

Facilitator Guide

IACTjoven

***A platform for adolescents to learn about
trafficking in persons, identifying
trafficking risk, and how to get help***



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This Facilitator's Guide was developed by the Innovations in Addressing Child Trafficking (IACT) Program.



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.

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Facilitator's Guide

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About IACTjoven and the Facilitator Guide

Trafficking in persons is a crime that targets children and adolescents throughout Costa Rica. Children and adolescents may be trafficked for sexual exploitation, labor exploitation, forced begging, forced or servile marriage, and other forms of exploitation.

It is essential that adolescents have educational tools that address this issue. Adolescents need clear, accessible, appealing, and relevant information about what trafficking in persons is, how to identify trafficking risk, and how to get help for themselves or others who may be victims of trafficking in persons.

IACTjoven is a mobile-friendly, interactive educational platform for adolescents. It is to be used directly by adolescents to provide them with the information, tools and resources they need to:

- understand what trafficking in persons is
- identify risky situations and reduce the risk of being trafficked
- know how and where to get help for themselves (or someone they know)

The platform is for all adolescents (age 13–17), regardless of nationality, sex, educational level, or other characteristics. Adolescents can use it themselves and are also encouraged to share it with their peers.

IACtjoven was developed through the Innovations in Addressing Child Trafficking (IACt) Program. The content of the IACtjoven platform was designed based on multiple direct, in-person sessions with adolescents and practitioners. The content was progressively improved and refined based on feedback and lessons learned collected throughout a year-long implementation process with thousands of adolescents and practitioners across Guanacaste and Puntarenas provinces. This process was carried out in partnership with the regional offices of both the Ministry of Public Education (MEP) and National Child Welfare Agency (PANI), local PANI offices, and the educational centers where the program was implemented within the provinces of Guanacaste and Puntarenas, alongside civil society partner organizations and other government institutions.

IACtjoven can be used by teachers, counselors, or other professionals in formal educational contexts or in activities linked to the educational environment. It can also be used by professionals in non-school settings and/or community-based programs for adolescents such as youth groups, activities for adolescents, religious groups, sports or recreational groups.

This Facilitator Guide informs professionals about the IACtjoven platform and how to use it effectively in work with adolescents, including for different groups of adolescents, as well as in different situations and settings. Every educational space can be an opportunity to prevent trafficking in persons, ensure the protection of children and adolescents, and promote the rights of children and adolescents.

Who is the Facilitator Guide for?

This Facilitator Guide has been designed to support professionals who work with adolescents between 13 and 17 years of age. It provides guidance on using the IACTjoven platform to teach adolescents about trafficking in persons, how to reduce trafficking risk, and how and where to access assistance services. This includes teachers, counselors, and other education professionals working with adolescents in an educational setting. It also includes professionals working with adolescents in non-educational settings.

Facilitators should have the following characteristics and qualifications:

- Teaching, training and/or experience in implementing educational activities with adolescents, in or out of school settings
- Openness and a positive attitude toward active listening and educational activities with adolescents
- Knowledge or willingness to learn and teach about the issue of trafficking in persons to adolescents
- Willingness and sensitivity to work with adolescents who may be vulnerable to and/or in situations of exploitation
- Knowledge and familiarity with institutional and organizational protocols and procedures for the protection of minors at risk and victims of trafficking in school and non-school contexts

- Experience and knowledge of the Ministry of Public Education's care protocols for minors at risk, including the following:
 - *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.*
 - *Protocol for action in situations of physical, psychological, sexual violence, harassment and sexual harassment.*
 - *Protocol for student population presenting self-inflicted injuries and/or at risk of suicide attempts*

These protocols can be found at:



www.mep.go.cr/programas-proyectos/protocolos-actuacion

How to use the IACTjoven facilitator guide

This Facilitator Guide guides professionals in how to use the IACTjoven platform to conduct activities with adolescents.

The facilitator guide is organized into the following sections:

Section 1. Overview of IACTjoven platform. This section provides a snapshot of IACTjoven, an interactive platform designed for adolescents to learn about trafficking in persons, to identify and reduce trafficking risks, and to learn where and how to get help. This section explains the platform's objectives, structure, and content.

Section 2. How to use the IACTjoven platform in activities with adolescents. This section provides a description and practical guidance on accessing and navigating the IACTjoven platform. It explains how to explore its thematic modules, utilize the multimedia resources and tools, and use the platform's content in educational activities.

Section 3. Conducting an educational activity using IACTjoven. Step by step. This section provides a guide for implementing educational activities with adolescents using IACTjoven. It includes guidance on preparation, learning, planning, implementation and response, enabling facilitators to deliver effective, participatory activities that are both educational and empowering for adolescents.

Section 4. Sample IACTjoven educational activity. This section presents a practical example of how to conduct an educational activity with adolescents on the topic of trafficking in persons, using the IACTjoven platform and content.

Section 1. Overview of the IACTjoven platform

IACTjoven is a mobile-friendly, interactive educational platform for adolescents to learn about trafficking in persons, how to identify and reduce trafficking risk, and where and how to get help.

Familiarity with the content on IACTjoven allows facilitators to clearly guide interactions with adolescents, respond appropriately to their concerns, and adapt activities according to the characteristics of participants and composition of the group. Understanding the layout of the platform is key to ensuring that sessions run smoothly and are participatory, that prevention and protection messages are delivered clearly, and that the relevant and appealing tools and resources on IACTjoven have a positive impact on adolescents' reflection and learning.

The IACTjoven platform is comprised of the landing page and three main sections:

- Learn
- Identify Risk
- Get Help



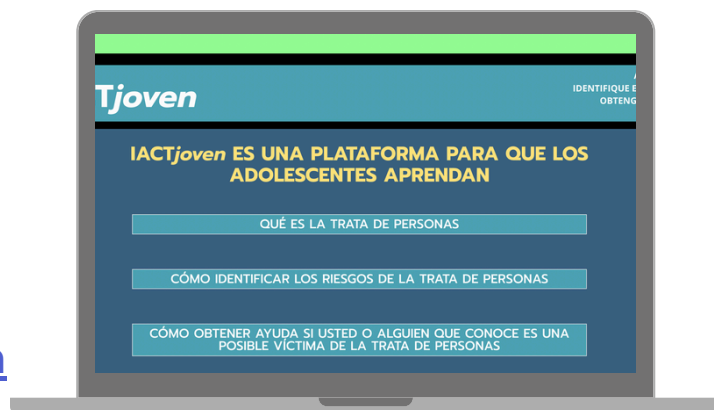
iactjoven.warnathgroup.com



Landing Page



iactjoven.warnathgroup.com



The IACTjoven landing page provides the entry point to the three main sections of the platform. Users can navigate to these different sections by clicking on the main titles on the landing page or by using the menu, which appears both at the top and bottom of each page.

The landing page also includes six animated videos that tell a story of an adolescent's experience of trafficking in persons and how they were able to leave this situation and get help. The six videos are:



José



Ema



Nicolás



Sol



Eva



Marco



For reference, the scripts for each video are included in **Annex #1**.

These videos are designed to promote empathy, raise awareness of real-life risks, and be utilized in discussions with adolescents to further an understanding of what trafficking in persons looks like in Costa Rica, how to reduce trafficking risk, and where and how to seek help or access assistance services.

Learn Page: What is trafficking in persons?



iactjoven.warnathgroup.com/aprenda/



This section of IACTjoven provides a clear and accessible introduction to trafficking in persons, with a special focus on the trafficking of children and adolescents. The explanatory content in this section provides an understanding of what trafficking in persons is, different tactics that traffickers use to exert control over their victims, and who may be victims of trafficking. Facilitators can use this content to explain the concept of trafficking in persons and to engage adolescents in discussion to support their learning and understanding.

Learning about trafficking in persons focuses on:

- What is trafficking in persons?
- Tactics that traffickers use to lure and control victims and prevent them from seeking help
- Who can be a trafficking victim
- The different forms of trafficking in persons

Learning from this page can be reinforced by listening to and analyzing the six animated videos on the landing page that tell the stories of adolescents' experiences of trafficking in persons.

Identify Risk Page: How to identify trafficking risks



iactjoven.warnathgroup.com/identifique-el-riesgo/



This section provides adolescents with three different educational resources and tools that can help them recognize risks associated with trafficking in persons in their everyday lives. Facilitators can use these different resources and tools to help adolescents develop an understanding of how traffickers operate, what behaviors or situations may pose risk, and how adolescents can act safely to avoid the risk of trafficking or leave a risky situation.

Identify Risk Game

This game helps adolescents recognize the tactics and methods used by traffickers to recruit, manipulate and exercise control over trafficking victims. Through a series of scenarios, the game allows the player to consider and identify warning signs and risks that may be present in their day-to-day life and what steps they can take in response to mitigate the risks.

Through this game, adolescents analyze different real-life scenarios and identify suspicious behavior, deceptive proposals, or situations of emotional manipulation that may lead to trafficking in persons. This interactive game provides them with the opportunity to consider different risky situations and determine how to react.



Mariana WhatsApp conversation

This animated video presents a narrated WhatsApp conversation between Mariana, a teenage girl, and an older man named Daniel, who, through flattery and feigned affection, makes her his “girlfriend”. As the interaction progresses, the communication between Mariana and Daniel reveals manipulation, deception and control that lead to Mariana’s trafficking for sexual exploitation. This audiovisual resource reveals a common recruitment practice among traffickers in Costa Rica and demystifies seemingly romantic overtures that can mask control or abuse. Throughout the WhatsApp conversation, adolescents are engaged in identifying risks or “red flags” in Daniel’s behavior that strengthen their ability to detect situations that violate their safety or well-being and may constitute trafficking in persons and/or improper relations.



Teen Message Gallery

The Teen Message Gallery is an interactive photo gallery presenting thoughts, reflections and advice shared by teenagers in Costa Rica on their understanding of trafficking in persons, trafficking risks and warning signs, how to protect themselves and messages of support for those who may be victims of or at risk of trafficking in persons. These messages were collected during on-going work with adolescents in schools and non-school settings through the Innovations in Addressing Child Trafficking (IACT) program. The Teen Message Gallery provided a means by which adolescents can actively engage with the issue of trafficking in persons and react to ideas and experiences from others their age. It is an activity that can also be replicated in an IACTjoven educational activity. The Teen Message Gallery makes youth voices and experiences visible on the IACTjoven platform and as part of the IACTjoven activities. The tool can also be used as a resource to identify recurring themes and issues shared by adolescents and to generate meaningful discussions about trafficking in persons in educational or community contexts.



Get Help Page



iactjoven.warnathgroup.com/obtenga-ayuda/



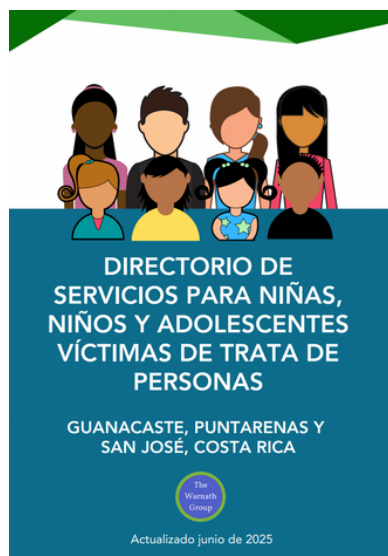
The Get Help page links to a mobile-friendly, searchable Directory of Services, which includes assistance and support available from public institutions and non-governmental organizations in the provinces of Guanacaste, Puntarenas, and San José.



Each entry offers information about what services are available and how to seek out this support from the service provider, including contact information and physical addresses. The Directory of Services is a critical tool for adolescents to be able to find and seek out protection and assistance in their communities. Its integration into educational activities reinforces the idea that it is always possible for adolescents to seek help and break the silence in situations of risk or trafficking exploitation.

While it is not included on IACTjoven, facilitators can also share a pdf version of the Directory of Services designed specifically for children and adolescents. The pdf Directory of Services for Child and Adolescent Trafficking Victims:

- explains what child and adolescent trafficking is, including examples and stories to support learning
- describes the help that trafficking victims and their families can receive in Costa Rica
- provides contact information for service providers in Guanacaste, Puntarenas, and San José



<https://aprendizaje.warnathgroup.com/wp-content/uploads/2024/05/Informacion-y-servicios-para-ninas-ninos-y-adolescentes-victimas-de-trata-de-personas-Mayo-del-2024.pdf>

This pdf Directory of Services for Child and Adolescent Trafficking Victims can be downloaded and stored on phones or devices as a resource for adolescents if they or someone they know needs assistance.

Section 2. How to use the IACTjoven platform in activities with adolescents

To use the IACTjoven platform, facilitators should follow these five steps:

Step 1. Prepare

Understand the platform, how to navigate it, and how to deal with emergent situations.

Step 2. Learn

Learn about child and adolescent trafficking.

Step 3. Plan

Plan an educational activity.

Step 4. Implement

Implement an educational activity.

Step 5. Respond

Know how to respond to an adolescent in case of emotional reaction or disclosure of a situation of trafficking in persons or other manifestations of harm.

Step 1. Prepare

Before facilitating any educational activity using the IACTjoven platform, it is essential that facilitators take the necessary time to familiarize themselves with the platform, including its structure, content, and available tools and resources. Adequate preparation not only improves the quality of the activity but also allows facilitators to be more confident, comfortable, and responsive when conducting activities with adolescents.

To prepare, a facilitator should:



Carefully **read** each section of the **IACTjoven platform**.

- Landing Page
- Learn Page
- Identify Risk Page
- Get Help Page

It is important to understand the purpose of each section, including the type of information provided and tools and resources available.



View victim stories (José, Ema, Eva, Sol, Marco, Nicolás) on the landing page and select those that will be used in the educational activity. Prepare questions that you can ask students after they view the videos, for example:

- Is this a situation of trafficking in persons?
- Why do you think so? What are the signs/evidence of this?

- How did the trafficker take advantage of the character?
- What are other ways you think the character could have gotten help in their situation?
- Have you ever heard about an experience like this?



View and analyze the Mariana WhatsApp

conversation. Review the video of a WhatsApp conversation between an adolescent girl (Mariana) and an adult man (Daniel), which appears initially to be a romantic relationship but is an example of trafficking for sexual exploitation. Analyze the content of the video, including the indications of risk (“red flags”) in what Daniel says and does. Reflect on and anticipate possible reactions of the group, including possible victim blaming and misconceptions about trafficking. Consider how to guide a discussion of the Mariana WhatsApp conversation with sensitivity and clarity. When playing the video during an educational activity, the facilitator should periodically pause the video to ask adolescents to identify risks or share what they are observing and feeling.



Play the interactive Identify Risk game. Review and play the game to become familiar with the scenarios, possible decisions, and key messages conveyed by the game. Consider how to guide adolescents through the game and facilitate an effective discussion of possible risks adolescents may face in their lives and how to avoid them.



Review the messages in the Teen Message Gallery, which contains reflections and advice expressed by young people. Identify recurring themes and issues shared by adolescents. These messages can be used as conversation starters or as examples of collective awareness building and support. The Teen Message Gallery can also be replicated as an activity with adolescents invited to share their own experiences, feelings and messages on a banner or through another medium. Consider if this would be an appropriate approach.



Explore the searchable version of the Directory of Services, to understand how it functions and learn about the assistance and support available to trafficking victims, as well as how victims can seek out this assistance. Also review the pdf Directory of Services for Child and Adolescent Trafficking Victims, to be able to explain and share this additional, adolescent-friendly resource.



Review the IACTjoven PowerPoint presentation for facilitators that accompanies this guide. This presentation provides a roadmap for conducting an IACTjoven educational activity with adolescents. It contains the main content that will be addressed during an educational activity with adolescents, as well as images, key questions, and visual resources to facilitate interaction with the group. Becoming familiar with the sequence of the slides, the central messages, and their relationship with the proposed

activities will allow the facilitator to conduct the session with greater fluency and methodological coherence.



Prepare for possible reactions and situations.

Preparation requires anticipating situations and reactions that may arise during educational activities with adolescents when using the IACTjoven platform. The sensitive and difficult nature of this topic means that the information, resources and tools on the platform could lead to emotional reactions in some individuals and even disclosure of an experience of trafficking in persons or another form of violence or exploitation. Facilitators should be prepared to respond sensitively and appropriately in their interactions with adolescents in such situations (See step 5. Respond). Preparation also requires reflecting on the facilitator's role in advance, including anticipating possible questions that adolescents may ask, considering the possibility of emotional reactions or disclosures, and ensuring the creation of a safe, respectful and inclusive environment for all adolescent participants.



Understand roles and responsibility in reporting.

Each facilitator should also understand their role and the responsibility as educational and social professionals in the preliminary identification and referral of possible trafficking victims. Prior to the activity, the facilitator should become familiar with all relevant laws, protocols and procedures for the protection of minors at risk or victims of trafficking including:

- Article 39 and 71 of Law 9095 (to report possible trafficking victims)
- Article 49 of the Childhood and Adolescence Code, Law 7739 (to report any reasonable suspicion of mistreatment, aggression, harassment or abuse)
- Ministry of Public Education's care protocols for minors at risk, including the following:
 - *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.*
 - *Protocol for action in situations of physical, psychological, sexual violence, harassment and sexual harassment.*
 - *Protocol for student population presenting self-inflicted injuries and/or at risk of suicide attempts*

The facilitator should also be familiar with the steps of trafficking victim protection in Costa Rica, available on the IACT Learning Hub:

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

Step 2. Learn

To utilize IACTjoven in an educational activity, facilitators should have a sufficient knowledge and understanding of trafficking in persons, trafficking risks, and victim protection and assistance to:

- Explain the definition of trafficking in persons in a way that is clear and accessible to adolescents
- Answer questions from adolescents about trafficking in persons, including the different forms of trafficking, why someone may be a victim of trafficking and who can be a trafficker
- Identify risks and “red flags” for trafficking in person including scenarios and situations that are risky
- Explain what an improper relationship is and how this can become a situation of trafficking in persons
- Explain that trafficked adolescents have the right to protection and assistance both as trafficking victims and as children and adolescents generally
- Explain how and where an adolescent can seek help and support if they or someone they know is a possible victim of trafficking
- Know how to react and interact when an adolescent is recognized as a possible victim of trafficking, including whom to contact
- Understand where to seek protection and assistance in the event that an adolescent is in a trafficking situation or otherwise in need of support
- Know how to react in the case of an emotional reaction or disclosure during an education activity or afterward

To learn the content needed to teach and train with the IACTjoven platform, facilitators should, at minimum:



Be familiar with all the digital and interactive content on the IACTjoven platform (see Step 1. Prepare)



Understand trafficking in persons. Read and review these pages on the IACT Learning Hub:

- <https://aprendizaje.warnathgroup.com/trata-de-personas/>
- <https://aprendizaje.warnathgroup.com/trata-de-nna/>
- <https://aprendizaje.warnathgroup.com/ejemplos-de-trata-de-ninas-ninos-y-adolescentes-en-costa-rica/>
- <https://aprendizaje.warnathgroup.com/preguntas-frecuentes-espanol/>



Understand where and how adolescents can access protection and assistance. Read and review this page on the IACT Learning Hub:

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



Read and review the Directory of Services for Trafficking Victims: A Tool for Practitioners in Costa Rica. Available at:

- <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>



Learn how to recognize signs or signals that a person may be a trafficking victim. Read and review this page on the IACT Learning Hub:

- <https://aprendizaje.warnathgroup.com/indicadores-trata-de-nna/>



Understand professional roles and responsibilities in the preliminary identification and referral of possible trafficking victims and adolescents in need of protection and assistance (see Step 5. Respond). Read and review this page on the IACT Learning Hub:

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

Step 3. Plan

Planning an educational activity on trafficking in persons using IACTjoven should take into account the following considerations:

- Know the context and characteristics of the adolescent group. For the activity to have an impact, it is necessary to understand with whom you are going to work. This involves considering characteristics and factors such as:
 - Age
 - Sex
 - Nationality
 - Areas of origin
 - Educational levels or schooling conditions
 - Access to technology
 - Previous experience or knowledge on the issue of trafficking in persons

- Composition of the group (e.g. knows each other or if icebreaking is needed)
- Level of trust between group and facilitator (e.g. in a first session with a group, more time may be needed to foster a climate of comfort, respect, openness)
- Identified situations of vulnerability (e.g. if there are known victims of violence or exploitation participating, it is recommended to be especially careful with the emotional approach)
- Prepare the necessary logistical and material resources. Make sure you have everything you need for a smooth and safe session including:
 - Space: classroom or room where you can work in a group
 - Technology: computer, projector, speakers, stable internet connection or USB with the information to work offline
 - Learning materials: this Facilitator Guide, any personal notes for facilitation, the accompanying PowerPoint presentation
 - Supplies: Sheets of paper, pens, cards, flip charts, tape, etc., depending on the dynamics selected
- Ensure enough time is planned. The estimated time to complete implementation of the example workshop is approximately 3 hours. An educational activity may be longer or shorter, depending on what the facilitator plans to achieve and the content to be covered.

Step 4. Implement the educational activity

In order to implement an educational activity using the learning resources of the IACTjoven platform, facilitators should follow these three learning moments:



Learning moment #1. Motivational activities. The beginning of an educational activity is a key moment to create interest in the topic and to encourage positive group dynamics and interactions.



Learning moment #2. Participatory activities. Utilizing participatory activities allows participants to learn and understand the information in depth, reflect and apply what has been learned about the topic, and to build new knowledge.



Learning moment #3. Reflection and closing activities. At the end of an educational activity, it is important to reflect on what has been learned, so that participants can make their learning visible to themselves and to the facilitator.

The following are tips for facilitation and to encourage interest in learning:

- *Create a safe space.* Remind adolescents that they are sharing a safe space, where everyone can share their opinions and ask questions without judgement.
- *Value all comments and contributions.* Favorably value all comments and input from everyone and develop from that your mediation, explanations and comments about the experience.

- *Include and involve all group members.* When conducting the group learning experience, be sure to accommodate each person from their 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.* When possible, work in a circle so that all participants can observe, communicate and interact without hierarchies and transforms the verticality they are used to in traditional education.
- *Consider the conditions of digital access.* Verify that teenagers have stable access to the internet and know how to use the IACTjoven platform. Be flexible with times if there are technical problems and offer alternatives in case connectivity is not available.

Allow yourself to enjoy the learning process with the adolescents even if the topic is intense, sensitive, or difficult. In your work with adolescents, focus on promoting the opportunity for a safe and healthy life, free from trafficking in persons.

Step 5. Respond

Know how to respond if an adolescent has an emotional reaction and/or discloses an experience of trafficking, violence or exploitation (past or present). The topic of trafficking in persons can be very sensitive or distressing and it is reasonable for adolescents to be unsettled and even upset by what they are learning. This is even more of a risk in situations where adolescents may have experienced or witnessed trafficking exploitation or other forms of violence or exploitation.

Facilitators should be prepared to respond in the event that an adolescent has an emotional reaction during the facilitation of the activity or discloses experiences of trafficking or other forms of violence or exploitation.

At the start of the activity, explain to adolescents that the topic to be discussed is sensitive and may make them feel emotional (e.g. sad, angry, scared, anxious) during the activity or afterward. Reassure adolescents that these are all reasonable, valid and normal emotional reactions to this difficult topic.

During the activity, facilitators may need to address a situation of distress or an emotional reaction. If an adolescent becomes upset or leaves the activity it may be necessary to check in with them during or afterward. It is important to pay attention to adolescents who may be having an emotional reaction.

It is also important for the facilitator to understand the legal responsibilities of all professionals (government officials and others) involved in the preliminary identification and referral of possible trafficking victims in Costa Rica, as well as in reporting any situation of harm to a minor. Prior to the activity, the facilitator should become familiar with all relevant laws, protocols and procedures for the protection of minors at risk or victims of trafficking.

The facilitator should also be familiar with the steps of trafficking victim protection in Costa Rica and in particular the preliminary identification of possible trafficking victims and immediate referral for protection and assistance. This information is available on the IACT Learning Hub:
<https://aprendizaje.warnathgroup.com/proteccion/>

Remember:

- **Article 39 of Law 9095** obliges any public official or private personnel to report possible victims of trafficking to members of the Immediate Response Team, to the Public Prosecutor's Office or through the 911 number, in accordance with the provisions of the regulations of this law and the approved action protocols.
- **Article 71 of Law 9095** obliges public officials to report, before the specialized police bodies or before the Public Prosecutor's Office, any situation that constitutes reasonable suspicion of trafficking in persons or smuggling of migrants. Members and representatives of the institutions and organizations that make up the National Coalition have the same obligation.
- **Article 49 of the Childhood and Adolescence Code, Law 7739**, establishes that those who direct and the personnel in charge of health centers, public or private, where minors are taken to be treated, shall have the obligation to report to the Public Prosecutor's Office any reasonable suspicion of mistreatment, aggression, harassment or abuse committed against them. The same obligation will have the authorities and personnel of educational centers, daycare centers or any other place where these persons stay, are cared for or are provided with any service. Likewise, hired personnel and any person of legal age who has under their care and responsibility minors who participate in associations, foundations, social organizations or groups, public or private, of a cultural, religious, youth, educational, sports, recreational or religious nature.

- **CONATT:** Strategy for Care and Mobilization of Support Resources for Victims of Human Trafficking and Their Dependents: Integration, Reintegration, Repatriation, Voluntary Return and Resettlement (2020). This Strategy for Care is for practitioners from CONATT member institutions. It establishes care processes and outlines the social support services available to facilitate the integration, reintegration, repatriation, voluntary return and resettlement of trafficking victims and their dependents.
- **The Strategy is available here:**
<https://aprendizaje.warnathgroup.com/wp-content/uploads/2022/09/Estrategia-de-atencio%CC%81n-y-de-movilizacio%CC%81n-de-recursos-de-apoyo-para-las-Vi%CC%81ctimas-de-la-Trata-de-Personas-y-sus-dependientes.pdf>

- **Ministry of Public Education Protocols** outline how to respond different situations. Facilitators should be familiar with protocols and procedures for the protection of minors at risk or victims of trafficking, in school and non-school settings and from different institutions and organizations, including:
- MEP 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.
 - MEP Protocol for action in situations of physical, psychological, sexual violence, harassment and sexual harassment.
 - MEP Protocol for student population presenting self-inflicted injuries and / or at risk of suicide attempt.

These protocols can be found at:

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

Facilitators should develop a plan on 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 guidance 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.

In the event that an adolescent discloses a risk or experience of exploitation, ideally the adolescent would speak with a professional who has been trained in sensitive interactions with minors (such as a guidance counselor or social worker). However, if the facilitator needs to respond to an adolescent in need, it is important to do so calmly and follow the guidance below:

- *Approach the situation calmly.* It is important to remain calm so that the adolescent feels reassured and supported.
- *Listen attentively.* Let the minor talk and comment as much as they want without interruption, advice or judgment. Preferably, the interaction will occur in a private space independent of the group. Anticipate what the other participants might do while you make an individual approach.
- *Provide time and space for disclosure.* The moment an adolescent decides to disclose is very important; if postponed, it may not happen again. Give them the attention and listening they need right away.
- *Validate their emotions.* Let the adolescent know that their emotions are valid and that anyone else would feel the same way in their place. Offer reassurance and support.
- *Explain what will happen next.* Explain to the minor 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.

- *Record the disclosure.* Systematize the information provided by the adolescent as objectively and accurately as possible, avoiding subjective interpretations or evaluations. All information should be recorded in writing, as literally as possible, both the words used by the minor and the dynamics of the situation during disclosure.
- *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 (e.g., whether it is safe to return home, whether it is safe to go to school, etc.)

Consider also the actions to avoid when an adolescent discloses that they are experiencing violence or exploitation:

- *Avoid interrogating, judging or evaluating.* Your role is to collect the information, not to evaluate the veracity or credibility of the story, the behaviors described or their explanation of what happened. Never question what the minor says (e.g., "Are you sure about that?" or "Isn't it a misunderstanding?"). Reaffirm that they are not responsible for what has happened. Once the adolescent has shared their story, express support and empathy, and thank them for their trust.
- *Avoid making promises you cannot keep.* Don't say that you won't tell anyone, that everything will remain a secret, or that everything will be fine. These promises may lead to unrealistic expectations or feelings of betrayal if you must activate a protection protocol.

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- *Avoid making promises you cannot keep.* Don't say that you won't tell anyone, that everything will remain a secret, or that everything will be fine. These promises may lead to unrealistic expectations or feelings of betrayal if you must activate a protection protocol.

- *Avoid showing surprise, shock, anger, or sadness.* Intense emotional reactions may cause the adolescent to shut down or feel guilty about telling what he or she is experiencing.
- *Avoid pushing for more details than necessary.* It is not your role to conduct an investigation. Ask only the questions necessary to activate the appropriate protective pathway, always prioritizing the emotional well-being of the adolescent.
- *Avoid minimizing what the adolescent has said.* Phrases such as "it happens to many people", "it probably wasn't that serious" or "it already happened" may invalidate their experience and discourage future disclosures.
- *Avoid acting without institutional coordination.* Do not confront the alleged aggressors directly or make isolated decisions. If you preliminary identify someone as a possible trafficking victim, you must immediately refer them for protection and assistance following your institution's established protocol. If you do not have an institutional protocol, you should still follow the steps of trafficking victim protection, available here:

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

Section 3. Conducting an educational activity using IACTjoven. Step by step.

This section presents an outline to facilitate an educational activity with adolescents (ages 13–17) on trafficking in persons, using the content and interactive resources and tools available on the IACTjoven platform. This educational activity is designed to be implemented in educational or community settings. Each stage of the process includes clear methodological guidelines, suggested participatory activities, estimated times, required materials, and general recommendations.

This educational activity utilizes a methodological structure based on three key learning moments with adolescents, which allow the facilitator to organize activities in a dynamic, reflexive and progressive way, favoring the learning and active participation of adolescents.



Learning moment #1. Motivational activities.

The beginning of the educational activity is a key moment to create interest in the topic and to encourage positive group dynamics and interactions. Suggested activities activate previous knowledge, introduce the topic in an accessible way and prepare the group emotionally and cognitively for the subsequent work.



Learning moment #2. Participatory activities.

Utilizing participatory activities allows participants to learn and understand the information in depth, reflect and apply what has been learned about the topic, and to build new knowledge. In this educational activity, the suggested participatory activities allow participants to understand and build new knowledge on the topic of trafficking in persons, identify warning signs and risky situations, and understand where and how to see help. These activities use the interactive tools and resources available on IACTjoven (e.g. Mariana's WhatsApp conversation, the identify risks game, Teen Messages Gallery and the Directory of Services).



Learning moment #3. Reflection and closing activities.

At the end of the educational activity, it is important to reflect on what has been learned, so that participants can make their learning visible to themselves and to the facilitator. Proposed closing activities allow participants to make their learning visible, express emotions or concerns, and consolidate key messages for their protection and that of others in their environment.

Tailoring IACTjoven activities for especially vulnerable adolescents

When implementing educational activities on the prevention and protection of trafficking in persons with especially vulnerable adolescents (e.g. adolescent mothers, those outside the educational system, adolescents in conflict with the law, minors in shelters or under institutional protection), it is essential to adapt the methodological approach with sensitivity, respect and care. These groups of adolescents may have been exposed to various forms of violence, exclusion or neglect in their daily lives. As a result, the educational experience must be especially safe, empathetic, and non-judgmental. The use of materials on trafficking in persons can generate emotional reactions, trigger difficult memories or generate concern among those who have experienced similar situations. Therefore, facilitators should not only master the content, but also be prepared to assess the situation of these vulnerable adolescents and respond appropriately and sensitively. Facilitators must also be prepared to activate protection mechanisms when necessary.

Suggestions for facilitation with especially vulnerable adolescents include:

- *Create a safe and trusting environment*, establishing from the beginning clear rules of respect, confidentiality and mutual care.
- *Avoid assumptions or generalizations* about the group's life experiences. Start from a non-judgmental approach and avoid reinforcing stigmas or prejudices.
- *Use language that is clear, inclusive and adapted* to the group's level of understanding, avoiding technicalities or abstract explanations.

- *Validate all participations* without pressuring people to share personal experiences. The focus should be on reflection and collective learning.
- *Pay attention to emotional reactions* during the activity. If someone expresses discomfort or a need to talk, give them attention in private and act according to established protection protocols.
- *Consult technical or support staff in advance*, especially in institutionalized contexts, to know the particular situation of the group, its dynamics and eventual needs.
- *Adapt times, examples and activities* according to the characteristics of the group. For example, it may be necessary to reduce the amount of content in a single session or incorporate breaks to process the information.
- *Include examples and cultural references* close to the group's reality, avoiding materials that may be foreign, confusing or irrelevant.
- *Have updated information on protection routes and accessible support services* in the area, and make sure that adolescents know who to turn to in case they need them.
- *Evaluate whether to carry out the activity in its entirety or fragment the contents and work progressively*, according to the available support and the emotional context of the group.

Section 4. Sample IACTjoven educational activity

Workshop objectives

The main objectives of the **Learn, Prevent, Protect: What every adolescent should know about trafficking in persons** workshop are to:

- learn about trafficking in persons, including different forms of trafficking, who may be victims of this crime and tactics used by traffickers
- be able to identify and avoid risky situations that may lead to trafficking in persons
- learn how to seek help (for yourself or someone you know)

Below is an agenda with a description of each activity to be conducted. Each activity is explained in detail including:

- Learning objective
- Description of the activity
- Duration of the activity
- Materials needed
- Suggestions for facilitation

The PowerPoint presentation that accompanies this Facilitator Guide has been prepared for the facilitator to implement the below activities. This will allow the facilitator to easily locate the visual resources associated with each moment of the workshop, ensuring organization and clarity of the content during the educational activity with adolescents.

The estimated time for the complete implementation of the workshop is approximately 3 hours. However, facilitators may wish to spend more time on some activities and can extend the timeline accordingly. The workshop can also be divided into shorter sessions or adapted according to the context, the characteristics of the group or the topics that the facilitator wishes to prioritize. To facilitate this process, each activity includes a specific objective, which allows the contents to be selected and organized in a flexible manner, according to the educational purposes and needs of the participating group.

Sample workshop agenda

Approximate duration of the activity	Topic and methodology
10 minutes	Activity 1. Introduction to the workshop
15 minutes	<u>Activity 2. Icebreaker "Three Things About Me" (Group Activity).</u>
20 minutes	Activity 3. Exploring what we already know about trafficking in persons (Group Activity)
25 minutes	Activity 4. Understanding Trafficking in Persons (Presentation and Group Discussion)
25 minutes	Activity 5. Mariana Video (Group Activity)

Approximate duration of the activity	Topic and methodology
35 minutes	Activity 6. Identify Risk Game (Group Activity)
20 minutes	Activity 7: Where can adolescents go if they face a trafficking situation or need help? (Presentation and Group
15 minutes	Activity 8. Closing activity: "What every adolescent should know". (Group Activity)
10 minutes	Activity 9: Final tour of the IACTjoven platform (Presentation and group discussion)

Workshop activities

Activity 1. Introduction to the workshop

Learning objective:

- To introduce the workshop and the topics to be covered

Description:

- Before starting the workshop, introduce the workshop **Learn, Prevent, Protect: What every adolescent should know about trafficking in persons** and its topic and learning objectives. Clarify that trafficking in persons is a serious crime that can affect people in different contexts, even in their own communities, and that learning about this topic will allow them to understand what trafficking in persons is, identify risks and risky situations, and to know where and how to seek out help for themselves or someone they know who may be a trafficking victim.
- Explain that throughout the workshop they will use materials from IACTjoven, a mobile-friendly platform designed for adolescents that offers interactive games, videos, information, and useful resources. Being familiar with the platform will allow them to continue exploring these topics even after the workshop. Adolescents should be encouraged to use their personal phones to access the platform during the workshop.
- Explain that as the workshop is addressing sensitive and distressing topics, anyone who feels discomfort, distress or needs to speak up can do so in complete confidence in a safe and respectful space. Remind participants not to share names or information that could identify real people.

Suggestions for facilitation: If a disclosure of a possible risk situation or signs of trafficking arises during the activity, this should be addressed privately, discreetly and respectfully, and then activating the appropriate protection protocols.

Duration of activity: 10 minutes

Activity 2. Icebreaker

Below are two icebreaker activity options designed to encourage group integration and participation at the start of the session. The facilitator may choose the option they consider most appropriate, based on the time available, the size of the group, the characteristics of the participants, and the context of the activity

Learning objective:

- To reinforce group confidence, encourage listening, and foster a participatory and relaxed dynamic before getting into the main content.

Option 1. “Three things about me”

Description:

- To start the workshop, use an icebreaker activity to create an atmosphere of trust, closeness and willingness to participate. These brief dynamics help to reduce the initial tension, favor interaction among adolescents and allow establishing a climate of respect and listening.
- Each participant says his/her name and writes on a sheet of paper (or thinks out loud if there is no paper) three statements: two true and one false about him/herself. The rest of the group must guess which statement is false.
- For example:
 - I like rice pudding.
 - I have ridden a skateboard.
 - I am afraid of cats.
- The group guesses what the lie is and then the person reveals the correct answer.

Suggestions for facilitation:

- As the facilitator, it is important to model an open and respectful attitude, and to remember that no one person is obligated to share more than they are comfortable with.
- Make sure the atmosphere is respectful and playful, avoiding statements that may expose sensitive personal situations.
- If the group is large, you can organize the dynamic in subgroups.
- Whichever activity option you choose, it may spark laughter and surprise, helping to create a relaxed atmosphere and openness for the next part of the workshop to flow more smoothly and engage participants more effectively.

Option 2. "One step forward"

Methodology:

The icebreaker activity will be as follows:

The classroom space will be convenient for all participants stand in a circle. The facilitator indicates that she will ask a series of questions, and if the answer is positive, they should take a step forward. The facilitator takes advantage of each question to inquire more about each participant to get to know them better but also to have a general notion of the students' knowledge and perceptions of child trafficking in the area.

These are the suggested questions:

Take one step forward:

- Those who born in this community.
- Those who born in another country.
- Those who lives 30 miles or less from the school.
- Those who like to dance.
- Those who have older brothers or sisters.
- Those who practice any sport.
- Those who have a pet.
- Those who have ever felt unsafe around the school. (only if the person is attending school)
- Those who are ready to learn about child trafficking today.

Duration of activity: 15 minutes

Materials needed:

- No materials needed.

Activity 3. Exploring what we already know about trafficking in persons

Learning objective:

- To identify the group's prior knowledge about trafficking in persons to use as a starting point in developing activities.

Description:

- This activity assesses what adolescents know or have heard about trafficking in persons and related situations, based on previous experiences, news/media, social networks, etc. The objective is to activate previous knowledge and generate a first reflective approach to the topic.

- It can be initiated with a guided conversation through open questions that allow the group to express themselves freely and connect with the topic from their own referents:
 - Have they ever heard about trafficking in persons? Where have they seen or read about it?
 - Have they seen movies, series, news or novels where trafficking in persons is mentioned? What did they show?
 - What do they think "trafficking in persons" means? What words or situations do they associate it with?
 - Do they know if children or adolescents can be victims of trafficking? How do they think it happens?
- During the discussion, it is useful to write down key ideas on a whiteboard or flipchart so that they can be revisited later in the session. This activity helps to build a common starting point, identify stereotypes or misinformation, and guide the educational work toward a clearer and more contextualized understanding of the phenomenon.

Suggestions for facilitation:

- If during the initial activity the group does not have clear references about what trafficking in persons is, you can provide a brief and understandable explanation, adapted to the level of the group.
 - For example: "A minor is a victim of trafficking when someone recruits him/her or takes him/her somewhere or offers him/her things (such as money, food, gifts) to do what he/she wants, such as jobs he/she is too young for, sexual things or committing crimes such as selling drugs".
- To bring the topic closer to the group's experience and reality, you can give accessible and concrete examples:

- "Trafficking can start with a relationship on social networks, where someone gains the adolescent person's trust and then convinces them to do something that puts them at risk."
- "It can also start with a promise of work or study, which seems like a good opportunity but actually seeks to take advantage."
- "Sometimes, teenagers are manipulated by close adults or older partners, who feign affection or love to exert control."
- "It is also possible to be pressured by a family member or person you know."
- It is important to reinforce that minors are an especially vulnerable population, as they are at a developmental stage where are still learning to recognize risks, set boundaries, and make decisions autonomously.
- As you provide examples, observe the group's reactions and validate their input. You can use brief questions to encourage participation without forcing personal exposure. For example: "Have you seen anything like this on social media?" or "Do you think this could happen in your community?"
- Remember that it is essential to familiarize yourself with the resources and materials before conducting the activity, and to pay attention during the session in case any situation or comment arises that requires special attention or the activation of protection protocols.

Duration of activity: 20 minutes

Materials needed:

- Blackboard or flip chart
- Markers.

Activity 4. Understanding trafficking in persons

Learning objective:

- To introduce the topic of trafficking in persons and trafficking of children and adolescents to the group.
- To share an accessible and understandable definition of trafficking in persons for adolescents.

Description:

- This activity consists of a PowerPoint presentation in which the facilitator introduces the topic of trafficking in persons and, specifically, trafficking of children and adolescents.
- The facilitator makes the presentation, in which he/she explains:
 - What is trafficking in persons, including its components (act, means and purpose),
 - What is child trafficking, including its components (act and purpose)
 - The different forms of trafficking (sexual exploitation, labor exploitation, forced begging, forced and servile marriage, among others)
 - What is an improper relationship and how can it become a situation of trafficking in persons
 - Who can be traffickers and how do they control the victims
 - Who can be trafficking victims
- During the presentation, it is recommended to use clear, accessible and non-technical language.
- Details of the content to be presented by the facilitator are included in the PowerPoint presentation.

- After explaining what trafficking in persons is, the facilitator will play the stories videos of José, Ema, Eva, Sol, Marco, Nicolás (or select 2–3 to be played) to participants. Adolescents will be asked to listen to the stories and explain why this may be a case of child trafficking.
 - Is this a situation of trafficking in persons?
 - Why do you think so? What are the signs/evidence of this?
- Please see Annex #1 for the scripts for each video, as well as example answers to these questions.

Suggestions for facilitation:

- Remember to explain that trafficking in persons does not always involve physical violence but often occurs through emotional manipulation. You can provide the following example:
 - "A teenage girl meets an adult through social networks. He is kind, understanding and affectionate, gradually gaining her trust. He makes her feel special, promises her a serious relationship and offers her opportunities, gifts or financial support. However, behind these promises lies the intention to manipulate and sexually exploit her."
- Encourage participation through open-ended questions such as: "Could this happen in our community?" or "Have you heard any similar stories on social networks?"
- Record on paper or whiteboard any key ideas or questions that come up to revisit later.
- Remember that it is essential to familiarize yourself with the resources and materials before carrying out the activity, and pay attention during the session in case any situation or comment arises that requires special attention or the activation of protection protocols.

Considerations for the offline version:

- The videos and text of the life stories of José, Ema, Eva, Sol, Marco, and Nicolás can be found in the PowerPoint presentation.

Duration of activity: 25 minutes

Materials needed:

- Blackboard or flip chart
- Markers.
- Projector and presentation

Activity 5. Mariana's WhatsApp Conversation

Learning objective:

- To recognize warning signs related to trafficking in persons through the analysis of the Mariana WhatsApp conversation.
- To understand the importance of identifying these signs in real situations and how recognizing them can help protect against potential dangers.

Description:

- Access the link that will take you to Mariana's WhatsApp conversation on the IACTjoven platform:
<https://iactjoven.warnathgroup.com/identifique-el-riesgo/>
- Explain to the group that they will watch a video showing a simulated WhatsApp conversation between a teenage girl (Mariana) and an adult man (Daniel). Invite them to pay attention to how the conversation unfolds and what attitudes or phrases could be considered risky.

- When playing the video during an educational activity, the facilitator should periodically pause the video to ask adolescents to identify risks or share what they are observing. Suggestions for the facilitator:
 - Pause at 0:30 to ask adolescents what risks they notice. Possible red flags:
 - Mariana doesn't know Daniel, and he seems to be much older.
 - It's not normal or safe for adults to contact teenagers privately without a clear reason.
 - When someone reaches out like that and doesn't explain how they got your number, it's suspicious and can be dangerous.
 - Pause at 1:05 to ask adolescents what risks they notice. Possible red flags:
 - Daniel is telling Mariana she is very pretty even though he doesn't know her. Compliments like "you're very pretty" from someone she's never met are a way to gain trust fast, that can be part of a manipulative tactic.
 - Daniel is asking her to meet at a secluded location. Meeting a stranger in a secluded place is extremely risky.
 - Daniel is trying to meet Mariana alone, which could put her in danger.
 - Pause at 1:19 to ask adolescents what they are observing. Possible red flags:

- Daniel is trying to make Mariana feel special and unique. Someone who wants to make you feel special right away might be trying to build an emotional connection and trust quickly, not necessarily because they care, but because they want something from you. Trust and connection take time, and Mariana doesn't know Daniel well enough to believe everything he says.
- The facilitator might ask: "Do you think that after just one afternoon together that Mariana can really trust Daniel?"
- Pause at 1:26 to ask adolescents what risks they notice.
Possible red flags:
 - Daniel purchased alcohol for Mariana and she is a minor. The facilitator should emphasize how dangerous it is for an adult, whom Mariana barely knows, to offer her alcohol. It's illegal and unsafe for adults to give alcohol to minors. Offering alcohol is a way to lower someone's guard or push them into uncomfortable situations. That's a huge red flag, especially coming from someone Mariana barely knows.
- Pause at 1:44 to ask adolescents what risks they notice.
Possible red flags:
 - Mariana has been lying to her mother. No one else is aware of the situation that Mariana is in and that if something were to happen to her no one would know. Keeping secrets from trusted adults is risky. If no one knows where Mariana is or who she's with, it becomes harder to protect her if something goes wrong. Lying about the situation is a sign that something isn't right.
- Pause at 2:03 to ask adolescents what risks they notice.
Possible red flags:

- Daniel has given Mariana a bracelet. Gift giving is a common tactic used by traffickers to manipulate victims and gain their trust. Traffickers sometimes use gifts to make their victims feel obligated, appreciated, or tied to them. It seems nice, but it's often a way to create emotional attachment or control. That's part of a grooming process.
- Pause at 2:14 to ask adolescents what risks they notice.
Possible red flags:
 - Daniel is using affectionate language (“mi amor”) as if they are in a romantic relationship and that he has invited Mariana to his house. Daniel is an adult and Mariana does not know who else lives at his home. There may be other adult males present, making the situation even riskier for Mariana.
 - The facilitator should guide students to reflect on the potential dangers of this invitation, such as the risk of sexual assault, being drugged, being pressured to consume drugs or alcohol, or being forced into other bad situations.
- Pause at 2:28 to ask adolescents what they are observing. Possible red flags:
 - Mariana seems unsure in her reply and points out that she will have to lie to her mother again. This indicates that she is being pressured into a situation that makes her uncomfortable, which is a red flag. Mariana's discomfort shows she's starting to feel unsure, but Daniel is pressuring her to continue lying. When someone makes you feel like you have to do something that feels wrong, that's a clear warning sign of manipulation.
- Pause at 2:35 to ask adolescents what risks they notice.
Possible red flags:

- Daniel's reply is emotional manipulation. By saying "I thought you loved me", Daniel is trying to guilt or pressure Mariana into doing something that she may not want to do. That's not love or care, that's control.
- Pause at 2:50 to ask adolescents what they are observing. Possible red flags:
 - Mariana says "I love you" even though she doesn't really know Daniel, which shows that she may be getting emotionally attached too quickly and that she says she will find a way to get to his house "no matter what" means she's emotionally involved in a way that could cloud her judgment. That's what emotional grooming can do.
- Pause at 3:04 to ask adolescents what they are observing. Possible red flags:
 - Daniel is using very intense and romantic language to make Mariana feel special and emotionally tied to him. This kind of language from an adult is manipulative when used with a minor he barely knows.
- Pause at 3:23 to ask adolescents what they are observing. Possible red flags:
 - Daniel is using very intense language that creates emotional pressure.
 - He is also justifying an improper relationship with Mariana by saying "you are too mature to be in high school".
 - These are manipulation tactics used by adults to blur boundaries, gain trust, and exert control over minors. It is a way of making Mariana feel special, but it's actually an excuse for improper relations. It's a red flag that the adult is trying to justify an unhealthy, exploitative and illegal relationship.

- Pause at 4:06 to ask adolescents what they think about this. Possible red flags:
 - By telling Mariana that he is in danger after he has made her feel special and loved, he is manipulating her to make her feel worried, scared, and like she has to help him.
 - The facilitator should remind adolescents that Mariana is a minor and Daniel is an adult. This tactic is commonly used by traffickers to build emotional dependency through flattery and romantic words and then to introduce a crisis to make the victim feel responsible for helping.
- Pause at 5:10 to ask adolescents what risks they notice. Possible red flags:
 - Mariana feels desperate to help Daniel and Daniel has now introduced a situation that sounds like sexual exploitation. Now the situation is escalating, Mariana feels like she has to help him because of the emotional attachment he's built. This is extremely dangerous and is how trafficking situations often unfold.
- Pause at video end ask adolescents what red flags they noticed throughout the video, what they would tell Mariana to do to avoid these risks, and what safe adults could do to help Mariana avoid risks like these.
- The facilitator can raise other aspects for consideration – for example,
 - Mariana may not be Daniel's only victim (Daniel could be talking to other girls with the same pattern, recruiting them for sexual exploitation using these tactics).

Suggestions for facilitation:

- Discuss with the group that many times a trafficking in persons situation can begin with a relationship that appears to be romantic or affectionate, especially when there is an improper relationship, i.e., a relationship between an adolescent and an adult who takes advantage of the difference in age, maturity or power. These relationships may seem consensual at the beginning, but in reality they are marked by an imbalance that puts the rights and well-being of the minor at risk. Explain also that improper relationships are against the law.
- It is important to explain that trafficking in persons does not always begin with direct physical violence or situations such as kidnapping; rather, it often begins with promises, affection or gifts as a form of emotional manipulation. When a relationship of this type progresses to exploitation, isolation, control or pressure to perform acts that the adolescent does not want, it may be a situation of trafficking in persons.
- Help the group reflect on how these signs can go unnoticed if not openly discussed, and reinforce the idea that recognizing these risks early can make a difference in protecting oneself and others.
- Remember that it is essential to familiarize yourself with the resources and materials before conducting the activity, and to pay attention during the session in case any situation or comment arises that requires special attention or the activation of protection protocols.

Considerations for the offline version:

- The content of Mariana's WhatsApp conversation appears directly in the PowerPoint presentation in two versions: the video embedded in the slide or in case you have problems with playing the video, the images of the WhatsApp conversation also appear so that the facilitator can read each message.

Duration of activity: 25 minutes

Materials needed:

- Projector and presentation.

Activity 6. Identify Risk Game

Learning objective:

- To identify red flags related to trafficking in persons through everyday situations faced by adolescents
- To promote critical analysis about decisions that may increase risk or offer protection

Description:

- During this activity, the facilitator will access the Identify Risk Game through the corresponding link, which is part of the interactive resources of the IACTjoven platform <https://iactjoven.warnathgroup.com/identifique-el-riesgo/>
- The facilitator will explain that this game aims to identify warning signs related to trafficking in persons through situations that may seem everyday but involve significant risks.

- Teenagers who so wish and have access to a cell phone will be able to scan the QR code to follow the game from their own devices. However, considering that not everyone may have access, the facilitator should project the game on the screen so that the whole activity can be done in a group and inclusive way.
- Once inside the game, they will find a total of six different scenarios. Each scenario presents a situation that could realistically be experienced by an adolescent.
- The facilitator should read each scenario aloud and verify that all participants understand the content.
- The facilitator then should press the arrow at the bottom right of the screen, where a question will appear asking for possible decisions in that situation. Incorrect answers are those that increase risk – the correct answer is the response that favors the safety and well-being of the adolescent.
- The facilitator should lead a group discussion, inviting participants to reflect on the options:
 - Which option do you believe is safest and why?
 - What risks might the other choices involve?
 - How might an adolescent interpret each of these responses?
- Once the discussion concludes, the group should advance to reveal the correct answer and reads the platform's explanation clearly highlighting which was the warning signal or red flag present in the scenario.
- The facilitator can reinforce learning by emphasizing:
 - The specific red flag that was present in the scenario
 - The potential consequences of poor decision-making
 - The importance of recognizing manipulation, pressure, or false promises
- This process is repeated with all six scenarios in the game.

Suggestions for facilitation:

- Be sure to explain that the game does not evaluate (is not a test) but rather serves to help participants learn and reflect together.
- Model an attitude of openness, listen actively and validate all group participation.
- Reinforce that decisions that seem harmless can also involve risks, and that trafficking in persons does not always present itself in an obvious way.
- Encourage the group to think about how they or their friends would act in order to link what they have learned to their daily reality.
- End by emphasizing that identifying warning signs early can help protect oneself and others.
- Remember that it is essential to become familiar with the resources and materials before carrying out the activity, and to pay attention during the session in case any situation or comment arises that requires special attention or the activation of protection protocols.

Considerations for the offline version:

- The risk game is available in the PowerPoint presentation.

Duration of activity: 35 minutes

Materials needed:

- Projector and presentation.

Activity 7: Where can adolescents go if they face a trafficking situation or need help

Learning objective:

- To provide clear and accessible information about protection and assistance services available to adolescents in situations of trafficking or other forms of violence.
- To promote awareness of support and assistance resources including in their local area whenever possible.

Description:

- The facilitator will explain to the group that a key part of protection from trafficking in persons is knowing where to turn if they need help, either for themselves or for someone they know, whether as victims or when in an at-risk situation.
- To do this, the facilitator can show the "Get help" section of the IACTjoven platform or ask participants to access it directly <https://iactjoven.warnathgroup.com/obtenga-ayuda/>
- Tell the group that in this section they will find a Directory of Services with information on public institutions and organizations that provide care, guidance and protection to adolescents in different parts of the country.
- Explain that these institutions and organizations exist to help children and adolescents who need help (including trafficking victims but also others) and that they, as adolescents, have a right to this assistance and support. Explain that that Directory of Services provides the following information for each institution or organization: the name of the institution/organization, where it is located, what assistance is provided, who is eligible for this assistance and how to contact them.

- Invite the participants to explore the contents and identify what services are available in their province or canton, and where they can go in case of an emergency, need for emotional support, legal advice or guidance in a situation of violence or trafficking,
- After reviewing the Directory of Services, facilitators should view one of the stories available on the Landing Page, such as José, Ema, Eva, Sol, Marco, or Nicolás:
<https://iactjoven.warnathgroup.com/>
- Ask participants to put themselves in the place of this adolescent and consider what they would do to find help. Participants should be asked:
 - What would you recommend this adolescent do
 - Where could they go for help?
- Following this discussion, have the group work together to collaboratively identify the appropriate resources in the Directory of Services that align with the needs of the character.
- After identifying the necessary support and protection resources close the activity by reinforcing that:
 - asking for help is a right and is part of taking care of oneself
 - there are responsible adults and institutions whose job it is to listen, support, and protect
 - adolescents may also find trusted support in teachers, school counselors, relatives, church leaders, or helplines
- The facilitator can also share a pdf version of the Directory of Services designed specifically for children and adolescents that explains what child and adolescent trafficking is, describes the help that trafficking victims and their families can receive in Costa Rica, and provides the contact information for service providers in Guanacaste, Puntarenas, and San José.

This pdf can be saved to a phone or device:
<https://aprendizaje.warnathgroup.com/wp-content/uploads/2024/05/Informacion-y-servicios-para-ninas-ninos-y-adolescentes-victimas-de-trata-de-personas-Mayo-del-2024.pdf>

Suggestions for facilitation:

- Validate that the group understands the difference between public institutions, NGOs or community spaces, and what type of help they offer.
- Reinforce that they can turn to teachers, counselors, trusted family members, organizations, churches or telephone lines if they need help.
- Remind the group that they are not alone and that identifying support resources is an essential part of their protection.
- Remember that it is essential to become familiar with the resources and materials before conducting the activity, and to pay attention during the session in case any situation or comment arises that requires special attention or the activation of protection protocols.

Considerations for the offline version:

- In the PowerPoint there is a section where the facilitator guides the participants with the presentation through the routes to refer and report Trafficking in Persons (TIP).
- The videos and text of the life stories of José, Ema, Eva, Sol, Marco, and Nicolás can be found in the PowerPoint presentation.

- It is necessary for the facilitator to have the pdf version of the directory of services downloaded to the computer, to share digitally on the screen and also, if possible, to share the file with the participants, for example by WhatsApp. Similarly, if the institution has printed copies of the directory of services, they can share them with the participants for this activity.

Duration of activity: 15 minutes

Materials needed:

- Projector and presentation.

Activity 8. Closing activity: "What every adolescent should know"

Learning objective:

- To reflect on learning from the educational activity.
- To organize the learning acquired during the experience, from the group's perspective.

Description:

- This activity aims to synthesize what has been learned throughout the workshop and provide a space for participants to share their main ideas on the topic.
- Go to the section "Explore the gallery of messages from adolescents", located in the "Identify the Risk" section of the IACTjoven platform:
<https://iactjoven.warnathgroup.com/identifique-el-riesgo/>
- The gallery includes real examples of messages written by other teenagers in the context of similar educational experiences. These messages reflect ideas, reflections and lessons learned about trafficking in persons, and can serve as inspiration to motivate group participation, promote personal expression and reinforce the concepts addressed during the workshop.

- To do this, the facilitator should give each participant a post-it note or a small sheet of paper and asks them to write down one or more ideas, concepts or lessons learned that they consider important and that would be worth sharing with other adolescents about trafficking in persons.
- Once they have finished, they are invited to post their contributions on the blackboard or on a poster board placed in a visible place in the classroom. Next, a collective reading of what has been written is done, promoting an open conversation about the messages that are most repeated, surprising or thought-provoking.
- To conclude, the facilitator should summarize the key lessons learned, thank the group for their participation and invite each adolescent to share what they have learned in their own spaces, thus contributing to the prevention and awareness of trafficking in persons.

Suggestions for facilitation:

- Emphasize that every opinion is valuable, and that this activity is a way to close the process by listening to the voice of the group.
- You can read aloud some of the written ideas (respecting anonymity if they wish) and use them as a starting point for further reflection.
- Value the learnings shared and reinforce key concepts seen during the workshop, such as warning signs, asking for help, and the role of the community in prevention.
- If time is available, you can take a photo of the post-it mural and share it with the group as a symbolic reminder of the process.
- Conclude by reinforcing the message that being informed, talking about the issue and supporting others is part of active prevention of trafficking in persons.

Duration of activity: 20 minutes

Materials needed:

- Projector and presentation
- Paper or post-its
- Pens
- Tape

Activity 9: Final tour of the IACTjoven platform

Learning objective:

- To review the IACTjoven platform one last time to ensure that all adolescents know how to access it and what kind of information they can find on the platform and where
- To reinforce the usefulness of the IACTjoven platform as a tool for learning, reference and protection.

Description:

- The facilitator explains that, as part of the closing of the workshop, there will be a brief final tour of the IACTjoven platform. This platform contains materials, games, videos, and interactive resources on trafficking in persons, and is designed so that adolescents can consult it at any time, from their phone or computer.
- The main page should be projected on the screen, highlighting the three main sections: LEARN, IDENTIFY RISK and GET HELP. Those with mobile devices are invited to scan the QR code that will take them directly to the platform or manually enter the following link:
<http://iactjoven.warnathgroup.com/>

- Adolescents should be encouraged to save the page as a favorite in their browser or take a screenshot of the QR code.
- In closing, it is reinforced that the platform can be consulted at any time, whether to resolve doubts, review warning signs, play again or seek help. It is a reliable, safe and age-appropriate tool that can make a big difference when facing a risky situation or accompanying someone else.

Suggestions for facilitation:

- Make sure that all participants can see the platform and have access to the link or QR.
- If someone has technical difficulties, provide support so that they can save the link or access it later.
- Reinforce the message that viewing the platform is not only useful, but also an act of protection and self-care.
- Emphasize that they can re-watch the videos, reflect on the stories and share the resources with friends or trusted adults.
- You can close by asking: What part of the platform did they find most useful or interesting?

Considerations for the offline version:

- For the offline version, it is not necessary to perform this activity.

Duration of activity: 10 minutes

Materials needed:

- Projector and presentation

I told him I was trying to stop using drugs. He said I could get help for free, no judgment, no police, just help. He said they'd take care of me. At IAFA, I met a psychologist. I was nervous at first, but she didn't treat me like I was broken. I told her everything about the boss, the hotel, the things I had to do. She listened. She didn't look away. She told me something I'd never heard before: "José, this isn't your fault. What happened to you is called trafficking. And it's wrong."

She called someone from PANI, a social worker, and suddenly, things started to change. I wasn't just some kid on the street anymore. I was someone they were fighting for.

They even reached out to my mom. She came to see me. I don't know where my story is going next. But for the first time in a long time, I feel like I'm not alone.

- **Is this a situation of trafficking in persons?**

Answer: Yes, this is a case of trafficking for sexual exploitation and forced illicit activities (José is forced to sell drugs).

- **Why do you think so? What are the signs/evidence of this?**

Example answers: José feels like he has no choice. José doesn't want to meet men at hotels or sell drugs but he has no other options to survive.

Annex #1. IACTjoven Videos.

Stories of adolescent experiences of trafficking in persons



José

My name is José, I'm 15. About a year ago, I ran away from home. My stepdad... he did things I don't even want to talk about. Things that made me feel scared, ashamed, and just... done. I had no other family to go to, so I ended up on the streets. Cold nights, empty stomach, I wanted to give up.

Then I met some other kids. They seemed like they had it figured out – a place to sleep, food, people who had their backs. One of them said, “You can stay with us, but you gotta work for the boss.” Selling drugs. It was survival. I felt like I finally had some control. But the boss – he didn't care about us. If I didn't make enough money, he'd send me to this hotel. Told me I had to meet men. I didn't want to. But I didn't feel like I had a choice. One day, the guy at the hotel front desk handed me a small card. It said, “For kids who need help.” I needed help, but I was too nervous about getting in trouble for selling drugs. And I didn't want anyone to know I was sleeping with men for money. The card had a number on it “IAFA” or something like that. I shoved it in my pocket. Part of me wanted to call, but another part of me was scared. What if I got arrested for selling drugs? What if they found out about the other stuff? I dialed the number a few times but always hung up. My heart would pound, and I'd freeze. What was I even supposed to say? Then one day, I didn't hang up. I stayed on the line. A guy answered, calm and kind.



Ema

My name's Ema, I'm 15, and like... life hasn't exactly been easy. I live with my family, and money's always tight. So when my best friend Paula said she knew a way to make some cash, I told her I was interested. She took me to this woman named Alejandra. Super confident, well-dressed, like she had everything under control.

Alejandra said I could make "easy money" by going on dates with tourists. Paula was already doing it. She even showed me gifts she'd gotten, a phone, new sneakers, makeup kits. It all looked... nice. Tempting.

And I really wanted to help my family. I wanted to feel like I mattered, like I could do something. So... I said yes. Alejandra set everything up. I didn't really have to think, she just told me where to go and when. And every time, I had to give her half of what I earned. My parents? They had no clue. I told them I was helping a friend at her store. When I brought money home, they smiled. They were proud of me. But then one day, everything changed.

Paula had a really bad "date." She ended up in the hospital. Seeing her like that... it shook me. I told Alejandra I wanted out. She flipped, said I owed her money. That if I stopped, she'd tell my parents I was a prostitute. I felt trapped. Like I couldn't breathe. I cried for days.

At school, I couldn't hide it anymore. One of the school counselors noticed. She asked if I was okay. I didn't want to talk at first, but she was kind. She made me feel safe. So I told her. About Alejandra, About Paula, About everything. She looked at me and said, "Ema, what happened to you... that's trafficking. It's a crime.

And it's not your fault." She contacted a social worker from PANI. They asked questions, listened without judging. They even helped me talk to my parents. I thought they'd be furious. But they weren't, they were shocked, worried, but they supported me. Now, things are different. I go to therapy. My family's getting help too. We're not all the way there, but we're moving forward. Sadly I haven't heard anything from Paula, she disappeared and police are still looking for her, we don't even know if she is still alive.

- **Is this a situation of trafficking in persons?**

Answer: Yes, this is a case of trafficking for sexual exploitation.

- **Why do you think so? What are the signs/evidence of this?**

Example answers: Ema is under age 18 and she is having sexual relationships with tourists for money, this is sexual exploitation. Ema has to give money to Alejandra, which means that Alejandra is benefiting from Ema having sexual relationships with tourists. Ema is scared, especially after her friend Paula is hurt. Ema feels trapped. Alejandra tells Ema that she owes her money.



Eva

Hi, I'm Eva. I'm 19 now. But when all of this happened I was 16 years old, scared, and totally alone. I'm from Nicaragua. Back home, there was like nothing. No job. No way to study. No future. That's why my cousin Angela convinced me to come to Costa Rica.

She said she had a job for me as a domestic worker, and it sounded like a good chance to help myself and my family. Angela arranged everything. A coyote helped me cross the border.

When we arrived in Costa Rica, Angela took me to a house and introduced me to a man named Carlos. He was much older than me. She said I would stay there and work for him, clean the house, take care of his parents. I didn't know anyone else, so I stayed. After a few weeks, I asked Carlos about my salary. That's when things got scary. He told me he had bought me from Angela, that I was his wife. He showed me a paper with a stamp and said it was our marriage certificate. I didn't understand what was happening. I told him I wanted to leave, but he said if I went to the police, they would arrest me because I wasn't supposed to be in Costa Rica. Carlos told me that I had to be his "proper wife." He started forcing me to have sex with him. I felt disgusted. I hated him. I wanted to run away, but I had no way to contact my parents, no friends, no money. I didn't even know how to ask for help.

One day, I was watching a TV program about a girl in a situation like mine. She had also been tricked and trapped. The show said it was called “child trafficking”, and that if something like that was happening, you could call 9-1-1 to get help. One afternoon, when Carlos was at work and his parents were napping, I saw his mother’s cellphone on the table. I picked it up and called 9-1-1. I was nervous, but I explained my situation as best I could. I didn’t know the address of the house, but I could see the name of a soda (a small shop) and a big tree through the window. It was just enough for them to find me. A police officer came with a social worker. They took me to a shelter. At the shelter, I felt safe for the first time in a long time. The social worker contacted my parents in Nicaragua and they’re helping to arrange my return home. What happened to me wasn’t my fault. I was lied to, trapped, and hurt. Now, I’m getting help, and little by little, things are getting better. I’m not the same girl I was when I arrived in Costa Rica. I’m stronger now. And I want other girls to know: you’re not alone.

- **Is this a situation of trafficking in persons?**

Answer: Yes, this is a case of trafficking for forced marriage and sexual exploitation.

- **Why do you think so? What are the signs/evidence of this?**

Example answers: Eva was tricked into a marriage with Carlos. Eva feels trapped. Eva is being forced to work for Carlos and to have sex with him.



Sol

My name is Sol, I'm 17, and a few months ago, everything changed for me. It started when my friend told me about a photographer named Jorge. She said he was looking for swimsuit models and that he paid well. I really wanted a new phone, so I agreed to go with her to a photoshoot at this fancy house.

When we got there, Jorge gave me lingerie instead of a swimsuit. I didn't feel like I could say no. I didn't want to cause a scene or make anyone mad. So I stayed quiet and posed for the pictures. After the shoot, Jorge gave me 40,000 colones. I told my friend it wasn't enough for the phone I wanted. Jorge overheard and said, "If you come back, I'll give you a new phone." So, I went back. He gave me an expensive phone. But then he told me I had to work to pay it off. I asked what he meant, and he said I just had to do video calls with men, and follow whatever instructions they gave me. I started going to the house most days. During the calls, the men would ask me to do sexual things, things that made me feel really uncomfortable. Jorge said I had no choice because I still "owed him" for the phone. Sometimes, he stayed and watched. I didn't feel safe. But I didn't know how to get out of it. One day, when I arrived at the house, a Health Inspector was there fumigating for mosquitoes. She asked me if I lived there. I froze. Before I could answer, Jorge came outside and said I was his girlfriend. He spoke rudely to her until she left. Later that day, after I was done with the video calls, I was walking home and I saw her again.

She was standing near a soda down the street. She had been waiting for me. She said she was worried and handed me a pamphlet. It was about something called trafficking in persons. As I read it, I realized, this sounded a lot like what Jorge was doing to me. The pamphlet had contact numbers for PANI and organizations that help young people in situations like mine. I decided to call one of them, an NGO. The people at the NGO believed me. They helped me. And for the first time, I felt like I wasn't alone. I blocked Jorge so he can't contact me anymore. And I made another decision too, I talked to a prosecutor. Because I don't want Jorge to ever hurt another girl the way he hurt me.

- **Is this a situation of trafficking in persons?**

Answer: Yes, this is a case of trafficking for sexual exploitation.

- **Why do you think so? What are the signs/evidence of this?**

Example answers: Jorge tricked Sol by giving her a phone and then telling her she owed him money for it. Sol doesn't feel safe. Sol doesn't know how to get out of this situation. Men are paying to watch Sol do sexual things on video cameras, which is sexual exploitation.



Marco

Hi, I'm Marco and I'm 14. When I was little, my mom passed away. Since then, it's just been me, my dad, and my grandma. I used to live with my grandma and go to school, but last year everything changed. It was pineapple harvesting season, and my dad took me with him to work on a pineapple farm.

He said we needed the money, and I wanted to help. We're from Costa Rica, but most of the other workers were from Nicaragua. The boss was mean to everyone, always yelling, always angry. Sometimes he said awful things to my dad and me because of our skin color. It hurt, but we didn't say anything. It was hot on the farm. Like really hot. We worked more than twelve hours a day, every day. The chemicals in the field burned my eyes and my hands, but my dad told me not to complain. When the season ended, my dad got a job on another farm. The boss asked if I could stay. My dad agreed, even though the boss said he couldn't pay me much because I was underage. My dad said he'd be back in a few months. So I stayed behind. After he left, everything felt harder. I couldn't sleep. I didn't know anyone. I had no one to talk to or trust. And when payday came... everyone else got their money. I didn't. I texted my dad on WhatsApp and told him. He just said to keep working and not get into trouble. So I did. Even though it didn't feel right. Then one night, I got a message from an old friend from school. He had seen a video in class about a boy like me, working on a pineapple farm. The video said that what was happening wasn't just unfair... it was a crime called child trafficking. My friend said I should get help. All I had to do was call 9-1-1. I felt scared to call so I thought about it for a while. But when payday came again and I didn't get anything, I decided I would try.

One night, while everyone was sleeping, I snuck away with a phone and I called. The police came. They arrested the boss. Turns out there were other boys like me on the farm too, some even younger, from Nicaragua. We all went to PANI. Now, I'm back with my grandma. I feel safe again. My dad apologized. He told me he doesn't want me to work on a farm anymore. He hopes I'll become an engineer someday. And now? I'm back in school. I'm studying hard. Because I know I deserve more. And I'm not going to give up.

- **Is this a situation of trafficking in persons?**

Answer: Yes, this is a case of trafficking for labor exploitation.

- **Why do you think so? What are the signs/evidence of this?**

Example answers: Marco is too young to be legally working in Costa Rica, which is a form of labor exploitation. Marco is alone after his dad leaves, which means the boss can easily take advantage of him. Marco is not being paid for his work. Marco doesn't feel like he can leave the situation.



Nicolás

My name is Nicolás. I'm 15 years old. Last year, things got really bad with my family and so I started staying with my friend Ronald's family. That's how I met Angela. She was friends with Ronald's stepmom. Angela was older and nice to me. When she heard about my situation she gave me some money.

It was crowded at Ronald's house so Angela told me I could stay in her extra room, in exchange for helping her with errands and small jobs. I moved in with Angela. At first, things felt okay. I helped around her apartment, watched TV during the day, and waited for her to get home at night. Over time, Angela and I got closer. She said we were a couple, that she loved me. And I started to believe it. But one night, she came home with another man. That's when everything changed. Angela told me that we couldn't afford rent and that I needed to have sex with this man to help out. She said, "If you love me, you'll do this for me." I felt trapped. I didn't want to, but I didn't have any other place to go. And I thought I loved her. So I said yes. After that, more men started coming over. Angela would say, "Just one more time". But it kept happening. I didn't feel like a person anymore. Then I got sick, an infection. One of the men had passed it to me. Angela told me to go to the hospital to get medicine. But she warned me: "Don't say anything, or we can't be together anymore." At the hospital, the doctor checked me out and started asking some questions. I stayed quiet. I thought he'd get angry. But he didn't. He said, "I'm going to bring someone who you might feel more comfortable talking to." A woman came in. She said she was a social worker. She didn't push me. She just talked to me like a regular person, like I mattered.

After a while, I opened up and told her everything. She looked at me and said, “Nicolás, this isn’t love. What’s been happening to you is illegal. It’s called child trafficking. And it’s not your fault.” She told me about PANI and how they could help. Now I’m in a safe place, a temporary home where I get to eat, rest, and feel okay. I’m taking medicine for my infection and seeing a therapist who actually listens. I’m even getting ready to go back to school. I don’t know yet if I’ll go home. That’s still being figured out. But for now... I feel better. I feel seen. And I know there are people who will help me and accept me for who I am.

- **Is this a situation of trafficking in persons?**

Answer: Yes, this is a case of trafficking for sexual exploitation.

- **Why do you think so? What are the signs/evidence of this?**

Example answers: Nicolás is in an improper relationship with Angela, who is taking advantage of him. Angela is pressuring Nicolás to have sexual relationships with men for money. Nicolás says he doesn’t feel like a person any more. Nicolás doesn’t have any other place to go so he feels stuck in this situation.

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