

Providing information to vulnerable applicants and people with specific needs



On 19 January 2022, the European Asylum Support Office (EASO) became the European Union Agency for Asylum (EUAA). All references to EASO, EASO products and bodies should be understood as references to the EUAA.



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Contents

Abbreviations	4	How to use the flashcards	33
Introduction	5	Reflecting on and enhancing the use of the flashcards	34
Complementary informative materials for applicants with specific needs	6	How to use the animation	43
Rationale for using different information formats	7	Annex 1: Legal framework	47
Benefits of using picture stories	7	Annex 2: Compilation of flashcards by category	48
Benefits of using posters	8	Annex 3: Template – flashcards matrix	58
Benefits of using flashcards	8	Annex 4: Checklist (non-exhaustive) – basic information provision	59
Benefits of using animations	8	Annex 5: Further EUAA guidance and tools	65
About this manual	9		
Purpose	9		
Users	9		
When to use which materials	10		
Target group to receive the complementary informative material	13		
Providing information to vulnerable groups	15		
Personal circumstances, context and timing	16		
Preparation and considerations for information sharing	17		
Know your audience	17		
Organisation	17		
Respect and collaboration during group sessions	18		
Group size, format and individual support	18		
Safeguarding, well-being and follow-up	19		
Child-specific considerations	19		
Confirming the receipt of information provided	22		
How to use the picture stories and posters	23		
The four picture stories	23		
The posters	26		
Terminology	29		
Customisation and country-specific information	30		
EU+ countries	32		

Abbreviations

Abbreviation	Definition
AMMR	Asylum and Migration Management Regulation – Regulation (EU) 2024/1351 of the European Parliament and of the Council of 14 May 2024 on asylum and migration management, amending Regulations (EU) 2021/1147 and (EU) 2021/1060 and repealing Regulation (EU) No 604/2013
APR	Asylum Procedure Regulation – Regulation (EU) 2024/1348 of the European Parliament and of the Council of 14 May 2024 establishing a common procedure for international protection in the Union and repealing Directive 2013/32/EU
EU+ countries	EU Member States and associated countries
EUAA	European Union Agency for Asylum
RCD (2024)	Reception Conditions Directive – Directive (EU) 2024/1346 of the European Parliament and of the Council of 14 May 2024 laying down standards for the reception of applicants for international protection
Unaccompanied child	A synonym of ‘unaccompanied minor’, defined as a child/minor who arrives in an EU+ country unaccompanied by an adult responsible for them, whether by law or in line with the practice of the country concerned, for as long as they are not effectively taken into the care of such a person/adult. It includes a child/minor who is left unaccompanied after they have entered EU+ territory ⁽¹⁾ . The term also encompasses separated children, meaning children who are accompanied by relatives or other adult family members who are not their parents or legal guardians.

⁽¹⁾ Provided for in Article 3(7) APR and Article 3(11) of the Qualification Regulation.

Introduction

Providing clear, accessible and needs-adapted information to applicants for international protection is a core requirement under the instruments of the pact on migration and asylum ⁽²⁾. All applicants must be able to understand the asylum procedure, reception conditions, their rights and obligations and the consequences of non-compliance, in order to participate effectively and safeguard their protection needs.

Information must therefore be:

- provided in writing in a concise, transparent and easily understandable manner, using plain language;
- available in physical and/or electronic formats that remain accessible over time;
- delivered orally or through visual means, such as videos or infographics;
- adapted to the specific needs of applicants, including children and people with disabilities.

Under the pact, the European Union Agency for Asylum (EUAA) is mandated to develop **materials providing mandatory information** for use by EU Member States ⁽³⁾ (see [Annex 1](#)). The agency has developed a set of materials linked to the relevant legal instruments, targeting adult applicants, accompanied and unaccompanied children, and applicants with specific needs. The development of these materials was participatory in nature and involved the European Commission and the Member States ⁽⁴⁾.

The informative materials developed by the EUAA should be understood as a toolbox designed to support information providers in delivering mandatory information to all applicants. Those responsible for providing information must be equipped with appropriate tools to do so in a meaningful way.

The materials should therefore be engaging, accessible and adaptable to a wide range of people with diverse backgrounds. They must take into account individual circumstances, including developmental, mental and psychosocial capacities, and be suitable for use in different contexts.

Where **specific needs** ⁽⁵⁾ are identified, the use of the complementary package of informative materials developed by the agency is recommended. This package focuses primarily on basic information regarding rights and obligations related to the asylum procedure and reception conditions and is discussed further later in this manual.

Figure 1 shows all the informative materials that will have been developed by the EUAA as of June 2026. These have been translated into the languages of the Member States and the 40 most-used languages ⁽⁶⁾ among applicants. The materials are intended for adult applicants, accompanied and unaccompanied children, and applicants with specific needs. They aim to inform applicants about their rights and obligations and the consequences of non-compliance at the stages of making and registering an asylum application.

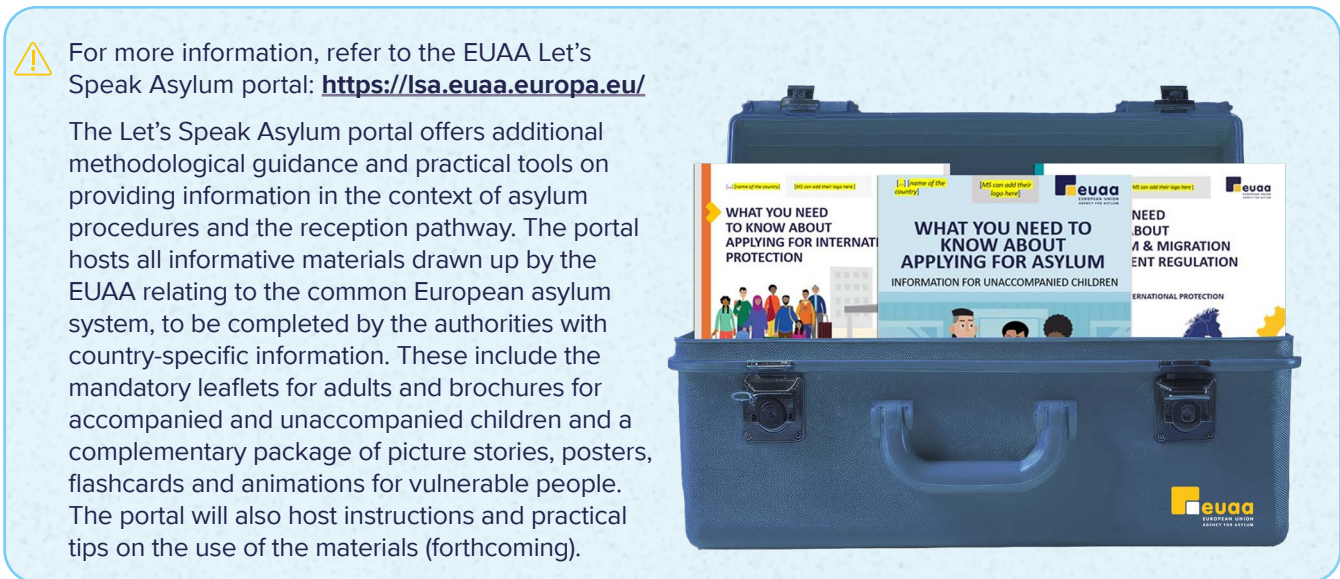
(2) European Commission: Directorate-General for Migration and Home Affairs, '[Pact on migration and asylum](#)', European Commission website, 21 May 2024, last accessed 7 April 2026;

(3) Refer to Article 5(1) RCD (regarding a template for informative materials), Article 8(7) APR (requiring the drafting of leaflets) and Article 20(2) AMMR (mentioning 'common information material'). For more detailed information, see [Annex 1](#).

(4) All material was reviewed by four EUAA networks: the Asylum Processes Network, the Network of Dublin Units, the Network of Reception Authorities and the Vulnerability Experts Network.

(5) In the pact and its instruments (in particular the APR), reference is also made to special needs and specific vulnerabilities. In this manual, for consistency, we use the term 'specific needs' throughout. An applicant with specific needs is a person who, due to their personal circumstances, requires additional support to understand their rights and obligations related to asylum and reception in order to participate meaningfully in related procedures.

(6) The languages were selected by cross-checking data on applications for international protection and countries of origin of applicants.

Figure 1: EUAA's toolbox of informative material

Complementary informative materials for applicants with specific needs

In line with the pact's emphasis on accessibility, the agency has developed informative materials specifically designed for vulnerable applicants and those with specific needs (see Figure 2), complementing the other materials developed, which have various degrees of customisation with country-specific information ⁽⁷⁾.

Applicants with specific needs include:

- accompanied and unaccompanied children;
- people with a low level of literacy or no literacy;
- applicants with disabilities or impairments;
- other individuals who, due to personal circumstances, are unable to meaningfully understand standard written materials.

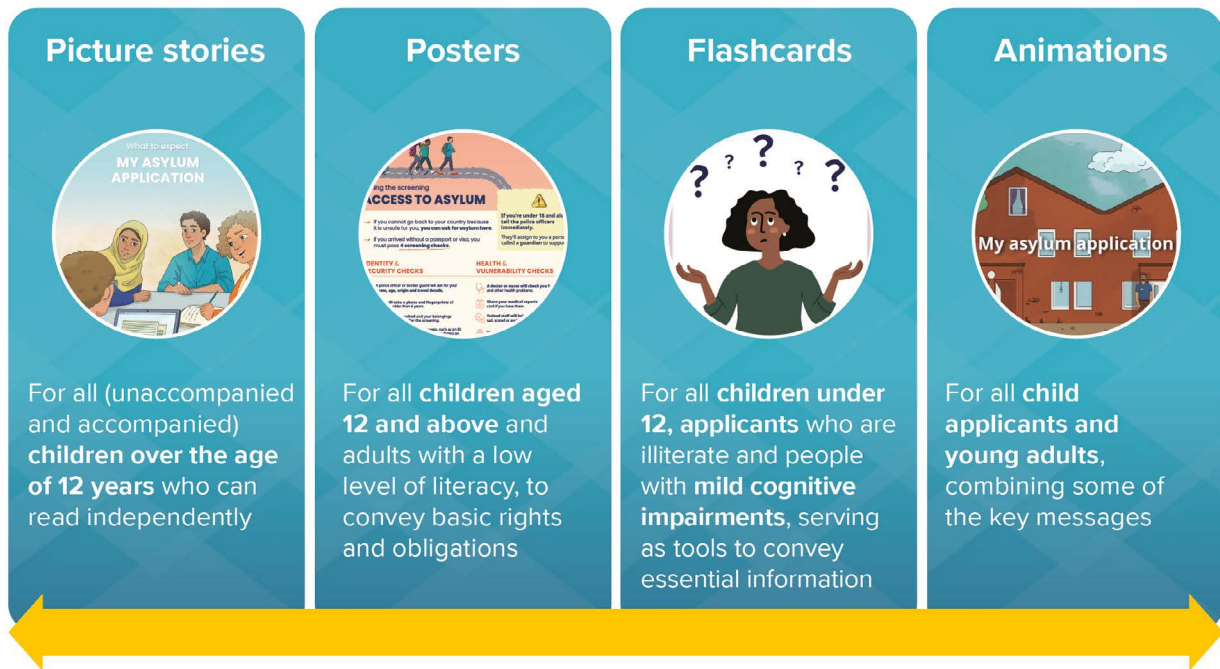
Without targeted support, these applicants may not fully understand the procedure or their rights and obligations and the consequences of non-compliance, which may reduce their ability to participate effectively in the asylum procedure and to access protection.

The formats for the additional informative materials have been selected to respond to both vulnerability-related needs and age-related capacities. For example:

- younger children may engage more effectively with animations or text-free visuals (e.g. flashcards);
- adolescents may respond better to picture-based narratives, such as comic-style stories.

The complementary package therefore presents core information in multiple formats to support authorities in fulfilling their obligation to ensure accessibility and reinforce key safeguards and procedural guarantees.

(7) A customisable information brochure that explains the asylum procedure to unaccompanied children (complemented by a non-customisable animated slideshow), and four customisable information brochures on reception rights and obligations, targeted at both accompanied and unaccompanied children above the age of 14.

Figure 2: Formats supporting information provision to vulnerable groups

Rationale for using different information formats

The selected formats – picture stories, posters, flashcards and animations – are intentionally designed to align with how children and applicants with specific needs most effectively process information. Visual and narrative-based formats facilitate comprehension by simplifying complex legal concepts and presenting them in an accessible, engaging manner.

The use of images (including animations), concise and simplified text, and recurring characters supports clarity and continuity. These elements make the material easier to follow, reduce linguistic barriers and enhance accessibility for children of different ages and for applicants with cognitive, literacy or psychosocial vulnerabilities.

Importantly, the visual and narrative approach reflects a trauma-informed and child-sensitive communication strategy. By reducing cognitive overload and presenting information in developmentally appropriate ways, the materials foster trust, emotional safety and meaningful engagement.

Finally, given that approximately one third of applicants are unaccompanied children – including a significant number of adolescent boys ⁽⁸⁾ – it is essential to provide information tools specifically tailored to their needs and capacities.

Benefits of using picture stories

The picture stories introduce a set of main characters who appear consistently across all storylines, allowing different pieces of information to be connected and presented in a holistic and coherent manner. These characters, designed specifically for teenage applicants, were carefully developed to reflect diversity in age, gender and lived experiences. They guide readers through the information, anticipate common questions and model possible concerns and responses.

The use of a storytelling approach makes the content more personal, relatable and engaging. Picture stories support better comprehension and retention of information received, encourage sustained attention and increase the likelihood that children will read the material in full and absorb key messages, provided that they are literate.

(8) Refer to European Commission: Eurostat: 'Children in migration – First residence permits', Statistics Explained portal, data extracted 29 October 2025.

Picture stories can be used flexibly: they may be read independently, depending on the literacy level of the applicant, or used as a facilitation tool in individual or group information sessions. This adaptability supports different learning environments and communication needs.



In addition, the use of recurring characters offers a practical advantage for future information provision. Should Member State authorities identify **additional information needs** related to the legal framework or other emerging topics, the agency can readily build on the existing characters and visual style to develop new, complementary materials upon request, ensuring continuity, familiarity and efficiency in information delivery.

Benefits of using posters

The posters complement and build on the picture stories by presenting **only key messages** related to rights and obligations and the consequences of non-compliance in a clear and simplified manner. They are particularly useful for applicants who may have difficulty reading or understanding more complex written materials. In addition, the posters can be used as discussion triggers during information sessions, supporting dialogue between applicants and information providers. The key messages serve as a foundation upon which information providers can add country-specific information, ensuring relevance while maintaining consistency with the core content.

Benefits of using flashcards

The flashcards contain **no text** and rely exclusively on visual elements. This makes them particularly suitable for providing information to younger children (12 years and below). Information providers can use the cards to explain complex legal concepts in a simplified and child-friendly manner, while children can use the visuals to share information about themselves, express concerns or develop questions.

The visual-only format can also be effective in contexts **where language barriers exist**, as it reduces reliance on verbal or written communication. The cards can be playfully combined to create storylines that support interactive information provision, allowing information providers to adapt explanations, encourage participation and incorporate country-specific information by using selected visuals in an engaging and accessible way. The flashcards, like all other materials created, can be used in individual and group information sessions.

Benefits of using animations

The animation produced provides basic information on the asylum procedure and initial arrangements for reception. Through the use of moving images, it **captures and holds the attention of viewers**, encouraging them to watch, listen and engage with the content for a few minutes.

As with all other informative products, the content has been translated into the languages of prospective applicants. Hearing information in one's own language, particularly upon arrival, not only supports understanding of the procedure and what to expect, but can also contribute to a sense of comfort, reassurance and emotional calm during an often stressful initial phase.



In summary: accessibility

Informative materials should always be made **available online, accessible through mobile devices** and provided in a **printed format** ⁽⁹⁾. Furthermore, authorities should appoint designated information providers to use these materials and to explain their content **orally and in person**, for applicants who are illiterate or who have other impairments or specific needs that may affect their ability to access or understand written or digital information.

(9) Refer to the legal framework provided in [Annex 1](#).

About this manual

This manual supports the effective and meaningful use of the complementary information provision formats developed by the agency, with the aim of ensuring that applicants genuinely understand their rights and obligations and the consequences of non-compliance, as indicated in the pact on migration and asylum.

Purpose

The manual offers those appointed to provide information (and other first-line staff) basic guidance on how to use the material presented as part of this manual and select the most appropriate informative materials based on the individual needs of applicants. References to the relevant legal framework are included to ensure the informed use of materials.

The manual also points out where country-specific information is to be added by the information provider, as such details are not included in the complementary materials themselves and the space for inserting such information is limited.

This manual is **not** intended to function as a **standalone** reference document but is to be used to complement the materials introduced.

Lastly, good practices, methods and approaches used by national authorities to successfully provide information to vulnerable groups (e.g. regular group refresher sessions) should continue to be implemented and should be complemented rather than replaced by what is proposed in this manual.

Users

This manual is intended for **staff working in the first line**, in particular staff in direct contact with applicants for international protection who are appointed by the relevant authorities to **provide information** on procedures, reception conditions and the related rights and obligations of applicants for international protection and consequences of non-compliance.

The manual may also be useful for first-line staff who need to provide information on an ad hoc basis, such as first-contact officers working for screening authorities, case officers, health professionals, legal counsellors () and those in similar roles.

The manual and the associated informative materials may also be used by child protection officers and by staff working specifically with vulnerable groups of applicants, such as guardians or mental health professionals, to deliver both group and individual information sessions.

Finally, interpreters are to be involved throughout the information provision process where needed, and where possible cultural mediators are to be involved. Accordingly, this manual and all complementary tools are equally relevant to interpreters and service providers, supporting their familiarisation with the relevant information.

(10) For more information, see EUAA, [Practical Guide on Free Legal Counselling](#), Publications Office of the European Union, Luxembourg, 2025, in particular p. 14, which highlights some **key differences** between what a person entrusted with the provision of **free legal counselling** in the administrative procedure may or may not do and what either a **legal adviser** representing or assisting the applicant or an **information provider** may or may not do.

When to use which materials

Those appointed to provide information can see which materials can be used at what stage of the asylum pathway in Table 1.

Table 1: Pact instruments, formats and timelines

Pact instrument	Formats	When to use which material in the asylum pathway	Articles touched upon in the materials (not exhaustive)	Additional considerations / links with other materials
Screening Regulation	<p>Picture story and poster with the title ‘Access to asylum: during the screening’</p> <p>Flashcards (see Annex 2)</p>	<p>To be used upon arrival and when making an application for international protection; this could fall into the screening process, which is to be concluded within seven days if screening at external borders (or three days if screening within a territory).</p>	<p>Article 8: Requirements concerning the screening</p> <p>Article 11: Provision of information, in particular paragraph (a), specifying that information should be provided on the ‘purpose, duration and elements of the screening’, and paragraph (b), specifying that applicants should be informed about ‘the right to apply for international protection’</p> <p>Article 13: Guarantees for minors</p> <p>Article 17: Screening form</p>	<p>As soon as an application is made and when registration takes longer than three days, unaccompanied and accompanied children should also receive RCD brochures relevant to making an application.</p> <p>The purpose of this material is not to replace any informative material created by other organisations or agencies (e.g. the European Border and Coast Guard Agency) for the screening phase; rather, it should be seen as complementary.</p>
Asylum and Migration Management Regulation	<p>Picture story and poster with the title ‘Asylum, finding family and relocation’</p> <p>Flashcards (see Annex 2)</p>	<p>To be handed out and explained when biometric data is taken.</p> <p>Generally, they should be disseminated as soon as possible and no later than three days (based on the RCD) from the making of an application or within the time frame for registering ⁽¹⁾ it.</p>	<p>Article 18: Consequences of non-compliance</p> <p>Article 19: Right to information</p> <p>Article 20: Accessibility of information</p> <p>Article 21: Right to legal counselling</p> <p>Article 23: Guarantees for minors</p> <p>Article 25: Unaccompanied minors</p> <p>Article 67: Procedure before relocation</p> <p>Article 68: Procedure after relocation</p>	<p>Picture stories and posters on the Asylum Procedure Regulation (APR) and the Asylum and Migration Management Regulation can be introduced jointly and explained together.</p> <p>The APR information brochure for unaccompanied children can also be distributed.</p> <p>As a good practice, information should always be provided before registration, so that applicants enter the procedure well informed.</p> <p>In situations where registration is slightly delayed, for example due to a disproportionate number of applicants arriving (Article 27(2) APR states that applications should be registered no later than 15 days after they are made), information provision should still take place as soon as possible.</p>

(1) Article 19 AMMR and Article 27(1) APR which states that those responsible for registering or assisting with applications ‘shall register an application promptly and, in any event, no later than five days from when it is made’. Article 27(5) states: ‘Where there is a disproportionate number of third-country nationals or stateless persons who make an application within the same period of time, ... the application shall be registered no later than 15 days from when it was made.’ assisting the applicant or an **information provider** may or may not do.

Pact instrument	Formats	When to use which material in the asylum pathway	Articles touched upon in the materials (not exhaustive)	Additional considerations / links with other materials
Asylum Procedure Regulation (APR)	<p>Picture story and poster with the title ‘What to expect? My asylum application’</p> <p>Flashcards (see Annex 2)</p>	To be handed out as soon as possible but no later than three days from the making of an application or within the time frame for registering it.	<p>Recital 35, covering effective access to procedure/guardian</p> <p>Recital 67, stating that the best interests of the child should be a primary consideration</p> <p>Article 8: General guarantees for applicants (e.g. rights to information, interpreter and access to legal counselling)</p> <p>Article 21: Applicants in need of special procedural guarantees</p> <p>Article 22: Guarantees for minors</p> <p>Article 23: Special guarantees for unaccompanied minors</p> <p>Article 24: Medical examination</p>	<p>Picture stories and posters on the Asylum Procedure Regulation (APR) and the Asylum and Migration Management Regulation can be introduced jointly and explained together.</p> <p>The APR information brochure for unaccompanied children can also be distributed.</p> <p>As a good practice, information should always be provided before registration, so that applicants enter the procedure well informed.</p> <p>In situations where registration is slightly delayed, for example due to a disproportionate number of applicants arriving (Article 27(2) APR states that applications should be registered no later than 15 days after they are made), information provision should still take place as soon as possible.</p>
Reception Condition Directive (RCD) and APR	<p>Picture story and poster with the title ‘What is a best interests assessment (BIA)?’</p> <p>Flashcards (see Annex 2)</p>	To be disseminated before a best interests assessment is conducted to ensure that applicants have an informed understanding of the purpose and impact of the assessment.	<p>Article 25 (RCD): Assessment of special reception needs</p> <p>Article 26 (RCD): Minors</p> <p>Article 27 (RCD): Unaccompanied minors</p> <p>Article 20 (APR): Assessment of the need for special procedural guarantees</p> <p>Recital 67 (APR), stating that the best interests of the child should be a primary consideration</p>	<p>Information should always be provided in the presence of the guardian / person acting as representative (in the case of unaccompanied children) or in the presence of parents, where applicable and in the best interests of the child.</p> <p>The best interests assessment is also touched upon in the RCD information brochures for accompanied and unaccompanied children and the APR information brochure for unaccompanied children.</p> <p>For more details on the best interests of the child and the best interests assessment, refer to the EUAA’s guidance on the best interests of the child.</p>

An [animation](#) (about four minutes long) with the title ‘**My asylum application**’ has been produced to cater for **child applicants** and **young adults** and those who are unable to read and write. The animation captures some key messages on rights and obligations linked to the asylum procedure. The animation should be streamed as early as possible (including during screening) to non-EU nationals arriving, since it captures topics such as the right to access to asylum and how to register an application for international protection.



The users of this manual could also benefit from consulting the EUAA's Operational standards and indicators on vulnerability-related aspects in the asylum procedure (pp. 19–21), in which the following two standards and interlinked indicators are proposed, in line with the pact on migration and asylum.

- **Standard 1.** The information provision is adapted to the particular circumstances and needs of applicants in a vulnerable situation.
- **Standard 2.** Applicants in a vulnerable situation are informed about organisations or other service providers that support or provide targeted information to applicants concerning their particular circumstances.

Users could also refer to the EUAA's Operational standards and indicators on the Asylum and Migration Management Regulation (pp. 22–24).

- **Standard 2.** The person concerned is provided, by registration at the latest, with relevant procedural information – including on their rights, obligations and consequences – in clear, plain language they understand or can reasonably be expected to understand. The competent authority ensures that the delivery of this information is recorded in the case management system.
- **Standard 3.** In cases regarding children, the relevant procedural information is provided in a child-friendly manner by appropriately trained staff in the presence of the applicant's representative to safeguard the child's best interests.

And finally, users may wish to refer to guidance set out in the EUAA's Operational standards and indicators on reception including vulnerability related aspects (pp. 115–117).

- **Standard 97.** Member States provide standard phase-relevant information on rights and obligations relating to reception conditions.
- **Standard 98.** The information provision is adapted to the particular circumstances and needs of applicants to ensure that they understand the relevant information.



Once authorities and their appointed information providers start rolling out the pact-related informative materials, it is recommended that they compile a collection of **frequently asked questions** with answers. This could further support information providers to ensure continuous effective and efficient engagement with applicants.

Remark: to provide feedback on the usefulness and limitations of the complementary material developed by the EUAA to date, please contact the EUAA's Vulnerability Team at vulnerablegroups@euaa.europa.eu. Such feedback will assist the agency in identifying any updates that may be required in the future.

Target group to receive the complementary informative material

As highlighted in the introduction, the pact on migration and asylum requires that **all** applicants are able to understand the asylum procedure, the reception system and the related rights and obligations. However, vulnerabilities and specific needs arising from individual circumstances may negatively affect this understanding, and may therefore require additional considerations.

The **Asylum Procedure Regulation (APR)**, in **Article 2(14)** (Definitions), defines an ‘applicant in need of special procedural guarantees’ as:

an applicant whose ability to benefit from the rights and comply with the obligations provided for in this Regulation is limited due to individual circumstances, such as specific vulnerabilities.

Individual circumstances and vulnerabilities may refer, inter alia, to the categories listed in **Article 24** of the **Reception Conditions Directive (RCD)**, namely applicants with special reception needs, such as:

- (a) ‘minors;
- (b) unaccompanied minors;
- (c) persons with disabilities;
- (d) elderly persons;
- (e) pregnant women;
- (f) lesbian, gay, bisexual, trans and intersex persons;
- (g) single parents with minor children;
- (h) victims of trafficking in human beings;
- (i) persons with serious illnesses;
- (j) persons with mental disorders including post-traumatic stress disorder;
- (k) persons who have been subjected to torture, rape or other serious forms of psychological, physical or sexual violence, including victims of gender-based violence, female genital mutilation, child or forced marriage, or violence committed with a sexual, gender-based, racist or religious motive.’

However, individual circumstances are not limited to these categories and may simply relate to specific needs for assistance. For example, a young, physically healthy man who is illiterate may require information to be provided in a different manner from a female applicant with a serious illness who has a formal educational background, such as a nursing diploma. Hence, the ability to understand information provided within the asylum procedure may be particularly adversely affected by:

- the complexity of the language used (including the need for language appropriate to children of various ages or applicants with cognitive impairments);
- language barriers (where the applicant does not speak the local language) or a lack of educational background (including low levels of literacy);
- the stage of the asylum pathway and / or traumatic experiences, where the applicant is not yet sufficiently stable to process complex information.

It is therefore essential that those responsible for providing information are aware of the characteristics and needs of their target group in order to ensure **that information is delivered in an appropriate and accessible format** (see Table 2). In some cases, information providers may already have access to relevant details regarding an applicant’s needs (e.g. through individual case files). In other cases, they need to actively consult the applicant to determine the preferred and most suitable format for providing information (see the section ‘Know your audience’).

Table 2: Which information is provided to whom?

Target group	Picture stories	Posters	Flashcards	Animation
Small children (12 and under)	✓	✓	✓	✓
Literate accompanied and unaccompanied teenagers (older than 12)	✓	✓		✓
Teenagers (older than 12) and adults with low literacy levels	✓	✓	✓	✓
Adults with specific needs (e.g. certain impairments)		✓	✓	✓



While the picture stories target specifically teenage applicants who are literate, they can also be helpful for child applicants below the age of 12, provided that the information provider (or a family member or guardian) takes the time to read the stories together with them.

Providing information to vulnerable groups

Providing accurate and **continuously relevant, accessible and effective information** is a core procedural safeguard for all third-country nationals who arrive and apply for asylum, as recognised in the pact instruments ⁽¹²⁾. Applicants need to clearly understand the procedures that affect them, the possible outcomes and their rights at each stage of the process. This understanding enables them to participate meaningfully, engage constructively with authorities, and share their views freely and on an informed basis.



In [Annex 4](#), users of this manual can find a checklist containing the core information that must be shared with applicants, regardless of the format used. Additional country-specific information, along with any other relevant details that support the applicant's well-being, participation and cooperation, should also be included.

All information should be carefully tailored to the needs of vulnerable applicants with diverse backgrounds, capacities and communication needs.

It should be presented in clear, accessible language that enables applicants to make informed decisions and, where relevant, it should be complemented by country-specific information.

Repeating key information is always important, but particularly when working with vulnerable applicants and children. Crucial information should be repeated during refresher sessions and explained again whenever an applicant expresses confusion or distress. It is also important to revisit information when new circumstances arise. For example, when a child reaches adulthood ⁽¹³⁾ and is subsequently considered an adult in the procedure, their rights and obligations may change significantly in many Member States.

Generally, the better informed and more knowledgeable a person is, the more likely they are to cooperate with the authorities. Adequate information also supports individuals in coping more effectively with adverse situations. This applies equally to applicants for international protection.

Providing applicants with information that is culturally sensitive, linguistically and age appropriate, and tailored to the stage of the procedure they are at can significantly reduce psychological distress and insecurity.

When individuals understand what to expect, they are better equipped to navigate the process no matter their vulnerability or need. Informative activities should therefore be carefully planned and delivered in a safe, respectful and meaningful manner and available in the language of the applicant wherever possible and otherwise supported by in-person interpretation.

(12) See Article 8 APR, which states that information on the asylum procedure is to be provided as soon as possible and at the latest when the application for international protection is registered. Article 19 AMMR sets out the kind of information to be shared, also covering the possibility of requesting information; accessibility of information is covered in Article 20(1)(3) AMMR. Article 5 RCD makes reference to, among other things, the fact that information should be provided in the presence of the representative of the unaccompanied child or of the person suitable to provisionally act as a representative until the representative is appointed.

(13) Refer to EUAA, [Transitioning into Adulthood – Improving the transition experience for applicants for international protection](#), Publications Office of the European Union, Luxembourg, 2026.

Group versus individual information sessions

Certain vulnerable applicants or those with specific needs, for example people with hearing impairments, may benefit more from **individual information sessions than from group settings**. Others may learn better in groups; for instance, those who are shy or hesitant to ask questions themselves may benefit from questions raised by other group members and thereby learn indirectly.

Conducting group information sessions using only written materials may be challenging when some applicants in the group are illiterate. Individuals may feel ashamed to disclose their inability to read or write, or may fear being laughed at, and may therefore miss essential information.

The **backgrounds of applicants** – including age, literacy level, and other personal circumstances - should therefore be considered and, where possible, **known to information providers in advance** of information sessions. When this is not feasible, a combined approach is recommended, using written materials, posters, animations and other formats. This allows applicants to choose the format that suits them best and helps ensure that essential information reaches as many people as possible.

- When organising a group session that includes applicants who live with a physical (e.g. visual) impairment, ensure that formats are used that enable the applicant to follow the discussion like any other applicant who is part of the group.
- The information provided should be tailored to the age range of the group.
- Depending on the topics to be covered and the origin of the applicants, gender may also be an important factor in deciding if an individual session, material for private reading or the sharing of content in a homogeneous group rather than a mixed group may be the best fit.

Personal circumstances, context and timing

It is important to highlight that, while an applicant's specific needs play a key role in selecting the appropriate format for delivering information, the **context and timing** of information provision are equally critical.

For example, picture story 4 ('My asylum application') covers the stages of making, lodging and registering an application for international protection, and may be suitable for teenage applicants with a relatively good level of literacy. However, in the context of a hotspot (a designated location at or near external borders where newly arrived migrants and asylum applicants are identified) and particularly following a search and rescue operation, a teenager may not be physically or emotionally able to process this level of information. In such situations, shorter and more tailored formats, such as posters or animations, may be more appropriate.

Information providers and support staff should therefore remain flexible and adapt their approach based on the applicants' circumstances, and according to the timing and context in which information is delivered. Initial, brief and targeted information can then be complemented with more detailed explanations at a later stage, once the applicant is more settled.

Preparation and considerations for information sharing



Know your audience

Before providing information, consider who the applicant is, their personal circumstances and what they need to know at this very stage in the asylum procedure.

Take into account:

- the age, developmental stage and general maturity of the applicant;
- whether the person arrived alone or with family (in the case of children, whether they are accompanied or unaccompanied);
- if the applicant has any intersecting vulnerabilities or specific needs (including an impairment or a disability, experiences of trauma, protection needs or health concerns) or is a child;
- the applicant's gender, educational background, overall family situation, nationality, first language and cultural background;
- in the case of a child, the best interests and specific needs of the child, looking at the current stage in the asylum and reception pathway.

Based on this assessment, decide:

- what information is relevant right now, to avoid overload, considering the level of distress the applicant is experiencing and prioritising what is affecting the applicant immediately, and always taking into account the best interests of children;
- how the information should be delivered (using child-friendly language, visuals, games, stories or other interactive methods, supported by someone knowledgeable in sign language, etc.);
- whether a group session or an individual session is more appropriate and safer for the applicant;
- the make-up of the group participating in the session (e.g. homogeneous or not, small children only versus mixed with teenagers);
- whether interpretation is required, ensuring that interpreters are booked in advance and have time to familiarise themselves with the materials that will be shared during the session.



Organisation

Explain the purpose of the session in advance, using child-friendly and age-appropriate language for children, and adjust your communication style to the needs and abilities of adult applicants (e.g. while an adult applicant may be illiterate, the person may otherwise have no challenges in understanding complex ideas and should therefore be treated accordingly).

Post the schedule of information sessions and topics in common areas and on information boards and/or message applicants in accessible formats (using visuals and simple wording).

Ensure that parents, guardians or caregivers are informed about the session's purpose and have provided consent for their children to participate and/or, where appropriate and in the best interests of the child, that they take part in the information session; as for adult applicants who are dependent on other family members, the involvement of caregivers is advised where in the best interests of applicants with specific needs. If it is not possible for caregivers to participate (e.g. due to time or space constraints), they should receive the same information as delivered at the session, to promote transparency and avoid misunderstandings.

Schedule sessions at a time that does not overlap with work, school, language classes or other essential activities the applicant is involved in.

Select a child-friendly, physically accessible location, taking disabilities or mobility needs into account.

For larger groups, arrange a co-facilitator to ensure that children receive adequate attention and support.



Respect and collaboration during group sessions

During group sessions, invite children – along with their guardians, where appropriate – to agree on **simple group rules**, such as:

- be respectful;
- listen to each other;
- ask questions freely.

Regularly remind applicants that:

- it is okay not to understand everything;
- they can ask questions at any time;
- there are no right or wrong questions.

Focus on explaining their **rights and responsibilities** in relation to:

- the asylum procedure;
- their stay in reception.

Take into account whether applicants are children, teenagers (including those soon to be adults) or adults.

If additional topics arise (e.g. employment, higher education, schooling, daily life, family issues, protection needs, future plans):

- acknowledge them;
- note them down and arrange a follow-up session if they cannot be addressed immediately;
- refer the applicant to a colleague who can support and provide the relevant information (particularly if specific information related to physical and mental health or protection needs is required urgently).

Always provide relevant country-specific information, even if not requested by the applicant.



Group size, format and individual support

While group composition is crucial, when involving children or vulnerable applicants, a **small group size of 10–15 participants** is recommended to allow for:

- personal interaction;
- monitoring of understanding;
- a safe and supportive environment.

Use **individual sessions** for applicants:

- with certain physical disabilities (e.g. a hearing impairment);
- with cognitive impairments;
- in a high level of distress;
- with specific protection needs.

Overall, every applicant with specific needs or child applicants should have the opportunity for **personal interaction** with the information provider.



Safeguarding, well-being and follow-up

Always explain that the information sessions are not personal legal or psychosocial counselling sessions. If an applicant shares personal or sensitive information, the information provider should:

- respond with care and respect;

- explain that the issue will be discussed with the individual after the session and that their topic (need for information) has been noted so it is not forgotten.

Always pay attention to what the applicants communicate and how they behave, but also indications (e.g. personal hygiene, signs of discomfort or distress, crying) of:

- a lack of understanding;

- severe emotional distress;

- potential needs for further protection or support.

Make sure to familiarise yourself with referral pathways and available services (health, legal, protection, child protection) and share relevant information appropriately. Finally, encourage participation, while making it clear that applicants can just listen quietly if they prefer or participate actively at their own pace.

Remain flexible and engage with parents, guardians or caregivers whenever necessary. With regard to children, always prioritise their best interests.

Child-specific considerations

Regardless of the format or activities used to provide information about the asylum and reception pathway, the best interests of the child must remain a primary consideration when children are involved.

When sharing information with them, careful attention should be paid to:

- the language used;

- the time, location and setting;

- the content to be covered at that specific stage of the asylum procedure;

- who is best placed to deliver the information (considering the best interests of the child).

While children must be informed about their rights and obligations and the consequences of non-compliance as soon as possible, their well-being takes priority. A phased approach to providing relevant information is advised depending on the child's personal circumstances (after a horrendous and lengthy journey, it may make sense to provide only basic information, so as not to overwhelm the child).

Child-friendly information is, above all, information designed to respond to children's own questions, concerns and worries; it is **not solely intended to serve professional or procedural purposes**.

Providing information to children requires viewing the situation from the child's perspective and anticipating the questions they are most likely to ask. This approach is guided as much as possible by the development of complementary informative materials on the pact on migration and asylum targeting children and adolescents.

Upon arrival, children may seek answers to questions such as these.

- Where am I?
- How can I contact my family?
- How can I find or reunite with my family members?
- How long will I stay here?
- Where am I going to stay?
- What do I have to do?
- Is there someone who will help me with the things I have to do?
- Who will take care of me until my parents come?

At a later stage in the procedure, children may ask the following questions.

- What do I need to do to (officially/legally) stay in this country?
- What do I need to do to (officially/legally) move to my family in [country]?
- When/where can I go to school?
- When/where can I work?



Generally, information should be provided to unaccompanied children in the presence of the child's guardian (temporary representative). The guardian can help refresh the child's memory or further clarify information if necessary.

In an effort to simplify the legal framework (particularly the sections of the Screening Regulation, APR and Asylum and Migration Management Regulation (AMMR) that are relevant to child and adolescent applicants), accessible broad answers to some of the questions above were developed and embedded in child-friendly formats, such as picture stories and posters.

The legal instruments and rights and obligations they hold can also be explained in very basic terms using flashcards. Country-specific information will need to be added, and any material shared with vulnerable groups should be accompanied by support from those appointed to provide the information.

The information provided should help reassure children by enabling them to better understand their situation and what to expect during the asylum procedure. In addition to receiving this support, children may wish to explore broader questions related to their identity, emotions and experiences in a new country. This may include topics such as staying safe and healthy, sexual and reproductive health, the norms and values of the host community, and practical aspects of daily life, for example how to obtain insurance, find a job or rent an apartment.

Additional topics

While the teaching formats developed primarily focus on explaining the relevant legal instruments, some sections can also serve as entry points for discussions on additional topics or allow facilitators to explore certain issues in more depth. These may include, for example, the importance of:

- nurturing friendships;
- staying healthy;
- asking questions;
- sharing needs, fears and concerns with trusted adults.

In addition, topics such as traumatic experiences, health and mental health, and sexual orientation, gender identity and expression, and sex characteristics are integrated in the picture stories.

For instance, **picture story 4 ('My asylum application')** ⁽¹⁴⁾ contains several prompts that information providers or other professionals can use to initiate deeper discussions if needed. For example, refer to p. 20, there, where Jasmine asks: Mr Fred, what if someone wants to answer but cannot – maybe because they are scared or because the questions are too personal? which can be a 'hook' to further deepen information and insights on **traumatic experiences**.

Or see also the section '**Meet the characters**', in which all the applicants and staff are introduced, and Adam shares:

I am 9 years old. I am here on my own, for now, I have decided not to speak. I experienced many bad things before arriving here. I need some time before I will talk again. But I am smart, and I understand everything.

This example can be used to explain that authorities will identify and assess the needs of everyone upon arrival in order to provide appropriate support. The outcome of such an assessment (e.g. a best interests assessment) may indicate that pausing the procedure is necessary to ensure the **best interests of the child** and will be continued when the child is ready to meaningfully engage.

The picture stories can therefore be used not only to share information on rights and obligations and the consequences of non-compliance, but also – where appropriate – to support psychosocial sessions and explore issues that children may be struggling to understand.

Refer to p. 21, of the same picture story to deepen information on **health or mental health concerns**, where applicable, where Ahmed asks: *A friend's personal interview was stopped and he was asked to see a doctor. Why?*

To deepen information linked to **grounds for protection related to sexual orientation, gender identity and expression, and sex characteristics**, refer to p. 7 of the same story, where potential grounds for international protection are introduced, including:

If you are afraid to return because of ... the person you love and want to be with

The topic continues on p. 9 of the same booklet, when Ahmed asks:

Uhm ... you said before, 'the person you love'. Do you mean when a man loves another man or a woman loves another woman?

(14) All informative material can be accessed via the [EUAA LSA portal](#) - EUAA Info provision toolbox.

Confirming the receipt of information provided

Applicants must be given the opportunity to confirm receipt of information, and this must be documented in their file ⁽¹⁵⁾. When authorities use complementary materials to inform vulnerable groups about their rights and obligations, they may rely on verbal confirmation or a **declaration form** to document that the information has been provided, in line with national practice.

Where an applicant cannot confirm receipt independently (e.g. due to age, such as in the case of unaccompanied children ⁽¹⁶⁾, or due to cognitive impairments), the confirmation may be provided by the person legally responsible for them (e.g. a guardian, parent or caregiver).

In certain cases, joint signing by both the applicant and the guardian (legal representative) may be appropriate. This may apply, for example, where a child is close to the age of majority and co-signing is considered to support their developing autonomy, reinforce their right to participation ⁽¹⁷⁾ and acknowledge their evolving capacity. The decision to use joint signing should be made in a manner consistent with the child's best interests and level of maturity.

The person signing on behalf of the applicant assumes responsibility for confirming that the information is delivered in a meaningful and comprehensible manner, appropriate to the applicant's age, maturity and specific needs.

In a situation where adult applicants are unable to read or write but are required to confirm receipt of mandatory information, authorities should apply the mechanism established under national practice for documenting information provision (e.g. witnessed confirmation or alternative verification methods).

If an applicant refuses to sign the form, the authority should first clarify the reasons for refusal, including whether insufficient explanation, misunderstanding of the form's purpose or a language barrier contributed to the refusal. If, after clarification, the applicant continues to refuse, national procedures regarding further steps should be followed. The applicant should be informed that confirmation of receipt of information is obligatory.

Finally, all materials are available in the languages of all Member States, along with the most commonly spoken languages among arriving applicants.

(15) See Article 8(2) APR, which states: 'The applicant shall be given the opportunity to confirm that he or she has received the information. Such confirmation shall be documented in the applicant's file. If the applicant refuses to confirm that he or she has received the information, a note of that fact shall be entered in his or her file.'

(16) When unaccompanied children are involved, a form or declaration should be signed by the guardian or the person suitable to provisionally act as a representative (until the representative has been appointed), as set out in Articles 2(13) and 27(1)(a) and (b) RCD (2024).

(17) That is, the right of the child to be heard, as considered in United Nations: Committee on the Rights of the Child, General Comment No 12, 2009.

How to use the picture stories and posters

The target group for the picture stories is teenage applicants between 13 and 17 years of age who can read and comprehend text sufficiently. While the contents are particularly tailored to unaccompanied children, the stories can also be relevant to accompanied asylum-seeking children. The contents can be read alone or with the support of information providers (and selected community members).



Information providers and the authorities must check that applicants have understood their main rights and obligations and the consequences of non-compliance in situations where they have to read stories independently or are supported by information providers who have not been appointed officially.

The four picture stories

As of June 2026, four picture stories will have been developed by the agency, entitled:

- Access to asylum: during the screening (picture story 1);
- Asylum, finding family and relocation (picture story 2);
- What is a best interests assessment (BIA)? (picture story 3);
- What to expect? My asylum application (picture story 4).

All four picture stories begin with a **‘Welcome’** page that outlines what readers can expect. This is followed by a section entitled **‘Meet the characters in this story’**, which introduces the same characters used consistently across the four stories.

Readers then encounter an **‘Acknowledgement’** section, followed by the story itself, which presents key rights and obligations and the consequences of non-compliance in line with the relevant legal instrument. Each story concludes with a section called **‘Important’**, designed to allow for the insertion of context-specific information.



Customisation and country-specific contents

Example: See the **‘Important’** section of picture story 4 (entitled **‘What to expect? My asylum application’** and refer to p. 27:

IMPORTANT

In this country ...

The authority responsible to register me and to organise my personal asylum interview is called: _____


My guardian's name is: _____


I can contact a lawyer free of charge to learn more about the asylum procedure and to prepare for my interview.
For this, I can contact: _____

If I disagree with the decision on my application for asylum, I can contact my guardian and a lawyer for advice on how to appeal.
To appeal the following information can be useful: _____

If anyone working here, like the officers, legal counsellors, social workers or my guardian treat me badly, I can make a complaint and contact: _____

In case of an emergency, I can contact the ambulance at _____ or the police at _____

 If I want to voluntarily return to my home country, my guardian will help me to contact the International Organization for Migration (IOM): _____

 The United Nations Refugee Agency (UNHCR), can also provide support to me or my family when we have legal questions. UNHCR can be contacted: _____

Other important information: _____

27

The country-specific information that can be integrated in the picture story or shared orally during an information session includes:

- the name of the authority responsible for registering and organising the personal interview;
- the name of the guardian (representative) or organisation supporting guardianship and how to contact and meet with them;
- the name of the person or organisation who provides free legal counselling and support to prepare for the personal interview;
- how to organise an appeal and who can support the process, including the timeline for the process;
- details of how to make a complaint safely against staff, including a guardian, where applicable;
- who to contact in an emergency and how to contact them (e.g. paramedics, the police);
- details of contacts from the International Organization for Migration and the Office of the United Nations High Commissioner for Refugees;

- other important country-specific information the authorities consider crucial for the applicant to take part meaningfully in the asylum procedure (e.g. specific information on the type of procedure the applicant is being channelled into and additional considerations, specific reception-related entitlements due to personal circumstances, consequences of non-compliance with rules and obligations as part of the asylum and reception pathway, and important timelines, which are country specific).

This 'Important' section can be completed in either of the following ways.

Before printing or publishing online. Authorities can insert some basic country-specific information ⁽¹⁸⁾ before the picture stories are printed and distributed or published online (the PDFs created and accessible to the authorities have editable fields that can be filled with basic information before printing or publishing online).

In person and directly. The information provider may complete the relevant sections together with the applicant(s) while reading the picture stories and provide additional country-specific information at that time. Alternatively, the information provider may schedule in-person sessions during which applicants can clarify any needs for further information.

Where the second option is selected, the information shared with each applicant must follow a **standardised format** agreed by the competent administration in the relevant Member State, to ensure that all applicants receive the same information. Hence, a one pager capturing such country specifics could be drawn up and shared alongside the picture stories in a printed format while being explained orally and/or made available online.

A '**Quiz**' section closes each of the four stories, allowing readers to check their understanding of the contents. Answering the questions is always **voluntary** and should never be treated as a mandatory exercise. It is important to communicate that this quiz is intended to be a fun activity, not to assess the applicants' knowledge. This is particularly relevant in group information sessions, where information providers may go through the questions and answers after reading the stories.

While the quiz should always be seen as an informal exercise even if completed by an applicant during an individual or group session, it can be useful to find out the information that applicants are not able to recall, as this can indicate what points need to be repeated, clarified or explained again.

Each picture story ends with a blank '**Notes**' page, where readers are encouraged to write down questions they have, contact details provided by authorities or any other information they want to record for future use.



The use of quiz questions

If applicants consider the quiz questions to be fun and useful, information providers can create additional questions to pose during group information sessions, which applicants can answer voluntarily. In addition, applicants can be involved in formulating questions for which they would like answers. It is important that participation in such quiz sessions is never made mandatory. Furthermore, when wrong answers are provided, clarification should never come across as judgemental. Finally, applicants should always have the option to opt out of the quiz or simply just listen to the questions and answers.

Run and learn game

In addition to using the questions presented in the picture story in a quiz format, questions could be written on a set of cards and read out loud by the information provider. The children participating in the group information session could then be split into two teams and instructed to line up. In the room, you could have one sign reading 'True' and another 'False', and the teams could be asked to move towards the answer they think is correct. The first team member to stand at the correct sign scores a point for their team. This exercise does not only reinforce correct answers; it is also fast paced and fun, and nurtures listening skills.

Alternative and creative ways to build on the picture stories

The picture stories can also be used to encourage applicants to create their own stories in response to questions they have relating to the asylum and reception pathway or other topics of importance to them.

Child applicants can also create their own mini-comics or storyboards showing a character asking for asylum, attending an interview or talking to a guardian. Reinforcing comprehension visually and creatively can also be ideal for younger children or low-literacy groups.

Engaging children, young people and adult applicants in this kind of creative activity:

- gives asylum seekers a voice and allows them to express concerns in their own words;
- encourages active participation rather than passive receipt of information.

The stories applicants create can highlight information gaps and reveal what remains unclear, confusing or concerning to them. This allows authorities, non-governmental organisations or service providers to tailor guidance and resources to real needs.

Finally, writing down concerns and receiving answers helps applicants process information at their own pace.



The picture stories can be printed in either A4 or A5 size; however, for easy use, printing in **A4 size** is recommended.

The posters

Four posters were developed to convey the key messages from the four picture stories using only a few key sentences. The posters are particularly useful for people who have just arrived in a given context (e.g. at the border, in reception facilities) and need to receive basic information about their rights and obligations but may not yet be in a physical or mental state to process large amounts of information.

The posters ⁽¹⁹⁾ can also serve as reminders of key issues or support applicants who have difficulty reading more complex texts. Each poster corresponds to one of the picture stories and carries the same title as the story it represents.

- **Poster 1** ('During the screening: Access to asylum') can be used as early as upon arrival and/or when a person communicates their wish to seek asylum.
- **Poster 2** ('Asylum, finding family and relocation') captures key rights and obligations linked to the AMMR.
- **Poster 3** ('What is a best interests assessment (BIA)?') refers to the RCD and states that a best interests assessment is to be conducted with children within a month of registering an application for international protection.
- **Poster 4** ('What to expect? My asylum application') covers key rights and obligations during the making/registering of an application for international protection, in line with the APR.

Posters are most effective when the behaviours or actions they refer to can be implemented immediately. For example, posters can be placed in areas **where certain procedures take place**, such as registration offices or medical units.

Posters are also effective in areas where people are expected to **wait, stand in line or spend a lot of time** (including at information points), allowing them to read the poster in full.

The size of the poster should be selected depending on the location. For example, **A2 size** may be more suitable for outdoor spaces, while **A3 size** may be preferable in rooms where space is limited.

A sufficient number of posters should be displayed to allow applicants to have fair access to the information.

The posters should be clearly visible and placed **at eye level**. The height at which posters are placed is particularly important for the poster on the best interests of the child, which should be easily accessible to smaller children (therefore be placed on a lower level).

(19) All informative material can be accessed via the [EUAA LSA portal](#) - EUAA Info provision toolbox.

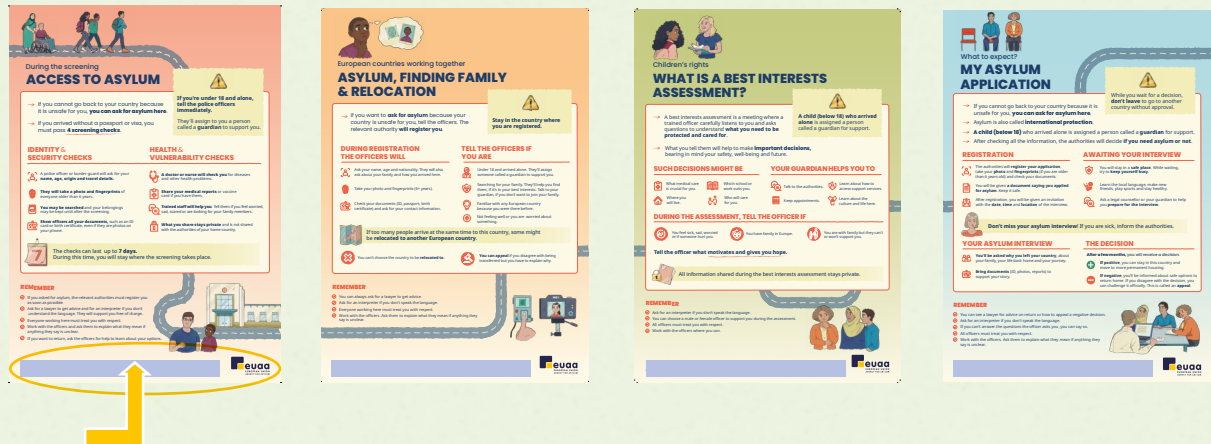


Playful use of posters

The posters can be placed on office walls or **information** boards individually or in **sequence**.

Using the four posters in sequence

If the posters are connected by a grey pathway (see the sequence of posters below) and therefore could be used jointly to explain some of the main procedural steps, safeguards, rights and obligations and the consequences of non-compliance. Certain content may seem repetitive (e.g. ‘tell the officers immediately if you are below the age of 18 and arrived alone’), but this could also be purposely used to refresh applicants’ memories.



Should Member State authorities wish to customise the content, country-specific information can be inserted in the grey editable box that appear when opening the PDF file. The space is limited; therefore, the information inserted (e.g. timelines, how to appeal, the names of relevant authorities) should not exceed 80 words, to ensure readability.

Some information may change over time (e.g. contact details, locations where e-services are provided). To avoid the frequent reprinting of posters, such updates can be applied using stickers the size of the editable box, placed on top of the box.

The EUAA does not assume responsibility for the accuracy of any information inserted.



Individual use of posters

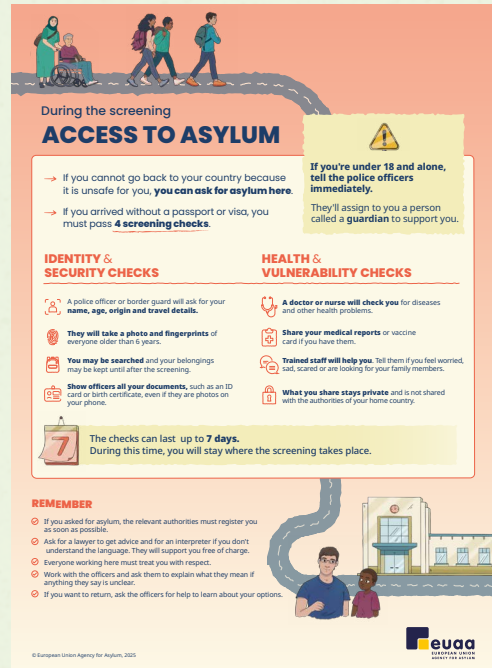
For example, the poster on **access to asylum** can be used by an information provider in a group session as follows.

- **Observation.** ‘Look at the top corner of this poster. What do you see?’
- **Engagement.** Participants may notice people of different ages, genders and abilities arriving and mention this.
- **Explanation.** The information provider builds on participants’ responses: ‘Exactly. It is important for you to know that anyone who arrives and believes it is unsafe to return home can ask for asylum here, including children, young people, adults, women, men, older people and people with impairments. ‘If you have specific needs, for example due to illness, or if you feel scared or worried, it is important to tell the officers as soon as possible. If you are a child and arrived alone, you should also share this immediately.’
- **Relevance:** ‘Why do you think it is important to share specific needs, worries and impairments, or mention that you are a child?’

After participants respond, the information provider may continue:

‘Sharing this information is important because it helps the authorities understand how to support you. Anyone under 18 who arrives alone has the right to receive support from a trained adult. Now, let’s go through other important information together.’

The information provider walks the applicants through the different points on the poster.



The size of the poster when printed should be no smaller than **A3**, for ease of reading.

Terminology

Due to the fact that this package particularly targets children and applicants with specific needs, the language differs from the ‘legal’ language used in the Pact instruments. This is important to present the contents (rights, responsibilities, consequences of non-compliance) in a simplified manner. Terminology that was easier to understand was also identified during testing with the final target group (applicants) and was integrated where possible.

For example, only the term **lawyer** is used in the materials since applicants that engaged in the testing exercises found this easier to understand than legal representative, legal counsellor, legal aid or legal advisor. While it is clear that there are differences in the support these professionals listed provide in different national contexts, the goal was to ensure broad understanding within the applicant community.

In the **MEET THE CHARACTER** section of the picture stories, information providers will note that Mr Fred introduces himself as: ‘I am a legal counsellor, which is a type of lawyer.’

Information providers are therefore advised to **explain terminology** to applicants in situations where it could otherwise confuse them or undermine their ability to request specific support since they do not have the knowledge on who to reach out to.

Another example, in some EU+ countries the terms ‘representative’ and ‘guardian’ are used interchangeably, in others one is preferred over the other. Similarly, the term **asylum** is redundant in some countries since **international protection** is the preferred term and this is indicated in national law. If specific terminology is **not** used in an EU+ country altogether, this will also need to be addressed and clarified by the information provider.

In addition, certain concepts are introduced and explained in simple language. The picture stories refer to **who you love**, for example, rather than **sexual orientation**, for instance. When introducing the topic and to encourage self-disclosure, **who you love** was found during testing to be **easier to understand** than sexual orientation. In situations where applicants are identified as or self-disclose as belonging to the LGBTIQ+ community, appropriate terminology and the preferred pronoun should always be used accordingly.

Always keep in mind **what** information is relevant to the child or applicant with specific needs at the relevant stage of the procedure. This helps ensure meaningful and informed participation in the asylum procedure and reception pathway. At the same time, it helps avoid overloading the applicant with too much information and language that is too complicated for them to understand.



Information providers and the authorities must cross check if applicants have understood their main rights, obligations and consequences of non-compliance in situations where they have to read stories independently or are supported by information providers that are not officially appointed into that role.

If the authorities use certain terminology which differs slightly from what has been provided in the picture stories or posters, this can be pointed out during information provision sessions to avoid confusion. It can be simultaneously flagged in the information boxes added for this purpose in the picture stories and posters and to insert basic country-specific information.

Customisation and country-specific information

While the standard informative materials developed by the agency (see Figure 1) allow for more detailed country-specific customisation, the picture stories and posters also provide space for Member State authorities to include basic country-specific information:

- the picture stories include a designated '**Important**' section, as described above, where limited country-specific information can be added;
- the posters include a placeholder at the bottom where a small number of references can be inserted before printing, displaying on information boards or publishing online.



Remember, information providers are obliged to share country-specific information that is relevant to the applicant, the procedure they are channelled into and the accommodation where they are placed, covering, for example, the following.

- **Names and contact details** of relevant authorities and service providers involved in the procedure and reception, including organisations or contact people providing services, support, legal counselling and advice (e.g. authorities responsible for guardianship, family tracing, healthcare, education and employment), and an explanation of how these actors deliver their services and how to access the services.

Example – contact details. In this country, family tracing is organised and supported by [relevant organisation (e.g. the Red Cross)]. This service is free of charge and can be accessed at [insert phone number, address, contact person, appointment details, etc.].

- **Procedure-specific information**, including relevant timelines (e.g. border procedure versus regular procedure).

Examples – border procedure. Under normal circumstances, the border procedure may take up to 12 weeks from the registration of the application for international protection. If a transfer to another EU+ country is required, it may take up to 16 weeks. If no decision is taken within this time frame, the applicant may be authorised to enter the territory.

During the border procedure, applicants' **freedom of movement is restricted** and they are required to reside at a designated place. Clearly explain the nature of these restrictions, including applicable house rules, and whether family members can visit and under what conditions. Where family members are placed under different procedures, clarify their rights and ways to remain in contact. In some instances, family members may be placed together.

The border procedure does not apply, or must cease to apply, when an applicant has specific needs that cannot be addressed in the context of the procedure. Applicants should be provided with information on the vulnerability assessment process, including timelines, and the importance of sharing any needs or concerns early, so that appropriate support can be provided, should be emphasised. The possible next steps, depending on the applicant's situation, should be explained.

Example – personal interview. Explain that the applicant must attend all scheduled appointments. If the applicant is unable to attend the interview, they must inform the authorities in advance and provide an explanation. (Include the necessary contact details, relevant timelines and instructions on how to do so.)

- **Placement-related information** (e.g. detention versus open, mixed or specialised reception centres).

Example – detention. Explain that **detention** means placement in a specific facility where a person **is not free to leave**. Clarify that detention may only be applied on the basis of **clear legal grounds** following an individual assessment, and only where it is necessary and proportionate to detain a person, and that there is only a limited number of cases in which this applies (e.g. if a person's identity cannot be verified, if there is a risk of absconding or non-compliance with obligations, if a transfer is being prepared or if there are serious security concerns).

Provide information on the expected duration of detention, available services while in detention, how to contact family, or receive visits by family members who are not in detention, and the right to challenge or appeal such a decision.

- **Key timelines and procedural guarantees**, such as time limits for lodging an appeal, requesting voluntary return, relocation, and information on privacy and data protection.

Example – relocation and transfers under the AMMR. Inform the applicant that, when a country receives many applications at the same time, other countries may decide to support it by relocating some applicants. An applicant cannot ‘choose’ a country to be relocated to; however, if a person can provide **proof of a meaningful link** to a country (e.g. having family members in the country, speaking the language of that country), this will be considered.

Explain that an applicant may also be transferred to another country if they have previously registered an application in another country or if they have a connection to another country (close family member present in that country, prior residence of that country, irregular entry to the country in which they are seeking asylum, etc.).

Explain the estimated timelines of the procedures to be followed and associated steps, the interviews that need to be conducted, and the rights and obligations of the applicant.

In addition, inform applicants that they may disagree with a transfer decision and explain the scope for appeal, who to contact about appealing and relevant timelines for appeal.

Example – Eurodac. Explain to the applicant why questions on identity are asked and why photos and fingerprints are taken. They help EU+ countries to recognise and trace individuals, particularly in cases where someone goes missing (e.g. a child), and to check whether the person has previously applied for asylum in another country.

The data is entered into a system called Eurodac and is stored confidentially. It is collected from everyone without discrimination, and fingerprints are taken from applicants older than six years.

Information providers should also provide country-specific information on personal data rights, including how to make a formal complaint if the applicant feels their data is not handled lawfully (refer to the leaflets for adults on Eurodac).

- **Sanctions or withdrawal of service** when applicants do not comply with certain rules or obligations.

Example - sanctions. Explain what sanctions may apply if, for instance, house rules are not followed (e.g. pausing of the daily expenses allowance).

- **Complaint mechanisms** accessible to applicants to raise concerns about inappropriate behaviour demonstrated by staff, including guardians.

Example - complaints. Explain what types of complaints can be reported. Ensure that applicants understand that complaints can be made against both staff and other applicants and how to access the relevant mechanisms depending on who the complaint is targeted at. Provide clear instructions on how and where to safely submit a complaint if treated unfairly or disrespectfully by staff (including a guardian), for example. Include the different options for submitting complaints, such as feedback boxes, forms, online mechanisms or focal points, and explain how and when responses will be communicated.

Finally, the level of customisation varies, depending on the legal instrument and format (refer to Figure 1, showing the entire suite of information provision material). Most of the materials for adults are created as PowerPoint presentations, in portrait layout, to allow them to be printed as A5 brochures once saved as a PDF. This format allows for easy editing with minimal interference in the graphic design and layout of the standard informative messages. The complementary products for vulnerable groups are available as PDFs, which allow for basic customisation, as indicated previously.

EU+ countries

Countries that are not bound by certain legal instruments or have opted out of certain provisions are advised to cross check information provided in the complementary material. Should there be information which could potentially mislead applicants in terms of information provided, this will need to be addressed.

With regard to adjustments to be made for the associated countries, changes may be required in:

- picture story 2: **Asylum, finding family & relocation**, where countries may wish to delete Question (Q)1 and Answer (A)1 included in the Quiz section, see **page 19**, Q1: ‘Why will the authorities take my picture and fingerprints and put them in a computer system?’ and the A1: ‘To know who I am and when and where I arrived’ for instance.
- poster 2: **Asylum, finding family & relocation**, the references stating ‘*If too many people arrive at the same time to this country, some might be relocated to another European country*’ and ‘*You can’t choose the country to be relocated to*’ can either be deleted, in order to avoid confusing applicants and left blank, or replaced with country-specific information by moving the grey box at the bottom of the poster upwards to the centre of the poster.

Poster 2: European countries working together, Asylum, finding family & relocation

European countries working together
ASYLUM, FINDING FAMILY & RELOCATION

→ If you want to **ask for asylum** because your country is unsafe for you, tell the officers. The relevant authority **will register you**.

Stay in the country where you are registered.

DURING REGISTRATION THE OFFICERS WILL

- Ask your name, age and nationality. They will also ask about your family and how you arrived here.
- Take your photo and fingerprints (6+ years).
- Check your documents (ID, passport, birth certificate) and ask for your contact information.

TELL THE OFFICERS IF YOU ARE

- Under 18 and arrived alone. They'll assign someone called a guardian to support you.
- Searching for your family. They'll help you find them, if it's in your best interests. Talk to your guardian, if you don't want to join your family.
- Familiar with any European country because you were there before.
- Not feeling well or you are worried about something.

If too many people arrive at the same time to this country, some might be relocated to another European country.

You can't choose the country to be relocated to.

You can appeal if you disagree with being transferred but you have to explain why.

REMEMBER

- You can always ask for a lawyer to get advice.
- Ask for an interpreter if you don't speak the language.
- Everyone working here must treat you with respect.
- Work with the officers. Ask them to explain what they mean if anything they say is unclear.

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How to use the flashcards

The flashcards are intended to support information providers and, to a limited extent, border police officers, in sharing information related to the asylum procedure and reception conditions with young children, applicants with low literacy levels and applicants facing language barriers, including on their right to ask for asylum and access the asylum procedure (e.g. during screening ⁽²⁰⁾).

The flashcards should not be considered sufficient on their own to convey all mandatory information on rights and obligations. Rather, they are designed to complement oral explanations provided by information providers, using visuals to support understanding. The flashcards were developed to inform third-country nationals in need of international protection about their right to ask for asylum and access the asylum procedure.

The EUAA has developed a set of **90 flashcards** to help those appointed to provide information on the front line to engage with vulnerable applicants, including small children.

The card design has been standardised, and each flashcard includes:

- a unique number ⁽²¹⁾, for reference and to facilitate the building of a storyline;
- a single, clear visual concept;
- a coloured frame indicating the thematic category the card belongs to (see **Outline 1** and [Annex 2](#)).

Outline 1: Overview of thematic categories

Category 1.

Cards with a **green frame** aim to support information providers to communicate **procedural aspects** (including during screening).

Category 2.

Cards with a light blue frame aim to support information providers to communicate reception-related information.

Category 3.

Cards with an orange frame are related to reception but linked to community-based support and activities and integration-related topics.

Category 4.

Cards with a grey frame are related to dos and don'ts – that is, what is acceptable and what is not. These cards are also marked with a red cross ('x').

Category 5.

Cards with a light purple frame are related to protection and specific needs / special procedural guarantees.

Category 6.

Cards with a turquoise frame are related to health and psychosocial topics.

(20) The flashcards created are not intended to replace any material developed by the European Border and Coast Guard Agency to be used by Member States during the screening phase to inform non-EU nationals of their right to access asylum. However, they can be used to complement the material where seen as useful.

(21) The numbers are for identification purposes only and do not imply any sequence or priority.

Users of the flashcards are advised to ensure that they have a printed version of [Annex 2](#) accessible when providing information to vulnerable applicants, particularly when using the flashcards for the first time. This enables them to cross-check the intentional usage of each of the cards and the indicated keywords. The **keywords** aim to support the creation of a storyline.

Reflecting on and enhancing the use of the flashcards

Once an authority or team of information providers has used the flashcards with different populations and has gained practical insights and experiences, it is invited to devise a small country-specific **storyline** using the cards available (see **Samples 1** and **2** and [Annex 2](#) for a compilation of the cards). The information provider should consider:

- the specific topic(s) that need to be covered;
- the target group;
- the number of cards to use (maximum of 25);
- the key messages to be communicated;
- optional prompts to fit the national context (customisation).

Once a standardised storyline has been agreed on, which takes into account the items that need to be covered in accordance with pact instruments (see the checklist in [Annex 4](#)), the flashcards conveying these messages can be inserted into the template in [Annex 3](#).

Having pre-fixed packages to cover certain content facilitates information provision and makes the process more efficient. Training and opportunities for discussion on how to use the flashcards most effectively and with which group of applicants should be given to those providing information.



Information providers may prepare a short script using the main messages from the posters and link them to the existing flashcards to create a coherent storyline. During this process, it is recommended that any additional visuals needed to fill gaps in the flashcard package provided in this manual are identified. Upon request, additional flashcards may also be developed by the agency in the future, depending on needs identified by Member State authorities.

Below are two samples of how information providers can use the flashcards to build a storyline capturing the main information requirements for:

- child applicants who are below the age of 13 or illiterate;
- applicants with mild cognitive impairments.

The wording and flashcards used are suggestions, and information providers are encouraged to build their own storylines with the flashcards as they see fit. Providers are advised, however, to use the posters and checklist ([Annex 4](#)) to ensure that the necessary information is indeed shared.

Sample 1: Picture story 2 – Asylum, finding family and relocation

Content covered: Eurodac

Target group: child applicants below the age of 13 (or illiterate)

Introductory remarks

Always start with an appropriate introduction and welcome to create a warm and supportive atmosphere.

Suggested script

Hello, my name is [insert name and role/responsibility]. Today, I will share some information with you to help you understand what will happen over the next few days and what to expect. I am here to support you, and you can ask questions at any time.

You have just arrived in [insert country]. This place is called [insert name of location (e.g. the reception facility or office building)]. I work for [insert authority/organisation] and provide information to people who have applied for asylum.

[If an interpreter is present, allow them to introduce themselves and calmly ask the child to say their name.

Depending on the context (e.g. if a child is in severe distress), the information shared may be brief and tailored to the immediate needs of the person, taking their personal circumstances into account or pausing the session altogether until the child is able to meaningfully participate.]

Suggested flow of information linked to fingerprinting/Eurodac

<p>Arrival</p>	<p>Right to a guardian</p>	<p>No documents to enter regularly</p>	<p>Identity check (fingerprints, photo)</p>	<p>Being worried, uncomfortable</p>
 <p>81</p>	 <p>3</p>	 <p>9</p>	 <p>15</p>	 <p>13</p>
<p>Importance of cooperation</p>	<p>Keeping you safe, international protection</p>	<p>Registration</p>	<p>Cross-checking information; country, responsibility</p>	<p>Eurodac</p>
 <p>88</p>	 <p>74</p>	 <p>62</p>	 <p>85</p>	 <p>14</p>
<p>Finding family</p>	<p>Confidentiality</p>	<p>Leaving without permission</p>	<p>Right to interpretation and asking questions</p>	
 <p>25</p>	 <p>50</p>	 <p>40</p>	 <p>77</p>	

Suggested script linked to the flashcards

Card 81. You have recently arrived here.

Card 3. Because you are under 18 and have arrived alone, you have been given a guardian (called a representative in some countries). This is a person who helps and supports you.

Card 9. You may not have documents like a passport or visa. That is why officers ask you questions and ask for your name, your age, where you come from and if you arrived with family or alone. This helps them to better understand your situation.

Card 15. The officers will also take your photo and your fingerprints (if you are older than six).

Card 13. If you feel shy or uncomfortable when your photo or fingerprints are taken, you can tell the officers. They should help you feel more comfortable.

Card 88. Always try to do what the officers ask of you and work hand in hand with them, so all goes smoothly.

Card 74. If you cannot go back to your country because it is unsafe for you, you can ask for asylum here. Asylum is also called international protection.

Card 62. The officers will collect information from you and register you. You will then receive a document that confirms that you are now an applicant for international protection. It is important to keep it safe.

Card 85. Having all this information is important, since it will help the authorities to see which country is responsible for your application, if you have already been in Europe or if you have already applied for asylum somewhere else.

Card 14. Your fingerprints and photo will be stored in a European computer system called Eurodac.

Card 25. This helps to protect you and can help to find your family members if they are in another country covered by Eurodac.

Card 50. Your information is kept private and protected. Your information will not be kept forever. It will be deleted after some years.

Card 40. Remember to always stay in the country where you are registered. Don't try to run away or leave without permission from the authorities. It can be risky to travel alone.

Card 77. Finally, if you do not understand the language, you can always ask for an interpreter, who will help you for free. If you have questions, reach out to your guardian or the officers who work here; they will always be there to support you.

Country-specific information can cover specific rules linked to data protection in the country and potential access to information stored on the applicant. Depending on the age and maturity of the child, these details may be less relevant.

The information provider can add information on the consequences of non-compliance when it comes to having their photo and fingerprints taken. However, this will need to be dealt with carefully considering the age and maturity of the child.

Sample 2: Picture story 1 – Access to asylum: During the screening

Content covered: access to asylum

Target group: child applicants below the age of 13 (or illiterate)

Introductory remarks

Always start with a proper introduction and welcome to create a warm and supportive atmosphere.

Suggested script


Hello, my name is [insert name and role/responsibility]. Today, I will share some information with you to help you understand what will happen over the next few days and what to expect. I am here to support you, and you can ask questions at any time.

You have just arrived in [insert country]. This place is called [insert name of location (e.g. the reception facility or office building)]. I work for [insert authority/organisation] and provide information to people who have just arrived.

[If an interpreter is present, allow them to introduce themselves and calmly ask the child to say their name.

Depending on the context (e.g. in a hotspot, during disembarkation or when someone is under severe psychological distress), the information shared may be brief and tailored to the immediate needs of the person, taking their personal circumstances into account or pausing the session altogether until the child is able to meaningfully participate.]

Keywords and messages to be conveyed

Introduction of the first contact officer	Right to interpretation	Age verification	Right to a guardian	Family tracing
				
No documents to enter regularly triggers screening	Access to asylum	Grounds for protection	Security check	Identity check (fingerprints, photo)
				
Health check	Vulnerability check	Importance of cooperation	Timelines	Stay during screening
				
Registration	Registration form	Transfer to a reception facility	Provision of food	Don't leave without permission
				
Code of conduct of officers / duty of care	Right to make a complaint	All services are free of charge	Always ask if things are not clear	
				

Suggested script linked to the flashcards

Card 1. You just arrived. Therefore, police officers or border guards will talk to you and ask you some questions.

Card 30. If you cannot understand the language officers speak, tell them, so that you can be supported by an interpreter – that is, a person who speaks your language.

Card 76. Since you are a child (below the age of 18) and arrived alone, tell the officers right away. This is important, since children need special support and therefore get an adult support person, also called a guardian or representative, to help them.

Card 3. The guardian supports children who arrive without family, making sure the authorities can make the best decisions for the children.

Card 25. Tell the guardian or the officers if you are looking for family members. They can help you find and reunite with them.

Card 9. If you arrived without any documents, like a visa or passport, you will go through some checks first, so the officers can learn more about you and why you came here.

Card 74. If you cannot go back to your country because it is unsafe for you, you can ask for asylum here. Asylum is also called international protection.

Card 41. You can ask for asylum, for example, because of war in your country, or because you or your family are not accepted because of your political views or religion or because of who you love.

Card 7. The officers may first search you and your things and may keep some of your belongings but will return them when all checks are over.

Card 15: They will also take your photo and fingerprints (if you are above the age of six).

Card 11: You will then meet a doctor or nurse who will ask you questions about your health. Tell them if you are sick, in pain or have any other problems.

Card 13. You will also talk to a special officer, sometimes called vulnerability officer, for example a social worker.

It is very important to tell that person if you are worrying a lot about something, feel threatened by someone or are just sad. They can only help with a problem if they know about it.

Card 88. Always try to do what the officers ask of you and work hand in hand with them so that all goes smoothly.

Card 23. These initial checks will not take longer than seven days.

Card 42. During this time, you will stay here.

Card 24. If you ask for asylum, you will be registered. The officer will write down information like your name and age, why you left your country and about your journey. [For vulnerable adult applicants and depending on their level of understanding, 'You must register your application for international protection where you first arrived, unless the authorities inform you otherwise.']

Card 62. You will then receive a document that confirms that you are now an applicant for international protection. It is important to keep it safe.

Card 17. Shortly after this, you will be told where you will stay and what the next steps are for you.

Card 19. You will be given food during your first days here.

Card 40. Stay in the country where you are registered. Don't try to run away or leave without permission from the authorities. It can be risky to travel alone. You may lose some of the support you receive now. [For vulnerable adult applicants and depending on their level of understanding, you might add: 'and it may make your application for international protection less likely to be approved if you decide to leave the country or not cooperate with the authorities.']

Card 33. Everyone here and where you will stay must treat you with respect. Nobody is allowed to be rude, shout at you or behave inappropriately.

Card 39. If they do, you can complain immediately. Talk to someone you trust to help you.

Card 65. All services here are free of charge. Nobody can ask you for money.

Card 27. Remember, if you need more information or have questions, simply ask.

Country-specific information can cover exact location, including the facility the applicant will stay in over the next few days (maximum of seven, or three if apprehended on the territory), whether or not the applicant will be staying in a closed facility, where the applicant can retrieve their personal items, entities that provide legal counselling, how and where to access medical care, the name of the authority in charge of registration and asylum, those responsible for family tracing and for voluntary return, etc.



These suggestions are illustrative rather than exhaustive. Additional cards may be used, for example, to include country-specific information.

Flashcards should be used with caution. Overuse may confuse applicants or distract from the key messages to be conveyed. In addition, the information shared alongside the flashcards should be basic, using simple language, and not cite legal text.

For applicants with very specific needs (e.g. those recently rescued during a search and rescue operation), only a few cards should be used.

On arrival, very basic information is sufficient, for example: 'You are safe now', 'You will have a place to sleep and some food', and 'You can see a doctor to have any injuries checked' or 'Let the officer know if you have any other specific needs'. More detailed information can be provided later, once the applicant is more settled.

Overall, the full set of flashcards extends beyond those described above and is designed to be used flexibly, including to provide information on additional topics as needed.

For the set of flashcards currently available ⁽²²⁾, refer to [Annex 2](#).



The flashcards, when printed, should be the size of a postcard (14.8 cm × 10.5 cm), equivalent to **A6**, for easy use.



Playful use of posters

Keep a 'minimum card set'

- For each process/procedure, compile a **basic storyline of cards** necessary to explain it.
- Cards can be added depending on the situation or the applicant's needs (e.g. add cards on vulnerabilities if relevant).
- Lay cards in order on a table or board for the applicant to follow visually.
- You could skip certain cards if the applicant only needs core information or already knows some things that you planned to share.

Cards can be **placed in front of applicants** to help them to:

- **formulate questions** (e.g. a card showing a calendar and money (card 22) for 'What date is my monthly allowance due?');
- **express needs** (e.g. a card showing clothes (card 21) for 'I need some more clothes, where can I get some?');
- **understand rights/services** (e.g. a card covering education (card 56) for 'Where, when and how can I access language courses?').

Applicants should also be invited to **combine cards themselves**, creating a mini-story of their needs and questions but potentially also other topics important to them that they cannot express due to language barriers or fear of speaking out.

(22) The agency may develop additional cards after June 2026, depending on the needs identified in the EU+ countries.

Cross-checking knowledge gained

To see if the child or the person with whom the flashcards are used has understood the content, a version of bingo using the cards could be played.

How to make the bingo board

Print or draw a bingo board on paper with a maximum of nine squares to capture some key rights and obligations and the consequences of non-compliance. The child applicant may help to create the bingo board.

Share statements aloud

- Say 'All children, just like you, who arrive alone are supported by an adult. This person is called a guardian or representative,' while pointing to the relevant flashcard (card 3). Then, let the child move the card into the first square.



Do the same for the following statement: 'For everyone older than six, an officer will take a photo of you and your fingerprints. This helps them to record personal details, especially when a child arrives without any documents. The information you share, and your photo and fingerprints, help to protect you.' This time, point to card 15.

- Discuss and re-explain each square/image after the game to **reinforce learning**. Or let the child take the lead. If you play bingo in a group setting, also allow the children to be the ones sharing statements.
- Encourage children to **explain the pictures in the flashcards** in their own words – this helps with comprehension.
- The first child who has filled a row by answering questions correctly shouts 'bingo' and has won the round.

How to use the animation

An animation was added to the complementary informative material developed for child applicants – including small children, who are attracted by moving images – and young adults. The animation may also benefit applicants with visual impairments (who can benefit from listening to the voice-over) or those with mild cognitive impairments, who can benefit from looking at moving images complemented by brief key messages.

The animation provides a clear, reassuring overview of the asylum procedure, explaining what people can expect when they ask for protection.

It explains in basic terms **who can apply for asylum** and the reasons someone may need protection, for example war, persecution, religion, political views, origin or sexual orientation. It stresses the importance of **telling authorities immediately if protection is needed**, especially for children who arrive alone, who have the right to a guardian or representative.

The voice-over describes the **arrival and registration process**, including identity checks, searches, the recording of personal details, fingerprinting and receipt of a registration document that must be kept safe. It reassures applicants that belongings taken for checks will be returned and explains how shared information is used to determine the correct procedure to follow. It also highlights that authorities can help **trace or reunite family members**.

The animation outlines what happens **while waiting for the personal interview**, including access to accommodation, food, financial support, healthcare, schooling (for children) and advice on staying active and preparing for the interview.

The voice-over also emphasises the importance of **cooperating with authorities**, staying in the country of registration and understanding that applicants may be transferred to another country if many people arrive at once, although family or other connections may be considered when a transfer is to take place.

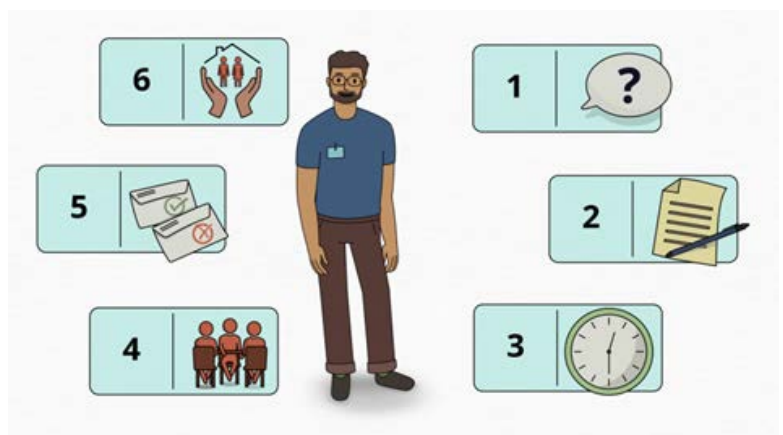
It explains in brief the **personal interview**, the need to be honest, privacy of information and special safeguards for children. Finally, it covers **decisions and appeals**, encourages people to speak up if they feel unsafe or confused, reassures them about respectful treatment and reminds them that **free support from guardians, lawyers and interpreters** must always be available, with further information available from brochures or staff.

Lastly, the animation is split into 6 sections to facilitate easier understanding and can be used as follows:

Section 1: Asking for Asylum

First contact officers should ensure that all arriving persons understand their right to apply for asylum and what this means. Information providers can use this part of the animation to explain:

- grounds for seeking asylum (for example persecution related to religion, ethnicity, political opinion, sexual orientation, or belonging to a minority group)
- the benefits of applying for asylum and available safeguards, including guardianship for unaccompanied children
- the four checks carried out during screening (identity, security, health, and vulnerability)
- the importance of disclosing vulnerabilities or specific needs as early as possible
- the timeframe and purpose of the screening phase



Section 2: Registration

This part of the animation can help information providers explain in more detail:

- the registration process, its purpose, and the steps involved
- that registration formally recognises a person as an applicant for international protection
- the importance of sharing information about reasons for fleeing the country of origin and any harmful experiences suffered already at this point
- the different procedures an applicant may be channelled into
- the importance of requesting family tracing as early as possible, where relevant, including the organisation(s) and procedures involved

Section 3: Waiting

This section can be used to explain the waiting periods applicants may experience. Discussions may include:

- expected timelines for the asylum interview and/or decision, where available
- the importance of engaging in meaningful activities to support wellbeing and reduce distress
- rights and entitlements during the waiting period, including accommodation, food, and access to services
- obligations during the procedure, including not leaving the country of registration without authorisation and the possible consequences of non-compliance

This part of the animation also refers to relocation procedures and explains that applicants do not have to pay for services such as legal counselling, interpretation, or guardianship. Information providers may complement this with country-specific information where relevant.

Section 4: The Personal Asylum Interview

This part of the animation can support information providers in explaining:

- the purpose and structure of the personal asylum interview
- the types of questions applicants may be asked
- how applicants can and should prepare for the interview, including gathering relevant information or documents where applicable which can support their application
- the importance of consistency, truthfulness, and cooperation with the authorities
- confidentiality and privacy obligations of the administration

Section 5: Decision on the asylum application

This section can be used to explain:

- how and when decisions on asylum applications are communicated, according to national procedures
- timelines and procedures for appeals, including available support
- where to obtain information on return options and how return will be organised

Section 6: Safeguards

This section supports information providers in introducing applicants to available safeguards, protection measures, and support services related to:

- mental health concerns
- trafficking in human beings
- all forms of abuse, including abuse by staff
- complaint mechanisms and how to make a complaint

By using the animation, information providers can facilitate increased awareness on the asylum pathway, reduce confusion and ensure that applicants receive consistent and accessible information throughout the procedure.



Using the animation as a general information tool

The animation is approximately four minutes long and can be streamed in waiting areas or common public spaces or be made available on a designated website where applicants can choose their preferred language ⁽²³⁾.

Especially when a high number of applicants arrive at once, having an animation that covers important points can be beneficial to establish a basic understanding. In addition, being able to listen to the voice of someone speaking one's own language shortly after arriving in the EU can provide some calm and comfort.

Watch the animation by clicking this [link](#)!



Using the animation as a tool during information sessions

Information providers may use the animation to trigger discussion on particular issues.

- Start the session by explaining that the video shows a friendly character (Fred) who will guide them through what happens next.
- Emphasise that it is short, easy to follow and meant to help them understand the process.
- Set a positive, calm tone. This is especially important for children or applicants recently rescued or in distress.

Watch the animation with small groups, since this makes group discussion more manageable and everyone can see the screen and feel comfortable.

Information providers can:

- stop at natural points in the animation to ask questions like 'What do you think Fred wants to say here?' or 'Does this make sense to you?';
- encourage participants to relate to the content and extend it to their own situations, without encouraging them to share sensitive details (the provider could say, 'I see some children here today; who has already been appointed with a guardian?');
- use posters or flashcards alongside the animation to reinforce key messages.

For example, after watching a section of the animation on waiting for an interview, the provider could show the related flashcard or poster to anchor the information visually. They could then ask applicants what helps them to deal with waiting, encouraging them to share positive coping mechanisms (e.g. talking to friends, going for a walk, reading, studying).

Adapt to the audience's needs

For children or applicants recently rescued in search and rescue missions, focus initially only on immediate, reassuring messages and information needs: safety, food and water, medical care and accommodation. The animation can then be used on day 2 or 3, once applicants are more settled, to more fully discuss procedures, rights and obligations, and the consequences of non-compliance.

Make learning interactive

- For smaller child applicants, ask them to spot characters, objects or actions in the video (e.g. in the scene about being searched, ask them what items they see, or, in the scene where the guardian is introduced, ask them about the colour of the guardian's shirt, and then explain the guardian's role).
- Create simple questions or quizzes based on what happens in the animation (e.g. 'Who is in the room with the boy when he is registered by the officer?' (the guardian), 'What do you think the role of the guardian is?', 'What can you do if you don't understand the language spoken?' (ask for an interpreter), 'Do you have to pay for an interpreter?' (no, this is free of charge)).
- Allow participants to retell or summarise parts of the animation in their own words to reinforce understanding.

(23) As of 1 June 2026, the animation will be available in the following languages: Arabic, Bambara, Bengali, Bulgarian, Dari, French, German, Greek, Italian, Pashto, Spanish and Swahili. Additional languages will follow

Repeat information and reinforce learning

- Play the animation more than once if needed, especially for children, those with mild cognitive impairments or low-literacy audiences.
- Encourage participants to ask questions at the end and refer to the animation whenever clarification is needed.

Close by summarising key points verbally, highlighting aspects like who to contact, waiting procedures and safety measures. Where applicable, provide country-specific information.

Information providers are to be patient and to give participants, particularly smaller children, space to absorb the information.



While the animation delivers essential basic information, applicants need additional details to be able to meaningfully take part in the procedure. Information on procedural timelines, how to access free legal counselling and interpretation services, and the potential consequences of non-compliance should be communicated clearly and in a complementary manner. The animation should therefore be understood as a first port of call for obtaining information, to be complemented by more detailed follow-up information at a slightly later stage and when those who are supporting applicants consider it appropriate.


Annex 1: Legal framework



Pact on migration and asylum

-  **Article 11** of the **Screening Regulation** covers information provision, including the importance of explaining the purpose of screening, rights and obligations. Article 11(3) states (emphasis added):

*The information provided during the screening shall be given in a language which the third-country national understands or is reasonably supposed to understand. The information **shall be provided in writing, on paper or in electronic format**, and, where necessary, **orally** using interpretation services. In the case of minors, the information shall be provided **in a child-friendly and age-appropriate manner** and with the involvement of the representative or person referred to in Article 13(2) and (3). The screening authorities may make the necessary arrangements for **cultural mediation services** to be available to facilitate access to the procedure for international protection.*

-  In **Article 19** of the **AMMR**, reference is made to the kind of information to be shared and the fact that applicants should have the opportunity to request information. The accessibility of information is covered in Article 20(1) (emphasis added):

*The information referred to in Article 19 shall be **provided in writing in a concise, transparent, intelligible and easily accessible form**, using **clear and plain language** and in a language that the applicant understands or is reasonably supposed to understand. Member States shall use the common information material drawn up pursuant to paragraph 2 of this Article for that purpose. The common information material shall also be **available online**, on an open and easily accessible platform for applicants for international protection.*

*Where necessary for the applicant's proper understanding, the information shall also be provided **orally**, where appropriate in connection with the personal interview referred to in Article 22. For that purpose, the applicant shall have the **opportunity to ask questions** to clarify the information provided. Member States may use the support of **multimedia equipment**.*


-  **Article 20(3)** states (emphasis added):

*Where the applicant is a minor, the information referred to in Article 19 shall be provided in a **child-friendly manner by appropriately trained staff and in the presence of the applicant's representative**.*

*With regard to the **RCD**, information provision is captured in **Article 5**. Besides what information is to be shared with applicants (including vulnerable groups), the directive also refers to accessibility (in Article 5(2); emphasis added):*

*Member States shall ensure that the information referred to in paragraph 1 is provided in **writing in a concise, transparent, intelligible and easily accessible form**, using **clear and plain language** and in a language that the applicant understands or is reasonably supposed to understand. Where necessary, that information shall also be provided **orally** or, where appropriate, in a visual form such as by using videos or pictograms and shall be **adapted to the applicant's needs**.*


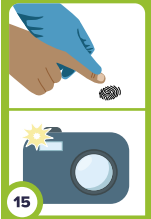






*In the case of an unaccompanied minor, Member States shall provide the information referred to in paragraph 1 in an **age-appropriate manner** and in a manner that ensures that the unaccompanied minor understands it, by **using information materials specifically adapted to minors** where appropriate. That information shall be provided **in the presence of the representative of the unaccompanied minor** or of the person suitable to provisionally act as a representative until the representative is appointed.*

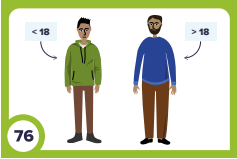


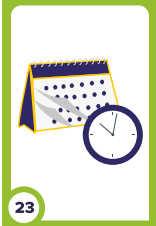



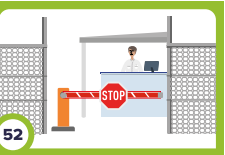
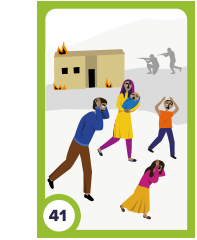



-  **Article 8** of the **APR** presents the general guarantees for applicants. Information provision is also covered, including the importance of ensuring that information is tailored to the needs of the applicants (emphasis added):

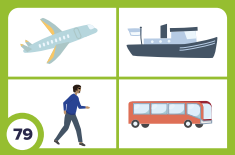






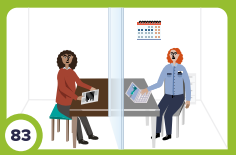



*All the information referred to in this paragraph shall be provided as soon as possible to enable applicants to exercise the rights guaranteed in this Regulation and to **enable them to adequately comply** with the obligations set out in Article 9. The information referred to in the first subparagraph, points (a) to (e), of this paragraph shall be provided to the applicant at the latest when the application for international protection is registered. That information shall be provided by means of the **leaflet** referred to in paragraph 7, either **physically or electronically**, and, if necessary, **orally**. Information shall be provided to minors in a **child-friendly manner** and **with the involvement of the representative** or the person referred to in Article 23(2), point (a), of this Regulation.*

Annex 2: Compilation of flashcards by category






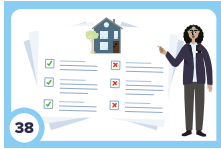




Category 1: Procedure related (including the making of an application)

Flashcard	Keywords	Flashcard	Keywords	Flashcard	Keywords
	Meeting first contact officer, police officers, border guards or immigration officers, conducting identity and security checks		Fingerprints collected from everyone over six years of age, photo to be taken during registration (including screening identity check)		Legal counsellor / UNHCR providing support
	Information, photo and fingerprints (for those over six years old) will be entered into a computer system (Eurodac)		International Organization for Migration, providing support, voluntary return		Registration and/or lodging and/or personal interview, registration/ case officer, explaining or asking questions, potential presence of another professional and entitlement to certain free support (e.g. guardian, interpreter, legal counsellor)
	Security check, being searched, personal belongings kept, need for belongings to be returned		Verifying age, doubts regarding claimed age, age assessment request		Showing of documents, ID card, passport, visa, identification










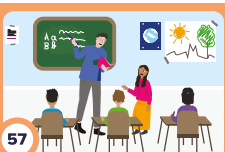


Flashcard	Keywords	Flashcard	Keywords	Flashcard	Keywords
	<p>Verifying age, age assessment procedure helps to verify age (refer to the EUAA's booklet and animation on age assessment), tell the officers if you are under the age of 18 and therefore entitled to additional support (temporary representative/guardian)</p>		<p>No ID card, no passport, no visa</p>		<p>Searching for family, family tracing, questions on family matters</p>
	<p>Timelines (e.g. for screening, appeal procedures)</p>		<p>Social worker / legal counsellor, confidential chat, asking questions, receiving information</p>		<p>Voluntary return, forced return</p>
	<p>Written invitation for the personal interview, with the date, location and time of the interview; receiving/ notification of decision (could be used in combination with card 61/62)</p>		<p>Arriving at the border, border procedure, obligation not to leave for another country</p>		<p>Grounds for protection, war, fighting, conflict, fleeing, home, insecurity, military, militias, fear</p>
	<p>Family reunification</p>		<p>Personal interview (support from a lawyer/ interpreter)</p>		<p>Decision to reject the application, negative decision, notification</p>

Flashcard	Keywords	Flashcard	Keywords	Flashcard	Keywords
	<p>'How did you arrive here? Alone or with others?' (see also card 81), 'Did anyone help you?'</p>		<p>Registration confirmed, positive decision, decision granting protection, notification</p>		<p>I arrived alone, I arrived with family members / friends</p>
	<p>Sharing of all relevant documents for the purpose of identification and the asylum procedure, ID card, passport, birth certificate, school report, medical statements, etc.</p>		<p>Relocation to another EU+ country, solidarity mechanism</p>		<p>Court hearing, appeal, second instance</p>
	<p>Have you already been in an EU+ country? Do you have a connection to an EU+ country?</p>		<p>Explaining registration, next steps, why glass separates officer and applicant (e.g. public health grounds)</p>		<p>Speaking to the police / border guards, their role is to support you, police officers are there to ensure a child's safety/ protection</p>
	<p>Clarifying timelines, waiting time, next steps, timelines for submitting additional evidence, timelines for appeal, etc.</p>		<p>Importance of collaboration and working together, including consequences for the applicant if this does not happen</p>		

Category 2: Reception-related aspects (accommodation, material reception conditions)

Flashcard	Keywords	Flashcard	Keywords	Flashcard	Keywords
	Mixed accommodation, family housing, independent living, allocation to accommodation / reception centre		Detention / closed facility		Type of accommodation, child-appropriate accommodation, stay with your family, stay with peers, transfer to more permanent reception
	Cleaning own space, keeping private and public spaces neat, helping one another		Provision of food, food, type of food, allergies, nutritious food, regular meals		House rules, purpose of house rules (to live well together), potential sanctions if house rules are not followed, dos and don'ts here in this reception facility
	Provision of food, cooking and preparing food for oneself, place to prepare food (e.g. kitchen / common space), cooking utensils		Hygiene products, importance of hygiene		Access to / need for clothes
	Allowance, timing of payment, amount of allowance				

Category 3: Reception-related topics such as inclusion and integration, community-based activities and psychosocial well-being

Flashcard	Keywords	Flashcard	Keywords	Flashcard	Keywords
	Expression of emotions, to be used to share how a person feels (scared, happy, angry, sad)		Appropriate family accommodation, access to family, take time to play and engage with your children		Introduction of leisure activities, importance of being in shape, staying active, playing with others, hobbies
	Keep yourself busy, hobby, mental and physical well-being		Explaining family (can be used to find out who the child arrived with, who stayed behind, who is missing)		Reduction of services, consequences of leaving without permission (running away to another EU+ country) (e.g. no right to work, no language classes or vocational training, reduction/pausing of allowance)
	Employment, skills, vocational training, right to work, how to find a job		Welcoming, introduction, 'Who are you? Hi my name is ...'		Higher education, university, language course
	Mandatory education, school, learning		Hobbies, making friends, importance of play, relax		Learning about local culture, language, sharing own background, celebrating diversity, learning where others come from, acceptance, respect, geography, 'Where is Europe?', 'Where do you come from?'

Category 4: Don'ts

Flashcard

Keywords



Breach of code of conduct; unacceptable, disrespectful or inappropriate behaviour by staff, such as treating people badly / screaming at them – not acceptable!

Flashcard

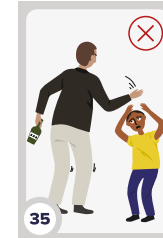
Keywords



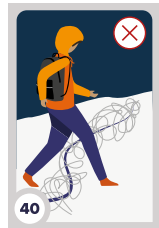
Abuse, violence, inappropriate touching by other applicants (including by intimate partner) – not acceptable

Flashcard

Keywords



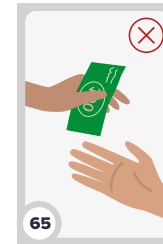
Excessive drinking, violence and abuse of other applicants (including own children) – not acceptable!



Don't run away / leave for another country without permission from the authorities, don't leave alone, travelling alone can be dangerous/risky






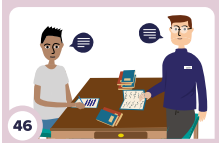














Don't smoke, fight, drink or do drugs here



Don't pay for interpretation, services at a reception facility, legal advice, services provided by a guardian or family tracing; services are free of charge

Category 5: Protection and specific needs / special procedural guarantees

Flashcard	Keywords	Flashcard	Keywords	Flashcard	Keywords
	Arrival, welcome, providing safety		Worried, stressed, angry, afraid, sad, hopeless		Support person; male/female same-sex support person, where available
	Right to make a complaint, where to make a complaint, why to make a complaint, how to make a complaint		Interpreter's name tag indicates who the person is, remember the name of the person you talked to		Right to free legal advice, getting advice, preparing for the personal interview, always ask when you have questions
	Guardian, social worker, talking to you, listening to you		Right to be asked for consent, giving consent		Speak out when you are uncomfortable, worried, sad, afraid or stressed, or if you feel threatened

Flashcard	Keywords	Flashcard	Keywords	Flashcard	Keywords
	<p>Right to appeal, talking to a judge, being at court</p>		<p>Where to get information, right to information</p>		<p>Information is kept confidential, what is being shared stays private and is only shared with consent, data protection rules</p>
	<p>Right to free legal counselling, importance of asking questions and sharing information with a legal counsellor</p>		<p>Right to free interpretation, an interpreter will support you during your personal interview / registration, etc.</p>		<p>'I have the right to say "no" or to say "stop"', 'don't cross my personal boundaries (e.g. 'my feelings, my rules', 'my body, my rules', 'this is my personal space'; if I am uncomfortable with what you do/say, I can say so)', 'that's enough'</p>
	<p>Danger, insecurity, war, conflict (to describe reasons for leaving the home country and why it is not possible to return)</p>		<p>People living with a physical impairment</p>		<p>'I don't know', 'I don't remember', 'I am confused', 'I don't understand', 'I have questions'</p>

Flashcard

Keywords



Right to be heard, child participation, listening actively

Flashcard

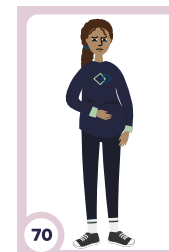
Keywords



Services available (healthcare; law enforcement; justice; social services, including protective shelter), for example in a situation of gender-based violence / trafficking in human beings

Flashcard

Keywords



Unwanted pregnancy (including through rape), teenage pregnancy, safe abortion options, alternatives to abortion (foster care / adoption), support from social services



Diversity; inclusion; acceptance; respect; 'diversity means that we are all a bit different, including in how we speak, who we like/love, what we eat, how old we are, where we are from and needs we might have, but we are all human beings, people, and should try to respect one another – every one of us deserves to belong'









Exploitation and abuse, including forced labour – as it relates to trafficking of human beings or within a relationship/marriage



Arrival, keeping you safe, everyone in need of protection has the right to international protection (equality)

Category 6: Health and psychosocial topics

Flashcard	Keywords	Flashcard	Keywords	Flashcard	Keywords
	<p>Health check, same gender, feeling sick and in need of medical care, possibility of asking to be seen by a professional of the same sex</p>		<p>Right to healthcare</p>		<p>Pregnancy, importance of prenatal health checks</p>
	<p>Not feeling well, right to medical care</p>		<p>Health check, possibility of asking to be seen by a professional of the same sex</p>		<p>Emergency situations and required follow-up, and entities involved in search and rescue missions</p>

Annex 3: Template – flashcards matrix

Topic and target group

Insert the content to be covered and target group to which it is to be tailored

Introductory remarks

Always start with a proper introduction and welcome and indicate your name, your role/responsibility and the authority or organisation you represent.

Ensure that you introduce any other colleagues present as well (e.g. interpreters, legal counsellors).

Depending on the context (e.g. in a hotspot / disembarkation situation or when receiving people in severe distress), the content shared should be brief and tailored to the immediate needs of the person arriving, taking their personal circumstances into account.

Keywords and messages to be conveyed

Insert cards in sequence

Script linked to flashcards developed

Introduce key messages on rights and obligations; use the four posters as a guide to provide the key messages, and base information provided in the standard materials

Country-specific information

This information should cover names of the relevant authorities, timelines (e.g. for appeal), house rules linked to reception sanctions, allowances, employment/education, how to seek support (by accessing services such as health, legal and psychosocial services), family tracing, voluntary return, emergency hotlines, data protection, relocation-/transfer-related information, etc.

Annex 4: Checklist (non-exhaustive) – basic information provision

The key messages outlined in the checklist below cover the minimum information to be shared with applicants from all informative material developed by the EUAA (refer to Figure 1 for the materials). Those providing information must ensure that they provide all items listed in the section ‘**Cross-cutting**’.

Cross-cutting	
The applicant was informed about their right to:	Check
be heard and participate in all procedures affecting them	
free interpretation if they do not understand the language used by the authorities	
access to free legal counselling	
access to medical care , including mental health services	
ask questions if something is unclear	
privacy, confidentiality and the rules on protection of personal data	
The applicant was informed about:	Check
the importance of sharing (self-disclosure) specific needs or vulnerabilities (health issues, trauma, impairments, pregnancy, safety concerns, etc.) so that authorities can provide appropriate support	
how to make a complaint , including reporting disrespectful treatment by staff	
how to report concerns such as:	
<ul style="list-style-type: none"> • health and mental health problems • violence, abuse and exploitation • experiences of trafficking • other safety risks or incidents (e.g. bullying, online threats/violence) 	

Cross-cutting	
The applicant was informed about:	Check
the possibility of communicating with organisations providing support, such as the Office of the United Nations High Commissioner for Refugees, the International Organization for Migration or civil-society organisations	
the fact that they may be asked to confirm receipt of information (e.g. by signing a form)	
how to contact emergency services (e.g. police, ambulance, fire services)	
the purpose of an age assessment procedure ⁽²⁴⁾ if the applicant’s age is in doubt, the steps of the procedure and that consent is needed should a medical be scheduled (last step)	
the right to education for all children	
their obligation to:	
<ul style="list-style-type: none"> • cooperate with the authorities • stay in the country and not travel to another EU+ country without permission from the authorities 	
and consequences of non-compliance ; for example, if they travel to another EU+ country without permission, they will:	
<ul style="list-style-type: none"> • not receive many reception services • not be allowed to work • not be able to attend language courses or vocational training courses • only have access to basic needs and healthcare. 	

(24) For more information on age assessment, see EUAA, [Practical Guide on Age Assessment](#), Publications Office of the European Union, Luxembourg, 2026.

Additional information for unaccompanied children

The child was informed about the right to:

Check

a **guardian (representative)** who is appointed to assist and represent the child applicant throughout the procedure; therefore, sharing age as early as possible is encouraged

a guardian to support the child in all contacts with the different authorities throughout the asylum procedure and reception (to help them to access education and the labour market, and let them know what might change once they transition into adulthood (for those close to maturity), etc.)

The child was informed of:

Check

the fact that all decisions taken by the authorities must make the **best interests of the child** a primary consideration, and it was explained to the child what their best interests actually means

the option to **trace family and how the process may be initiated**, where applicable

the fact that unaccompanied children, as a rule, are not placed in the border procedure

Additional information for unaccompanied children	
The child was informed about:	Check
the right to a trained person acting as a temporary representative/guardian , who will provide support during the first few days and/or the entirety of the asylum procedure	
the role of the representative/guardian – that is, providing support to:	
<ul style="list-style-type: none"> • communicate with authorities • participate in the personal interview • access services such as education and care 	
the fact that, as a rule, unaccompanied children are not placed in the asylum border procedure	

Screening phase (in accordance with the Screening Regulation)	
The applicant was informed about:	Check
the purpose, duration and elements of screening and what to expect during the identity, security, health and vulnerability checks	
the duration of the screening phase:	
<ul style="list-style-type: none"> • up to three days if apprehended inside the territory • up to seven days at the external border 	
the right to apply for international protection	
what applying for international protection means , including the main steps of the procedure:	
<ul style="list-style-type: none"> • registration and lodging of the application • examination of the application and personal interview • decision and possible appeal • possible outcomes (international protection or return) 	
the right to review and correct the information recorded by the officer at the end of the screening process before a referral is made (to the appropriate procedure)	
the return procedure and the possibility of voluntary return , including available support programmes and who to contact for assistance	
the fact that movement may be restricted , depending on the circumstances, for the duration of the screening process	
the right to emergency healthcare and essential treatment of illness	

The asylum procedure (in line with the APR)

The applicant was informed about:

Check

the right to lodge an **individual application** for international protection

what applying for international protection means, including the main steps of the procedure:

- registration and lodging of the application for international protection, and determination of who is responsible for the asylum application and lodging of the application,
- examination of the application, and personal interview
- decision and possible appeal
- possible outcomes (international protection or return)

the **type of procedure** that may apply:

- regular
- accelerated
- border procedure (if applicable)
- subsequent application (if applicable)
- admissibility examination (if applicable)

the right to **material reception conditions**

The applicant was informed about:

Check

the obligation to:

- cooperate with the authorities (including when taking biometrics, being searched)
- provide relevant information and documents (e.g. identity documents)
- inform authorities of any change of address
- attend appointments, including the personal interview

the consequences of not complying with obligations:

- the application may be considered implicitly withdrawn or elements of the asylum claim may be affected
- the procedure may be accelerated
- reception conditions may be reduced in certain situations

how to submit all the elements available to them to support their application

the fact that, under certain circumstances, the determining authorities may suggest a medical examination is conducted if relevant to the examination of the application (subject to consent)

Additional information for unaccompanied children

The child was informed about:

Check

the right to a guardian, who will support them during the entire asylum procedure

the role of the representative/guardian, including to provide support in:

- communicating with authorities
- participating in the personal interview
- accessing services such as education and care

If an age assessment procedure is requested, the child is informed about:

Check

why the assessment is being carried out (claimed age is doubted) and what the purpose is (to determine whether the person is under **18 or above**), since children need more support than adults

what methods are used (age assessment interview, psychosocial assessment, medical exam / X-ray as a last resort)

the fact that **consent from the child** is needed should a medical exam be proposed

the fact that refusing to take part in an age assessment procedure may lead the authorities to consider a person an adult, but this **does not automatically lead to their application being rejected**

the possibility of **challenging the result (appeal)** and how to do so, including timelines

the **application of the benefit of the doubt** where age remains uncertain

Determination of responsibility (in accordance with the AMMR)

The applicant was informed about: Check

how the **Member State responsible** for examining the application for international protection is determined and that only one Member State is responsible for examining an application

the **criteria used to determine responsibility**, such as:

- family links in another Member State
- previous visas or residence permits
- irregular entry
- dependent people and discretionary clauses

the **organisation of the procedure**, including information relevant to the **personal interview**

the **possibility of being transferred to another Member State** responsible for examining the application if an application was previously registered in that Member State

the obligation to **provide information** (and what kind of information) relevant to determining the responsible country

the **right to appeal** against a transfer decision, the scope of the appeal, timelines and who can support them through this process

the **consequences of absconding**, including the extension of transfer deadlines and reduction of material reception conditions

family-tracing procedures, including the use of a **dedicated template** and how to request the support of relevant entities

the possibility of **relocation to another Member State**, where applicable

Additional information for unaccompanied children

The child was informed that: Check

those for whom **family reunification** is possible receive priority due to the right to a family unit; however, the child's views are considered, and a best interests assessment may be conducted to ensure:

- that safety and protection risks are assessed
- the child's well-being and development

the **guardian participates** in all procedures affecting the child

Eurodac

The applicant was informed about: Check

the **obligation** to provide biometric data (fingerprints and photo of face)

the **purpose** of collecting such data (to identify applicants, determine the responsible Member State, check for irregular entry/staying, trace people)

how the information collected is **used** and for how long it can be stored

the right to know who to contact to **access** personal data, correct it and request the deletion of unlawfully stored data

Best interests assessment

The child was informed about:

Check

what the principle of the best interests of the child is and that a best interests assessment will be conducted

the purpose of the assessment, for example to help the authorities to:

- identify protection needs
- ensure appropriate accommodation
- support family reunification where in the best interests of the child
- make decisions affecting the child

who will conduct the assessment (e.g. trained staff such as social workers and child protection professionals) and how long it will take

the role of the guardian during the assessment

the right to **express views and opinions**

the importance of **sharing any needs, concerns or vulnerabilities**, but also the importance of sharing skills, hobbies, etc. so the authorities can provide meaningful support

the right to share **new concerns** at any stage of the procedure even after the best interests assessment is concluded

Reception (in line with the RCD)

The applicant was informed about:

Check

the **right to material reception conditions**, what this entails, in which form these will be received and under what conditions

the possibility of having to:

- undergo a **medical check** to assess medical needs
- see a specialised staff to identify other specific support needs

the **right to work and under what conditions**, and related timelines and obligations

the **courses available** (e.g. language, culture/society, vocational skills), how to enrol and which ones may be mandatory

where they will stay and the rules to follow, including:

- conditions on which private accommodation may be provided
- the possibility of receiving material reception conditions if allocated to accommodation
- if they are allocated to a geographical area
- if they are obliged to reside in a specific place, even if the applicant has the financial means to reside elsewhere

the circumstances in which the applicant may be placed in **detention**

the consequences of **non-compliance** in the context of reception:

- reduction of material reception conditions and under what circumstances
- their withdrawal (e.g. due to serious or repeated breaches of house rules, or violent or threatening behaviour), and what basic needs and healthcare can still be received

Additional information for unaccompanied children

The applicant child was informed about:

Check

the **role of the representative/guardian**, including to provide support to access services such as education and care

the right to **age-appropriate** accommodation

Annex 5: Further EUAA guidance and tools



Additional reading

Asylum procedure

- EUAA, [Practical guide on the registration and lodging of applications for international protection](#), Publications Office of the European Union, Luxembourg, 2025, pp. 23–28.
- EUAA, [Practical Guide on Free Legal Counselling](#), Publications Office of the European Union, Luxembourg, 2025, p. 14.

AMMR

- EUAA, [Tracing and identifying family members under the asylum and migration management regulation](#), Publications Office of the European Union, Luxembourg, 2025
- EUAA, [Operational standards and indicators on the Asylum and Migration Management Regulation](#), Publications Office of the European Union, Luxembourg, 2026.

Vulnerability

Self-help tools for children and parents (2023) can provide support related to psycho-education and can be accessed through the links below.

- [How can I support my child during difficult times?](#)
- [How can I deal with situations in which my parents seem sad, worried, or angry?](#)
- [How to handle situations when my friend or sibling is sad, angry or does dangerous things?](#)

The [instructions for first-line officers working in reception](#) support the use of these tools.

The following guidance also relates to vulnerability.

- EUAA, [Operational standards and indicators on vulnerability-related aspects in the asylum procedure](#), Publications Office of the European Union, Luxembourg, 2025.
- EUAA, [Operational standards and indicators on reception including vulnerability related aspects](#), Publications Office of the European Union, Luxembourg, 2026.
- EUAA, [Practical Tool for Guardians](#), Publications Office of the European Union, Luxembourg, 2024, p. 22.
- EUAA, [Practical Guide on Age Assessment](#), Publications Office of the European Union, Luxembourg, 2026.
- EUAA, [Practical guide on the best interests of the child in the framework of international protection](#), Publications Office of the European Union, Luxembourg, 2026.

Information provision material

- EUAA's [Let's Speak Asylum](#) portal

Refer to the entire package of information provision material created by the agency to which reference was made in the [introduction](#) to this manual.

