication and Interpersonal Skills in Social Work* (2nd edn), Exeter:
- Koprowska, J. (2008) *Communication and Interpersonal Skills in Social Work* (2nd edn), Exeter: Learning Matters.
- Kreston, S. S. (2014). Human trafficking legislation in South Africa: Consent, coercion and consequences. *South African Journal of Criminal Justice*, 27(1), 20-36.
- Kriyantono, R., & Mckenna, B. (2017). Developing a culturally-relevant public relations theory for Indonesia. *Malaysian Journal of Communication*, 33(1), 1-16.
- Kruger, L. M., & Schoombee, C. (2010). The other side of caring: abuse in a South African maternity ward. *Journal of reproductive and infant psychology*, 28(1), 84-101.
- Kwakye-Nuako, C. O. (2019). *Experiences of Victims of Child Sexual Abuse, Their Caregivers, and the Adjudication Process in Ghana* (Doctoral dissertation, University of Ghana).
- Law, M. (2002). Participation in the occupations of everyday life. *The American journal of occupational therapy*, 56(6), 640-649.
- Leavell, M. A., Leiferman, J. A., Gascon, M., Braddick, F., Gonzalez, J. C., & Litt, J. S. (2019). Nature-based social prescribing in urban settings to improve social connectedness and mental well-being: a review. *Current Environmental Health Reports*, 6(4), 297-308.
- Leigh, E., & Clark, D. M. (2018). Understanding social anxiety disorder in adolescents and improving treatment outcomes: Applying the cognitive model of Clark and Wells (1995). *Clinical child and family psychology review*, 21(3), 388-414.
- Levenson, J. (2017). Trauma-informed social work practice. *Social work*, 62(2), 105-113.
- Lindlof, T. & Taylor, B. (2011). *Qualitative Communication Research Methods*. (3rd ed.). Thousand Oaks, CA: Sage Publications
- Locke, R. A. (2010). *Rescued, rehabilitated, returned: Institutional approaches to the rehabilitation of survivors of sex trafficking in India and Nepal* (Doctoral dissertation, University of Denver).
- Locke, T., Alcorn, N., & O'Neill, J. (2013). Ethical issues in collaborative action research. *Educational Action Research*, 21(1), 107-123.
- Lorber, M. F., O'Leary, S. G., & Smith Slep, A. M. (2011). An initial evaluation of the role of emotion and impulsivity in explaining racial/ethnic differences in the use of corporal punishment. *Developmental Psychology*, 47(6), 1744.

- Lunenburg, F. C. (2010). Communication: The process, barriers, and improving effectiveness. *Schooling, 1*(1), 1-10.
- Lunenburg, F. C. (2010). Communication: The process, barriers, and improving effectiveness. *Schooling, 1*(1), 1-10.
- M, Lefevre. (2020) Communicating with Children and Young People: making a difference.
- Mahmoud, T. O., & Trebesch, C. (2010). The economics of human trafficking and labour migration: Micro-evidence from Eastern Europe. *Journal of comparative economics, 38*(2), 173-188.
- Makisaka, M. (2009). Human trafficking: a brief overview.
- Malik, N. I., Rehman, G., & Hanif, R. (2012). Effect of academic interventions on the developmental skills of slow learners. *Pakistan Journal of Psychological Research, 135-151*.
- Mandal, D. (2013). 5 Self-Help Groups—Towards Citizen-Centric Policies and Services. *Governance, Development, and Social Work, 78*.
- Martin, R. A., & Ford, T. (2018). *The psychology of humor: An integrative approach*. Academic press.
- Masur, P. K. (2018). *Situational privacy and self-disclosure: Communication processes in online environments*. Springer.
- Matthews, S. (2017). Creating pathways to end violence against women and children. City Press, 10 December. Available at: <https://www.news24.com/Columnists/GuestColumn/creating-pathways-toend-violence-against-women-and-children-20171208>. (Accessed on: 14 146 October 2018).
- Matthews, S. (2017). Creating pathways to end violence against women and children. City Press, 10 December. Available at: <https://www.news24.com/Columnists/GuestColumn/creating-pathways-toend-violence-against-women-and-children-20171208>. (Accessed on: 14 October 2018).
- McLaughlin, R. (2016). Towards a more effective counter-drugs regime in the Indian Ocean. *Journal of the Indian Ocean region, 12*(1), 24-38.
- Michelle Lange, B. S. N., & Thom, B. (2008, November). Assessing nurses' attitudes toward death and caring for dying patients in a comprehensive cancer center. In *Oncology nursing forum* (Vol. 35, No. 6, p. 955). Oncology Nursing Society.
- Miller, P. E. (2017). *A praying life: Connecting with God in a distracting world*. Tyndale House Publishers, Inc.
- Muller-Kluits, N., & Slabbert, I. (2018). Caregiver burden as depicted by family caregivers of persons with physical disabilities. *Social Work, 54*(4), 493-502.
- Nabo, S. S. (2013). *Human trafficking: narratives of non-governmental organization caregivers in the Eastern Cape* (Doctoral dissertation, University of Fort Hare).

- Nyembezi, S. (2020). Perceptions of social practices of physicians with high patient-satisfaction ratings.
- O'Driscoll, D. (2017). Overview of child labour in the artisanal and small-scale mining sector in Asia and Africa.
- Obi-keguna, C., Agbawodikeizu, U., & Uche, I. (2017). Communication in Social Work. *Social work in Nigeria: Book of readings*, 60-69.
- Odera, T.M. & Malinowski, R.L. (2011). *Guidelines for assisting victims of human trafficking in the East Africa region*. Geneva: International Organization for Migration (IOM). Available at: http://publications.iom.int/system/files/pdf/guidelinesforassistingvictims_en_a147.
- Odera, T.M. & Malinowski, R.L. (2011). Guidelines for assisting victims of human trafficking in the East Africa region. Geneva: International Organization for Migration (IOM). Available at: http://publications.iom.int/system/files/pdf/guidelinesforassistingvictims_en_a147 (Accessed on: 12 July 2015).
- Odera, T.M. & Malinowski, R.L. (2011). *Guidelines for assisting victims of human trafficking in the East Africa region*. Geneva: International Organization for Migration (IOM). Available at: http://publications.iom.int/system/files/pdf/guidelinesforassistingvictims_en_a147.
- Okoro Kingsley, N. (2010). African traditional education: A viable alternative for peace building process in modern Africa. *Journal of Alternative Perspectives in the Social Sciences*, 2(1), 136-59.
- Opoku, I. (2020). Communication Relationship between Hospital Chaplains and patients: a case study of village of hope hospital (Unpublished Master's Thesis), University of Education Winneba.
- Pearlman, L. A., & Saakvitne, K. W. (1995). *Trauma and the therapist: Countertransference and vicarious traumatization in psychotherapy with incest survivors*. WW Norton & Co.
- Pears, K. C., Bruce, J., Fisher, P. A., & Kim, H. K. (2010). Indiscriminate friendliness in maltreated foster children. *Child maltreatment*, 15(1), 64-75.
- Phinney, A. (2002). Fluctuating awareness and the breakdown of the illness narrative in dementia. *Dementia*, 1(3), 329-344.
- Phutela, D. (2015). The importance of non-verbal communication. *IUP Journal of Soft Skills*, 9(4), 43.
- Purdy, J. M., & True, P. M. (2012). Using drawings and a child-centered interview to explore the impact of pediculosis on elementary school children in a rural town. *Children & Schools*, 34(2), 114-123.

- Rafferty, J., Yogman, M., Baum, R., Gambon, T. B., Lavin, A., Mattson, G., ... & COMMITTEE ON PSYCHOSOCIAL ASPECTS OF CHILD AND FAMILY HEALTH. (2018). Ensuring comprehensive care and support for transgender and gender-diverse children and adolescents. *Pediatrics*, 142(4).
- Rafferty, Y. (2013b). Ending child trafficking as a human rights priority: Applying the spectrum of prevention as a conceptual framework. In J. A. Sigal & F. L. Denmark (Eds.), *Violence against girls and women: International perspective* (Vol. 1, pp. 133–174). Santa Barbara, CA: ABC–CILO, LLC.
- Ramokolo, K., & Thobane, M. (2018). Aftercare support for victims of child trafficking. *Servamus Community-based Safety and Security Magazine*, 111(3), 22-23.
- Rehna, T., & Hanif, R. (2017). Verbal cognitive abilities and emotional and behavioral problems of secondary school children. *Foundation University Journal of Psychology*, 1(2), 20-35.
- Rich, K., & Garza, M. R. (2022). Trauma-Informed Systems of Care. *Handbook of Interpersonal Violence and Abuse Across the Lifespan: A project of the National Partnership to End Interpersonal Violence Across the Lifespan (NPEIV)*, 121-150.
- Rich, K., & Garza, M. R. (2022). Trauma-Informed Systems of Care. *Handbook of Interpersonal Violence and Abuse Across the Lifespan: A project of the National Partnership to End Interpersonal Violence Across the Lifespan (NPEIV)*, 121-150.
- Rider, E. A., & Keefer, C. H. (2006). Communication skills competencies: definitions and a teaching toolbox. *Medical education*, 40(7), 624-629.
- Riemer, F. J. (2008). Ethnography Research. Vol.1, 203-220.
- Robinson, K., & Webber, M. (2013). Models and effectiveness of service user and carer involvement in social work education: A literature review. *British Journal of Social Work*, 43(5), 925-944.
- Roots, K. (2013). Trafficking or Pimping? An Analysis of Canada's Human Trafficking Legislation and its Implications¹. *Canadian Journal of Law and Society/La Revue Canadienne Droit et Société*, 28(1), 21-41.
- Sambaiah, M., & Aneel, Y. (2016). Intrapersonal skills as core of the personality: Some home truths. *Journal of english language and literature*, 3(1), 225-230.
- Sampson, R. J. (2017). Family management and child development: Insights from social disorganization theory. In *Facts, frameworks, and forecasts* (pp. 63-94). Routledge.
- Savoia, E., Biddinger, P. D., Burstein, J., & Stoto, M. A. (2010). Inter-agency communication and operations capabilities during a hospital functional exercise: reliability and validity of a measurement tool. *Prehospital and disaster medicine*, 25(1), 52-58.

- Savoia, E., Biddinger, P. D., Burstein, J., & Stoto, M. A. (2010). Inter-agency communication and operations capabilities during a hospital functional exercise: reliability and validity of a measurement tool. *Prehospital and disaster medicine*, 25(1), 52-58.
- Schofield, G. (2005) 'The voice of the child in family placement decision making: a developmental model', *Adoption and Fostering*, 19(1), 29-44.
- Segrave, M. (2013). Human trafficking with a focus on Africa. In R. Peacock (Ed.). *Victimology in South Africa* (2nd ed.). Pretoria: Van Schaik:227-229.
- Selby, A., & Smith-Osborne, A. (2013). A systematic review of effectiveness of complementary and adjunct therapies and interventions involving equines. *Health Psychology*, 32(4), 418.
- Sempik, J., Ward, H. and Darker, I. (2008) 'Emotional and behavioural difficulties of children and young people at entry into care', *Clinical Child Psychology and Psychiatry*, 13(2), 221-33.
- Sempik, J., Ward, H. and Darker, I. (2008) 'Emotional and behavioural difficulties of children.
- Sikhakhane, J. (2010). Ready to tackle Human Trafficking: Africa, Gender, Headlines, Human Rights, Migration and Refugees. IPS- Inter Press Services News Agency. Story Underneath. Retrieved from <http://ipsnews.net.asp?idnews=50779> .inter foress-services.
- Silberg, J. L. (2021). *The child survivor: Healing developmental trauma and dissociation*. Routledge.
- Social Care Institute of Excellence (SCIE)(2010) 'Communication skills', Available online: www.scie.org.uk/publications/elearning/cs/index.asp.
- Social Care Institute of Excellence. (2015). Care Act guidance on strengths-based approaches.
- Steele, N. A. (2010). Three characteristics of effective teachers. *Update: Applications of Research in Music Education*, 28(2), 71-78.
- Stewart, J. and Logan, C. (1998) *Together: Communicating Interpersonally*, 5th edn.
- Sundaram, M. S., Sekar, M., & Subburaj, A. (2014). Occupational stress coping on policing reference to grade III police constables. *International Journal of Business Management & Research*, 4, 39-50.
- Symington, S. H., Walker, D. F., & Gorsuch, R. L. (2002). The relationship of forgiveness and reconciliation to five and sixteen factors of personality. *Journal of Psychology and Christianity*.
- Tallman, K., Janisse, T., Frankel, R., Sung, S., Krupat, E. and Hsu, J. (2007) *Communication*.

- Taylor, K. A. (2010). *Intercultural communication in Central Australian Indigenous health care: A critical ethnography* (Doctoral dissertation, Flinders University, Faculty of Health Sciences).
- Tracy, K., & Robles, J. S. (2013). *Everyday talk: Building and reflecting identities*. Guilford Press.
- Trevithick, P. (2005). Social work skills. *A practice handbook*.
- Trevithick, P. (2011). *EBOOK: Social Work Skills And Knowledge: A Practice Handbook*. McGraw-Hill Education (UK).
- Trevithick, P. (2014). Humanising managerialism: Reclaiming emotional reasoning, intuition, the relationship, and knowledge and skills in social work. *Journal of Social Work Practice*, 28(3), 287-311.
- Trevithick, P., Richards, S., Ruch, G., & Moss, B. (2004). *Teaching and learning communication skills in social work education*. Social Care Institute for Excellence.
- Trochim, W. M. (2006). Descriptive statistics.
- Tuhovsky, I. (2017). Communication skills training.
- U.S. Department of State. (2013). *Victim Identification: The first step in stopping modern slavery*. Available at: <https://www.state.gov/j/tip/rls/tiprpt/2013/210542.htm> (Accessed on: 23 April 2018).
- U.S. Department of State. (2013). *Victim Identification: The first step in stopping modern slavery*. Available at: <https://www.state.gov/j/tip/rls/tiprpt/2013/210542.htm> (Accessed on: 23 April 2018).
- UKEssays. (November 2018). Importance of Communication in Social Work | Essay. Retrieved from <https://www.ukessays.com/essays/social-work/importance-communication-social-essay-3799.php?vref=15.pdf> (Accessed on: 12 July 2015).
- UNITED NATIONS PALERMO PROTOCOL ON TRAFFICKING IN PERSONS. 2000. Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention Against Transnational Organized Crime. Italy: United Nations.
- UNODC. (2006). Toolkit to combat trafficking in persons: Global programmes against trafficking in human beings. Available at: https://www.unodc.org/pdf/Trafficking_toolkit_Oct06.pdf (Accessed on: 06 September 2018).
- UNODC. (2006). Toolkit to combat trafficking in persons: Global programmes against trafficking in human beings. Available at: https://www.unodc.org/pdf/Trafficking_toolkit_Oct06.pdf (Accessed on: 06 September 2018).

- Velentzas, J. O. H. N., & Broni, G. (2014). Communication cycle: Definition, process, models and examples. *Recent advances in financial planning and product development*, 17, 117-131.
- Vittersø, J. (2001). Personality traits and subjective well-being: Emotional stability, not extraversion, is probably the important predictor. *Personality and Individual Differences*, 31(6), 903-914.
- Waqas, A., Raza, N., Lodhi, H. W., Muhammad, Z., Jamal, M., & Rehman, A. (2015). Psychosocial factors of antenatal anxiety and depression in Pakistan: is social support a mediator? *PloS one*, 10(1), e0116510.
- Warria, A., Nel, H. & Triegaardt, J. (2015). *Challenges in identification of child victims of transnational trafficking, practice: Social work in action*. Available at: <http://www.tandfonline.com/doi/pdf/10.1080/09503153.2015.1039974> (Accessed on: 01 June 2016).
- Warria, A., Nel, H. & Triegaardt, J. (2015). *Challenges in identification of child victims of transnational trafficking, practice: Social work in action*. Available at: <http://www.tandfonline.com/doi/pdf/10.1080/09503153.2015.1039974> (Accessed on: 01 June 2016).
- Watkins, M. S., Teh, L. A., & Fernandez, K. T. G. (2019). Exploring the Use of Therapeutic Horticulture to Enhance the Psychological Well-Being of Female Survivors of Childhood Sexual Abuse. *Journal of Therapeutic Horticulture*, 29(1).
- Watzlawick, P., Beavin, J. and Jackson, D. (1967) *Pragmatics of Human Communication*.
- Winter, K. (2010). *Building relationships and communicating with young children: A practical guide for social workers*. Routledge.
- Winter, K. (2010). *Building relationships and communicating with young children: A practical guide for social workers*. Routledge.
- Winter, K. (2011). The UNCRC and social workers' relationships with young children. *Child Abuse Review*, 20(6), 395-406.
- Winter, K. (2011). The UNCRC and social workers' relationships with young children. *Child Abuse Review*, 20(6), 395-406.
- World Health Organization [WHO]. (2012). *Understanding and addressing violence against women: Human trafficking*. Available at: http://apps.who.int/iris/bitstream/10665/77394/1/WHO_RHR_12.42_eng.pdf (Accessed on: 23 August 2016).
- World Health Organization [WHO]. (2012). *Understanding and addressing violence against women: Human trafficking*. Available at: http://apps.who.int/iris/bitstream/10665/77394/1/WHO_RHR_12.42_eng.pdf (Accessed on: 23 August 2016).
- Wynn, R. (2012). South Africa is a hotbed for human trafficking. In M. Haerens (Ed.), *Human trafficking: Global viewpoints*. Farmington Hills, MI: Greenhaven Press:50-62.

Wynn, R. (2012). South Africa is a hotbed for human trafficking. In M. Haerens (Ed.), *Human trafficking: Global viewpoints*. Farmington Hills, MI: Greenhaven Press:50-62.

Zeiger, J. S., & Zeiger, R. S. (2018). Mental toughness latent profiles in endurance athletes. *PloS one*, *13*(2), e0193071.

Zimmermann, A. C., & Morgan, W. J. (2016). A time for silence? Its possibilities for dialogue and for reflective learning. *Studies in Philosophy and Education*, *35*(4), 399-413.



APPENDIX A

LETTER OF CONSENT

My name is Nana Ama Gyesiwaa-Antwi, a student from the University of Education, Winneba and I am doing a research on communication relationship between case managers of rehabilitation centers and survivors of child trafficking. To aid in my research, I would need you to participate in an interview which will last for about 30 to 40 minutes at your premises. If you are comfortable with this, I would like to audio tape your answers so as not to miss anything you say. You can listen to the tapes after the voice recording to ensure that you are certain about your choice of words and opinions. This research is confidential which means you remain anonymous.

If at any point you feel uncomfortable, you can withdraw your participation by turning off the recorder or pulling out of the interview. By answering the interview questions, you have consented to participating in this research project.

If there are any clarifications you would want to make, kindly contact me on 0243803190.

Thank you.

APPENDIX B

INTERVIEW GUIDE

- How long have you been in this profession?
- How long have you worked in this facility?
- What is your role and position?
- What have been the survivors' expectations in the shelter?
- How do you establish communication with survivors?
- What forms of communication do you use for survivors in the shelter?
- Do survivors feel comfortable communicating with you?
- How do you answer survivors' questions?
- Do you allow survivors to express their views in terms of decision making in the shelter?
- Do you give counseling to survivors? If yes, what do you counsel them about?
- How do you deal with issues that arise out of the interactions between you and the survivors?
- What kinds of preparations are most important for survivors to receive to be successfully rehabilitated?
- What tasks do they need to accomplish before being permitted to leave the shelter