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List of indicators for a preliminary identification of pupils who are potential victims or at risk of human trafficking

Human trafficking constitutes the grossest violation of human rights and one of the most serious criminal acts. The system of education and upbringing has the task to provide for a safe and stimulating environment for growing up and development of pupils, as well as for the protection from all the forms of violence, abuse, and neglect. Human trafficking is one of the most complex and the most serious forms of violence to which children, or pupils and young people may be exposed.

The role of educational and upbringing institutions within the context of the protection of pupils from human trafficking is reflected in:

- Engaging in preventive activities for the purpose of strengthening of competences for recognition of the phenomenon of human trafficking, risks, and methods of the protection;
- Timely recognition of the risk of potential involvement of a pupil in the human trafficking chain;
- Timely intervention if a pupil has already been exposed to some form of human trafficking;
- The provision of support to the pupil in the process of reintegration, after he/she has been exposed to any of the forms of human trafficking.

Due to daily contacts with pupils, teachers and staff associates are among the first ones who may observe some of the signs that point to an increased risk of or potential involvement in any of the forms of human trafficking.

Vulnerability factors are important for understanding the phenomenon of human trafficking because they most often represent different forms of violation of the rights of a child. Those factors are the risks that may give rise to the entry of the pupil into the chain of exploitation and, due to that, they call for their monitoring within the institution. If some of vulnerability factors are identified, a timely response of the institution is necessary, which implies monitoring, detailed evaluation of the behaviour and the situation and, as required, also providing information to and involvement of other institutions in compliance with the procedures prescribed by the Rulebook on the Protocol of Treatment at the Institution in Response to Violence, Abuse, and Neglect (domestic violence, neglect, etc.). The monitoring within the institution implies additional collection of information and provision of support to the pupil. If, for instance, the pupil is frequently late to school or plays truant unexcused, or is often not concentrated in a class, looks exhausted, worn out, a decline in his/her educational achievement is noticeable, it is necessary to collect the information and to establish the reasons for such behaviour and to undertake further measures in line with that. The institution is obliged to recognize and monitor vulnerability factors and weak indicators that may point to possible human trafficking.

Vulnerability factors are not specific to human trafficking *per se* and may also be connected to some other phenomena or conditions to which the institution is certainly obliged to react (the protection from violence and neglect, truancy, problems in learning, etc.). Examples of the most

common vulnerability factors are: poverty, affiliation to vulnerable groups, migrant/refugee status, exposure to violence and discrimination, domestic violence, neglecting the needs of the pupil, social isolation, mental and physical disabilities of the pupil, abuse of psychoactive controlled substances, and proneness to various forms of antisocial behaviour.

The indicators for a preliminary identification of victims of human trafficking constitute the guidelines for the system of education and upbringing that point to the existence of situations or circumstances related to the phenomenon of human trafficking.

In view of the fact that human trafficking is a complex phenomenon, there are no characteristic signs or indicators of human trafficking. Majority of indicators may point to violence and neglect of the pupil, domestic violence, physical and/or mental disabilities, and different forms of risky behaviour of the pupil. Presence of one or more indicators in itself does not have to indicate that the pupil is involved in the human trafficking chain. The Centre for Human Trafficking Victims Protection¹ makes a formal identification of victims of human trafficking while educational and upbringing institutions have their respective roles in the process of a preliminary identification of victims of human trafficking. The preliminary identification is related to the assessment of the existence of the risk that the pupil is a victim of human trafficking, but it does not imply the verification that the pupil is a victim of human trafficking.

Depending on their intensity, indicators are ranked as the indicators of weak, moderate, and strong intensity (1 - weak indicator, 2 - moderate indicator, and 3 - strong indicator):

- 1 – Weak indicators are general, indicating the existence of specific difficulties, problems in the behaviour of the pupil, which do not necessarily have to point to human trafficking;
- 2 – Moderate indicators point to human trafficking to an increased extent;
- 3 – Strong indicators point to human trafficking to the fullest extent.

Indicators are grouped into the following areas:

1. Pupil's behaviour
2. Pupil's communication and relations with others
3. Pupil's physical appearance and dressing style
4. Pupil's health
5. Family and living conditions.

Attached hereto is the list of indicators for a preliminary identification of pupils who are potential victims of human trafficking. When applying the list of indicators, it is necessary to mark the indicators for which it has been assessed that they are related to the schoolboy/schoolgirl and to undertake further measures and activities in line with the Rulebook on the Protocol of Treatment at the Institution in Response to Violence, Abuse, and Neglect. In compliance with the Rulebook, the director of the institution is obliged, if there is a suspicion or information that the pupil is involved in any form of human trafficking, to notify the service in charge of the identification of and support to victims of human trafficking about it, i.e. the Centre for Human Trafficking Victims Protection, the competent centre for social work, and the police.

The guidelines for application of the list of indicators and further actions:

- If specific risk factors and/or a fairly small number of weak indicators relative to the entire list are identified, it is necessary to monitor them and to undertake measures and activities within the institution in compliance with the legislative regulations.

¹ The Centre for Human Trafficking Victims Protection is within the competence of the Ministry of Labour, Employment, Veteran and Social Affairs. Contacts of the Centre for Human Trafficking Victims Protection: <http://www.centarzztlj.rs> and centar@centarzztlj.rs

- If minimum three indicators are identified in relation to the entire list of indicators, regardless of the area and the degree of their intensity, consultations with the Centre for Human Trafficking Victims Protection are necessary for the purpose of undertaking of further measures and activities.
- If minimum three indicators are identified relative to the entire list of indicators (irrespective of the area), out of which one is a strong indicator (3 – strong indicator), the institution needs to notify the Centre for Human Trafficking Victims Protection, the competent centre for social work, and the police.

I PUPIL'S BEHAVIOUR		
The schoolboy/schoolgirl often arrives late to school, plays truant or quits school		
1.	The schoolboy/schoolgirl plays truant for several days, at the time of seasonal jobs in the beginning and/or in the end of the school year.	2
2.	The schoolboy/schoolgirl plays truant for a longer period of time unexcused and there are indications of his/her dropping out of school.	2
The schoolboy/schoolgirl is not doing well at school or has an abrupt decline in performance as compared to the potential he/she has		
3.	An abrupt and unexpected decline in performance of the schoolboy/schoolgirl is noticed.	1
4.	The schoolboy/schoolgirl stops showing interest in finishing the grade and it is all the same to him/her what marks he/she has.	2
5.	A new schoolboy/schoolgirl lacks the basic/elementary knowledge necessary to follow instruction which is adequate for his/her chronological age, the previous schooling/type of school or abilities (e.g. he/she can neither read nor write, etc.).	2
The schoolboy/schoolgirl is withdrawn into himself/herself, looks scared even when there is no apparent reason		
6.	The schoolboy/schoolgirl looks anxious in contact with his/her peers and teachers.	1
7.	The schoolboy/schoolgirl has major and/or sudden changes in behaviour that cannot be explained by the developmental characteristics or by the crisis/stressful situation which is known to the school.	2
8.	The schoolboy/schoolgirl stops showing interest in and withdraws from all the joint activities with his/her peers at the school.	2
9.	The schoolboy/schoolgirl is avoiding physical contact; he/she jerks or withdraws into himself/herself when someone is trying to approach him/her.	2
10.	The schoolboy/schoolgirl has an abrupt change in behaviour in the presence of adults (the employees at the school, the parents), he/she is frightened, becomes strikingly quiet and taciturn.	3
The schoolboy/schoolgirl is undertaking the activities that are intended to conceal traces of physical injuries		
11.	The schoolboy/schoolgirl does not participate in the activities in which bruises/injuries can be noticed/seen (e.g. in physical education and health classes, annual physical examinations, and similar behaviour).	3
12.	The schoolboy/schoolgirl is using other means to conceal visible physical injuries (the clothes that cover the entire body, a darker powder, a more intensive makeup, a temporary/self-adhesive tattoo, etc.)	3
The schoolboy/schoolgirl has striking oscillations in the behaviour and emotional reactions		
13.	The schoolboy/schoolgirl has unruly and/or unusual reactions (attacks of anger and aggressive	2

	behaviour, he/she is reacting impulsively) with no apparent reason.	
14.	The schoolboy/schoolgirl refuses help and reacts with intensive anger and rage when he/she is offered help by someone.	2
15.	The schoolboy/schoolgirl has panic, fear attacks.	2
The behaviour of the schoolboy/schoolgirl is highly sexualized		
16.	The profile of the schoolboy/schoolgirl on social networks is of a pronouncedly sexual nature, with specifically provocative photos (his/her own or someone else's).	2
17.	The employees have the information that the schoolboy/schoolgirl frequently changes male/female sexual partners (the promiscuous behaviour of the schoolboy/schoolgirl).	3
18.	The employees have the information that the schoolboy/schoolgirl provides sexual services.	3
Risky behaviour of the schoolboy/schoolgirl and the behaviour that is not in line with his/her age		
19.	The school has the information that the schoolgirl has had one or more abortions.	2
20.	The schoolboy/schoolgirl often flees home or spends several days outside the home without any explanation.	3
21.	The schoolboy/schoolgirl does not want to live with the family and lives with the persons who are not known to other parents or pupils.	3
22.	The employees have the information that the schoolboy/schoolgirl is engaged by the parents/other persons to work on the streets (begging, wiping car windows, selling different items on the street, playing instruments, singing) or to otherwise earn money/gain benefit for the parents/other adults.	3
23.	The employees have the information that the schoolboy/schoolgirl below 15 years of age is employed or recruited to work or that there is the intent to employ and recruit the schoolboy/schoolgirl to work.	3
24.	The employees have the information that the schoolboy/schoolgirl of 15 or more years of age is illegally employed or recruited to work on dangerous jobs or is exploited through the worst forms of child labour.	3
25.	The employees have the information that the schoolboy/schoolgirl participates in committing of criminal acts and minor offences (theft, possession of drugs, etc.)	3
26.	The schoolboy/schoolgirl has attempted suicide or intends to commit suicide.	3
II COMMUNICATION OF THE SCHOOLBOY/SCHOOLGIRL AND ESTABLISHING OF RELATIONS WITH OTHERS		
The schoolboy/schoolgirl has difficulties in establishing relations and does not have close friends among his/her peers		
27.	The schoolboy/schoolgirl abruptly, all of a sudden, and with no apparent reason changes the established attitude towards his/her peer group.	1
28.	The schoolboy/schoolgirl abruptly severs the existing relations on social networks (excludes himself/herself from his/her class and peer groups, closes social network accounts).	2
29.	The schoolboy/schoolgirl does not establish contacts and/or does not communicate with his/her peers/teachers without the presence of another adult person.	3
The schoolboy/schoolgirl is in the company of unknown or significantly older persons		
30.	The schoolboy/schoolgirl of secondary-school age is with a boy/girl who is significantly older.	1
31.	The schoolboy/schoolgirl of primary-school age is with a boy/girl who is significantly older.	2

32.	The schoolboy/schoolgirl lives in a common-law marriage.	3
33.	The schoolboy/schoolgirl is often in the company of unknown older persons.	3
34.	In the company of the schoolboy/schoolgirl, there are often other persons who behave in such a way that it seems as if they are accompanying him/her.	3
The schoolboy/schoolgirl is often insecure and confused in communication		
35.	The schoolboy/schoolgirl is afraid to speak, makes long pauses in his/her speech, and seems confused and scared.	1
36.	The schoolboy/schoolgirl provides contradictory, inconsistent or illogical information and incomplete statements.	1
37.	The schoolboy/schoolgirl changes statements to repeated questions related to certain events.	2
38.	The schoolboy/schoolgirl does not wish to cooperate, talk with the teachers, the employees at the school, the school policeman, or to provide any answers and/or he/she gives very sketchy answers related to the developments outside the school (with whom he/she is spending leisure time, about the community in which he/she lives, etc.).	2
The schoolboy/schoolgirl uses the expressions and talks about the topics that are not characteristic of his/her age		
39.	The schoolboy/schoolgirl talks about frequent travels to different destinations and about partying, which is not in line with the age of the schoolboy/schoolgirl.	3
40.	The schoolboy/schoolgirl talks about engagement, or about marriage, and that he/she is leaving the place in which he/she lives.	3
41.	The schoolboy/schoolgirl says that he/she will soon live in luxury and/or leave the place in which he/she lives, relying on his/her friends/acquaintances.	3
III PHYSICAL APPEARANCE AND DRESSING STYLE OF THE SCHOOLBOY/SCHOOLGIRL		
With regard to the dressing and appearance, the schoolboy/schoolgirl stands apart from his/her peers		
42.	The schoolboy/schoolgirl does not dress in line with the weather conditions, particularly in wintertime (does not have a jacket, warm shoes).	1
43.	The clothes of the schoolboy/schoolgirl are dirty and untidy; he/she generally makes an impression of neglect of personal hygiene.	1
44.	The schoolgirl is dressed unmistakably erotized (intense makeup, a pronounced plunging neckline, very short skirts and T-shirts, tight trousers, etc.), which is not expected from a schoolboy/schoolgirl.	2
45.	The schoolboy/schoolgirl constantly wears the clothes that cover the entire body contrary to the weather conditions (without taking into account the dressing/clothing that is in line with the religious affiliation of the schoolboy/schoolgirl).	2
There is a sudden change in the dressing and appearance of the schoolboy/schoolgirl		
46.	All of a sudden, the schoolboy/schoolgirl starts wearing expensive clothes, valuable items for personal use (the mobile, watch, jewellery) or brings in a lot of money.	3
47.	All of a sudden, the schoolboy/schoolgirl stops taking care of his/her physical appearance, becomes untidy, sloppy.	3
48.	The schoolboy/schoolgirl brings to school the clothes/makeup/footwear inappropriate for his/her age and the school setting/context, for the purpose of getting changed after the classes end.	3
IV HEALTH OF THE SCHOOLBOY/SCHOOLGIRL		
The schoolboy/schoolgirl is in bad health condition with the presence of unusual health disorders		

49.	The schoolboy/schoolgirl is in bad overall health condition, malnourished.	1
50.	The schoolboy/schoolgirl often and/or continuously complains about stomach aches, headaches or other disorders that cannot be connected with the chronic disorders/diseases of the schoolboy/schoolgirl.	2
51.	For a protracted period of time, the schoolboy/schoolgirl continuously (for minimum 30 days) looks markedly exhausted, sleep-deprived, and worn out.	3
The schoolboy/schoolgirl has nonspecific injuries or signs, which may be characteristic of physical violence		
52.	Traces of self-inflicted injuries and/or injuries are visible on the schoolboy/schoolgirl (traces/scars of burns, lacerations, multiple bruises, and other similar injuries).	3
53.	The schoolboy/schoolgirl has bone fractures, broken teeth, the hair pulled out, and other similar injuries.	3
54.	The schoolboy/schoolgirl gives illogical explanations for the occurrence of the injury/fails to provide more detailed information on the manner of getting wounded.	3
The schoolboy/schoolgirl shows signs of possession and abuse of psychoactive controlled substances		
55.	The schoolboy/schoolgirl shows signs of abuse of alcohol and drugs (his/her eyes are glassy, red, he/she is trembling, the schoolboy/schoolgirl behaves unnaturally happy even when there is no apparent reason for that, etc.).	2
56.	The schoolboy/schoolgirl possesses psychoactive controlled substances, which he/she has not obtained with a doctor's recipe.	2
57.	The schoolboy/schoolgirl abuses psychoactive controlled substances, which he/she gets or procures from others.	3
V FAMILY AND LIVING CONDITIONS OF THE SCHOOLBOY/SCHOOLGIRL		
The parents are not interested in the education, behaviour, and health of the schoolboy/schoolgirl		
58.	The parents do not demonstrate interest in the education, behaviour, and health of the schoolboy/schoolgirl.	2
59.	The parents often change the environment and the school that the schoolboy/schoolgirl attends.	2
60.	The parents do not respond to invitations from the school and do not cooperate; the teachers/the form-master cannot establish a cooperative relationship with them.	2
61.	The parents show indolence in case of coming late to school/truancy of the schoolboy/schoolgirl (the parent often does not know that the schoolboy/schoolgirl plays truant and, if he/she knows about it, he/she fails to notify the school and does nothing about it).	2
62.	The schoolboy/schoolgirl is constantly brought to and taken from school by the persons who are not the parents of the schoolboy/schoolgirl or are not known to the teachers and/or who refuse to introduce themselves.	3
The behaviour of the parents in the school is inappropriate		
63.	The parents behave inappropriately during their stay in the school (they are violent towards pupils, the employees, other parents; they come to school under the influence of psychoactive controlled substances, under the influence of alcohol, etc.).	1
64.	A parent or another person controls the freedom of movement and social contacts of the schoolboy/schoolgirl (constant presence of the other person, the schoolboy/schoolgirl is constantly driven to and from school).	3
The person, who presents himself/herself as the one responsible for the schoolboy/schoolgirl, by his/her appearance and behaviour, does not instil confidence in the employees at the school		
65.	The appearance or the behaviour of the person who looks after the schoolboy/schoolgirl is unusual or does not inspire confidence in the employees at the school.	1

66.	The person, who presents himself/herself as the one responsible for the schoolboy/schoolgirl, does not have the evidence that he/she is a parent or a legal representative.	3
67.	The school has the information that the parents are involved in illegal/criminal activities (abuse/selling of psychoactive controlled substances, prostitution, etc.)	3
In the family of the schoolboy/schoolgirl, conflicts take place, domestic violence is suspected		
68.	Quarrels and conflicts are frequent in the family.	1
69.	The parents are violent towards the schoolboy/schoolgirl.	2
70.	Although the schoolboy/schoolgirl wishes to have contact with his/her immediate family, the person with whom the schoolboy/schoolgirl lives prevents him/her from it and does not allow him/her to have it.	3
71.	The employees have the information that the parents force the pupil to work, to provide inappropriate/illegal services or to participate in illegal/criminal activities.	3