

# How to use the animation *Rights and Obligations of Children in Reception*

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 children applicant 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 animation on rights and obligations in reception. The animation is generic and cannot be customised. It provides general information applicable in all Member States.

## Purpose of the animation

- The animation aims at providing accompanied and unaccompanied children above 14 years old with information about their rights and obligations and how the centre is organised so that it is safe for everyone. It explains in a child-friendly way that children can express their needs and feelings and ask support to the staff working in the reception centre.
- This animation makes reference 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 did not apply for asylum. Additional



guidance is available in the section '[How to organise group information sessions using the animation](#)'.

## When and with whom to use the animation

For providing information to accompanied and 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 animation can also be used during the stay phase.

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

## How to use the animation

The animation can be used in various ways, e.g. as support material during individual and group information sessions, played for individual use on a smartphone (accessible on YouTube) or played in common areas.

The animation 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 as support material during (group and/or individual) information sessions.

It is suggested to play the animation during individual and/or group information sessions due to.

1. the sensitivity of some topics;
2. the need to complement the generic information from the animation with information specific to the national context and explanations;
3. involving children in an interaction with the staff, through an information session, is key to promoting 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 to support the facilitators when preparing and delivering group information sessions based on the animation.

The two animations that form part of the package for children deal with two different sets of topics are complementary. For this reason, it is advised to involve children in both information sessions, though on different days, since it could be overwhelming to provide them with too much information on the same day. It is suggested to **organise first the information session**



**on rights and obligations of children in reception** and following this to organise the **information session on safety rules in reception.**

Two customisable brochures (one for accompanied and one for unaccompanied children) complement the key messages included in the two animations. These brochures also come with scripts to support the delivery of group information sessions. 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 brochures customised 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 organise group information sessions using the animation

The animation comes with a [Script for the facilitator](#) providing guidance and suggestions to the facilitators for the preparation and delivery of group information sessions. The script has been designed to actively engage the children through sets of questions on the scenes and on the characters. Additionally, there are practical tips to inspire the facilitator.

Consider the following when preparing the group information sessions.

### Target group

- The animation and the script are only addressed to accompanied and unaccompanied children over 14 years old. It is not advised to show the animation 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.
- 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 animation 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 animation 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. The animations have both subtitles and a voice over so they can be easily followed by someone who might not read well.
- 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 where the information session can be carried out without any interruption. Find a room big enough to fit all the participants and place chairs in a semicircle if possible.
- **Projection of the animation.** Ensure technical equipment is working properly and rehearse.
- **Time.** The information session carried out using the script will take around 75-90 minutes. Consider taking a short break if needed.
- Bring sufficient copies of the customised brochures 'What you need to know about life at a reception centre' that you would need for the information sessions based on the target group. Read the user manual for the brochures to see how to customise these.

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.*

After introducing the session, the facilitator will:

- play the animation to the children once all the way through.
- On replaying the animation, the facilitator will pause the animation at the times indicated in **red** below to go into each topic in detail. For ease reference, the facilitator is provided with the voice-over (hereafter referred to as message) of the animation for each scene. This message does not need to be read to the children.



## SCENE 1: 00:00–00:38

### Introduction and the rights of children

#### Message from the animation

Welcome to our reception centre. You will live here while you wait for a decision on your asylum application. It is normal to feel that everything is new. I will explain what you need to know about your rights and obligations as a child and how the centre is organised to be safe for everyone.

In Europe, a child is a person under the age of 18. All children have the same rights no matter where they are from or what has happened to them.

Children need to be protected.

#### Guiding question

1. *As mentioned in the animation, today we will explain how this reception centre is organised. Remember it is normal if everything is new to you.  
Could you tell us what is new for you here?*



#### Practical tip

- *After the children reply, the facilitator might ask ‘Are there 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?’*
- *The facilitator could conclude saying ‘You are below 18 and you are considered a child, remember that all children need to be protected. We as staff working here are here to protect you.’*



## SCENE 2: 00:39–00:53

### You will have...

#### Message from the animation

You will have a safe place to sleep, clean clothes and hygiene products. Depending on the rules in the country you are in, you will receive food or the money to buy food.

#### Guiding questions

1. *You can see that similarly to you, our two friends here in the animation, Ahmed and Moussa, will receive a place to sleep, clean clothes and hygiene products. Here in this centre you will receive [...\*]*

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

## SCENE 3: 00:54–1:03

### Medical check and healthcare

#### Message from the animation

A doctor or nurse might check on you when you arrive to see if you need help. You can visit them whenever you feel sick.



#### Practical tip

1. *Remember, you can ask them questions and you can trust them! They are there to help you. You can tell them of any medical problems you might have suffered in the past.*

**SCENE 4: 1:04–1:15****The right to go to school and to join other activities****Message from the animation**

You have the right to go to school and join other activities to help you develop. Have fun, but also study and attend school.

**Guiding questions**

1. *Could you provide some examples of what it means to make good use of your time here at the reception centre?*

**Practical tip**

Consider adding: *'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?'*





## SCENE 5: 1:16–1:40 Your emotions and feelings

### Message from the animation

You might feel sad, angry, scared, or find it hard to sleep. Know that you can talk to the adults who work here at any time. Social workers will help you with other needs you have. You can ask for an interpreter to help you communicate in your own language.

### Guiding questions

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

1. *Could you tell me how he feels?*
2. *Does it ever happen that you feel this way (alone, sad, angry or find it hard to sleep)?*
3. *If you have a problem that makes you sad, or if you are angry, what do you do?*
4. *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.

## SCENE 6: 1:41–2:18

### Unaccompanied children, the role of the guardian and the best interests of the child

### Message from the animation

If you arrived without your parents you have the right to a guardian. This person will help you express your needs, make sure your opinion is heard, and help the authorities decide what is best for you. We call this the best interests of the child.

Depending on your age and needs, it might be considered better for you to go to a special centre for children. We can also try to help you contact your family.



### Guiding point

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



### Practical tip

The facilitator will use this scene as a supporting material in explaining to the children about the guardians / legal representatives. For example, when are they appointed, their role, what they can and cannot do, what they can ask to the guardians / legal representatives and what they should ask instead to the staff working in the reception centre.

*Please tell us if you are not able to contact your family, maybe because you do not know where they are located or you lost their phone numbers. We will try to help you to find your family.*

### SCENE 7: 2:19–2:26

#### Following the same rules to stay safe

### Message from the animation

We are many living and working here. When we follow the same rules, we are all safe.

### Guiding questions

1. *What do you think rules are? Can you provide some examples?*
2. *Do you think they only apply for young children under 10 years old or can they also be useful for you?*
3. *Rules are important to keep you safe. There are consequences if you break the rules.*
4. *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.

5. *Let's now focus on some rules in the following scenes.*



**SCENE 8: 2:27–2:31**  
**Be kind to others and do not fight**

**Message from the animation**

Be kind to others and do not fight.

**Guiding questions**

1. *Can someone provide an example of what being kind to others means, either inside or outside the reception centre?*
2. *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.*

**SCENE 9: 2:32–2:35**  
**Keeping the centre clean**

**Message from the animation**

Keep the centre clean.

**Guiding point**

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

**SCENE 10: 2:36–2:39**  
**Leave the centre only between the hours allowed**

**Message from the animation**

Leave the centre only between the hours allowed.

**Guiding questions**

1. *Do you know what time you can leave the centre?*
2. *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.

## SCENE 11: 2:40–2:44

### Collaborate with those working at the centre

#### Message from the animation

Collaborate with those working at the centre.

#### Guiding questions

1. *What do you think it means to collaborate with those working in the centre?*

*Remember to always tell the truth, you do not need to be afraid. Problems can be solved together.*

## SCENE 12: 2:45–2:48

### Do not smoke inside or use alcohol or drugs

#### Message from the animation

Do not smoke inside. Never use alcohol or drugs.

#### Guiding questions

*Cigarettes are bad for your health.*

1. *What kinds of consequences do you think alcohol and drugs can have on 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.



**SCENE 13: 2:49–2:54**  
**Consequences if you break the rules**

**Message from the animation**

Remember that there are consequences if you break the rules.



**Practical tip**

The facilitator provides some concrete examples of the consequences that exist if rules are broken based on the national legislation and practice, for instance if a child beats another child or if a child is found in possession of drugs.

**SCENE 14: 2:55–3:15**  
**Your safety is our priority.**

**Message from the animation**

Your safety is our priority. We are here to help you and protect you. Don't be afraid, speak up and ask questions.

**Guiding questions**

1. *Do you know who you can turn to if you need any help or you have any questions?*
2. *Do you have any other questions?*

*You can rewatch this animation as many times as you wish. \**

\* The facilitator will indicate where the children can access the animation.



## Handing out the brochure to children after playing the animation

*Each one of you will now be handed a brochure. It contains some of the topics that we saw together. You can keep the brochure and go through it in full later. We will now focus on some information that might be useful for you.*



### Practical tips

Based on the target group of the information session, the facilitator will tell the children to open the brochure at a given page. For unaccompanied children, refer to pages 15-18. For accompanied children, refer to pages 11-14.

- *Here you can find some useful information, contact details, and emergency numbers that you can contact if you 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 they do not have credit on their phones.

- *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. You can also ask the children to write down these names in the brochure. It is important to explain how children are referred to services outside the centre if needed.

- *Do you have any other questions?*



## Conclusion

*Thanks for participating in the information session. Remember that you can always come to us and we can have an individual meeting.*



## Practical tips

- The facilitator can announce that another animation on safety rules will be showed to the children. If possible, it would be good to already announce the day and the time.
- If applicable, the facilitator shows the children the main services available in the centre.