

Facilitator's Guide

Resource Kit for Learning About Child Trafficking in Costa Rica



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<https://view.genially.com/65ef5e930e41da001456ca82>



The Innovations in Addressing Child Trafficking (IACT) Program is combating child sex trafficking in the provinces of Guanacaste and Puntarenas. The IACT Program works to protect and assist child and adolescent trafficking victims, strengthen the prosecution of trafficking crimes, and prevent the sexual exploitation of children and adolescents.

IACT is being implemented by The Warnath Group from 2020–2025 in close collaboration with the Government of Costa Rica and civil society organizations, through a cooperative agreement with the U.S. Department of State Office to Monitor and Combat Trafficking in Persons (J/TIP). The Warnath Group is an organization specialized in evidence-based programs to address human trafficking, including child trafficking.

Facilitator's Guide

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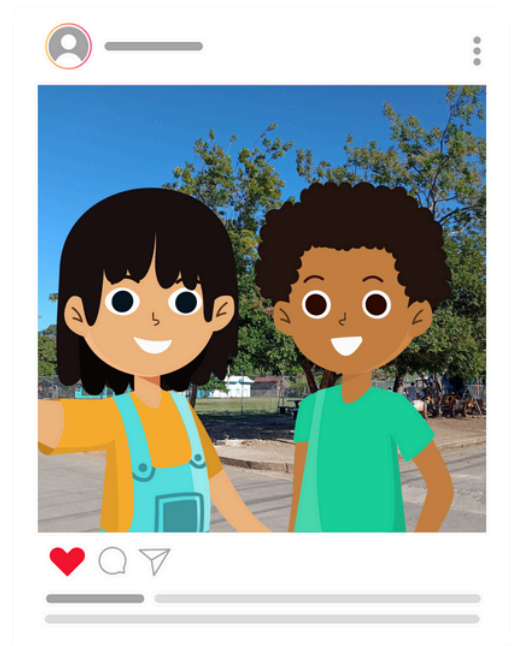
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What is Kit ViSS?

Kit ViSS is a **resource kit to learn about child trafficking in Costa Rica** and how to live a **safe and healthy** life. The resource kit is available on an interactive platform.



The resource kit includes information on:



1. **Trafficking of children and adolescents:**

- What is child and adolescent trafficking?
- What is child sex trafficking?
- Who can be a victim of trafficking?
- Who is a trafficker?
- Different case studies and examples of different types of child trafficking
- Questions and answers about child and adolescent trafficking

2. How can children and adolescents get help?

- How to get help if a child or adolescent (or someone you know) is a victim of trafficking
- How to obtain assistance and support so that a vulnerable child or adolescent does not run the risk of becoming a victim of trafficking
- Contact information for service providers that can provide assistance to child and adolescent trafficking victims in Guanacaste and Puntarenas

This information is provided in child-friendly formats and media, including:

- Explanatory videos
- Story podcasts
- Interactive displays
- Interactive maps

These different formats have been selected for their relevance and accessibility for children, particularly for children between the ages of **9 and 13**.

Why is Kit ViSS important?

Many children and adolescents in Costa Rica are victims of trafficking, including **trafficking for sexual exploitation**. Trafficked children and adolescents may have characteristics or conditions such as the following:

- Be from Costa Rica or any other country.
- Possessing or no documents (identification, passport, visa).
- Living with anyone – family or relatives, friends, on their own, or with people who exploit them.
- Live anywhere—whether in your own home, someone else's home, on the street, or anywhere else.
- Identify as a girl, boy, trans or any other gender, LGBTQ+ or any other sexual identity or orientation.
- Committing crimes or engaging in illegal activities and still be victims of the crime of trafficking.

Kit ViSS is important because it **informs and educates children about child trafficking** and the **help and support** available to child victims of trafficking.



With this information, children and adolescents can:

- Identify **risk situations** in their environment and reduce the risk of being trafficked (including access to assistance and support to avoid being trafficked).
- Understand if they themselves (or someone they know) are or have been trafficked, so that they can receive **protection and assistance and support to recover and exit from trafficking**.
- Contact **service providers** that can offer **assistance** to trafficked children and adolescents in Guanacaste, Puntarenas and San José.

Even if someone is not a victim of trafficking, they may be a victim of another form of **abuse or exploitation**. Every child and adolescent in Costa Rica has **the right to be protected and to receive help**. In Costa Rica it is illegal to harm or mistreat children and adolescents in any way. There are different services available for all these people regardless of whether they have been victims of trafficking or not.

Who is Kit ViSS for?

Kit ViSS has been designed to **educate and inform** Costa Rican children and adolescents between the ages of 9 and 13 about trafficking in minors and **how to obtain help or access assistance** as victims of trafficking.

Kit ViSS is for all girls, boys and adolescents from 9 to 13 years of age in Costa Rica, of **any nationality, gender or educational level**.

Who should use Kit ViSS?

Although Kit ViSS itself is aimed at children aged 9 to 13, it is intended to be implemented by **social and educational professionals** to educate and inform children about child trafficking and how to protect themselves. The Kit ViSS facilitation guide orients professionals in the **use and implementation** of the Kit ViSS platform.

Kit ViSS is an interactive platform that can be used by teachers or other professionals in **formal school contexts or in activities linked to the school environment**. It can also be used by education professionals in **out-of-school** settings and **programs** such as children and youth groups, community activities for children and adolescents, religious, sports or recreational groups involving children of the suggested ages.

Kit ViSS must be implemented by a facilitator who guides minors in the use of the platform. Facilitators must have the following characteristics and qualifications:

- Pedagogical, counseling, psychological or social training.
- Experience in the educational approach with children and adolescents.
- Openness and positive attitude towards active listening and psychoeducational intervention with minors.
- Knowledge or willingness to learn and teach about the issue of child trafficking.
- Willingness and sensitivity to work with underage population vulnerable to situations of trafficking or exploitation (**see: Respond**).
- Knowledge and familiarity with institutional and organizational protocols and procedures for the protection of minors at risk or victims of trafficking in school and non-school contexts (**see: Responder**).

It is desirable that facilitators have experience and knowledge of the Ministry of Public Education's care protocols for minors at risk, including the following:

Protocols for the care of minors:

“Protocol for Institutional Action for the Restitution of Rights and Access to the Costa Rican Educational System for Victims and Survivors of the Crime of Trafficking in Persons and Their Dependents”.



https://issuu.com/educatico/docs/protocolo-trata-personas#google_vignette

"Protocol of Action in Situations of Physical, Psychological, Sexual Violence, Harassment and Sexual Harassment."



<https://issuu.com/educatico/docs/protocolo-situaciones-violencia>

"Protocol for Student Population Presenting Self-Inflicted Injuries and/or at Risk of Suicide Attempt".



<https://issuu.com/educatico/docs/protocolo-prevencion-suicidio>

Search here for protocols:



<https://www.mep.go.cr/programas-proyectos/protocolos-actuacion>

How to use Kit ViSS?

To use Kit ViSS with children and adolescents, facilitators must:

- **Get ready.** Understand the platform, how to navigate it and how to deal with emerging situations.
- **Learning.** Learning about child trafficking.
- **Planning.** Planning an educational intervention.
- **Implement.** Implement an educational intervention.
- **Respond.** Know how to respond to a child in the event of an emotional reaction or disclosure of a child trafficking case.



Prepare

Understand Kit ViSS platform and how to navigate it. To do this, it is necessary to carefully read and review all the content of the platform, including:



Kit ViSS 1

I know what trafficking of children and adolescents is.

Three **videos** explaining **what child trafficking is**, what trafficking for **sexual exploitation** is, and who the **traffickers** are.



Kit ViSS 2

Stories about child trafficking.

Seven **stories** in audio format (podcast) that present **trafficking situations** experienced by children and adolescents in Costa Rica, accompanied by three complementary key questions: **Is the person a victim of trafficking? Who is the trafficker? and How can he/she get help?**



Kit ViSS 3

A sea of questions about trafficking in minors.

An **interactive screen** with **frequent** and key **questions and answers** that children and adolescents could ask themselves about situations of trafficking in minors.



Kit ViSS 4

Follow the ViSS support pathway to seek help toward a safe and healthy life.

Information on **where and how to seek protection and assistance** in case of child trafficking. This also includes an **interactive map** to locate institutions and organizations where to seek help and support, with their respective contact information and the services they offer.



Facilitation Guide

Facilitate with Kit ViSS.

Use Kit ViSS with all its resources to learn about child trafficking in Costa Rica and how to have a safe and healthy life.

It is necessary to carefully review the facilitation guide that explains the platform and how to use the different resources that compose it.

Kit ViSS is guided by two main characters, Jenny and Axel. This girl and boy are characters who provide explanatory support information on some of the screens, so that both minors and facilitators can orient themselves in navigating the resources. Their voices and explanations can be heard by clicking on the characters when they appear on the screens.



Anticipate

Preparation also requires **anticipating situations** that may arise during educational interventions with children. Activities, information and resources in general may **provoke emotional reactions** in some individuals and, in turn, identification in the experience of being a child victim of trafficking. Other minors may disclose an experience of other forms of violence or exploitation. This requires being prepared to **respond** in these situations. During the facilitation of Kit ViSS, each facilitator should also understand his or her role and the legal responsibility of educational and social professionals in the preliminary identification and referral of possible child trafficking victims (See: **Respond**).

Learn

Learn about child trafficking and the protection of their rights and assistance in Costa Rica. Facilitators should have sufficient understanding of child trafficking and its protection to:

- **Explain** the definition of child trafficking in a way that is accessible and adapted to the underage population.
- **Respond** to children's questions about child trafficking, including why someone is (or is not) a victim of trafficking.
- **Explain** the rights of child victims of trafficking, including protection and assistance.
- **Explain** how a child can seek help and support if he/she or someone he/she knows is a possible victim of trafficking.
- **Know how to react** when a child is recognized as a possible victim of trafficking, including how to interact with the person and who to contact.
- **Understand** where to seek protection and assistance if a child is a victim of trafficking (or in need of support).



To learn about child trafficking and victim protection and assistance, facilitators should:

1

Carefully read and review the section of this facilitation guide on "**Understanding child trafficking**".

2

Be familiar with all **KitViSS digital and interactive content** (Kit ViSS 1 to 4) on child trafficking.

3

Understand where and how children can access **protection and assistance (Kit ViSS 4)**.

4

Understand their role, as social and education professionals, in the preliminary identification and referral of potential child trafficking victims. As well as their responsibilities in working with the underage population.

5

Understand **how to respond in the event** that a child has an emotional reaction during Kit ViSS facilitation or **discloses an experience of trafficking** or other forms of violence or exploitation.

6

Understand their role and responsibility as professionals in the **preliminary identification and referral** of possible child victims of trafficking or minors in need of protection and assistance (See: **Respond**).

Plan

Plan an **educational intervention** on child trafficking using Kit ViSS contents and methodologies. This will include the following steps:

A. Determine the target population. Obtain detailed information about the characteristics of the participants for planning purposes. This should include:

- Age
- Genre
- Nationality
- Areas of origin
- Educational levels or schooling conditions
- Access to technologies and connectivity
- Previous experience or knowledge on the subject of trafficking in minors.
- Group composition. If it is a group that knows each other, or if personal presentation activities are required.

B. Adapt and contextualize Kit ViSS as required. The approach to Kit ViSS resources is **flexible**. It can be adapted to sessions based on the characteristics of the group (e.g., by age, gender, educational levels, previous experience with the topic, etc.), learning context, time, and number of participants. It can be adapted to **shorter or longer sessions** depending on the context and the group of children being worked with.

A great diversity of activities similar to those suggested can be planned and implemented as long as they meet **the necessary objective according to each methodological moment and are adapted to the needs of the participating children.**

C. Prepare the learning experience. It is recommended that every learning experience to be implemented with Kit ViSS go through the following pedagogical moments (**See: Learning Activities**). For the planning of the activities, this guide has specific examples of each moment, which meet the suggested objectives:

A Learning motivation activities

Motivational activities for learning: Correspond to the first part of the learning experience, this is a key moment to awaken interest in the group dynamics, the topic and the interaction with other people.

Aspects to plan:

- Activities to be performed.
- Kit ViSS resources to explore.
- Expected time.
- Kit materials required.

B Active participation activities

Active participation activities: This is the time to carry out dynamics to **learn and understand** the information in **depth**, reflect and apply what has been learned about trafficking in minors, and finally, activities to **build new knowledge** on the subject.

Aspects to plan:

- Activities to be performed.
- Kit ViSS resources to explore.
- Expected time.
- Kit materials required.

C

Reflection and evaluation activities

Reflection and evaluation activities: At the end of the educational intervention with Kit ViSS, it will be necessary to generate dynamics for **self-evaluation and reflection** on what has been learned, so that participants can make their **learning visible** to themselves and to the facilitator.

Aspects to plan:

- Activities to be performed.
- Kit ViSS resources to explore.
- Expected time.
- Kit materials required.

D. Prepare the context and materials. The learning moments are intended to be approached in sessions with groups (between 10 and 25 people) either in a room with projector, speaker and computer to explore Kit ViSS together, or in a computer or tablet lab to be explored individually, in pairs or in small groups. **Prepare the Toolbox of materials and conditions for using Kit ViSS:**

Find the planning template in
Annex 1

Toolbox and facilitation conditions

Toolbox and facilitation conditions: to use Kit ViSS

The following is a list of materials and supplies that can be part of the toolbox for the use of Kit ViSS:

Consumables:

- Ball of wool
- Ball / Rice bag
- Sheets of paper
- Sheets of white paper or newspaper
- Colored pencils, markers or crayons
- Pieces of paper or "Post it" type paper
- Magazine or newspaper clippings, drawings
- Glue
- Scissors
- Adhesive tape
- Peer to Peer" question cards
- Question cards "Prior knowledge".
- Hook" question cards
- Incentives or prizes for activities: pencils, erasers, key chains, etc.

Conditions:

- Chalk or acrylic board
- Video projector
- Speaker (for group work)
- Headphones (for individual work)
- USB key with local version of Kit ViSS



Printable cards can be found in Annex 2: Planning Template.

Implement

To implement an educational intervention with Kit ViSS, make sure:

1. **Motivate for learning:** corresponds to the first part of the learning experience, it is a key moment to awaken interest in the group dynamics, the topic and the interaction with other people.
2. **Encourage active participation:** this is the moment to carry out dynamics to learn and understand the information in depth, to reflect and apply what has been learned about the topic and finally, activities to build new knowledge about it.
3. **Generate opportunities for evaluation and reflection:** at the end of the educational intervention with Kit ViSS, it will be necessary to generate dynamics for self-evaluation and reflection on what has been learned, so that participants can make their learning visible to themselves and to the facilitator.

Tips for facilitation and interest to learn

- **Create a safe space.** Remind minors that they are sharing a safe space, where everyone shares their opinions and asks questions without teasing each other.
- **Value all comments and contributions.** Value favorably all comments and contributions of all and develop from it your mediation, explanations and comments on the experience.
- **Include and involve all members of the group.** When conducting the group learning experience, be sure to accommodate each person's characteristics, understanding, ideas or doubts.
- **Respect, affirm, empathize.** Develop the habit of showing respect, empathy and affirmation toward participants and their ideas, thoughts and feelings.

- **Work in a circle.** Whenever possible, work in a circle so that all participants can observe, communicate and interact without hierarchy and transform the verticality to which they are accustomed in traditional education.
- We are sure you have already taken this recommendation into account, but allow yourself to **enjoy the learning process** with the children and adolescents, even if the topic is dense and strong, the focus should be to promote in the target population the hope that there are possibilities for a safe and healthy life.



Respond

Knowing **how to respond** if a child has an emotional reaction and/or discloses an experience of trafficking, violence or exploitation (past or present) is very important. The issue of child trafficking is a sensitive one and can be distressing for some children involved in Kit ViSS activities.

Facilitators **should be prepared to respond in the event** that a participant has an emotional reaction during the facilitation of Kit ViSS.

Prior to the activity, it will be important to emphasize the sensitivity of the information and how it may affect people emotionally, as well as to **validate and legitimize emotional reactions** that may occur during the activity. In situations of distress, it may be necessary for the facilitator or other professional present to check and listen to those who may be having an emotional reaction.

Some activities may be particularly likely to generate a reaction or disclosure that, in turn, should guide the facilitator's choice of activities or methods and the preparation required.

This includes understanding the legal responsibilities of all professionals (government officials and others) in the preliminary identification and referral of possible child victims of trafficking in Costa Rica, as well as in the reporting of any situation of harm to a child or adolescent.

For example:

- **Article 39 of Law 9095** requires any public official or private employee to report possible victims of trafficking to members of the Immediate Response Team, the Public Prosecutor's Office, or by calling 911, in accordance with the provisions of this law and the approved protocols for action.

Any public or private official who determines, by virtue of their position, that there are reasonable grounds to believe that a person is a victim of trafficking shall immediately coordinate with the members of the Immediate Response Team, the Public Prosecutor's Office, or through the 911 service, in accordance with the provisions of this law and the approved protocols for action.

- **Article 71 of Law 9095.** Public officials shall be required to report to the specialized police agencies or the Public Prosecutor's Office any situation that constitutes reasonable suspicion of human trafficking or smuggling of migrants. Members and representatives of the institutions and organizations that make up the National Coalition have the same obligation.
- Likewise, Article 49 of the Code on Children and Adolescents, Law 7739, establishes that those who direct and are in charge of public or private health centers where minors are taken to receive care shall have the obligation to report to the Public Prosecutor's Office any reasonable suspicion of mistreatment, assault, harassment, or abuse committed against them. The same obligation shall apply to the authorities and staff of educational centers, daycare centers, or any other place where these persons remain, are cared for, or are provided with any service.

Likewise, contracted personnel and any person of legal age who has under their care and responsibility minors who participate in associations, foundations, social organizations, or groups, whether public or private, of a cultural, religious, youth, educational, sports, recreational, or religious nature.

Reporting mistreatment or abuse. Those who manage and work in public or private health centers where minors are taken for treatment are required to report any reasonable suspicion of mistreatment, assault, harassment, or abuse committed against them to the Public Prosecutor's Office. The same obligation shall apply to the authorities and staff of educational centers, daycare centers, or any other place where these persons are staying, receiving care, or being provided services.

They would also be obliged to report to the authorities any contracted personnel and any person of legal age who has under their care and responsibility minors who participate in associations, foundations, social organizations, or groups, whether public or private, of a cultural, religious, youth, educational, sporting, recreational, or religious nature.

Prior to the intervention, the facilitator should develop a plan for how to respond in the event that a risk or experience of harm is revealed. In a school setting, this would be coordinated in advance with the counselor, a teacher, a principal, or a professional person from the interdisciplinary team (ETIR). In a social or community activity implemented with an institutional counterpart (e.g., MEP, PANI), this would require coordination and preparation with the institutional counterpart.

Facilitators should know and be familiar with the protocols and procedures for the protection of minors at risk or victims of trafficking, in school and non-school environments and from different institutions and organizations.

These include:

You can find the Ministry of Public Education Protocols at the following external link:

<https://www.mep.go.cr/programas-proyectos/protocolos-actuacion>

- MEP Institutional action protocol for the restitution of rights and access to the Costa Rican educational system for victims and survivors of the crime of trafficking in persons and their dependents.
- MEP protocol for student population presenting self-injury and/or at risk of suicide attempt.
- MEP Protocol for dealing with situations of physical, psychological and sexual violence, harassment and sexual harassment.
- Protocols or procedures of any institution or organization that applies Kit ViSS.

Deputy Prosecutor's Office against Illegal Trafficking of Migrants and Human Trafficking (**FACTRA**)

Teléfono: 2295-3606

Correo: fa_tratapersonas@poder-judicial.go.cr

There is the alternative of filing complaints through the **Joint Prosecutor's Office against Smuggling of Migrants and Trafficking in Persons** (FACTRA).



In the event that a child discloses a risk or experience of exploitation, remember:

A. Listen attentively. Let the minor talk and comment as much as he or she wants without interruption, advice or judgment. Simply listen with attention and understanding. Preferably, in a private space independent of the group. Anticipate what the other participants might do while you make an individual approach.

B. Provide time and space for disclosure. The moment when a child or adolescent decides to disclose is very important; if it is postponed, it may not happen again. Give them the attention and listening they need right away.

C. Approach the situation calmly. It is important to remain calm so that the minor feels reassured and supported.

D. Validate their emotions. Let the child or adolescent know that his or her emotions are valid and that anyone else would feel that way in his or her place. Offer reassurance and support.

E. Explain what will happen next. Explain to the child or adolescent that this disclosure will be shared with supportive professionals. Anticipate that the minor will have questions and concerns about what will happen after the disclosure.

F. Record the disclosure. Systematize the information provided by the child or adolescent, and do so as objectively and faithfully as possible, avoiding subjective interpretations or evaluations of the victim's statements. All information generated in a disclosure of violence should be recorded in writing, as literally as possible, both in the words used by the victim and in the dynamics of the situation established during the disclosure. Recording the disclosure is essential for protection, as it can prevent the victim from having to repeat what she has disclosed to other professionals.

G. Respond immediately. Upon disclosure of a situation of risk or experience of harm, the response should be immediate and appropriate to the individual situation – for example, if the perpetrator lives with the child, is a school official, has direct contact with the child, etc. –. This is necessary to assess the type of action to take – for example, whether it is safe to return home, whether it is safe to go to school, etc.

Example on how to use the ViSS Kit: Luis' experience

To better understand how to plan a session, let's look at Luis' experience.

Luis is a teacher in an elementary school in Puntarenas, was trained to use the ViSS Kit and wants to do an activity with his fifth grade students.

Luis has been preparing for a couple of days to plan his session, he:

1

Understands Kit ViSS platform and how to navigate it. Has carefully read, reviewed and studied all platform content, including:

Kit ViSS 1: I Know What Child Trafficking is

Kit ViSS 2: Child Trafficking Stories

Kit ViSS 3: A Sea of Questions on Child Trafficking

Kit ViSS 4: Follow the ViSS Help Route to Seek Help
Toward a Safe and Healthy Life

2

You have read the Facilitation Guide that teaches you how to use the ViSS Kit with all **its resources to learn about child trafficking in Costa Rica**, understand the platform and how to use the different resources that compose it.

3

It has also **anticipated** possible situations that may arise during its interventions with children, for example, activities or information that may **provoke emotional reactions, or minors who may reveal an experience** of trafficking or other forms of violence or exploitation.

4

Luis knows that it is essential to be prepared for these situations in order to be able to respond appropriately, make children and adolescents feel safe, support them in seeking resources for their protection and avoid re-victimization.

5

Luis is aware of his role and legal responsibility in the detection and referral of potential victims of human trafficking and knows how important it is to act appropriately to ensure the safety of his students.

Now, you are ready to start planning your activities. The first thing Luis asks himself is, what do I want to achieve with these activities? What is my objective?

Luis knows the reality of his community and the different risks to which his students are exposed. Luis cares deeply about the children and adolescents he works with and knows that human trafficking is a reality in his communities. He is committed to doing what he can to help prevent his students from experiencing it, and that they know where to turn if they need support to feel safe and protected.

With this in mind, Luis puts himself in his students' shoes and reflects on what information would be most useful to them and how best to communicate it. He decides on 3 main purposes:

Main purposes

1. To learn what trafficking of children and adolescents is.
2. To be able to identify possible risk situations related to human trafficking.
3. Know how to get help in case they or someone they know is a victim of human trafficking.

From the distribution of the lessons that the students have, Luis knows that he will have a two-hour session to meet the proposed objectives. Thus, he organizes the session in a template to have more clarity and order in the activities that he selects and that best fit the purposes of the session.

Find the document – Annex 3:
Planning session

Remembering that each planned session must contemplate the three didactic moments: motivational activities for learning, active participation activities, and reflection and evaluation activities, Luis organizes the activity as follows.

Understanding Child and Adolescent Trafficking

It is important for facilitators to know and understand child trafficking. Facilitators should carefully read and review all of the materials on this resource page, including:

Definition of trafficking in persons

Costa Rica's Law Against Trafficking in Persons (Law 9095) defines trafficking in persons as the use of technology or any other means to employ threats, the use of force or other forms of coercion, abduction, fraud, deception, abuse of power, or to a situation of vulnerability, or to give or receive payments or benefits to obtain the consent of a person who has authority over another to promote, facilitate, encourage, or engages in the recruitment, transfer, transportation, harboring, concealment, retention, delivery or receipt of one or more persons within or outside the country, for the purpose of forced labor or services and other forms of labor exploitation, servitude, slavery or similar practices, servile or forced marriage, irregular adoption, forced begging, forced pregnancy and abortion, any type of sexual exploitation and illegal removal of organs.

In legal terms, human trafficking involving adult victims is composed of three main elements:

Find the document – Annex 4:
action + means + ends.

action + means + ends

Act

**promoting, facilitating,
encouraging or engaging**



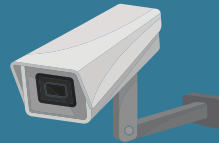
Recruitment
or



Hiding
or



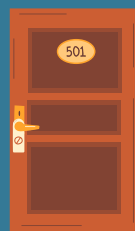
Transfer
or



Retaining
or



Transporting
or



Delivery
or



Harboring
or



Receipt

action + means + ends

Means



Threats
or



Force
or



Coercion
or



Abduction
or



Fraud
or



Deception
or



Abuse of Power
or



Exploitation of
Vulnerability
or



Giving or Receiving Payments
or Concessions to Obtain the
Consent of a Person Who Has
Authority Over Another
Person

action + means + ends

Purpose



Sexual Exploitation
or



Forced Labor/Services,
Other Forms of Labor
Exploitation
(including forced criminality)
or



Forced Begging
or



Servitude
or



Slavery or Similar
Practices
or



Servile or Forced
Marriage
or



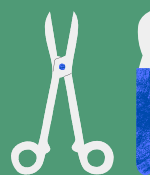
Forced Pregnancy
and/or Abortion
or



Irregular Adoption
or



Illegal Intermediation
in Prenatal Foster Care
or



Organ Removal

Definition of child trafficking

Costa Rica's Law Against Trafficking in Persons (Law 9095) defines trafficking in children and adolescents as the promotion, facilitation, favoring or execution in the recruitment, transfer, transportation, harboring, concealment, retention, delivery or reception of one or more persons under 18 years of age within or outside the country for their exploitation, including:

- Any form of sexual exploitation, whether commercial or non-commercial
- Forced labor or services and other forms of labor exploitation
- Servitude, slavery or practices similar to slavery
- Servile or forced marriage
- Irregular adoption
- Forced begging
- Forced pregnancy and forced abortion
- Illegal removal or illicit transplantation of human organs, tissues, cells or fluids

When a victim is under 18 years of age, there is no legal requirement to demonstrate or prove that the trafficker used tactics (“means”) to exploit the victim.

In practice, there may be force, coercion or manipulation of the trafficked child – very often there is – but these tactics need not be present for a child to be trafficked.

A person may be a victim of trafficking even if the victim or the case is not identified until after the age of 18. Being under the age of 18 at the time the person was recruited, transferred, transported, harbored, concealed, held, delivered, or received for the purpose of exploitation is, by itself, sufficient for a situation to be trafficking of underage persons. Even if a person is now an adult (over the age of 18), if he or she was under the age of 18 when the exploitation occurred, the case may be considered child trafficking.

In legal terms, human trafficking involving child or adolescent victims consists of three main components:

Act

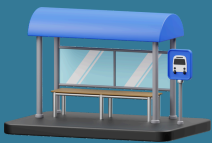
**promoting, facilitating,
encouraging or engaging**



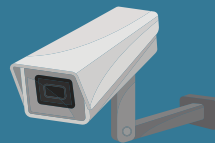
Recruitment
or



Hiding
or



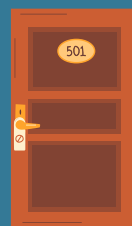
Transfer
or



Retaining
or



Transporting
or



Delivery
or



Harboring
or



Receipt

Purpose



Sexual Exploitation
or



Forced Labor/Services,
Other Forms of Labor
Exploitation
(including forced criminality)
or



Forced Begging
or



Servitude
or



Slavery or Similar
Practices
or



Servile or Forced
Marriage
or



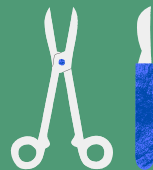
Forced Pregnancy
and/or Abortion
or



Irregular Adoption
or



Illegal Intermediation
in Prenatal Foster Care
or



Organ Removal

Find the document – Annex 5:
action + goals.

Child-sensitive definition of child trafficking (to explain to the underage population)

Child trafficking occurs when a person exploits a child for his or her benefit. A child is trafficked when he or she is recruited, taken somewhere, held somewhere or offered things (such as money, food or gifts) and then exploited for someone else's benefit. This may involve jobs for which they are too young, sexual activities or committing crimes such as selling drugs. Sometimes the trafficker threatens or harms the child to force him or her to do these things. In other cases, traffickers relate to children with love and affection in order to trick or manipulate them. People who exploit children are committing a serious crime.

Case studies

In Costa Rica, trafficking in children and adolescents can take many forms.

Many of the different exploitative situations faced by minors may be trafficking. It is not always easy for victims to know if they are. If someone you know or associate with may be a victim of trafficking, you can and should get help. The case studies available here are fictitious examples of child trafficking in Costa Rica based on real life experiences:

English: <https://aprendizaje.warnathgroup.com/examples-of-child-trafficking/>



Spanish: <https://aprendizaje.warnathgroup.com/ejemplos-de-trata-de-ninas-ninos-y-adolescentes-en-costa-rica/>



Frequently Asked Questions

To access answers to frequently asked questions about child trafficking in Costa Rica, please visit:

English: <https://aprendizaje.warnathgroup.com/commonly-asked-questions/>



Spanish: <https://aprendizaje.warnathgroup.com/preguntas-frecuentes-espanol/>



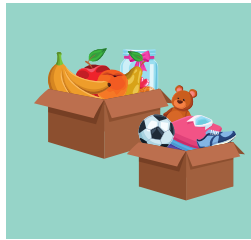
It is also important for facilitators to have a clear understanding of the rights and protections available to trafficked children and where they can seek help. This information can be found at:

How to refer trafficked children and adolescents for protection and assistance

Victims or potential victims of trafficking should receive protection and assistance. If you recognize signs of trafficking in a child or adolescent, you should refer them for protection and assistance. Remember that every professional in Costa Rica has an ethical and legal mandate to report and refer possible victims of trafficking for protection and assistance.

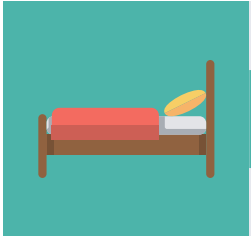
In Costa Rica, children and adolescents can receive many types of assistance.

This includes:



Basic Needs

Basic necessities such as food, clothing, water, and safe housing or shelter.



Accommodation or Housing

Safe and comfortable accommodation or housing (for example, shelter, with family, alternate placement).



Medical Assistance

Appropriate, adequate, and sensitive medical care and attention.



Psychological Support & Counseling

Appropriate, adequate, and sensitive psychological support and counseling.



Education & Training

Formal and informal education opportunities, including schooling, school reinsertion support, vocational training, professional training, life skills development, and tutoring.



Economic Empowerment

Economic assistance and empowerment opportunities, including job placement and help to get a job (e.g. writing a CV, job interview practice, internships), income-generating activities and business development.



Administrative Assistance & Support

Administrative assistance and support (for example, obtaining identity, residency, and other official documents or the appointment of a legal guardian in the case of children).



Legal Assistance & Support

Assisting and supporting trafficking victim-witnesses in legal proceedings, including criminal cases, civil matters, and labor proceedings.



Safety & Security Measures

Conducting safety and security assessments to ensure the physical safety of trafficking victims at different stages following trafficking.



Return Assistance

Support to voluntarily return trafficking victims to their place of origin or residence, including providing transportation and document processing, among other things.



Assistance to Victim's Family Members

Fostering and supporting a healthy family environment through various forms of assistance to a victim's family members.



Case Management

Designing and implementing an individual assistance and reintegration plan, in collaboration with the trafficking victim, including providing services or coordinating referral to services.

For information on the official processes to follow in the protection of underage victims of trafficking in Costa Rica, please visit:

English: <https://aprendizaje.warnathgroup.com/trafficking-victim-protection/>



Spanish: <https://aprendizaje.warnathgroup.com/proteccion/>



Additional references and reading material on human trafficking

- **We welcome you to the Online Learning Center:**
<https://aprendizaje.warnathgroup.com/>



- **Law 9095 against Trafficking in Persons:**

<https://aprendizaje.warnathgroup.com/wp-content/uploads/2024/06/Codigo-Penal-y-Ley-9095-updated-2023.03.08.pdf>



- **Directory of Services for Professionals:**

<https://aprendizaje.warnathgroup.com/directorio-de-servicios/>



Protocols and procedures for the protection of underage persons

Facilitators should know and be familiar with the protocols and procedures for the protection of minors at risk or victims of trafficking, including the applicable internal protocols or procedures of the institution or organization implementing the ViSS Kit, as well as the specific protocols for student populations in Costa Rica:

- MEP Institutional action protocol for the restitution of rights and access to the Costa Rican educational system for victims and survivors of the crime of trafficking in persons and their dependents.

- MEP Protocol for dealing with situations of physical, psychological and sexual violence, harassment and sexual harassment.
- MEP protocol for student population presenting self-injury and/or at risk of suicide attempt.

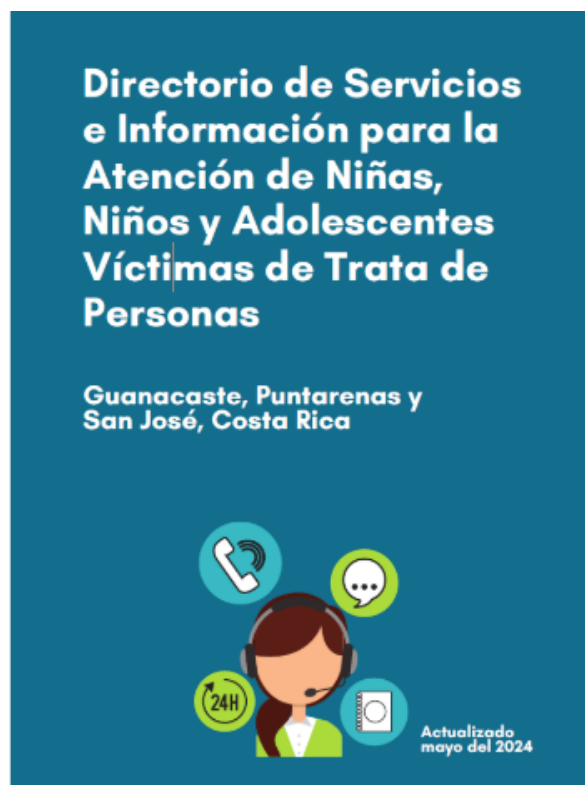
You can find the Protocols of the Ministry of Public Education in the following external link: <https://www.mep.go.cr/programas-proyectos/protocolos-actuacion>



Directory of services and information for facilitators

What is the Service Directory?

The Warnath Group is pleased to have worked in collaborative partnership with the governments of the United States and Costa Rica to develop a Directory of Services and Information for the Care of Child and Adolescent Victims of Human Trafficking. This Directory of Services is a resource for professionals in Costa Rica on where to find protection and care for trafficked children and their families in Guanacaste, Puntarenas and San José.



This Directory of Services provides essential information on how professionals from different fields can identify and make preliminary referrals of minors who may be victims of trafficking so that they can receive protection and care. This includes their formal accreditation through CONATT's Immediate Response Team (ERI), as well as how they can report and refer possible situations of human trafficking for investigation by the Deputy Prosecutor's Office Against Human Trafficking and Illegal Smuggling of Migrants (FACTRA). In addition, the Directory of Services provides information and examples of child trafficking in Costa Rica and answers frequently asked questions to equip professionals to recognize and respond to this type of crime.

This resource puts important and vital information in the hands of the group of professionals who are on the front lines of the fight against trafficking of minors for sexual exploitation in Costa Rica.

The service providers included in this Service Directory have been validated in collaboration with CONACOES. The Warnath Group greatly appreciates the collaboration of the Costa Rican government institutions and non-governmental organizations that have participated in the creation of this resource.



<https://aprendizaje.warnathgroup.com/wp-content/uploads/2024/01/Directorio-de-Servicios-e-Informacion-para-la-Atencion-de-Ninas-Ninos-y-Adolescentes-Victimas-de-Trata-de-Personas-Guanacaste-Puntarenas-San-Jose-Actualizado-Mayo-2024.pdf>

ANNEX

Planning session

Plantilla de planificacion

Planning template

Action + Means + Ends

Action + Means



Este recurso fue financiado a través de un acuerdo de cooperación con el Departamento de Estado de los Estados Unidos. Las opiniones, hallazgos y conclusiones expresadas en este documento son las del autor (s) y no reflejan necesariamente las del Departamento de Estado de los EE. UU.

Planning session

Target group:

- Fifth grade students (11 years old), approximately 20 students. It will take place from 8 to 10 a.m.

Workshop duration:

- 2-hour session

Professionals leading the session:

- Luis with the support of the school counselor.

Learning objectives:

1. They learn what trafficking of children and adolescents is.
2. They can identify possible risk situations linked to human trafficking.
3. They know how to get help if they or someone they know is a victim of human trafficking.

A. Motivational activities for learning

Introduction and welcome: The facilitators welcome those participating in the workshop.

Objective: To allow participants to introduce themselves and “break the ice.”

Time: 25 minutes

Activities to be carried out: One step forward (25 minutes)

Methodology:

- All participants stand in a circle.
- The facilitator indicates that they will ask a series of questions, and if the answer is yes, the participant must take a step forward.
- The facilitator takes advantage of each sentence to ask the participant to say their name.

Questions:

- Those who were born in Puntarenas.
- Those who like to eat ceviche.
- People who like playing soccer.
- People who have a dog.
- People who like going to the beach.
- People who have heard of human trafficking.

Materials: None

B. Actividades de participación activa

Objective

- Learn about human trafficking and the trafficking of children and adolescents, including who may be potential victims
- Understand who may be a trafficker in your community
- Analyze the stories of potential victims of human trafficking

Time: 1 hour

Activities to be carried out:

- Activity #1: ViSS Kit Video 1 and group discussion (20 minutes)
- Activity #2: ViSS Kit Video 3 and activity: "Who could be a trafficker?" (20 minutes)
- Activity #3: Stories of human trafficking victims (30 minutes)

Activity #1: ViSS Kit Video 1 and group discussion (20 minutes)

Methodology:

- The facilitator shows video 1 from the ViSS Kit on trafficking in girls, boys, and adolescents.
- A plenary session is held, guided by the facilitator, who asks questions such as:
 - 1) *What did you understand from the video?*
 - 2) *What is the main idea?*
- The facilitator asks the group questions to quickly assess their understanding of the topics.
- Group participants should be encouraged and supported to share their opinions, ideas, or questions about the topic.
- They should also feel safe and comfortable to ask any questions or request further information.

Activity #2: Video 3 and activity: "Who could be a trafficker?" (20 minutes)

Objective:

- Understand who could be a trafficker in students' everyday lives
- Apply what they learned in the video through the activity

Methodology:

- The facilitator shows video 3 from the ViSS Kit on "Who is a trafficker?"
- A silhouette is drawn on a poster board with the question "Who can be a trafficker?"
- Students are asked to answer this question and write their answer on a sticky note, then place these answers around the silhouette.
- The facilitator reads some of the sticky notes and guides the activity, emphasizing that anyone can be a trafficker.

Activity #3: Stories of trafficking victims (20 minutes)

Objective:

- Learn about the experiences of children and adolescents who are victims of human trafficking
- Analyze whether or not the story involves human trafficking, who the trafficker is, and what to do to get help

Methodology:

- The facilitator will explain that stories will be presented about children and adolescents who are potential victims of human trafficking and that we need your help to answer some questions about the stories.
- The facilitator gives participants a paddle (with an X and a check mark on each side) explaining that the X means false and the check mark means true.
- When the facilitator asks questions, participants should hold up the paddle showing the check mark ✓ or X.

- The facilitator shows Gael's story and Gael tells his story.
- After the video is shown, the facilitator asks the three questions included in the Viss Kit:
 - 1) Is Gael a victim of human trafficking of minors?
 - 2) Is Lara a trafficker?
 - 3) How can Gael get help?
- Next, the facilitator shows Ana's story, and Ana tells her story.
- After the video, the facilitator asks the three questions included in the Viss Kit:
 - 1) Is Ana a victim of human trafficking?
 - 2) Is Pablo a trafficker?
 - 3) How can Ana get help?
- The facilitator closes the session by congratulating the students on their answers to the questions and everything they have learned during the session.

Gael's story: My name is Gael and I am 12 years old. My mother died when I was little and my father left me in the care of my grandmother. My grandmother receives a pension, but it is not much. She does what she can to support me, but it is not enough to buy my school supplies and uniforms. I want to work to help my grandmother pay the household expenses, but I am too young to find a job. A neighbor named Lara offered to help me earn money by begging and selling candy and handkerchiefs to tourists on the street. I was grateful that Lara would help me earn some money. Now I spend many hours every day and also at night begging and selling on the street. I don't earn much money because Lara takes a lot of what I earn. It's hard and also scary to be alone on the street. I told Lara that I didn't want to do it anymore, but she threatened to tell my grandmother that I had been begging. I'm ashamed and I don't want my grandmother to know. A friend told me that I am a victim of human trafficking because Lara makes me work and takes almost all of my money.

Q: Is Gael a victim of human trafficking?

A: Yes. Gael is a victim of human trafficking of minors because he is under 18 years old, and Lara recruited him to beg and sell. Lara benefits from this because she takes most of the money Gael earns.

Q: Is Lara a trafficker?

A: Yes, Lara is exploiting Gael. She recruited Gael to beg, and she is exploiting him by taking the money he earns.

Q: How can Gael get help?

A: Gael could tell his grandmother about Lara. Gael could also ask for help from a responsible adult, such as a counselor or teacher at school, or a doctor, nurse, or psychologist at a clinic/EBAIS. These professionals are responsible for helping children and adolescents. He could also call PANI directly, which is the institution responsible for helping all minors in Costa Rica who are facing problems. If Gael fears for his safety or cannot find anyone to help him, he can also call 9-1-1. Even though he feels ashamed, it is not his fault that he is a victim of human trafficking.

Ana's story: My name is Ana, I am 15 years old, I live with my parents, and I go to a private school. When I get home from school, my parents are still at work, so they won't be back for a few hours. I usually feel lonely. I have a cell phone and a computer with internet access, so I spend many hours chatting online. A while ago, a boy contacted me and said his name was Pablo and that he was 19 years old. We started talking almost every day. I felt that Pablo understood me and listened to me. I loved talking to him. After a while, I told him I was in love with him, and he said he felt the same way about me. One day he asked me to send him photos of myself in a swimsuit. He told me that the photos were just for him and that this was normal in a romantic relationship. I wasn't sure, but I finally decided to send him the photos. Pablo kept asking me for more photos, but with less and less clothing and even naked, as a sign of my love for him. Then I realized that Pablo was selling my photos on the internet. I begged him to stop, but he wouldn't listen. He told me I had to keep sending him photos or he would show my family and friends the ones he had already sent. I feel bad and deceived. Pablo manipulated me into sending him photos so he could make money selling them on websites. I've been reading online about what's happening to me and I think I'm being sexually exploited.

Q: Is Ana a victim of human trafficking?

A: Yes. Ana is a victim of human trafficking of minors because she is under 18 years of age and was recruited by Pablo, who sells sexual photos of her online. This is trafficking for the purpose of sexual exploitation.

Q: Is Pablo a trafficker?

A: Yes, Pablo is exploiting Ana. He recruited her and is sexually exploiting her by selling sexual photos of her online.

Q: How can Ana get help?

A: Ana could talk to her parents about what is happening. Ana could also talk to a responsible adult, such as a counselor or teacher at school, or a doctor, nurse, or psychologist at a clinic/EBAIS. These professionals are trained to help children and adolescents. Ana could also call PANI directly, which is the institution responsible for helping all minors in Costa Rica who are experiencing problems. If Ana fears for her safety or cannot find anyone to help her, she can also call 9-1-1. Even though Ana feels ashamed, it is not her fault that she is in this situation.

Kit ViSS resources to explore:

- Video #1 Kit ViSS
- Video #3 Kit ViSS
- Stories: Gael and Ana

Materiales:

- Pilots
- Post-it notes
- Cardboard with silhouette (or draw it on a board)
- Pallets with X and ✓
- Tape



Reflection and evaluation activities

Objectives:

- Generate self-assessment and reflection on what has been learned, so that participants can make their learning visible both to themselves and to the facilitator.

Time: 35 minutes

Activities to be carried out:

- Activity: "I'm taking my backpack" (30 minutes)

Objective:

- Collect and reflect on all the lessons that participants have learned during the experience.

Methodology:

- This activity allows the group to compile all the lessons that participants have learned during the experience.
- In a group, the facilitator writes the phrase "I carry my backpack with me" on a board or poster and asks participants to share ideas, concepts, or lessons they have learned about trafficking in children and adolescents.
- It is important that they highlight the elements that have most caught their attention about the topic.
- The facilitator encourages conversation in the group based on the new learnings and emphasizes all the new ideas and concepts that the group generates.

Materiales:

- Cardboard in the shape of a backpack) or you can draw it
- Writing materials/colored pencils or markers
- Post-it notes





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Planning template

As mentioned above, KitViSS resources are flexible and can be adapted to shorter or longer sessions depending on the context and the group.

The following learning moments are designed to be addressed in sessions with groups of girls and boys (between 10 and 25 participants).

Complete the template according to the time frame and target population.

Target group:

Duration of the workshop:

Professionals who will deliver the session:

Objectives:

A. Motivational activities for learning	<p>Objectives:</p> <p>Introduction and welcome:</p> <p>The facilitators welcome the students to the workshop.</p> <p>Objective Allow participants to introduce themselves and “break the ice”:</p> <p>Projected time:</p> <p>Activities to be carried out:</p> <p>Methodology (description):</p> <p>Materials (includes KitViSS sections):</p>
---	--

<p>B. Active participation activities</p>	<p>Objective:</p> <p>Activities to learn about and gain an in-depth understanding of information on human trafficking.</p> <p>Projected time:</p> <p>Activities to be carried out</p> <p>Methodology (description):</p> <p>Materials (includes KitViSS sections):</p>
<p>C. Activities for reflection and evaluation</p>	<p>Objective:</p> <p>At the end of the educational intervention with the KitViSS, it will be necessary to generate self-assessment and reflection dynamics on what has been learned, so that participants can make their learning visible both to themselves and to the facilitator.</p> <p>Projected time:</p> <p>Activities to be carried out:</p> <p>Methodology (description):</p> <p>Materials (includes KitViSS sections):</p>



Side by Side

- What is your name?
- What is your family like?
- What activities do you enjoy in your free time?
- What is your favorite food and color?
- What kind of music do you like?
- What advice would you give to other people your age?
- Other aspects you would like to know about the other person.



Prior Knowledge

- Do you know what rights girls, boys, and adolescents have around the world?
- Can you name some of these rights? Do you know what rights girls, boys, and adolescents have around the world?
- What types of exploitation do children and adolescents experience?
- Have you heard about trafficking in girls, boys, and adolescents?
- Do you know what a trafficker is? Does it sound familiar?



Hook Question

- How can we explain to other minors what trafficking of children and adolescents is and how to get help? (They can develop stories or role-plays.)
- How can we communicate to other minors what trafficking of children and adolescents is and how to get help? (This could lead to the creation of posters, brochures, or other communication materials).
- How can we help other minors learn about trafficking in children and adolescents and how to get help? (Ideas for campaigns or social media outreach can be generated.)



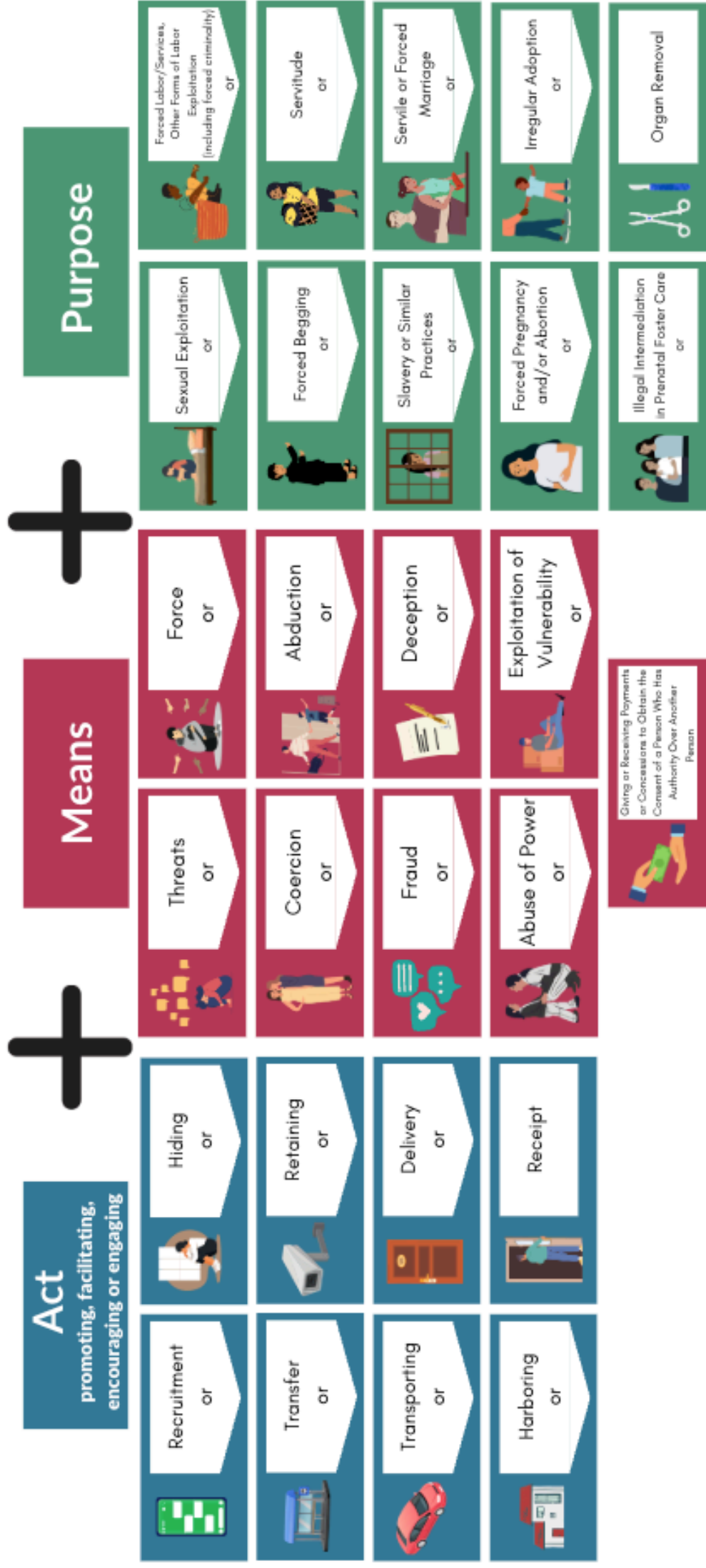
Group Idea Map

- Have you heard about trafficking in girls, boys, and adolescents?
- Do you know what a trafficker is? Does it sound familiar?
- Do you know where situations involving the trafficking of children and adolescents might occur? -



INNOVACIONES EN EL ABORDAJE CONTRA LA TRATA DE NIÑAS, NIÑOS Y ADOLESCENTES (IACT)

La trata de personas

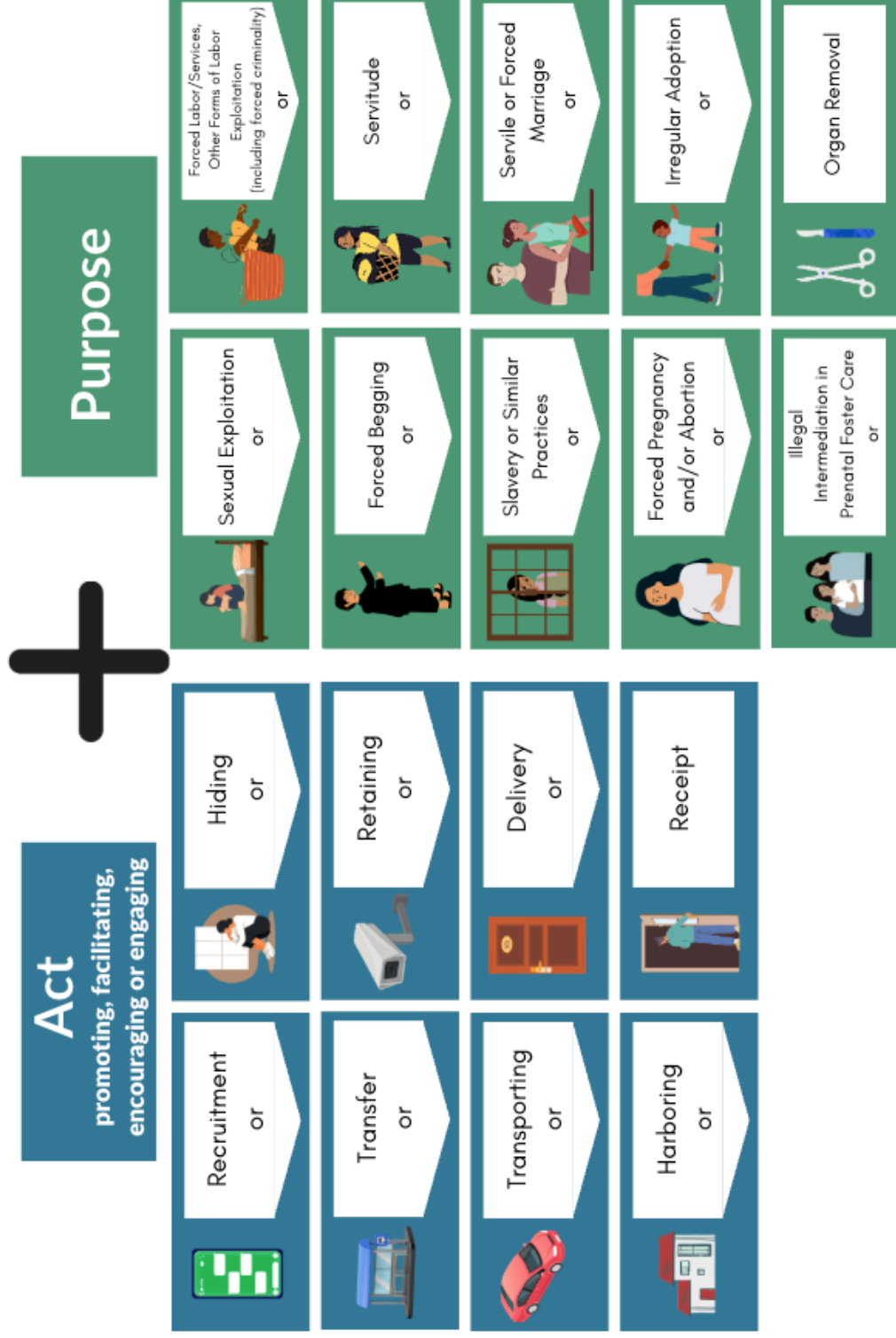


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INNOVACIONES EN EL ABORDAJE CONTRA LA TRATA DE NIÑAS, NIÑOS Y ADOLESCENTES (IACT)

La trata de niñas, niños y adolescentes



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Innovations in Addressing Child Trafficking (IACT)



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