



Åklagare Thomas Ahlstrand

Thomas Ahlstrand

## CURRICULUM VITAE

*All the information which you provide on this CV, except for your telephone numbers(s), postal and e-mail addresses and date and place of birth, will be made publicly available on the portal of the Council of Europe.*

*If you do NOT wish this information to be made public, please tick the box:*

### Personal information

Family name(s)	Ahlstrand
• First name(s)	Thomas
• Date of birth	
• Place of birth	
• Address(es)	
• Telephone(s)	
• E-mail•	
• Nationality(ies)	Swedish
• Sex	Male <input checked="" type="checkbox"/> Female <input type="checkbox"/>

### Relevant qualifications summary<sup>1</sup>

Having more than fifteen years specialised in cases concerning THB for sexual purposes, for begging, marriage, forced labour and stealing, I have developed a strong feeling for the plights of the victims of THB, although well aware of the special difficulties existing in conducting the cases. Having participated in several international investigations and conferences concerning THB on European, regional and bilateral levels, has given me an overview on different national strategies, a familiarity with the relevant ECHR decisions as well as personal contacts with various stakeholders such as some national rapporteurs, prosecutors and judges, and European officials.

### Current professional activity

• Start date	Prosecutor since 1986, current position since 2007 -
• Name and address of employer	<b>Aklagarmyndigheten (general prosecution authority)</b> Box 5553 114 85 Stockholm  Sweden
• Sector of activity	Prosecution
• Occupation or position held	Dep chief prosecutor
• Main activities and responsibilities <sup>2</sup>	Prosecuting, i.e. directing, deciding and conducting criminal investigations, and proceedings in district court and court of appeals, mainly cases concerning THB, drug smuggling, organised crime, war crimes, and international cases in general.

<sup>1</sup> Please provide a summary (100 words maximum) of your qualifications relevant for membership of GRETA.

<sup>2</sup> In particular, specify whether you hold a decision-making position as regards defining and/or implementing policies in the field of action against trafficking in human beings in government or in any other organisation or entity which may give rise to a conflict of interest with the responsibilities inherent to membership of GRETA.

	2) I have never held any decision-holding post as regards defining and identifying policies neither in government agencies nor NGO:s
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### Relevant previous professional activity(ies)<sup>3</sup>

• Dates	1 March 2008-31 <sup>st</sup> May 2008
• Name and address of employer	Hovrätten för västra Sverige (Gothenburg Court of Appeal) Box 40, 401 20 Göteborg Sweden
• Sector of activity	Civil and criminal cases
• Occupation or position held	Judge
• Main activities and responsibilities	judging

### Relevant additional responsibilities<sup>4</sup>

• Main activities and responsibilities	Member
• Dates	2012 -
• Name and address of organisation/body	National Method Support Team Jämställdhetsmyndigheten Box 73 424 22 Angered
• Sector of activity	A national network for stakeholders working against THB crimes, consisting of police, prosecutors, social, employment, migration authorities

<sup>3</sup> Add separate entries for the most relevant professional activities, starting from the most recent.

<sup>4</sup> Add separate entries for the most relevant responsibilities outside your principal professional activity, starting from the most recent.

• Main activities and responsibilities	Member, contact point
• Dates	2005 -
• Name and address of organisation/body	European Judicial Network (EJN) Johan de Wittlaan 9 2517 JR The Hague The Netherlands Fax: +31 (0) 70 412 5570
• Sector of activity	A European network for prosecutors and investigation judges facilitating international cooperation, MLA:s and also in connection with EJTN training

#### Education/training<sup>5</sup>

1976-1982	Master of Law including advanced studies in Sociology of Law	Lund University
2008-2014	Courses on masters-level in Psychology of Law	Gothenburg University
2010	Exchange posting at the JIRS	Parquet de Marseille, France

#### Publications<sup>6</sup>

Article: ” The Public prosecutor, its role, duties and powers in the pre-trial stage of the criminal justice process – A comparative study of the French and the Swedish legal systems”, with PhD Ms Akela Taleb in *Revue internationale de droit penal* 3-4 2011

Survey of THB sentences in Swedish Courts 2009-2012, with Hanna Cardell, Swedish Prosecutor-General ÅM-A 2013/1731

Various opinion pieces in Swedish national and special newspapers on tHB questions and on crime in society in general

<sup>5</sup> Add separate entries for the most relevant courses you have completed, starting from the most recent.

<sup>6</sup> Please list recent relevant publications, starting from the most recent, but not more than 10.

### Computer skills

Software packages <sup>7</sup>	Office package (word, pp, excel, outlook)
Other IT skills and competences <sup>8</sup>	

### Language skills<sup>9</sup>

Mother tongue	<i>Swedish</i>				
Foreign languages	Understanding		Speaking		Writing
Language	Listening	Reading	Spoken interaction	Spoken production	Writing skills
<b>English</b>	C 2 +	C 2 +	C 2 +	C 2 +	C 2 +
<b>French</b>	C 1	C 2	C 1	B 2	C 1
<b>German</b>	A 2	A 2	A 1	- -	- -
<b>Danish/ Norwegian</b>	C 2 +	C 2 +	Will speak Swedish with appropriate adjustments of vocabulary		



Thomas Ahlstrand  
prosecutor  
EJN contact point

National Public Prosecution Department  
National Unit against Organised Crime  
PO Box 103 | SE 401 21 GÖTEBORG | Sweden  
tel 004610-562 71 29 | office 004610-562 71 32  
[thomas.ahlstrand@aklagare.se](mailto:thomas.ahlstrand@aklagare.se) / [registrator.riksenh-int@aklagare.se](mailto:registrator.riksenh-int@aklagare.se)  
[www.prosecutor.se](http://www.prosecutor.se)

<sup>7</sup> Please indicate the software packages you are familiar with.

<sup>8</sup>

<sup>9</sup> Please provide a self-assessment of your level in languages other than your mother tongue using the following Common European Framework of Reference for Languages.

## *Common European Framework of Reference for Languages*

### Listening Skill:

A1 I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.

A2 I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.

B1 I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

B2 I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.

C1 I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.

C2 I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.

### Reading Skill:

A1 I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

A2 I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.

B1 I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.

B2 I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

C1 I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.

C2 I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

### Spoken Interaction Skill:

A1 I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.

A2 I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.

B1 I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

B2 I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.

C1 I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.

C2 I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem, I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.

Spoken Production Skill:

A1 I can use simple phrases and sentences to describe where I live and people I know.

A2 I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.

B1 I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.

B2 I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

C1 I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

C2 I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

Writing Skill:

A1 I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

A2 I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.

B1 I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

B2 I can write clear, detailed texts on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

C1 I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.

C2 I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.