

# How to use the brochure for unaccompanied children *What you need to know about life at a reception centre*

The EUAA developed a dedicated **package for children** according to the communication methodology of the Let's Speak Asylum project. This project aims to support authorities in their duty to provide information in a child-friendly manner. The package is part of a toolbox for information provision in the context of reception (arrival phase). It includes:

- an **animation on the rights and obligations** of accompanied and unaccompanied children in reception.
- an **animation on safety rules** for accompanied and unaccompanied children.
- a complementary **brochure on rights and obligations** in reception for accompanied children (*What you need to know about life at a reception centre*).
- a complementary **brochure on rights and obligations** in reception for unaccompanied children (*What you need to know about life at a reception centre*).

The materials are already available in several languages. The EUAA will continue uploading translations of the non-EU languages most commonly spoken by child applicants for international protection to the Let's Speak Asylum Portal.

The animations and the brochures complement each other. They are designed in a child-friendly manner, using simple and easy-to-understand text supported with self-explanatory visuals. These tools have been tested and piloted with children to ensure this. The feedback of piloting sessions with children has been key to validating the transcripts for group information sessions.

This manual provides **guidance on the use of the brochure for unaccompanied children**. The brochure is customisable to the extent that authorities can add additional specific information and contact details.

## Purpose of the brochure

- The brochure aims to provide unaccompanied children over the age of 14 years old with information about life in a reception centre. It can help children familiarise themselves with several topics, such as their rights and obligations, that they can express their needs and feelings, and to identify the staff from whom they can ask for support.



- The brochure highlights that nobody can insult, threaten, hurt or touch them inappropriately or force them to follow others. It reinforces the message that the staff in the centre can listen to them and support them.
- It contains specific information relevant for them, such as the right to a guardian.
- The brochure refers to children who are staying in a reception centre while awaiting a decision on their asylum application. Nevertheless, it can also be shown to children that are hosted in reception centres but who have not applied for asylum. Additional guidance is available in the section [‘How to organise group information sessions using the brochure’](#).

## When and with whom to use the brochure

For providing information to unaccompanied children above the age of 14 who have:

- recently arrived in the country (for instance, they arrived at the first reception centre a few days ago);
- been recently transferred to second-line reception facilities;

Though mainly designed for the arrival phase, the brochure can also be used during the stay phase.

It is not advised to use the brochure for younger children, since the topics, messages and visuals are not adapted to this age group.

## How to use the brochure

The customisable brochure complements the generic animations. It has not been designed as a stand-alone product, but as a tool to be complemented by the oral provision of information and as such to be used mainly during (individual and/or group) information sessions.

It is suggested not to hand out the brochure to the children separately, but during an individual and/or group information session due to:

1. the sensitivity of the topics;
2. the need to complement the generic information from the brochure with information specific to the national context and explanations;
3. involving the children in an interaction with the staff, through an information session, is key to promote the idea that they are listened to and they can reach out to the staff and the relevant services in case of need.

A [script](#) has been developed in order to support the facilitators when preparing and delivering group information sessions based on the brochure.



Given the similarity of the topics covered by the brochures and by the two animations, it is advised not to involve the same children in both the group information session built based on the brochure and in the group information session based on the animations. However, the customised brochures with the relevant contact details and useful information can be handed out at the end of the session built based on the animation on rights and obligations. Similarly, the animation on rights and obligations (or both animations) can be shown to the children at the end of the session built on the brochure.

## How to customise the brochure

The brochure comes as a PDF file (with pages of A5 size) in two versions (editable and non-editable version).

The non-editable version is available for download on the Let's Speak Asylum Portal. **For the editable version, please contact the EUAA Reception Team at [reception@euaa.europa.eu](mailto:reception@euaa.europa.eu).**

Both versions contain empty sections to be customised by the national reception authority or other responsible entities depending on the reception centre where they will be used.

You are strongly encouraged to add the following points.

- **'Useful information' on pages 15 and 16.** Specific information about the reception centre that children should know, such as services available inside or outside the centre.
  - For the services inside the centre insert information such as the schedule or the opening time.
  - For the services outside the centres, indicate both the opening hours and how to reach these services from the reception centre (if public transportation is available, insert the bus number, for instance). See some examples below, inserting the dates, hours and locations for each point:
    - Food is distributed from [...] to [...] at [...]
    - Hygiene kits are distributed from [...] to [...] at [...]
    - The children's room is opened from [...] to [...]
    - You can visit a doctor from [...] to [...]
- **'Contact details' on pages 17 and 18.** Emergency numbers and important contact details of authorities, non-governmental organisations and service providers that children can use directly to obtain more information. In the brochure for unaccompanied children, insert specific information that could be especially relevant for them (e.g. hotlines). Consider using QR codes.

This information can be added in the two ways:

- **Editable version.** If you can edit the PDF file, add the information directly in the editable fields of the brochure on pages 15–18.



- **Non-editable version.** If you cannot edit the PDF file, write the information in a Word file, print it and staple on pages 15—18.

Consider handing out together with the brochure any other child-friendly information materials specific to your reception centre, such as a map with the location of services.

## How to organise group information sessions using the brochure

- Use the customised brochure.

The information session must be delivered based on the customised brochure (i.e. including the national specific information and contact details). The facilitator should provide additional specific information as per the national legislation and practice, in a child-friendly manner.

- Follow the [Script for the facilitator](#) for guidance in the preparation and delivery of group information sessions.

With a view at actively engaging the participants, the brochure is accompanied by a script proposing sets of questions on the brochure's scenes and characters. The facilitator can raise these questions during the information sessions. The script also includes several practical tips that the facilitator can use as source of inspiration.

Consider the following when preparing the group information sessions.

### Target group of the information session

- The brochure and the script are only addressed to children over 14 years old. It is not advised to use the brochure to younger children, since the topics, messages and visuals are not adapted to this age group.
- It is advised to have separate sessions for unaccompanied and for accompanied children. Each brochure was developed specifically for either accompanied or unaccompanied children
- In some EU Member States and the associated countries, reception centres may host children who have applied for asylum together with children who have not applied for asylum. The brochure refers to children who are staying in a reception centre while awaiting a decision on their asylum application. In such centres, the facilitator may still use the brochure with both categories, organising either separate or joint sessions. In either case, the facilitator should adjust the information session accordingly and explaining that references to asylum are not applicable for the children who have not applied.
- The information sessions are addressed to literate and less literate children. If they cannot read, the interpreter can read the content of each scene.



- The sessions need to be organised according to at least two criteria: gender and language. Consider additional criteria for group segmentation, as per your target audience (e.g. cultural background, education and level of literacy, cognitive and learning difficulties, etc.).
  - The groups should be separated according to gender. Boys and girls should not be mixed due to the topics covered.
  - Group children according to their common language. It is not advised to have to group together children that speak different languages (e.g. Somali and Farsi) and have separate channels of interpretation as this would slow down the dynamics of the session.
- Information sessions can be organised with either a few children or a group of up to 10-15 children.

### Facilitation

- It is advised to have at least one facilitator and one interpreter. If available, two facilitators could co-lead the information session. It is crucial that both the facilitator(s) and the interpreter go through the script several times to discuss how to deliver the information session (and which practical tips to use) and to rehearse.
- **Space.** Identify a space that is big enough for all participants and where the information session can be carried out without any interruption. Place chairs in a semicircle if possible.
- **Projection of the brochure.** Each participant will be handed a brochure in their own language. If possible, it is also recommended to project it.
- **Time.** The information session carried out using the script will take around 75-90 minutes. Consider taking a short break if needed.
- **Pen and paper.** Consider providing the children with a pencil or a pen or asking them to bring one with them in order to write the name of the staff on pages 12, 13 and 14.
- **Copies.** Bring a sufficient number of copies of the customised brochure with you so you can give one to each child in the session.

Please consult the methodology page on the Let's Speak Asylum Portal for more guidance and practical tips on how to communicate in a child-friendly manner and how to organise group information sessions.



## Script for the facilitator

In this section you will find a script that the facilitator can use to deliver the information session. For easy reference, the sentences/questions of the script are formatted in *italics*.

The facilitator introduces the session:

*This is a group session. If you would like, you can ask the facilitators or the staff to have an individual meeting to ask questions or to discuss anything in private after the session.*

*Before starting, let's get to know each other a bit. I would suggest that we introduce ourselves saying our name, country of origin and we could also mention favourite foods\*.*

\*the facilitator might decide to choose another example e.g. sports, etc..

*Since we are a group, I would suggest we establish some ground rules before starting, in order to get along:*

- *Unless you expect urgent calls, please put your phone on silent so as not to be disturbed during the session.*
  - *There are no right and wrong answers, so I would like to ask you to listen to each other's opinions and try not to offend each other.*
  - *I will now hand you this brochure. We will go through it together page by page. (The facilitator hands the brochure to the participants.)*
  - *Could you please tell me if you prefer to read each scene by yourself or you prefer the interpreter to read each scene out loud for everybody?*
    - a. *Do you want to read each scene by yourself?*
    - b. *Do you prefer the interpreter to read each scene out loud for everybody?*
- a. If the participants are comfortable in reading the sentences by themselves, after observing that everybody has finished reading, the facilitator will ask the questions for each scene (as per the script).
  - b. If the participants want the sentences to be read out loud, for each scene the facilitator will first ask the interpreter to read the text. After a few seconds the facilitator will ask the questions as per the script.

Note: in brochures in languages written from right to left, the position of the illustrations is also reversed (with few exceptions). Pay attention to this when going through the script (e.g. statements such as *Let's focus now on the first scene on the left* might need to be adapted).



## Cover page

### Cover page Guiding point

*Today, we will go through this brochure together and we will see some useful information regarding your life here at the reception centre.*

*Here on the cover, we have a young girl, Samira, and a young boy, Ahmed, that similarly to you, arrived alone in this country and are living at the reception centre.*

## Welcome to the reception centre

### Pages 1 and 2 Guiding questions

1. *On page 2, you can read the sentence 'Depending on your age and needs, you might live at a reception centre with other adults and children, or at a special centre only for children and adolescents'. This has been included because this brochure will also be handed out to other children like you living in other European countries. There are cases is where children might live in centres where adults are also accommodated, but children live in a separate section.*
2. *Let's now focus on this sentence 'Life at the centre will differ from your past life. It is normal if you will feel that everything is new.' Do you have the impression that things are new here at the reception centre?*
3. *Could you provide some examples? What is new for you?*



### Practical tips

- *After the children reply, the facilitator might ask 'Are there any good things about living here at the reception centre?', 'What are they?'*
- *Then the facilitator might ask 'Are there difficult things about living here?', 'What are they?'*
- *No matter what happened to you in the past, remember that all children have the same rights and we are here to protect you and decide together with you, what is best for you.*



## Guardian

### Pages 3 and 4 Guiding Point

*Now we will briefly talk about the role of the guardian/legal representative*



#### Practical tip

The facilitator will use these two pages as a support to explain the participants about the guardians/legal representatives, e.g. when are they appointed, which is their role, what they can do and what they cannot do, what they can ask to the guardians/legal representatives and what should they ask instead to the personnel working in the reception centre.

## Contacting your family

### Page 4 Guiding point

*Tell us if you are not able to contact your family perhaps because you do not know where they are or you have lost their phone numbers. We will try to help you to find your family.*

## Life at the reception centre

### Page 5 Guiding questions

0. *You can see that similarly to you, our two friends here in the brochure, Ahmed and Samira, will receive hygiene products, a place to sleep, clothes, a place to wash themselves and a place to wash their clothes, and medical help. They will also receive either food or the money to buy food. At this centre, you will receive [...\*]*

\*The facilitator will explain if the children will receive food or money, depending on the organisation of the reception centre.

1. *Remember that you have rights, but there are also rules that are important to keep you safe, we will talk about the rules in a while.*



## You have the right to...

### Page 6

#### Guiding questions

0. *You have the right to go to school and learn, play and join in other activities.*
1. *What do you think it means to make good use of your time here at the reception centre?*



#### Practical tips

- For question 1, the facilitator can provide some examples of activities carried out inside and outside the centre.
- After the children reply to the second question, the facilitator could further say: *'Let's imagine that some children watch films or other videos on YouTube until very late every night. Do you think they will be fresh in the morning?', 'Do you think they are making good use of their time here at the reception centre?'*

## Remember you can express your needs and feelings

### Page 7

#### Guiding questions

*Let's look together at Moussa's expressions.*

0. *Could you tell me how he feels? Let's start with the first expression.*
1. *Let's now have a look at the other expressions. Does it ever happen that you feel like this (alone, sad, angry or find it hard to sleep)?*
2. *If you have a problem that makes you sad, or if you are angry, what do you do?*
3. *For instance, if someone who is either in this centre or outside the centre troubles you or get you in trouble and you are very scared and find it very hard to sleep, what can you do?*



### Practical tip

The facilitator can complement the replies of the children and explain who they can ask for help if they are in trouble, if someone outside or inside the reception centres scares them, if they find it hard to sleep or if they feel alone or sad. It is advised to mention the staff they could turn to by name and their roles.

### Nobody is allowed to...

#### Page 8 Guiding questions

0. *As you can see, on this page there are two main colours, the green and the red. What do we do when the traffic light is red? What do we do when the traffic light is green?*
1. *Here in this page you can see that things that are not allowed are in red. Nobody is allowed to insult you, threaten you, hurt you, or touch you inappropriately. Additionally, nobody can force you to follow them. This applies no matter who they are, whether a stranger or a person you know. Let's now go through them one by one.*

#### Insult

*Nobody is allowed to insult you. Let's think together about some example situations.*

0. *Who likes football here? What is your favourite football team?*
  - If none of the children like football, you can choose another sport and adapt the sentence accordingly.
1. *If someone tells you that the team you like is not very good, or is only very lucky, do you think this is an insult?*
  - If the children say 'yes, it is an insult' the facilitator should say that this is only the opinion of someone and go to the example in point 3. If the children reply 'no, it is not an insult', go to straight to the last bullet point.
2. *Let's think about a boy who stammers. The other boys start teasing him telling him that he should better shut up because he cannot talk. Do you think this is an insult?*
  - Remember that is important not to react to insults with violence. It is instead crucial to talk to the staff working in the centre. They can advise you and help you!

#### Threaten and hurt you

0. *Do you know what it means to be threatened? Could you provide some examples?*
  - If the children do not provide examples, the facilitator can say: 'Let's imagine that someone says 'If you do not give me your mobile, I will punch you.' This is a threat.
  - In this case, it is also important not to react to threats and violence with violence. You can talk instead with the staff of the centre.



### **Touch you inappropriately**

0. *Let's imagine the following scene. Ahmed/Samira\* meets some friends, he/she greets them by shaking hands. Do you think this is ok and appropriate?*

\*Choose Ahmed for a group of boys and Samira for a group of girls.

1. *Let's imagine another scene. There is a person who would like to be intimate with Ahmed/Samira, to touch him/her in his/her private parts without his/her consent.*
  - *This person might also try to convince him/her to accept by offering something in exchange (e.g. money, a mobile phone, expensive clothes, offering to add credit to his/her mobile phone).*
  - *If you ever find yourself in this situation, remember that you can talk to the staff working here.*

### **Force you to follow them**

1. *Let's now imagine this scene. Some people tell Ahmed/Samira that if he/she does not follow them, they will hurt him/her.*
2. This situation could be very dangerous. It is very important that you come to us whenever you have any problems, even if the problem seems very big and you feel very scared. Remember that problems can be solved together!



## We are many living and working here

### Pages 9 and 10 Guiding questions

0. *What do you think rules are? Can you provide some examples?*
1. *Do you think they apply only for young children who are under 10 years old or they can also be useful for you?*
2. *Rules are important to keep you safe. There are consequences if you break the rules.*
3. *In this centre, do you need to come back every evening at a specific time? Can you stay out until 3 a.m.?*

When the children reply, explain that the reason for the curfew is because being outside at 3 a.m. might be very dangerous.

4. *Let's now focus on some rules.*

#### **Be kind to others**

*Can someone provide an example of what being kind to others means, either inside or outside the reception centre?*

#### **Do not fight**

*As we saw before it is important to learn that violence does not solve any problems. It is key not to engage in violence but to talk instead with your friends if you wish. Remember that you can always talk to the staff of the centre.*

#### **Keep the centre clean**



#### **Practical tip**

On the basis of the practice in the centre, the facilitator can inform the children how they can contribute to keeping the centre clean.

#### **Do not smoke**

*Remember that smoking cigarettes is bad for your health.*

#### **Never use alcohol and drugs**

*Alcohol and drugs can have very bad consequences for your health.*



#### **Practical tip**

The facilitator might take some minutes to talk about drugs, asking the children which types of drugs they have heard about. The facilitator could provide some information on the most common types of drugs and how they are consumed, emphasising the dependency they create and the harmful consequences for their health.



### **Collaborate with those working at the centre and always tell the truth**

*Remember to collaborate with the staff of the centre and to tell the truth, you do not need to be afraid. Problems can be solved together.*

### **Leave the centre only between the hours allowed**

*You can leave the centre only between [...\*]*



#### **Practical tip**

\*The facilitator could specify the exit and entry times and give an example of the consequences of breaking these rules.

## **Who can I talk to? Who does what?**

### **Pages 10-14 Guiding points**

0. *The people working here at the reception centre can help you to make decisions about your future. For instance, if you wish to study a given subject, or if you wish to work in a specific field, they can advise you on which steps to take.*
1. *Let's see now who does what here in the centre.*



#### **Practical tips**

- It is a good practice to mention the name of the staff (in order for participants to remember) or the organisation responsible for providing a given service. Children can write their names directly on the brochure.
- It is recommended to explain the children where to find the services offered inside the reception centre. It is also recommended to go through the different services available in the reception centre to the children as a sort of orientation of the services.



## Contact details and useful information

### Pages 15 and 16

#### Guiding points

1. *Here there are some useful contact details, emergency numbers that you can contact in case of need.*
  - It is important to remind the children that the emergency number should only be called in a real emergency. When possible, they should first try to ask for help from the staff working in the reception centre. Remind the children that they can phone emergency numbers even if they do not have credit on their mobile phones.
2. *Let's now look together at the useful information on which services are available and when.*
  - It is advised to go through the services with the children, reminding them who are the staff members providing a given service inside the reception centre. It is important to explain how children are referred to services outside the centre if needed.
3. *Do you have any other questions?*

### Playing the animation(s)

#### Guiding points

0. *We will now watch a short animation of about 3 minutes together where you will see some children just like you living in a reception centre.*
1. *[After playing the animation(s)] Do you have any questions?*
2. *Thank you for participating in the information session. You can rewatch this animation as often as you wish [...\*].*



#### Practical tip

- Change question 1 accordingly if the facilitator plays both animations.

\* Indicate where the children can access the animation in their free time.



## Conclusion

Thanks for participating in the information session. Remember that you can always come to us if you would like to have an individual meeting.



### Practical tip

- If applicable, the facilitator should show the children the main services available in the centre.