



PATHWAY TO EMPOWERMENT:

STRENGTHENING THE SERVICES
FOR CHILDREN ON THE MOVE

Specialized interventions and materials for
empowering unaccompanied children and
professionals who work directly with and
care for unaccompanied children



IMPRINT

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Both the report and these specialised interventions are the result of dedicated work by Dragana Tubić from the Centre for Missing and Exploited Children, with expert guidance and support from external associate Drago Župarić-Iljić, PhD, Associate Professor.

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Sadržaj

| | |
|---|----|
| Introduction | 3 |
| Glossary | 4 |
| Brief overview of the most common migration routes and associated dangers/specific risks | 6 |
| Establishing contact and building trust with unaccompanied children | 9 |
| Specialized interventions for facilitating conversation with unaccompanied children | 11 |
| Tree of Life activity | 11 |
| Life Line activity | 13 |
| Adapted Life Line activity for use with young people | 15 |
| Safe Place activity | 16 |
| Map of My Journey activity | 18 |
| Communication skills in working with unaccompanied children | 20 |
| Appropriate ways of communicating across cultural differences | 23 |
| Bridges Between Us exercise | 25 |
| Guidelines for showing video materials to unaccompanied children | 26 |
| Practical advice for short-term care of unaccompanied children | 27 |
| Important institutions and contacts in Croatia | 28 |
| General tips for safe travel | 36 |
| How to support the mental health of unaccompanied children during short stays in care | 39 |
| Psychological first aid for unaccompanied children | 41 |
| Key principles of psychological first aid for unaccompanied children | 41 |
| Regulation | 42 |
| The “Five Senses” Grounding Exercise | 42 |
| Balloon Breathing Exercise | 43 |
| Building connection | 44 |
| Conclusion (Reasoning approach) | 45 |
| Turtle Journey activity | 46 |
| Psychological first aid for unaccompanied girls | 49 |
| Tips for talking with unaccompanied children about psychological trauma and stress | 51 |
| Combined rapid risk assessment checklist for physical violence, human trafficking, smuggling, and gender-based violence (short-term stay of unaccompanied children) | 53 |
| Physical appearance | 53 |
| Behaviour and communication | 54 |
| Recognising signs of physical abuse and neglect in unaccompanied children | 55 |
| Rapid risk assessment checklist for exposure to physical violence in unaccompanied children | 58 |
| Checklist for recognizing signs of potential human trafficking and/or smuggling in unaccompanied children | 61 |
| Rapid risk assessment checklist for human trafficking/smuggling in unaccompanied children | 63 |
| Activity: My circle of safety | 66 |
| Instructions for children on recognizing the risks of human trafficking and smuggling | 70 |
| Recognising signs of psychological trauma and stress in unaccompanied children | 71 |

| | |
|---|-----|
| Recognizing signs of gender-based violence in unaccompanied children | 75 |
| Child guidance: Protection from gender-based violence | 77 |
| Rapid assessment checklist for gender-based violence exposure in unaccompanied children | 80 |
| Recognizing signs of radicalisation in unaccompanied children | 83 |
| Guidelines for handling suspected smuggling, trafficking, or gender-based violence in unaccompanied children | 86 |
| Determining the best interests of the child | 87 |
| Exercise for determining family and kinship relationships between a child and a person claiming to be related | 88 |
| Integration perspectives and the importance of local community | 89 |
| Understanding perspectives on staying, returning, or continuing the journey for unaccompanied children | 90 |
| Family tracing and reunification | 91 |
| Supervision for professionals and preventing burnout | 93 |
| Guidelines for obtaining support for social care professionals working with unaccompanied children | 95 |
| Self-Care plan activity | 96 |
| Additional resources for professionals working with unaccompanied children | 96 |
| Statistical data on unaccompanied children | 96 |
| Trends from 2014 to 2024 in Croatia and the European Union | 96 |
| Main 2024 EU trends according to Eurostat | 97 |
| Croatia 2024 | 97 |
| Unaccompanied children in Croatia – 2023 and 2024 | 100 |
| Unaccompanied children in migration and gender differences | 102 |
| Differences in understanding family forms and functions | 104 |
| Differences in gender roles and family values | 105 |
| Differences in parenting styles amongst different cultures | 107 |
| Countries of origin of migrant children and their cultural specificities | 108 |
| Afghanistan | 108 |
| Syria | 109 |
| Somalia | 110 |
| Nepal | 110 |
| Philippines | 111 |
| Observing religious holidays and rituals | 113 |
| EU Pact on Migration and Asylum | 114 |
| Materials for unaccompanied children in the most common languages of unaccompanied children | 116 |

Introduction

This publication was developed within the project **“Pathway to Empowerment: Strengthening the Services for Children on the Move”** (Put k osnaživanju: Unaprjeđenje usluga za djecu u pokretu), implemented by the Centre for Missing and Exploited Children (CNZD) in partnership with the UNICEF Office in Croatia, and funded by the State Secretariat for Migration of the Swiss Confederation.

The purpose of this publication and the entire project stems from the extreme vulnerability of unaccompanied children, who are exposed to various dangers on their journey, such as violence (including gender-based violence), human trafficking, sexual exploitation, and physical and psychological trauma (including trauma due to family separation that undermines children’s mental health).

The primary objective of the publication is to strengthen the capacity of social service providers (primarily educators and other professionals in the social care system and reception centres for applicants for international protection) by providing a comprehensive educational tool and practical guidelines. This aims to ensure integrated, inclusive and high-quality protection and support services necessary for preventing and effectively responding to these risks. Furthermore, this tool not only equips professionals with the necessary knowledge and skills, but also empowers unaccompanied children themselves to recognise risks and know where to seek help.

The foundation for developing these specialized interventions was extensive data collection that included a review of existing literature and field research. Interviews were conducted with unaccompanied children as a key part of the field research to gain insight into their experiences, risks and needs on the journey and in the country of reception. Additionally, data was collected through focus groups and survey research with professionals who work with these children, allowing us to map professional needs in detail and target intervention development accordingly.

These practical guidelines are conceived as a key resource for more effective work with unaccompanied children in the social care system and reception centres.

We extend our warmest thanks to the professionals from the Community Service Centre Osijek and the Community Service Centre Zagreb-Dugave for conducting pilot testing of the content, scope and quality of the developed specialized interventions. Their comments not only enriched the content, but also provided valuable insights essential for ensuring quality. We also express great gratitude to all professionals from community service centres in Croatia and the Croatian Red Cross who provide reception and accommodation services for unaccompanied children, and who participated in the initial survey mapping of the needs of professionals and unaccompanied children. We also thank the professionals from Croatia and Bosnia and Herzegovina who participated in focus groups, individual interviews or supported data collection in some other way, thereby thoroughly contributing to the development of these specialized interventions.

We sincerely thank every unaccompanied child and young person who shared their experiences, thoughts, wishes and expectations for the future with us. Their honesty, courage and resilience have deeply moved us and reminded us why we do this programme — because of them, their safety and the future we are building together. Their voices are our compass.

Glossary

ASYLUM - the highest form of international protection. It is granted to persons who cannot return to their home country because they would be in danger there. The state provides them with full protection and support.

UNACCOMPANIED CHILD - a third-country national or stateless person under the eighteen who has entered the Republic of Croatia without an accompanying adult responsible for their parental care in accordance with the Croatian legislation, until placed under such care. This also includes children left unaccompanied after entering the Republic of Croatia.

EUROPEAN PACT ON MIGRATION AND ASYLUM - a new set of European Union rules designed to manage migration and asylum processes.

PHYSICAL VIOLENCE - a form of violence that involving intentional use of physical force against another person, resulting or potentially resulting in bodily injury, pain, impairment of health or death. It is the most direct and often most visible form of violence, and is legally sanctioned.

THE GAME - informal migrant slang for each attempt to cross the border westward. This term clearly reflects the perception of crossing the border as a repetitive 'game' with barriers and difficulties to be overcome and levels to pass.

INTERCULTURAL COMMUNICATION - the process of exchanging information between individuals from different cultures, considering not only verbal elements but also non-verbal, contextual and symbolic ones.

COMMUNICATION SKILLS - abilities that enable effective exchange of information, emotions and ideas between people.

SMUGGLER - a person who, for direct or indirect financial or material benefit, organises and carries out actions facilitating the unlawful and unauthorised entry of a person into a state of which that person is not a citizen or in which they do not lawfully reside.

SMUGGLING OF MIGRANTS/UNACCOMPANIED CHILDREN - unlawful entry into another state with an arrangement between the smuggler and the person (adult, family or child) wishing to cross the border. Smuggling usually ends once the person enters the country and pays the agreed fee.

INTERNATIONAL PROTECTION - special assistance and safety offered by states to children who have had to flee their country without parents or guardians. This means that the state assumes protective care.

MIGRATION ROUTES - pathways for cross-border or intra-state movement, mainly referring to irregular movements outside the regulatory norms of the existing visa, border or migration regimes.

BEST INTERESTS OF THE CHILD - one of four fundamental principles of the UN Convention on the Rights of the Child and a key aspect of child protection. These principles must be integrated into child protection strategies in migration contexts, from initial assessment and planning through to monitoring, evaluation, and review.

IRREGULAR BORDER CROSSING - generally refers to movement across state borders violating laws, regulations or international agreements governing entry or exit.

SPECIAL GUARDIAN - a person appointed by the competent Centre for Social Work to protect children's rights, interests and welfare, representing them in all procedures from placement

through international protection applications

PSYCHOLOGICAL FIRST AID - practical skills and knowledge for providing initial assistance and comfort to persons experiencing crisis situations, traumatic events, intractable problems or painful losses.

PUSHBACK - measures undertaken by states that force migrants, including asylum seekers, to return to the country from which they attempted to cross or have crossed an international border. This occurs without individual assessment of protection needs and without access to international protection or asylum procedures, violating the principle of non-refoulement. Often involves violent expulsion of people on the move already deep within state territory, not just border deterrence.

RADICALISATION - a complex process in which an individual or group adopts an extremist worldview that differs significantly from dominant social norms and values, and which often justifies the use of violence (terrorism) as legitimate means of achieving desired social, political or ideological goals.

GENDER-BASED VIOLENCE - refers to harmful acts directed against an individual based on their gender.

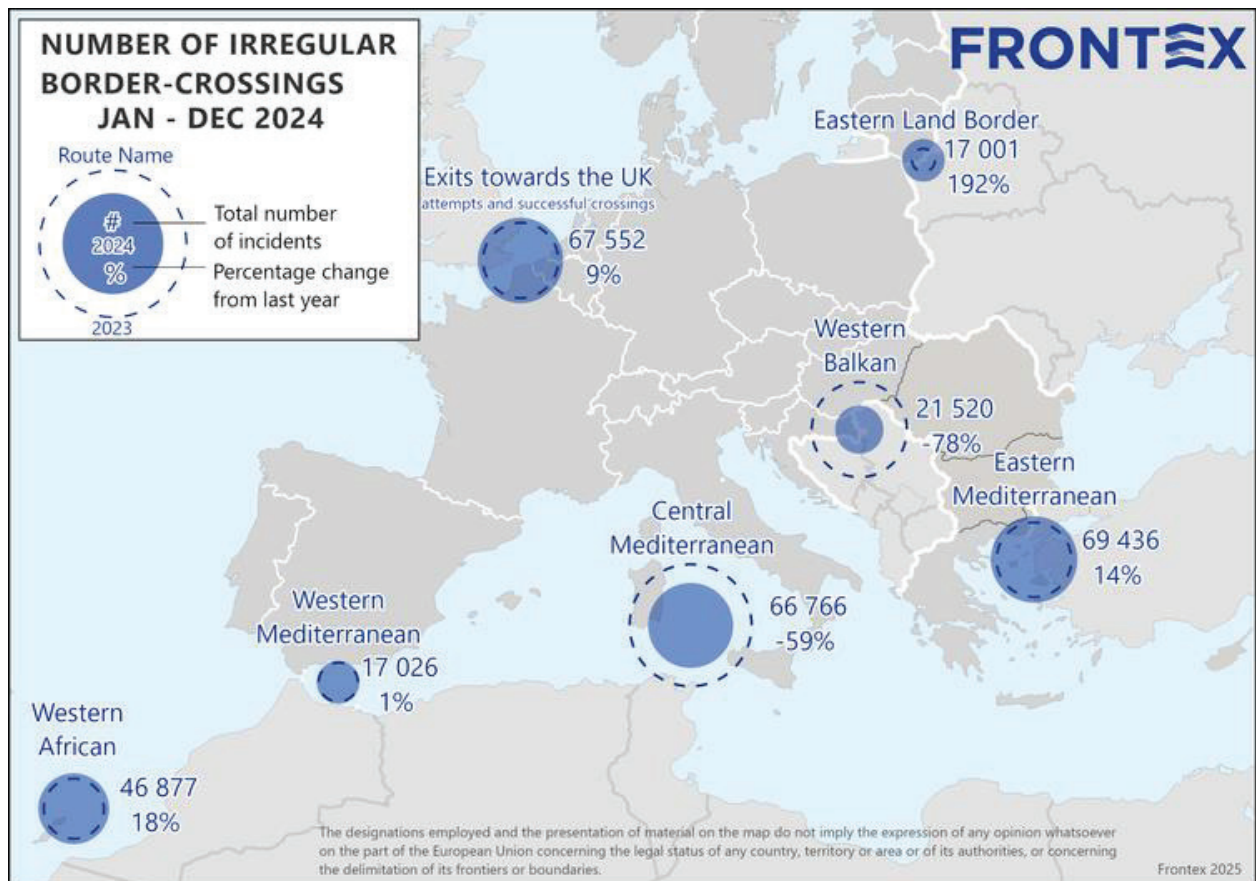
TRAUMATIC EXPERIENCE - an extremely distressing and shocking event that disrupts an individual's sense of security and overwhelms their ability to cope and successfully adapt to stressors.

HUMAN TRAFFICKING - (which often occurs after smuggling) is the act of recruiting, transporting, harbouring or receiving a person by means of force, deception or coercion for the purpose of exploitation. Exploitation refers to forced labour, sexual exploitation, domestic servitude or other forms of exploitation. A human trafficker is a person who maintains control over victims for exploitation through forced labour, forced marriage, prostitution or organ trafficking.

BRIEF OVERVIEW OF THE MOST COMMON MIGRATION ROUTES AND ASSOCIATED DANGERS/SPECIFIC RISKS

Migration routes are pathways people use to move across borders or within a state, mainly referring to irregular movements outside the regulatory norms of the existing visa, border or migration regimes. Many migrants attempting to reach Europe face life-threatening journeys. Human smugglers use unsafe or overcrowded boats to cross the Mediterranean Sea, or dangerous and risky continental routes. According to research findings, the journeys unaccompanied children experienced as most dangerous were through Iran, Libya and Bulgaria.

- **Eastern Mediterranean route:** Migrants travel from countries such as Syria, Afghanistan and Egypt, often overland via Turkey, to Greece or Bulgaria, and other parts of eastern Europe, or by sea to Greek islands or to Cyprus. Syrians, Afghans and Egyptians were the most frequently reported nationalities arriving via this route.
- **Central Mediterranean route:** Migrants travel from North Africa (Libya, Tunisia) across the Mediterranean Sea to Italy, Malta and other southern European countries. Bangladeshis, Syrians and Tunisians were the most numerous nationalities, making up approximately half of all migrants who arrived via this route.
- **Western Mediterranean route:** Migrants travel from North Africa via Morocco and Algeria to Spain, either overland to Spanish territories on African soil—Ceuta and Melilla, or by sea across Gibraltar. The most common nationalities travelling this route are Moroccans, Algerians and Malians.
- **Western African route or Atlantic route:** This route includes migrants travelling from West African countries (such as Mauritania) to the Canary Islands (Spanish territory), but nationals of Mali, Morocco and Senegal are also present.
- **Western Balkan route:** Used for both entry and transit, migrants move from the eastern Mediterranean through south-eastern Europe to reach Western European countries. It includes Bulgaria, Romania, Hungary, Croatia, Bosnia and Herzegovina, and Slovenia on land borders with Western Balkan countries. In 2024, the Western Balkan route recorded a sharp decline, following strong efforts by countries in the region to stop the arrival of migrants. Migrants moving along the route were mainly Syrians, Turks and Afghans.
- **Eastern European route (Eastern Land Border):** This is a 6,000-kilometre land border between Belarus, Moldova, Ukraine, the Russian Federation and EU member states—Estonia, Finland, Hungary, Latvia, Lithuania, Norway, Poland, Slovakia and Romania. The situation on the Belarusian-Polish border with thousands of migrants, mainly from the Middle East and North Africa, has often been most visible in the media.



Overview of the number of irregular border crossings on different European migration routes in the Euro-Mediterranean in 2024 (source: FRONTEX, 2025)

Key risks include the constant dangers of sea routes, which make them the deadliest for migrants in the world due to the possibility of shipwrecks and drowning. Travelling across the Mediterranean Sea is dangerous, and thousands of people have disappeared from boats and vessels in just the last ten years alone. Similarly, continental routes bring risks of injuries, exhaustion, the possibility of wounding, drowning, illness, hypothermia and freezing, death and disappearance at green and blue (river) crossings. Unaccompanied children face constant risks of abuse, exploitation, violence and robbery. Overcrowded vans and lorries risk suffocation, fires, vehicle overturning and injuries.

While moving through the Western Balkan route, which includes Croatia, migrants face harsh winter conditions, dangerous natural environments (inaccessible mountainous terrain, dangerous river crossings), encounters with wild animals and impassable terrain, and landmines from the 1990s wars.

Reports frequently mention beatings, confiscation and destruction of documents and belongings, denial of asylum access, detention without food, water or family communication, and collective expulsion ("pushbacks") through remote or risky areas by border police. Local criminal groups act as "agents" for foreign smuggling networks and commit violence against migrants transported by rival smugglers. According to our data, unaccompanied children mainly travel routes in groups with compatriots and acquaintances. However, groups travelling together may also form depending on opportunity and need, e.g. when smugglers group children of various nationalities together for a section of the route. Some prefer to travel in larger groups, some in smaller ones, such as brothers who may travel in pairs. The success of border crossings and further transit depends on a number of factors, the most important

of which is avoiding encounters with border police; effective group leadership by agents who guide travellers undetected through forests or other terrain; adequate preparation with food, water, clothing and money for smuggler fees; and finally, luck, focus and strong goal orientation, as most interviewees emphasized.

See more: <https://www.fmreview.org/wp-content/uploads/2025/05/FMR75-EN.pdf>

<https://www.frontex.europa.eu/what-we-do/monitoring-and-risk-analysis/migratory-routes/migratory-routes/>

ESTABLISHING CONTACT AND BUILDING TRUST WITH UNACCOMPANIED CHILDREN

Initial contact and building a relationship with an unaccompanied child who has just arrived at a facility are critically important.

The child is likely in a state of high alert and fear, so the priority is to **regulate** that state first, and only then proceed to **creating a relationship and understanding**.

What to do: Concrete suggestions for professionals

1. Regulation: Provide safety before starting conversation

- **Create a calm environment:** Reduce noise and external stimuli. If possible, take the child to a quiet room. Offer them a chance to rest.
- **Use non-verbal communication:** A calm tone of voice, slow movements and open body language (e.g. uncrossed arms) can have a calming effect. Sit at the same level as the child.
- **Offer physical comfort, but without forcing it:** Ask the child if they need anything (e.g. water, food, a place to rest). Physical touch, such as placing a hand on their shoulder, should only be used if the professional is certain the child will accept it and that it will not cause additional stress.
- **Include sensory exercises:** Offer simple activities like drawing, building with blocks or playing with plasticine. These activities help the child to “ground” themselves and shift focus from chaotic thoughts to the “here and now”.

2. Establishing a relationship: Build trust, step by step

- **Show respect:** Use the child’s name. Introduce yourself and tell them who you are and why you are there. Briefly describe what the facility where they are located can provide and what processes need to follow. Speak calmly and clearly.
- **Be present and predictable:** Keep your agreements. If you say you will return in 10 minutes, return. Predictability creates a sense of control and safety.
- **Focus on the child’s needs:** Ask them what they want or need, not what they have experienced. For example, instead of “What happened to you?”, ask “How can I help you feel safer?”. Let the child control the course of the interaction.
- **Use non-verbal play:** If the child does not want to talk, offer joint play without words, such as doing puzzles or playing with a ball. This is a powerful tool for building relationships because it shows you care and are willing to be with them in their own way.

3. Communication: How to approach

- **Fewer questions, more empathy:** Instead of “Are you sad?”, say “I can see this is difficult for you.” Questions can be too direct and invasive. Statements that show understanding (e.g. “I understand that all of this is new to you”) are more effective.

- **Use simple language:** Avoid technical terms and long sentences. If you do not speak the same language, use an interpreter (if available) or universal symbols (drawings, gestures).
- **Accept silence:** Silence does not necessarily mean the conversation is ending. It can be a space in which the child feels safe and can process emotions. You do not necessarily need to fill it with conversation.
- **Talk about something neutral:** If the child does want to talk, start with neutral topics. Ask them about hobbies, favourite animals or cartoons. This way you give them an opportunity to talk about themselves, not about trauma.

What not to do: Key mistakes to avoid

- **Do not force conversation about trauma:** Trauma is most important to you as a professional, but not to the child at that moment. The child cannot talk about trauma until they feel safe. Forcing it can worsen the situation.
- **Be honest but realistic:** Do not say “Everything will be fine” if you are not sure. Be honest but reassuring. It is better to say: “I will do everything in my power to help you.”
- **Do not ask too many questions:** Especially avoid a series of questions that focus on the child’s experience.
- **Do not show your own distress:** Children are extremely sensitive to the non-verbal cues of their conversation partner. If you are nervous or upset, you will transfer that feeling to the child.
- **Do not approach with excessive sympathy or pity:** While empathy and compassion are key, excessive pity can take away the child’s sense of agency and strength. Show that you believe in their resilience.
- **Do not promise more than you want to and can deliver:** Despite all possible questions and requests from children, know how to set boundaries and do not agree to fulfil any wish that seems problematic and inappropriate to you (e.g. helping a child transfer money to pay smugglers for continuing their journey).
- **Do not offer legal, medical or any other advice for which you are not qualified or authorised.** Refer the child to the specific form of help or support they need.

The Croatian Law Centre has developed informational material for unaccompanied children with the intention that, upon first contact, an audio recording in a language the child understands should be played. This would provide basic information to unaccompanied children immediately upon arrival in Croatia and placement in a social welfare home, with foster carers or in a reception centre, facilitating the work of persons responsible for working with unaccompanied children as well as the children’s stay in Croatia. The audio recording is available in English, Arabic, Pashto and Farsi on the Parenting in Croatia website: <https://www.parentingincroatia.eu/hr/za-strucnjake-na-terenu/brosure-i-letci/audio-informativni-letak-za-djecu-bez-pratnje.html>. In addition to the audio recording, the text of the audio recording is available in Croatian at the same link.

You can use the audio recording immediately upon placement of an unaccompanied child.

SPECIALIZED INTERVENTIONS FOR FACILITATING CONVERSATION WITH UNACCOMPANIED CHILDREN

There are various methods for facilitating conversation with unaccompanied children. It is important that these methods are only used once the unaccompanied child has learned to regulate their emotions and a relationship has been established. Unaccompanied children can only talk about traumatic experiences when they have learned to regulate their emotions within a safe relationship.

The following activities serve as icebreaker games that enable children to express themselves through enjoyable activities. They help establish communication, build trust with professionals, and create a safe, warm environment for the child's stay and socialisation in the facility or family placement. Given the rapid turnover of unaccompanied children in community service centres and reception centres, this publication also provides concrete advice for establishing communication and procedures during short-term stays of unaccompanied children.

TREE OF LIFE ACTIVITY

A visual method that uses the metaphor of a tree to tell the story of a child's life. Branches, fruits and roots represent different areas of life.

Purpose of the activity: To create a safe and creative space for unaccompanied children to tell their life story, identify their strengths, resources and goals, and establish a sense of belonging and identity beyond their role as a "migrant" or "victim".

Required materials

- Large sheet of paper (A3 format or larger)
- Markers, coloured pencils, felt-tip pens
- Collage materials (newspapers, magazines, glue, scissors – optional)
- Stickers (optional)

1. Step 1: Introduction and creating space (15 min)

1. **Establishing safety:** Begin with a conversation about how trees are strong, how they grow despite winds, and how every tree has a unique story. Explain that this tree represents their story, strength and goals.
2. **Drawing the outline:** Ask the child to draw a large tree (roots, trunk, branches) across the entire paper. Let them focus on making the tree strong and stable.

2. Defining tree elements (45-60 min)

The professional guides the child through the following parts of the tree, using careful, open-ended questions:

| Part of the Tree | Metaphor | Focus (Questions you ask the child) |
|---------------------|---|--|
| Roots | Where am I from? (Past and identity) | Who makes up my roots? What are my family traditions, culture, language, customs? Where is my family from? What keeps me grounded and strong? |
| Trunk | My strengths (Characteristics and skills) | What is my strength? What skills and characteristics (e.g. courage, resourcefulness, humour, intelligence) helped me survive the journey? What is strong about me? |
| Branches and Leaves | Important people and connection (Resources) | Who are the important people in my life (family, friends, teachers, new contacts)? Who supports me? Where do these people live (even if they are far away)? |
| Fruits | Achievements and hopes (Goals and contributions) | What are the fruits of my work? What things have I achieved in life? What are my hopes and dreams (school, work, safety)? |
| Ground/Soil | Environment (Current situation) | What kind of environment am I in now? Who is caring for me? What makes me feel safe? What are my daily activities? |
| Wind/Storms | Challenges (Avoid excessive focus) | What storms (difficulties, risks, violence) have tried to destroy my tree? (This part is handled very sparingly and gently, emphasising that the tree has endured.) |

3. Step 3: "Forest of Life" (Integration)

- Contribution to the community:** If working with a group of children, display all the trees in a "Forest of Life". Discuss how all trees in the forest are unique, but together they are stronger and share resources (e.g. they provide shade for each other).
- Next steps:** Ask the child: "What does your tree need to grow stronger here in Croatia/the facility (e.g. water = school, sun = new friends)?" Record these needs as a basis for the individual care plan.

Key advice for professionals

- Strengths-based approach:** The focus must be on resilience (strength of the trunk), not on traumas (storms).
- Language flexibility:** Allow the child to use drawings and symbols instead of words.
- Connection to rights:** Roots (family and identity) and Fruits (hopes) are directly connected to the child's right to family life and right to development.

LIFE LINE ACTIVITY

A method that helps visualise the life of an unaccompanied child and discuss topics, paying attention to positive and negative experiences. It brings continuity to a rapidly changing life whilst looking towards the future.

Purpose of the activity: To visualise the life of an unaccompanied child, identify key life events (positive and negative), recognise resilience and resources, and project a safe and realistic future.

Required materials

- Long strip of paper (roll of paper, several sheets joined together)
- Markers in different colours or felt-tip pens
- Small sticky notes (Post-it) in two colours (e.g. green for positive, red for challenges)

1. Step 1: Setting up the "Timeline" (15 min)

1. **Drawing the line:** On a long strip of paper, draw a straight horizontal line. This is the Life Line.
2. **Marking periods:**
 - At the left end of the line write: "Birth" (or "Beginning of the story"). If the child has difficulty reading/writing, you can use drawings or stickers.
 - Somewhere near the middle mark: "Today" (or "Stay at the facility").
 - At the right end of the line place a question mark or write: "**Future/Goal**"
3. **Explanation:** Explain to the child that this line will represent the journey from when they were born all the way to what they want to achieve.

2. Step 2: Filling in the Past and Present (30–45 min)

Begin filling in the part of the line from Birth to Today, focusing on the following key themes. The professional uses sticky notes (Post-it) for each event, and the child places them on the line.

| Colour of note | Events/Themes | Example questions (focus on context) |
|--------------------------------------|---|---|
| Green (Positive/Resources) | Bright spots and strengths: Childhood (family, school, friends, hobbies, holidays), important people who helped on the journey, personal achievements, moments of safety. | "What did you like doing when you were little?" "Who was the most important person in your family?" "What skill helped you get here?" |
| Red (Challenges/Trauma) | Interruptions and difficult events: Leaving home, separation from family, dangers on the journey, encounters with smugglers, violence, injuries, lack of food/accommodation. | "When was it hardest for you?" "When did the story start to get difficult?" "Who left?" (Use careful and non-judgemental language.) |

Important: For red points, shift the focus to resilience. For example: "This was a big storm (red point). What did you do to survive it? That is your strength (green point)!"

3. Step 3: Transition to the future (20-30 min)

1. **The moment 'Today':** Discuss the current stay (at the facility or reception centre). Identify resources in the present (carer, interpreter, food, sleep, safety).
2. **Future and goal:** Move to the right side of the line ("Future/Goal"). Use questions to establish realistic alternatives to unsafe journeys:
 - "What do you want to happen at the end of this line?"
 - "If you were given a safe path, where would that path lead?"
 - "What do you need to reach your goal (knowledge, school, work, documentation)?"
 - **Connecting goal and risk: If the goal is illegal entry into another country, the professional uses the line to show how this would create new red points and suggests safe, legal alternatives (family reunification, international protection).**

Key advantages:

- **Visualisation of continuity:** The child's life is no longer fragmented, but becomes a complete story, which has a therapeutic effect.
- **Identification of strengths:** Instead of focusing only on trauma, the line enables structured identification of resources and resilience (green points) that can be used to overcome current challenges.
- **Planning:** By projecting the future, the professional can work with the child to define concrete, realistic steps (school, language learning, legal procedures) for achieving goals.

ADAPTED LIFE LINE ACTIVITY FOR USE WITH YOUNG PEOPLE

This adapted activity uses a guided, structured conversation format with visual aids and tools that are more appropriate for adolescent age and focused on the future and planning, rather than on expressive art techniques.

Steps and tools:

1. **“Route Map” (Visual tool):** Prepare a simple visual “map” or timeline (can be drawn on a board, paper or displayed on a tablet) with several key points and junctions.
 - **Starting point (Where do I come from?):** Start with neutral questions about the journey, route, countries. Focus on facts from the child’s journey.
 - **Current position (Where am I now?):** Conversation about current accommodation, situation, and feelings today.
 - **Junctions/Challenges (What obstacles do I see?):** Identifying current or potential challenges (language, education, uncertainty, family). The metaphor of an obstacle on the road can be used.
 - **Future Goals (Where do I want to go?):** Focus on short-term (e.g. language learning, school enrolment) and long-term goals (career, staying/returning). This is the most important part of the conversation.
2. **“Card Box”:** Use a set of cards with written topics/questions, images or symbols relevant to their age (e.g. card for “school/education”, image of tools for “work/skills”, family symbol for “contacts”, question mark for “fears/worries”).
 - **Activity:** The child chooses 3–5 cards that are currently most important to them or that they want to discuss. This gives them control over conversation topics and reduces pressure.
3. **“Digital Diary/Notes” (instead of drawing):** Have the child (if they prefer) enter brief notes, keywords or even use a mobile phone/tablet to search for images/information representing their goals (e.g. image of a school they want to attend, tools they want to work with). This uses digital skills familiar to adolescents.

Advantages:

- **Active focus on the future and planning:** Adapted for work with adolescents and young people.
- **Structure and control:** The child actively participates in choosing topics and visualisation, making them feel less passive.
- **Avoiding childish activities:** Visual aids are neutral and task-oriented.

Important: The intervention should be flexible and adapted to individual interests (e.g. if the child likes sport, metaphors can be based on sporting goals and challenges).

SAFE PLACE ACTIVITY

In moments of distress and panic, it can help a child to seek refuge in a predetermined safe place. This can be a physical place (e.g. bedroom), but also a place in their thoughts. For example, a place about which they have fond and safe memories can bring a sense of ease and peace (e.g. at grandmother's in the garden, in the shade under a tree).

Purpose of the activity: To teach the child a visualisation technique by which they can immediately reduce feelings of distress, anxiety or panic. This creates an internal resource of safety that is always available.

Required materials

- Quiet, calm room with dimmed lighting
- Comfortable space for sitting or lying down
- Optional: paper and coloured pencils for a later drawing

Steps for conducting the activity (20–30 min)

The professional conducts this activity in a calm, quiet and slow voice, paying attention to the child's body language.

1. Step 1: Preparation and relaxation (5 min)

1. **Introduction to the concept:** Explain to the child that everyone has a special place where they feel completely safe and calm—this can be a real place, or a place in their thoughts. Emphasise that this is a place that belongs only to them. Give the child an example from your own experience.
2. **Physical relaxation:** Ask the child to sit or lie down comfortably. They can close their eyes if they are comfortable doing so, or may look into the distance if they prefer. Guide them through several slow, deep breaths (e.g. "Breathe in peace, breathe out worry").

2. Step 2: Visualisation and building the place (10–15 min)

The professional begins the guided visualisation process. Here the child must choose a place, real or imagined, that represents absolute safety and peace for them.

1. **Discovering the place:** Ask open questions focused on the child's positive memories or wishes.
 - "Remember a place where you felt loved, safe and calm. This could be at grandmother's in the garden, on a journey, in the shade under a tree, in mother's embrace, and so on."
 - "If you don't have such a memory, imagine it. What would your perfect safe place look like?"
2. **Sensory activation (ALL FIVE SENSES):** Ask the child to describe this place in detail in their thoughts:
 - **Sight:** "What colours are there? What do you see (river, grass, house)? What is the light like?"
 - **Sound:** "What do you hear? Is it quiet, do you hear birds, laughter, music?"

- **Smell:** “What smells do you sense (flowers, cooked food, earth)?”
 - **Touch:** “What does it feel like on your skin? Is it warm, cold, soft? Are you touching something safe?”
 - **Taste:** “If you could taste something, what would it be (favourite food)?”
3. **Anchoring emotions:** While the child is fully immersed in the visualisation, ask them to describe the feelings that this place evokes (peace, happiness, ease, love). Tell them that they can always carry these feelings with them from that place.

3. Step 3: Anchor and Return (5 min)

1. **Creating and “Anchor”:** Using a gentle physical movement, create an “anchor” for that place. For example, ask the child to mentally touch something safe in that place, and at the same time let them gently clench their fist or touch their thumb to their index finger. This movement will become a trigger for returning to peace.
2. **Return:** Slowly and gently guide the child back from their thoughts into the room. “When you are ready, open your eyes. You are here again, in a safe room, but part of your peace is still with you.”

Application and advice for professionals

- **Practice:** Teach the child to use this technique independently as soon as they feel the first signs of distress (rapid breathing, pounding heart). Repeat the activity several times.
- **Physical safe place:** In addition to the mental place, help the child identify a physical safe place within the facility (e.g. their bedroom, corner with blankets).
- **Drawing of the safe place:** After visualisation, the child can draw their safe place. This drawing becomes a visual reminder and resource that they can keep close and look at whenever they need comfort.
- **Intercultural sensitivity:** Be careful when choosing places. A “safe place” in one culture (e.g. forest) may evoke fear in another. Always allow the child to choose independently.

MAP OF MY JOURNEY ACTIVITY

Purpose of the activity

- Connect through visual exploration of origin and current place of residence.
- Enable the child to express their story without verbal pressure.
- Encourage a sense of identity, belonging and understanding.

Duration

- Preparation: 10 minutes
- Activity: 30 – 45 minutes
- Final reflection (optional): 10 minutes

Required materials

- Printed map of the world or Europe (or digital map on tablet/laptop)
- Paper, coloured pencils, felt-tip pens, stickers, string, glue
- Pins or drawing pins (if working on a wall)
- Question cards (e.g. “Where did you feel safe?”, “Which place is your favourite?”—optional)

Implementation steps

1. Introduction

- The carer shows the map and invites the child with a gesture to mark their country of origin.
- Then the place where the child is currently located is marked (e.g. Zagreb).

2. Connecting the points

- The child can draw a line between these places—straight, wavy, broken—however they wish.
- Along the line they can add symbols, colours, drawings that represent feelings, memories or people.

3. Adding personal elements

- The child can add:
 - Stickers representing emotions (e.g. heart, sun, clouds)
 - Drawings of important places (e.g. house, school, river)
 - Symbols of culture (flag, food, music)

4. Working together

- The carer can work on their own map in parallel (e.g. where they were born, where they have travelled), which creates balance and trust.
- Maps can be displayed in the space (with the child’s permission) as a symbol of togetherness.

Guidelines for professionals

- **Approach**

- The activity is visual and does not require verbal sharing—the child can simply draw or point.
- Respect boundaries—if the child does not want to mark all points, that is fine.

- **Context**

- The activity can be used as an introduction to individual work, group workshops or as part of psychosocial assessment.
- Can be adapted for children of different ages—younger children can use simple symbols, teenagers can add more details.

- **Monitoring**

- The professional can keep notes about the choice of colours, symbols, and the child's reactions.
- The map can be part of personal documentation (with consent) and used in further support.

- **Variations**

- **Digital version:** Using Google Earth or an interactive application for drawing the route.
- **Group version:** Each child works on their own map, then the points are connected on a shared map.
- **Emotional map:** Instead of geographical points, the child marks places where they felt happy, sad, or safe.

COMMUNICATION SKILLS IN WORKING WITH UNACCOMPANIED CHILDREN

Community service centres and other environments working with unaccompanied children encounter younger or older children from different linguistic, cultural and social backgrounds, so communication skills represent the foundation of successful interaction and a prerequisite for creating an inclusive and supportive care environment.

The importance of communication skills lies in their role in children's development: they promote cognitive growth, emotional regulation and social connections.

Carers must be equipped with tools that facilitate understanding, trust-building and support in the development of unaccompanied children.

Communication skills are a set of abilities that enable effective exchange of information, emotions and ideas between people. In the context of care, they are not only a means of conveying instructions, but also a tool for emotional connection and conflict resolution. According to Harold Lasswell's model of communication (1948)¹, every interaction in the care and education process includes several elements: the sender (carer), the message (verbal or non-verbal), the receiver (child), the communication channel (words, gestures) and the effect (understanding or misunderstanding). When working with foreign children, where language and cultural barriers are present, these skills become even more important, as they help bridge differences and build a safe space for childcare. Therefore, it is necessary to use clear and simple language and concepts adapted to the child's age and maturity, and to adapt procedures and the environment to the child so that they feel safe and protected.

Among general communication skills in working with children, and especially with unaccompanied children, skills you can integrate into everyday practices are as follows:

1. Initiating communication with the child

It is crucial to use open, inviting sentences and open-ended questions (those that cannot be answered with just yes or no), so that the child feels invited, included and free to respond. Start conversations with open questions such as: "How are you today?", "What made you happy/sad/angry/worried today?", "What would you like to do today?". Allow comfortable silences when necessary and, as this gives children time to process their thoughts and emotions, unless the silence becomes too long and inappropriate.

2. Active listening

Give children your full attention. Repeat, paraphrase and confirm what the child has said to show that their opinion and thinking are valued, and their feelings are reflected. After listening to the child attentively, ask for clarification and repeat parts of their story to confirm that you have understood them correctly.

For example: "From what you've said, I hear that you're afraid—would you like to tell me more?", or: "If I've understood correctly, you think that..." This encourages emotional expression and reduces the child's feeling of being invisible and misunderstood.

3. Non-verbal communication

This includes gestures, facial expressions, body position and the tone in which we speak. It can thus carry a good chunk of the entire message and understanding between conversation partners.

¹ Lasswell, H. (1948). "The Structure and Function of Communication in Society". In Bryson, L. (ed.). *The Communication of Ideas*. New York: Institute for Religious and Social Studies. pp. 37–51.

It is important to sit at the child's eye level (not from above, nor from a "frog's eye view"), maintain an open body position with uncrossed arms and open palms, and use a gentle and calm tone of voice to show support, especially with children who are prone to withdrawal. A slow, soothing voice is especially helpful for distressed unaccompanied children.

4. Assertive communication

Assertiveness means expressing needs clearly, without being aggressive or passive to resolve conflicts while respecting one's own and others' boundaries. Preferably use I-statements: "I think...", "I feel...", "It seems to me...", "My wish is that..." and the like. When conflicts with the child arise, set healthy boundaries with statements such as: "I feel worried when you do that. Let's find another way to resolve this situation." If trauma triggers aggressive behaviour, set limits assertively: "We can't hit, but we can talk about what's troubling you."

5. Closing communication

It involves reflection and ending each interaction with a brief summary and next steps to maintain continuity in communication between the child and the caregiver. You can end every interaction with a short summary of the conversation, for example:

"Today we talked about... Next time we can continue with that, or discuss..." Conclude with praise for effort at the end of the conversation or activity to build self-confidence: "We were a great team today—let's continue tomorrow!" or "I feel really good after this conversation. Perhaps we can continue tomorrow."

Overcoming language barriers in working with unaccompanied children

Research with unaccompanied children and professionals reveals that language barriers are one of the biggest challenges they face. Since professional interpreters and intercultural mediators are rarely available in social welfare institutions, professionals need practical strategies to overcome this obstacle.

When professional language support is limited or unavailable, try these methods:

1. Appropriate ways of communicating across cultural differences

- **Translation applications:** Use mobile translation applications (Google Translate, Microsoft Translator) for basic, urgent communication about fundamental needs, safety and medical issues.
- **Visual dictionaries and pictograms:** Prepare and use simple picture cards (pictograms) for quickly conveying brief information. You can easily prepare such cards by searching the internet and printing them out.
- **Drawing is the first language:** Drawing can become a tool for communication. Instead of trying to describe a memory or problem, ask them to draw their room, family or what worries them. You can also draw a simple sketch for the child with basic necessary information, adapted to the child's age.
- **Remote video call:** If possible, try to establish a system for telephone or video interpretation remotely, as this is often a quicker and more accessible solution than having the interpreter present in person.

2. Focus on simplicity and checking understanding

- **Simplify language:** Use extremely short, simple sentences and avoid metaphors, slang and professional jargon. Speak slowly and clearly. Always use extremely short and simple sentences. Do not string instructions together. Pause and give the child time to process the information.

- **Check understanding:** Never assume the child fully understands you. Ask them to repeat or show what you have said to ensure the message has been received correctly.
- **Use non-verbal communication:** Use universal gestures, facial expressions and body language to convey empathy, peace and safety.
- **Focus on emotions, not just facts:** When faced with a language barrier, professionals often focus on what the child is saying. Instead, focus on how they are saying it. Observe tone, facial expressions, trembling, excitement.

3. Special caution due to risks

- **Risk of misjudgement:** Language barriers multiply the risk of failing to recognise signs of trauma, violence or human trafficking. Take great care with suspicious answers or non-responses.
- **Seeking resources in the community:** Try to find intercultural mediators or volunteers who speak the child's language in the local community or amongst non-governmental organisations. Their knowledge of the cultural context is invaluable, even if they are not professional interpreters.
- **Risk of child non-cooperation due to culturally specific gender roles and norms:** In some cultures, older male children do not accept the authority of adult women, while older girls refrain from direct communication with adult men. Always try to match the gender of interpreters and mediators to that of the unaccompanied child.

APPROPRIATE WAYS OF COMMUNICATING ACROSS CULTURAL DIFFERENCES

Intercultural communication is the process of exchanging information between individuals from different cultures, considering not only verbal elements but also non-verbal, contextual and symbolic ones. Edward T. Hall's model distinguishes between "high context" (where meaning is conveyed through implicit signals, as in Asian or Arab cultures) and "low context" (where communication is explicit, as in most Western societies). When working with migrant children, this communication is more than a technical skill. It is the ethical foundation for building trust and preventing misunderstandings.

| Low-Context Cultures | High-Context Cultures |
|---|---|
| Most information is found in verbal communication, with less in context | Context is very important, as is nonverbal communication (gestures, eye contact, tone of voice...) |
| Messages are direct | It is important to read between the lines and pay attention to age, position, social status and gender when communicating |
| What is more important than how | How is more important than what |
| Yes means yes; no means no | Yes can mean yes or no or maybe, depending on the situation and context |
| It is acceptable to say "no" | People avoid saying "no"; instead, they use silence or other subtle expressions (e.g., "It might be difficult") |
| Task-oriented | Relationship-oriented |
| Linear writing style | Circular writing style |

For example, in many Asian cultures, direct eye contact is considered disrespectful, whereas in other cultures it demonstrates sincerity and interest. Various African cultures have different concepts and experiences of personal and chronological time, so people may arrive early or late without feeling the need to apologise. Some cultures expect you to return missed calls; others do not have this norm. Similarly, the perception of personal space and allowing others to cross that boundary varies from culture to culture. In Islamic cultures, touching persons of the opposite sex is strictly forbidden unless closely related by family or kinship. These are not signs of disrespect; they are signs of cultural differences.

Without adequate intercultural skills, communication can lead to misunderstandings, frustration or even re-traumatisation of the child. Effective communication, however, promotes emotional stability, improves learning and facilitates integration. Children who feel heard and understood in their new environment acquire language more quickly and develop social connections, reducing the risk of isolation or behavioural problems.

Specific skills that carers working with migrant children, including unaccompanied children, must develop are based on principles of intercultural competence, active listening and other previously mentioned communication skills adapted to the specific context of children on the move.

1. Active listening and empathy

Sit at the child's level, make eye contact (if culturally appropriate) and ask open questions about what they are ready to discuss. Try with an exercise like "Mirror of Emotions"—repeat what the child said in your own words, e.g. "I hear that you're sad about being far from your family. Can we talk about that?" This builds trust, reduces feelings of isolation, and improves emotional regulation.

2. Non-verbal communication and cultural sensitivity

Most communication is non-verbal, but in intercultural contexts this can cause misunderstandings. Cultural sensitivity means recognising these differences—importantly, without imposing norms from your own culture or "re-educating" the child.

- Nodding up and down means "no" in some cultures (even in some European ones, such as Bulgaria).
- Always use universal signals like smiling or open palms for welcome.
- When working with children from the Middle East, avoid touching the opposite sex without permission, even through simple handshakes or shoulder pats, and especially not hugs. This respects boundaries, prevents re-traumatisation and avoids violating their cultural codes.
- In many Islamic cultures, the initial greeting involves placing an open palm on the chest with a slight head bow towards the other person, not a handshake.
- In parts of South Asia like India, male friends commonly walk arm-in-arm while talking to each other, whereas public kissing between men and women is considered unacceptable.
- In some Islamic cultures, patriarchal codes mean boys from puberty onwards do not address adult women directly, as they are taught not to view women as authority figures (compared to adult men). This may appear as rudeness towards female carers, teachers or doctors, but more often manifests as ignoring them, which is a deeply rooted cultural practice that can be misinterpreted as disrespect.

3. Using interpreters and language tools

- Use an interpreter at the first meeting. This should ideally be in person, or via applications like Google Translate or ChatGPT. For younger children, use pictures or drawings.
- Professional interpreters are preferable to refugee community members due to confidentiality and conflict of interest. Never use family members as interpreters, especially in formal procedures because this undermines accuracy, confidentiality and neutrality of the translation.
- Children should never be asked to interpret for their parents beyond informal everyday communication.
- Consider learning basics of the child's language (greetings, key words) through applications like Duolingo. If possible, practise with professional interpreters to grasp nuances.
- Interpreters must translate content completely and accurately. Do not change, omit or add anything to what the user says without explanation. Remember that literal interpretation does not always convey accurate meaning across languages.
- Interpreters must remain impartial, setting aside personal views and prejudices to the greatest extent possible. Focus on translating content without offering advice or expressing personal opinions during interpreting or mediation.

- Protect the confidentiality of all information discussed with the child. Interpreters and cultural mediators must transparently declare any potential conflicts of interest. If an interpreter or a mediator has any reservations or doubts about their role, this should be reported.

4. Inclusive and trauma-informed communication

- As the field data shows, it is not advisable to begin work on opening and transforming trauma—reflected in the principle “don’t open what we can’t quickly and easily close”—unless the child indicates readiness and you assess they will remain in placement long enough. Avoid past-focused questions until the child initiates that conversation.
- This skill involves adapting communication to trauma, avoiding triggers and promoting a sense of safety.

5. Digital communication

- Work with children sometimes involves their families, for example in family tracing and reunification processes. Good communication with parents builds partnership and usually helps further work with the child.
- Organise family meetings with interpreters when needed. First, learn about family structures and norms from their area of origin to ensure communication is child-safe and culturally sensitive
- Use video call applications for setting up remote meetings.

BRIDGES BETWEEN US EXERCISE

Goal: Promote cultural exchange and assertive communication

A workshop for professionals and children with a moderator (if needed) and interpreter. Materials include picture cards or video clips. Duration: approximately 60 minutes, for one or two professionals working with several foreign children, potentially including local children.

- **Introduction and instructions (10 min):** Divide children into small groups. Some groups describe and comment in writing on Croatian celebrations (Christmas/Easter/weddings/ etc.), whilst others describe customs from countries where unaccompanied children typically originate. Groups researching foreign countries may use the internet for information. After the allotted time, invite them to compare customs and ways of marking different events.
- **Preparation (10 min):** Local participants write a brief “cultural story” from Croatian context (e.g. Christmas customs) and receive a card about another culture (e.g. Ramadan celebrations or other holidays).
- **Main activity (25 min):** Participants share stories: “In my culture, this means... How is it in yours?” They then identify similarities and differences in these practices and explore common ground.
- **Reflection (15 min):** The group presents the practices they have exchanged and conclusions from their comparisons.

GUIDELINES FOR SHOWING VIDEO MATERIALS TO UNACCOMPANIED CHILDREN

Video materials support social welfare professionals in providing child-appropriate information to unaccompanied children.

The animation provides general information about where unaccompanied children are currently located and explains safety and available services.

It also alerts them to risks and dangers, reinforcing the message that they can seek help from staff in their facility for any problems, and explains the roles and responsibilities of relevant state bodies.

When and with whom to use the animation

Use video materials within the first few hours or days after children arrive at social welfare facilities. Whilst designed for the initial reception phase, they can be used throughout their stay.

How to use the animation

Animations can be used in several ways: to help familiarise unaccompanied children with their new country and environment; to support individual and group information sessions; for individual use on children's smartphones; or for display in communal areas where unaccompanied children live.

Some topics may be extremely sensitive for individual children. Where needed, supplement general animation content with child-specific information and encourage children to approach carers, other staff and relevant services.

Two animations in the package for unaccompanied children address different but complementary topics. Encourage children to watch or listen to both animations. Ensure they are not overwhelmed with information and that they have a way to ask additional questions.

Additional information

Animations are available in four languages: English, Arabic, Turkish and Farsi (Persian). They are designed for easy comprehension, with subtitles and audio tracks in all languages.

Give children sufficient time to watch animations thoroughly and provide an undisturbed space for viewing. If any content causes discomfort or confusion, it is important to provide additional support and assistance.

PRACTICAL ADVICE FOR SHORT-TERM CARE OF UNACCOMPANIED CHILDREN

- **Five-minute rule:** Focus on critical questions: “Are you safe? Does anything hurt? Is anyone controlling you?” Do not attempt to gather the complete journey narrative.
- **Psychological first aid:** Provide basic emotional support and stabilisation: “You’re safe here now. We’re here to help you.”
- **Identification:** If you suspect sexual violence or pregnancy, provide immediate medical assistance.
- **Once suspicion is established** (positive “red flag”), the main goal is organising a specialised detailed assessment.
- **Document only essentials:** visible injuries, key risk statements, identity of suspicious persons/smugglers. Ensure this information confidentially follows the child to the next facility—promptly and regularly inform the special guardian or case manager at the competent Regional Office of the Croatian Institute for Social Work.
- **If immediate danger exists** (trafficker nearby, serious physical violence), immediately notify police and the competent Regional Office of the Croatian Institute for Social Work, including the special guardian.
- **Use simple language when talking to the child.** Give them choices about basics (what to eat, where to sit) to restore their sense of control.
- **Understand** that they may be under pressure under pressure from family members or smugglers to continue their journey, with instructions about where to go and goals to reach. Show understanding and acknowledge that you are aware of these potential pressures.
- **Offer alternatives:** Safe pathways exist, such as family reunification in EU member states. Acknowledge this may be a longer route, but without the risks and dangers of travelling with smugglers.
- **Support the child in maintaining contact with family.** Offer ways to talk with family if they are pressuring continued travel.

Conclusion: In short-term care, recognition outweighs intervention.

Professionals must act as effective filters ensuring no high-risk child passes through the system unnoticed without adequate safe referral.

IMPORTANT INSTITUTIONS AND CONTACTS IN CROATIA

These organisations and services can provide support, protection and information while you are in Croatia.

European emergency number

- **Number: 112 (single emergency number throughout the European Union)**
- Free of charge
- For emergencies: Use when you urgently need police, fire services or emergency medical help
- Available 24/7
- Multilingual support: 112 operators communicate in foreign languages
- SMS messaging: In some situations, help can be requested via SMS to 112
- Automatic location: If you do not know where you are, operators can determine your location and forward the call to relevant services.
- Multiple emergency services: One call to 112 alerts multiple services, as operators relay information to all necessary services

Police

- **Number: 192 (emergency)**
- **What they do:** Help in emergencies, provide security and protect you when in danger. If you are a violence victim or in any distress, call them.

Emergency medical assistance

- **Number: 194 (emergency) or 112**
- **What they do:** Provide rapid medical help if you are ill or injured. Do not hesitate to call if you are unwell.

Croatian Institute for Social Work

- **What they do:** The service responsible for your safety and wellbeing. They ensure your right to a guardian who represents you, help with paperwork, accommodation and education, and ensure you exercise or protect your rights whilst in Croatia.



<https://socskrb.hr/>

The Croatian Red Cross

What they do: Provide humanitarian aid like food, clothing and hygiene supplies. They can help establish contact with family or friends if you have been separated.



<https://www.hck.hr/>

UNICEF (Croatia Office)

- **What they do:** Work to protect the rights of all children in Croatia, including refugee and migrant children. They provide advice about your rights and refer you to services offering necessary support.



<https://www.unicef.org/croatia/>

Hrabri Telefon (Brave Phone)

- **Number:** 116 111 (free and anonymous)
- **What they do:** A helpline for children.

You can call or message if you want to talk about your thoughts or feelings. Conversations are confidential and anonymous.

You can chat in English, French, Turkish, Ukrainian, Russian, Pashto and Arabic with someone you can trust. You do not need to identify yourself. They will provide support and advice regardless. To message them, scan the code:



<https://hrabritelefon.hr/>

Croatian Law Centre

- **What they do:** Offer free legal assistance. If you have questions about your rights, status in Croatia or procedures, they provide free advice.



<https://www.hpc.hr/>

The Centre For Missing and Exploited Children

- **What they do:** Specialise in helping children who are violence or abuse victims. If you have experienced any form of violence, contact them.



<https://cnzd.org/>

Jesuit Refugee Service (JRS)

- **What they do:** Provide support to refugees and asylum seekers, including unaccompanied children. They help with legal counselling, community integration and psychosocial support. They also organise activities and workshops to help you connect with peers.



<https://hrv.jrs.net/>

Centre for Peace Studies (CMS)

- **What they do:** Protect human rights and provide legal assistance to refugees, asylum seekers and other migrants. They offer free legal counselling about your status in Croatia and explain your rights, which is crucial if you plan to stay or seek asylum.



<https://www.cms.hr/>

Are You Syrious? (AYS)

- **What they do:** Support people seeking or granted international or temporary protection. Through educational initiatives and language courses, their volunteers help with learning and school obligations. In their Free Shop space, you can find shoes, clothing and toys.



<https://www.areyousyrious.eu/our-programs/>

Centre for Culture of Dialogue (CKD)

- **What they do:** Support refugee integration into Croatian society if you decide to stay in Croatia.



<https://ccd.hr/>

Islamic Community in Croatia

- **What they do:** A religious organisation providing spiritual guidance for Muslims in Croatia. They can help if you want to visit a mosque, pray there, celebrate Eid, or need spiritual guidance and advice.



<https://www.islamska-zajednica.hr/>

Society for Psychological Assistance (DPP)

- **What they do:** At the Centre for Children, Youth and Family Modus, they offer individual, couples and family counselling and psychotherapy, plus group programmes for all age groups. They can help with mental health advice.



<https://dpp.hr/>

Rehabilitation Centre for Stress and Trauma (RTCZG)

- **What they do:** Provide professional psychological support and social inclusion support for people with fewer opportunities. They offer counselling and support for overcoming difficult thoughts and realising your potential.



<https://rctzg.hr/>

Médecins du Monde (MdM)

- **What they do:** Operate in the Reception Centre for International Protection Applicants, providing medical services. They can help if you need any medical care whilst staying there.



<https://www.facebook.com/MdMCroatia/>

Healthcare facilities:

- Every city and larger town has a health centre or a hospital where you can get medical help. Contact your carer or guardian if you need medical assistance.

GENERAL TIPS FOR SAFE TRAVEL

Choose safe travel options

- **Avoid smugglers and illegal routes:** Travelling with smugglers or crossing borders illegally is extremely dangerous. Smuggling networks expose you to violence, human trafficking, and sexual exploitation. Remember: this is not the only way to reach your goal.
- **Apply for family reunification:** If you have family in a European country, there are legal procedures and programmes for family reunification. Seek legal advice and find out your rights regarding joining your family.
- **Apply for protection and legal status:** By requesting international protection (asylum), you enter the protection system, where you are entitled to rights, care and safety. This is also a prerequisite for seeking and joining your family.
- **Education and work:** As an asylum seeker, you can access education and, ultimately, the labour market, allowing you to achieve your goals or support your family.
- **Be honest about your goals:** Speak openly with the professionals supporting you. They are here to help. Be honest with them about the end goals and expectations for your travels. Only if they know your aims can they offer safe, legal, and realistic alternatives and inform you about programmes that let you reach your goal without unsafe journeys and further risk.

Be aware of your surroundings

- **Watch the people around you.** Notice if someone is following you, approaching you, or offering help.
- **Trust your instincts.** If something feels wrong or unsafe, remove yourself from the situation.
- **Remember locations.** Try to memorise place names, streets, and important landmarks nearby.

Information and communication

- **Keep personal information private.** Don't tell strangers your location, background, or destination. Pay special attention to sharing information about your family.
- **Use a "safe word."** If you are travelling with someone you know, agree on a word or phrase to use if you feel uncomfortable or in danger.
- **Know emergency numbers.** If you have a phone, memorise local emergency numbers for police and medical services.
- **Keep your phone charged.** Always have enough battery to call for help if needed.

Money and valuables

- **Keep money and documents secure.** Use a money belt or inner pocket to hide your valuables.
- **Avoid displaying cash.** Do not show money or expensive items to others.
- **Be careful when others offer to "help" manage your money.** Some people might make such offers, but it could be a trap.

Risky situations

- **Avoid isolated places.** Walk in well-lit, busy areas, especially at night.
- **Don't get into vehicles with strangers.** Never enter a car, van, or truck with someone you do not know.
- **Beware of "fake" police or officials.** If someone claims to be an officer but does not show ID and seems suspicious, ask nearby people for help.

Stay healthy and strong

- **Take care of your health.** Drink enough water and try to eat regularly. If you are sick, seek medical help.
- **If you feel unwell or in danger, ask for help.** National emergency services (police, fire, ambulance) and organisations like the Red Cross and other civil society groups and individuals are there to support you.

Hygiene and health while travelling

On a long journey, looking after yourself is key. Staying clean and watching your health helps keep you strong and avoid illness.

Personal hygiene

- **Washing hands:** Hands are the most common way germs spread. Always wash hands with soap and clean water before eating and after using the toilet. If there is no soap, use water or hand sanitizer.
- **Bathing and washing clothes:** If you can, wash yourself and your clothes often. Clean clothes and body lower your risk of infections and skin problems.
- **Oral hygiene:** Brush your teeth if you have a toothbrush and toothpaste. This may prevent toothaches and mouth infections.
- **Menstrual hygiene:** Girls must pay extra attention to hygiene during menstruation. Use clean sanitary pads. If you need some, ask a staff member or worker in the facility – they will help.

Recognising illness

- **Fever:** If you feel hot, have a headache or sweat a lot, you may have a fever.
- **Digestive issues:** Diarrhoea, vomiting, or stomach pain could mean you ate spoiled food or drank dirty water. Seek help at the nearest pharmacy or clinic.
- **Skin changes:** Rashes, redness, sores, or itching could signal a skin infection. Do not touch sores with dirty hands.
- **Cough and difficulty breathing:** A cough, sore throat or difficulty breathing can mean a respiratory infection. Ask a carer or staff member in your facility for help.
- **General weakness:** If you feel very tired, weak or dizzy, your body is telling you something is wrong.

What to do? If you have any of these symptoms, get help right away. Tell a carer or another adult you trust.

Eating and drinking safely

- **Drink clean water:** Water is most important. Only drink water you are sure is clean, like bottled, filtered, or boiled water. Never drink from rivers, lakes, or puddles.
- **Choose food carefully:** Avoid raw meat and food left out in the sun. Eat only food that looks clean and fresh.
- **Do not share bottles:** Use your own drinking bottle if you can. This lowers the risk of spreading sickness.

Looking after your body is like looking after your journey—the better you care for yourself, the safer and easier your trip will be.

HOW TO SUPPORT THE MENTAL HEALTH OF UNACCOMPANIED CHILDREN DURING SHORT STAYS IN CARE

When unaccompanied children only stay briefly in an institution, providing comprehensive mental health support is challenging, yet vital. In these cases, focus on **urgent intervention, stabilisation, and providing psychological first aid**.

When working with children who have experienced trauma, always remember: first regulate, then build the relationship, only then move to reasoning (“regulate—relate—reason”). This is the foundation for effective support and communication.

1. Quick initial assessment

- **Top priority:** Safety and stabilisation: The first step is to ensure a safe, stable environment. Address immediate needs (food, water, shelter, medical care) and reduce urgent stress and fear.
- **Rapid trauma screening:** Even during a short stay, quickly assess for acute trauma or high mental health risk. Assess the child’s behaviour for signs of stress, anxiety, depression or dissociation.
- If a professional interpreter is not immediately available, use alternative strategies to communicate effectively and understand the child’s needs: translation apps for basic and urgent safety needs, and visual tools like pictogram cards (picture dictionaries) depicting basic needs like food, water, safety and injury to convey information non-verbally.

2. Psychological first aid and stabilisation

- **Provide psychological first aid:** This is the core approach during short stays. The objective is to reduce acute distress, help children re-orient in their new environment, and foster adaptation. Listen non-judgmentally, offer practical help, connect them with support, and protect them from further harm.
 - Remember the principle for providing psychological first aid to children who have just arrived in novel surroundings: **first regulate, then relate, only then reason**.
- **Teach relaxation and self-regulation:** Show children simple techniques (deep breathing, focusing on the five senses) to stay calm in stressful situations. This restores a sense of control amid uncertainty.
- **Structure and predictability:** Routines like mealtimes, rest, and simple activities, reduce anxiety and help children feel secure even during short-term stays. Clearly explain the centre’s daily schedule. Translate it and display it in the most common languages (Arabic, Turkish, Pashto, etc.) where children spend the most time.

3. Brief, targeted interventions

- **Normalize reactions to stress:** Explain that feelings like fear, sadness, anger, or sleep problems are normal responses to traumatic events. This helps reduce stigma and feelings of guilt.
- **Encourage expression:** Provide a safe space for children to share their feelings through

conversation, drawing, play, or writing. Do not force, but gently offer opportunities. Even a short empathic conversation with a professional can help.

- **Clarify next steps:** Ease uncertainty by giving clear, realistic information about what comes next (next stages of the journey, family reunification possibilities, or the protection process). Open communication builds trust.

4. Referral

- **Share resource information:** Give children details about available support and resources for their next journey stage or in the destination country. This includes contact info for organisations, helplines, or rights information.
- **Link to further support:** If possible, pass on relevant information about mental health needs to the next care provider or guardian. This ensures continuity of care.
- **Support family reunification:** If family reunification is the main goal, actively assist and provide concrete information to give the child hope about the process.

Although short stays are challenging, every interaction with an unaccompanied child is a chance to provide support that can have lasting positive effects on their resilience and mental health in the future.

PSYCHOLOGICAL FIRST AID FOR UNACCOMPANIED CHILDREN

Adapted from "A culturally sensitive approach: Tools for the social worker in working with unaccompanied children," SOS Children's Villages Belgium, 2021

Key principles of psychological first aid for unaccompanied children

Psychological first aid for unaccompanied children is usually based on these five key principles:

1. Safety and stability ("Here and now")

This is the top priority. Before any conversation or intervention takes place, the key is to make sure each child feels physically and emotionally safe. Provide shelter, food, water, and a calming atmosphere. Help the child "ground" themselves, shifting their focus from chaotic memories to a stable present.

2. Calm and tranquillity (Reducing stress)

Trauma keeps a child's body on high alert. We must help the child regulate their emotions and physical responses. To that end, use a calm voice, slow movements, and offer relaxing activities (breathing exercises, drawing, or other sensory activities).

3. Connection and support (Building trust)

Unaccompanied children have often lost most of their familiar connections. Building a relationship based on trust and providing the feeling of support is key. This can be achieved through consistency, predictability and genuine empathy. Show that you are present for the child, not to interrogate, but to support them.

4. Confidence and empowerment (Restoring control)

Trauma can leave children feeling like they lost control over their lives. Psychological first aid helps them reclaim a sense of control and self-confidence. Offer choices, however small. ("Would you like to sit here or there?", "Would you prefer an apple or a banana?"). Recognise and praise their courage and resilience.

5. Hope and orientation (Looking forward)

Help children see that life moves forward, and hope is possible. This does not mean promising "everything will be fine," but discussing short-term and long-term goals. Give clear information about their situation. Explain what will happen next ("Tomorrow you'll see a doctor, and after that you'll be able to draw."). Helping children look ahead restores a sense of meaning and purpose.

The European Union Agency for Asylum has developed guidelines and an animation on psychological first aid for all professionals working with refugee and migrant children. The

guidelines are available in Croatian at: [Animacija EUAA-e o psihološkoj prvoj pomoći kao alat za razvoj svijesti | European Union Agency for Asylum](#)

For this purpose, the agency has also created a video animation on psychological first aid:

Video: Psychological first aid (European Union Agency For Asylum)

<https://www.youtube.com/watch?v=kbxCUeng8uI>

Regulation

Regulation means helping a person move from a state of alarm to a state of calm.

Directing their attention to the “here and now” helps regulate emotions and behaviour. Sensory exercises can assist with this. Remembering a safe memory provides a stable base from which children can regain physical and psychological calm. Teaching **breathing and relaxation techniques** is also useful (Perry, 2020).

Rest is a major priority, however, for unaccompanied children. It can be achieved literally through quiet time, but through physical activity as well. Movement can help heal areas of the brain whose development has been affected by trauma (Perry, 2020). Free time and creative activities are also important as they foster positive experiences and a sense of identity: “I am more than my trauma.”

THE “FIVE SENSES” GROUNDING EXERCISE

The “Five Senses” Exercise

1. **Notice five things you can see.** Look around and name five things you can see. It does not matter what they are as long as you consciously notice them. For example, you can say: “I see a tree, a blue chair, a book...”
2. **Notice four things you can feel.** Touch four things nearby and pay attention to their texture. For example: “I feel rough tree bark, a smooth table, soft fabric...”
3. **Notice three things you can hear.** Listen for sounds around you and note three that you hear. It could be birds singing, cars passing, or your own breathing.
4. **Notice two things you can smell.** Consciously smell two things near you. For example: “I smell damp earth, I smell coffee...”
5. **Notice one thing you can taste.** Pay attention to one thing you can taste. Maybe the juice you just drank or the taste of chewing gum.

This exercise helps ground unaccompanied children by shifting their focus from inner worries to the reality of their immediate surroundings.

BALLOON BREATHING EXERCISE

A simple breathing activity especially suitable for unaccompanied children, known as balloon breathing, helps children slow their breath and feel calmer.

Goal: To visualise each breath as a balloon inflating and deflating.

How to do it:

1. Ask the child to sit or lie down comfortably.
2. Invite them to imagine their stomach is like a balloon.
3. Explain that they should inhale slowly and deeply through the nose, imagining their stomach ("balloon") gradually fills up with air and grows bigger. Placing a hand on the stomach helps feel it rise.
4. Then, have them slowly exhale through the mouth, imagining the air leaves the balloon and feeling the stomach as it falls.
5. Repeat several times, focusing on the sensation of the stomach rising and falling. You can add a "shhhhh" sound while exhaling, mimicking the noise of a balloon deflating.

Why does it work?

This exercise is simple, requires no props, and uses visualisation. It encourages children to focus on the physical feeling of breathing, helping redirect their attention from stress to a calmer state.

BUILDING CONNECTION

Once regulation is achieved, focus turns to building relationships. This helps maintain calm through building a connection with the unaccompanied child. These relationships represent a safe support network and a source of support that helps the children deal with their trauma. These relationships benefit not only the present but can also help rewrite the past as “it’s never too late for a happy childhood.” For more information on building trust with unaccompanied children, see the chapter on Establishing contact and building trust with unaccompanied children.

In addition to the interventions listed in that chapter, here are other activities to facilitate conversation with unaccompanied children. The list below contains suggestions for alternative activities.

- **Team of life.** A variation of the Tree of life, where the metaphor is a football team. Teammates, the field, the goal etc., represent important life areas and people.
- **Letter writing.** Sharing a story or experience through a letter can help make sense of those experiences. A child may address the letter to a problem, complaint, or even a group/ community, enabling empowerment and connection.
- **Circles of life domains and identity.** Draw a circle, dividing segments to represent important life areas. Each segment’s size shows its importance. This helps identify which areas are easier or harder to talk about. The circle of identity is a useful tool to broaden the understanding of what the unaccompanied child considers important and expands their sense of identity (“I am more than my trauma.”)
- **Relationship circles.** Similar to identity circles, but focused on relationships and the young person’s context.
- **Geographical life stories.** Assumes each person develops several sub-identities throughout their lives that are linked to different geographical places. With a self-drawn map, practitioner and child explore identities and relationships associated with those places. Combining this with a life line, they can explore the history behind each location.
- **Sensory exercises.** When a child worries a lot or keeps returning to negative thoughts, sensory exercises help bring them back to “here and now.” By naming what they hear, see, feel, or experience, young people can focus on their surroundings. This is also known as “grounding”.

CONCLUSION (REASONING APPROACH)

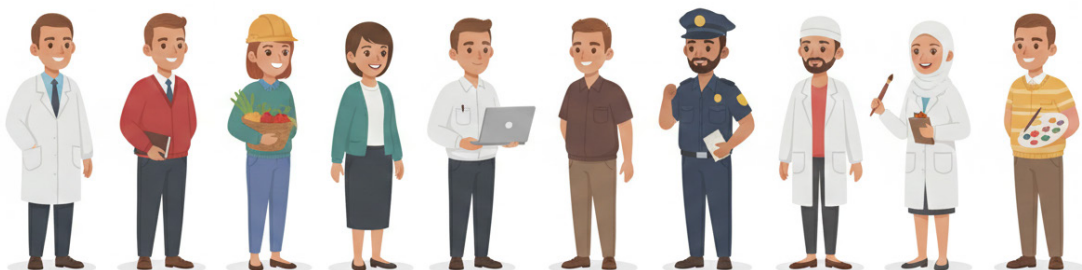
After emotion is regulated and a support network is in place, more in-depth reasoning can begin.

Practitioners can help the child explore topics in a more thorough manner, using their understanding of the child's trauma. For example, consider the (prolonged) stress and its effect on body, feelings, thoughts, and behaviour. It is useful to remember a saying on how people deal with trauma: "A normal response to abnormal circumstances." This information helps recognise and normalise problems and complaints. As the information on trauma is often complicated and extensive, it is difficult to navigate both for the practitioner and the unaccompanied child. Start with the problems the child is already expressing.

With limited local language skills, such conversations can be especially tough. Visualisation, or turning the child's story into an image, can be very helpful in that case. Visuals support discussion, slow down the pace of the conversation and let children see their story from a distance as an observer. They can also be referred to over and over again as they remain visible. Using metaphors and stories also supports conversation. They help us express things that are impossible or difficult to say, but are understandable and involve feelings (Cheyns, 2020). Some cultures are especially rich in metaphors and stories. Employing metaphors from the child's cultural background can facilitate a culturally sensitive approach.

- For instance, if small clouds do not get the chance to turn into rain, they build up into storm clouds that cover the whole sky. In the same way, if someone bottles up feelings without being able to express them, they will come out all at once, suddenly and intensely.
- **Activity:** My future career (what would I like to do)? Print out pictures/illustrations of different professions. Show them to the child and invite them to pick three that interest them most and that they could see themselves doing. Encourage them to talk about their choices. Ask what attracts them to each job, what they expect would help them succeed, what they think would be expected of them in those roles, and what motivates their choice. Also ask if there is a job they would never want, and why. Ask them if there is a profession they would like that is not shown, but is common in their country of origin. The conversation can also explore family, relatives, and neighbours and the jobs they do. That could give us more insight into the child's background and primary environment.

One interesting finding surfaced from interviews with unaccompanied children. One boy said he wanted to be a police officer, even though he had suffered violence from border police during migration. Another wanted to be a humanitarian worker, inspired by positive experiences with staff at Camp Borići.



TURTLE JOURNEY ACTIVITY

Goal: Help a child use story and visualisation to express feelings, experiences, and needs.

Story (tell alongside a drawing or comic):

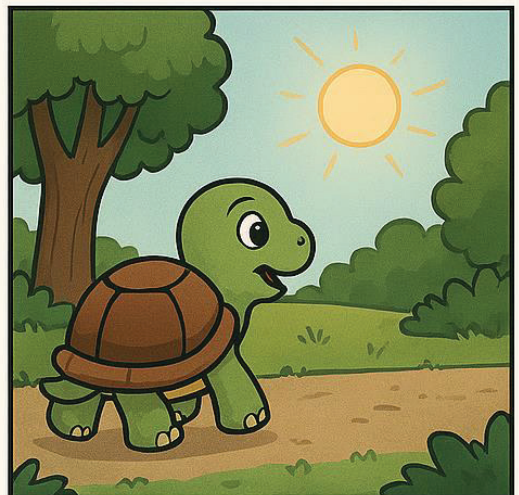
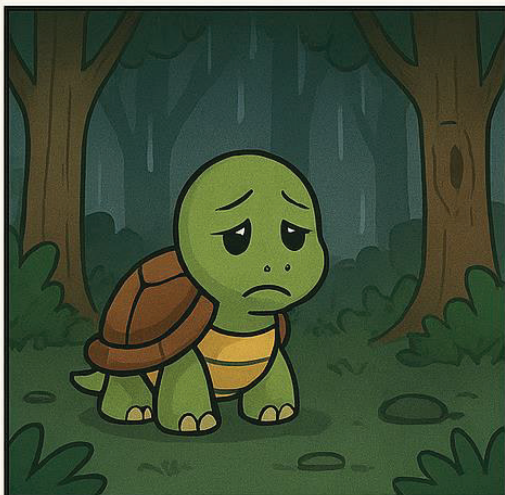
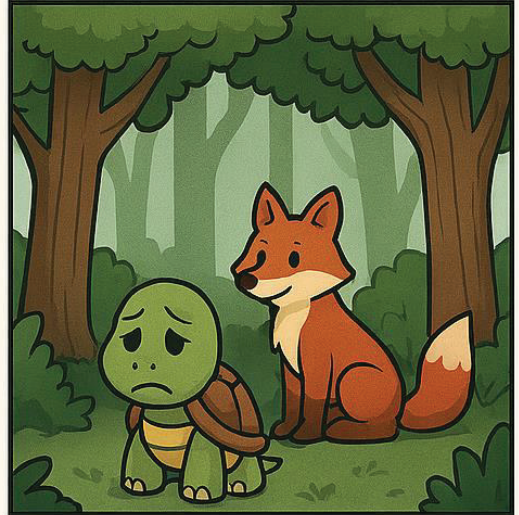
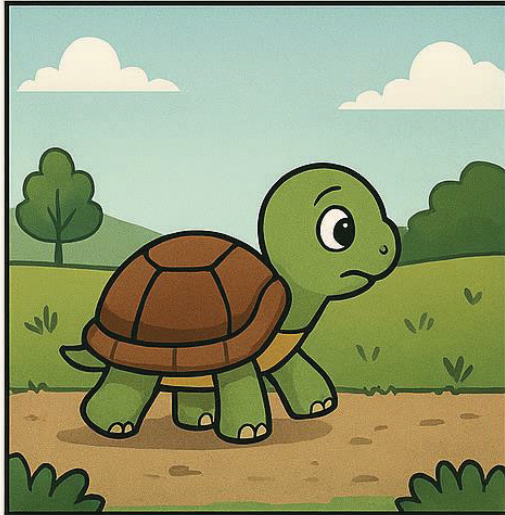
"A little turtle set out on a long journey, carrying its home on its back, not knowing where it was headed. Along the way, it met different animals—some were kind, some were scary. The turtle felt sad at times, brave at others, and sometimes just confused. Still, it kept going, searching for a safe place where it could feel well and understood."

Activity:

1. **Visualisation:** Show the child a picture of a turtle (or draw one together).
2. **Worksheet:**
 - Picture of a turtle with blank spaces on its shell.
 - Questions for the drawing:
 - What did the turtle bring with it? (emotions, memories, fears)
 - Who did it meet along the way? (people, situations)
 - How did it feel at different parts of the journey?
 - What would help the turtle feel safer?
3. **Discussion:**
 - Relate the story to the child's experience: "Have you ever felt like the turtle?"
 - If the child does not speak the language, use non-verbal methods—drawing, choosing colours, pointing to emotions.

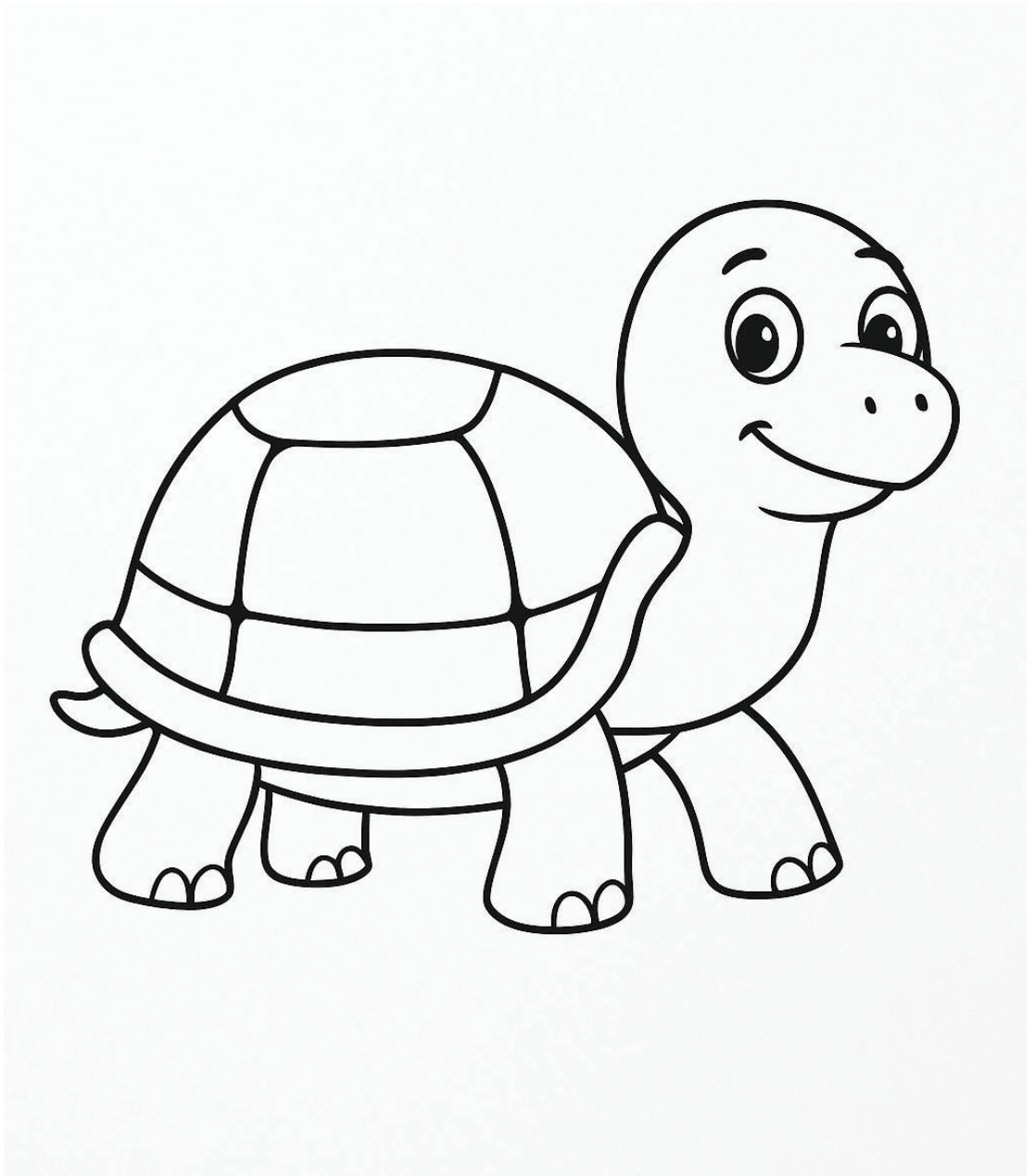
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TURTLE JOURNEY ACTIVITY

PRINTABLE WORKSHEET



PSYCHOLOGICAL FIRST AID FOR UNACCOMPANIED GIRLS

While the general principles of psychological first aid apply (safety, calm, connection, hope, practical support), additional considerations are needed because girls are often more vulnerable to certain traumas and forms of exploitation, as well as specific social and cultural norms.

Specific vulnerabilities of unaccompanied girls

Unaccompanied girls are often exposed to:

- **Gender-based violence:** Includes sexual violence, exploitation, human trafficking, forced marriage, or prostitution. These risks are present at every stage of migration, including in reception centres.
- **Discrimination and stigma:** Girls may face bias based on gender, age, refugee/migrant status or ethnicity.
- **Limited access to basic hygiene needs:** Lack of privacy and poor sanitation is a common issue in transit centres, further worsening their experience.
- **Cultural barriers:** In some cultures, girls may feel uncomfortable speaking with males or sharing personal problems.
- **Difficulty seeking help:** Fear of judgement, shame, or further victimisation can prevent them talking about violence they suffered.
- **Social pressures:** Some girls feel responsible for caring for younger siblings or family, which is an additional burden.

How to provide psychological first aid to unaccompanied girls

1. Create a safe, gender-sensitive environment:

- **Safety comes first:** Ensure physical security and protection from all forms of violence, like separate bedrooms, bathrooms, and safe spaces within facilities.
- **Female staff:** Wherever possible, provide female staff - female carers, social workers, psychologists, volunteers. This helps build trust and reduces discomfort with discussing sensitive subjects.
- **Privacy:** Guarantee privacy for conversations and activities. Help girls feel safe and know they are not being overheard.
- **Access to hygiene supplies:** Ensure regular and discreet access to sanitary pads and other hygiene supplies. This is essential for dignity and a sense of normality.

2. Tailored communication and trust-building:

- **Patience and empathy:** Girls may be especially cautious and mistrustful. Approach with warmth, patience, and without judgement.
- **Respect cultural norms:** Be aware that there may be cultural norms regarding interaction with women and girls. Some may not be comfortable with direct eye contact or physical touch, even with women.

- **Indirect questions:** When you suspect violence, ask indirect and open-ended questions that let girls choose when and how much to share. Avoid direct “what happened?” questions at first.
- **Focus on strengths:** Recognise and praise their courage, resilience and survival skills; this supports their sense of empowerment.

3. Information and empowerment:

- **Rights and options:** Inform them about their entitlements to safe accommodation, healthcare, education and legal aid. Use clear, simple language when explaining the available options.
- **Teach about risks:** Give age-appropriate, discreet information on human trafficking/sexual exploitation and self-protection. Provide clear information on who to contact in danger.
- **Choice and control:** Offer choice and control wherever possible (choice activities, meal times, where to sit). This helps restore lost autonomy.

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4. Practical help and connecting to resources:

- **Basic needs:** As with all children, meet basic needs as a priority.
- **Health care:** Ensure access to health checks, especially reproductive and gynaecological care, especially if sexual violence is suspected. This must be carried out with utmost discretion and dignity.
- **Connect with peers:** Facilitate safe ways to interact with other peers to build support networks and reduce the feeling of isolation.
- **Link with formal and informal support systems:** Establish links with organizations that focus on protecting women and children from violence. Where safe and appropriate, connect them with local women’s groups.

TIPS FOR TALKING WITH UNACCOMPANIED CHILDREN ABOUT PSYCHOLOGICAL TRAUMA AND STRESS

Talking with an unaccompanied child who has experienced trauma and stress during migration requires exceptional sensitivity and care.

Instead of asking directly about painful events, focus on creating a safe environment where the child feels comfortable enough to share, if and when they choose.

Here are practical examples of active listening and phrases you can use in conversations with children.

1. Active listening: Listen before you speak

Active listening means being fully present, showing the child that you hear and understand them. It means listening not just to their words, but to their tone, body language and feelings.

- **Show understanding:** When a child talks, use gestures like nodding. You can also briefly repeat what they have said to confirm you have understood.
 - **Example phrases:**
 - “I hear you.”
 - “I understand.”
 - “It sounds like that was really hard.”
 - “If I’ve understood you correctly, you... (short reflection).”
- **Reflect their feelings:** Try to name the emotion you sense is expressed by the child. This helps children feel accepted and understood.
 - **Example phrases:**
 - “You look scared when you talk about that.”
 - “You seem really lonely.”
 - “It sounds like you were very angry about that.”

2. Practical phrases for conversation

The goal is to create safety, not to explore trauma in detail. Use open-ended questions, but do not push for specifics.

- **To build trust and begin conversation:**
 - “You’re safe here.”
 - “Tell me about your family. What do you enjoy doing?”
 - “How was the journey? Sounds like it was long and difficult.”

- “Do you have any questions for me?”
- **To invite the child to share feelings, without pressure:**
 - “Travelling is sometimes very hard and sad. If you ever want to talk about it, I’m here to listen.”
 - “If you don’t want to talk, that’s okay. I’ll be here.”
 - “It’s important to know that all feelings are okay—sadness, fear, anger. That’s normal.”
- **To validate their feelings and experience:**
 - “That sounds really tough. I’m sorry that happened to you.”
 - “It’s okay to be scared. You were very brave to get through that.”
 - “I can only imagine how hard it was.”

3. What to avoid:

- **False promises:** Never promise what you cannot guarantee (“Everything will be fine,” “We’ll find your family right away”). Be honest, but also hopeful.
- **Minimising feelings:** Avoid sentences like “Don’t be sad,” or “It’s over, now you’re safe.” This can make children feel their emotions are not important.
- **“Why” questions:** Questions that start with “Why” can seem judgemental or blaming (“Why did you leave your group?”). Try “What happened next?” instead.
- **Pushing conversation:** Do not force children to talk. They will open up when they feel safe, which may take time.

Your presence, patience and empathy are the most powerful tools when supporting traumatised children. Do not forget to take care of yourself so you can offer the best support to them.

COMBINED RAPID RISK ASSESSMENT CHECKLIST FOR PHYSICAL VIOLENCE, HUMAN TRAFFICKING, SMUGGLING, AND GENDER-BASED VIOLENCE (SHORT-TERM STAY OF UNACCOMPANIED CHILDREN)

Given the reality of very limited time for assessing the needs of unaccompanied children during brief stays, priority must shift from detailed assessment to urgent protection and safety.

This checklist is a practical tool for professionals, enabling rapid identification of immediate risks faced by unaccompanied children during their journey. The aim is not to collect a full history, but to pinpoint signs of exposure to violence, trafficking or smuggling. The aim is to prevent children from being returned to dangerous smuggling networks by empowering them once risks are identified.

Physical appearance

| Focus on the most urgent visible signs requiring immediate intervention. | | | | |
|--|--|-----|----|---|
| | | YES | NO | Urgent action |
| 1.1 | Are there fresh, unexplained injuries (bruises, cuts) in protective areas (joints, neck, thighs)? | | | IMMEDIATE: Medical examination and referral |
| 1.2 | Mobility problems (painful walking, movement avoidance) or clear signs of acute pain? | | | IMMEDIATE: Medical examination |
| 1.3 | Unusual neglect (extreme dirtiness, chronic fatigue/malnutrition - signals of extreme exploitation)? | | | IMMEDIATE: Medical care, hygiene, assess for trafficking risk |

Behaviour and communication

| Look for high anxiety, fear of control, or disconnected statements. | | | | |
|---|--|-----|----|---|
| | | YES | NO | Urgent action |
| 3.1 | Panic, withdrawal, or displaying clear signs of shock? | | | Immediately provide calm space, psychological first aid. |
| 3.2 | Rehearsed answers or showing signs of clear control by someone else (looking at doors/phones)? | | | IMMEDIATE: Separate and assess for trafficking risk. |
| 3.3 | Coded language or mention of having to call/wait for someone (controller/trafficker)? ² | | | IMMEDIATE: Separate, notify police |
| 3.4 | Inappropriate sexual knowledge/behaviour for age (especially for gender-based violence)? | | | Isolation, support, further assessment for gender-based violence. |

² Remember: As the findings from the collected data have shown, even when children report that an uncle or aunt is waiting for them somewhere in Western or Northern Europe, the question is how much of this is a real situation, and how much of such a person is actually an agent, i.e. a smuggler, a criminal or some mafioso, a loan shark to whom they have to repay a debt. Source: The Road to Empowerment: Improving Services for Children on the Move. A report on the conducted data collection on the experiences of unaccompanied children and professionals who provide them with immediate protection and support.

RECOGNISING SIGNS OF PHYSICAL ABUSE AND NEGLECT IN UNACCOMPANIED CHILDREN

Children often **will not speak openly** about abuse because of fear, shame, threats, or lack of trust. Professionals must be trained to spot both physical and behavioural indicators.

Physical signs and injuries:

- **Bruises:** Bruises of various colours (indicating various ages) and in unusual places (torso, buttocks, thighs, face, neck). Bruises on knees or elbows are less suspicious as these are typical of falls. Pay attention to **patterned bruises** (handprint, fingerprint, belt, stick).
- **Cuts, scratches and wounds:** Unexplained or repeated cuts, scratches and wounds.
- **Burns:** Unexplainable burns, especially those resembling cigarette burns, hot liquid scalds or burns caused by other items. Burns with clear edges may indicate purposeful leaning on a hot item.
- **Fractures and sprains:** Bone fractures, especially among younger children, that do not fit their explanation. Fractures in odd location, such as ribs or pelvis. Inadequately healed fractures.
- **Head injuries:** Unexplainable swelling, haematoma, or concussion symptoms.
- **Signs or restraint or forced discipline:** Signs of rope, cuffs or other ties on wrists, ankles, or neck.
- **Hair loss:** Bald hair patches or pulled hair.
- **Bites:** Human bites may leave distinctive marks on the skin.
- **Chronic pain:** The child may complain of chronic ongoing stomach aches, headaches or other pains without a clear medical reason.
- **Neglect:** Severe underfeeding, dehydration, poor hygiene, untreated injuries or illnesses may indicate a wider degree of neglect often accompanied by physical abuse.

Behavioural and psychological signs:

- **Withdrawal and silence:** The child could be very shy, silent, reluctant to communicate, avoid eye contact or show anxiety and fearfulness.
- **Extreme agitation or fearfulness:** The child could be extremely fearful, sensitive to sounds or movement, or show signs of constant anxiety.
- **Aggression or hyperactivity:** Some children can react to trauma with greater aggression, destructive behaviour or hyperactivity.
- **Regression:** Regression to behaviours typical of younger age, such as bed-wetting, thumb-sucking or baby talk.
- **Sleep problems and nightmares:** Frequent nightmares, trouble falling and staying asleep.
- **Anxiety and depression:** Signs of clinical depression (apathy, sadness, loss of interest), or anxiety (panic attacks, excessive worry)
- **Self-harm:** The child could have a tendency to self-harm as a way of coping with trauma or pain.

- **Mistrust of adults:** The child could show profound mistrust of adults, especially authorities.
- **Inconsistent stories:** If a child gives inconsistent explanations for injuries that do not add up, or if the explanation changes every time they are asked.
- **Avoidance of specific people or situations:** The child may panically avoid certain individuals (especially individuals they travelled with) or places.
- **Lack of social interactions:** The child may isolate themselves from their peers and adults, and have difficulty forging new relationships.
- **Over- or under-obedience:** The child could be unusually obedient, afraid of showing any defiance, or conversely, be extremely defiant and non-obedient.

Professional action plan:

- **Child-targeted interventions** such as child-safe spaces, group-activities, and community-based programmes to support well-being. Ensure the interventions are age-appropriate and culturally sensitive.
- **Creating a safe environment:** The most important thing is to create a safe and confidential environment where the child feels safe and protected. Such an environment should be built on patience, empathy and non-judgement.
- **Detailed assessment:** Document every injury carefully, including photos, descriptions and a detailed description. Also note the child's own words, but bear in mind the child might not reveal everything at once.
- **Medical examination:** Ensure immediate examination by a paediatrician or other child healthcare specialist trained in abuse indicators.
- **Psychological support:** Provide access to psychological support.
- **Multidisciplinary approach:** Coordination with other experts – psychologists, guardians, social workers, police, NGOs and the local community – is key to providing comprehensive child protection.
- **Legal protection:** Ensure the child is informed of their rights and connected with legal assistance.

Spotting and responding quickly to signs of physical violence in unaccompanied children is essential. A swift, appropriate response can markedly reduce the long-term impacts of trauma and help support the child's safety and recovery.

Grounding activities list for professionals working with traumatized children

Grounding techniques help children who are mentally absent or dissociated (often due to trauma) return to the present, reduce anxiety and feel safe. These activities are simple, child-friendly (including migrant children), and can be used during conversations when the child is emotionally or mentally disconnected. They are designed for professionals (e.g., carers, social workers, psychologists) in a Croatian context, considering cultural sensitivity and language barriers, especially when working with traumatized children who are emotionally or mentally absent during conversations (dissociation, withdrawal). Each grounding activity lasts 3–10 minutes and should be done in a safe setting. Besides the "Five Senses Exercise" and "Balloon Breathing" exercise, you can also use the following:

| Activity | Description | How to do | Age (example) | Notes |
|--|--|--|------------------|--|
| Touching textures | Children touch objects with different textures to focus on the sense of touch. | Offer items (e.g., ball, blanket, pebble) and ask: "How does this feel? Smooth or rough?" If the child does not speak, demonstrate and describe. | 5-14 | Use items available at shelters or homes. |
| Counting backwards | Children count backwards from 10 or 20 to engage cognitive focus. | Expert says: "Let's count from 10 down to 1, slowly." For older children, try counting by even numbers (e.g., 20, 18, 16). | 8-15 | Simple, adjust difficulty by age. |
| Physical movement | Children do light movements (e.g., tapping knees) to reconnect to their body. | Say: "Can we tap our knees like drumming?" Demonstrate rhythm and follow the child's pace. Alternative: gentle arm stretches. | 4-12 | Useful for children with motor expression difficulties. |
| Colour naming | Children find objects of a given colour in the room. | Ask: "Can you find something blue in this room?" If the child does not speak Croatian, show colours on cards or objects. | 5-10 | Visual and engaging; use colour charts. |
| Story with object | Children invent a short story about an object (e.g., a toy). | Give a toy and say: "What is this toy's name? Where does it live?" If the child is nonverbal, begin: "This is a teddy who loves the park." | 6-12 | Encourages imagination; avoids trauma triggers. |
| Dancing to a favourite song³ | Children choose a song they like and may dance to it if they wish. | Play the child-selected song. If the child feels free, they can sing, hum, or dance. You may clap hands or tap feet to keep rhythm. | 6-17 | Encourages movement, relaxation, and audio-visual stimulation. |

³ In the course of data collection, in a conversation with the guardian of the Bach Practice Base, it is learned that on one occasion when the boys in the Borići camp in Bosnia and Herzegovina were playing their music and dancing, from the way one of them danced it was to be assumed that he may have been a victim of sexual abuse, because these boys are mostly trained to dance to such people, quite feminized ways, which are strikingly different from the way boys usually dance. In this case, the risk of exposure to sexual abuse needs to be further assessed.

RAPID RISK ASSESSMENT CHECKLIST FOR EXPOSURE TO PHYSICAL VIOLENCE IN UNACCOMPANIED CHILDREN

This checklist is a quick screening tool and not a substitute for detailed forensic or psychological assessment. Use it as a guide for further, more thorough evaluation.

1. Visual and physical observations (during intake or first contact)

| | | YES | NO | Notes/Description |
|-----|---|-----|----|-------------------|
| 1.1 | Are there visible bruises, cuts, scratches, or burns on unusual parts of the body (e.g., joints, thighs, back, head)? | | | |
| 1.2 | Does the child show signs of improperly healed fractures or chronic injuries (e.g., pain on movement)? | | | |
| 1.3 | Is the child's clothing torn, bloody, or otherwise damaged in a way suggesting a struggle or force? | | | |
| 1.4 | Does the child show signs of pain when touched or during certain movements? | | | |
| 1.5 | Are there injuries to the face, neck, or head? (e.g., swelling, bruising) | | | |

2. Non-verbal and emotional observations

| | | YES | NO | Notes/Description |
|-----|--|-----|----|-------------------|
| 2.1 | Is the child excessively scared, withdrawn, or avoiding eye contact? | | | |
| 2.2 | Does the child display marked anxiety or fear when approached by adults, especially men (if relevant)? | | | |
| 2.3 | Does the child avoid certain movements, protect parts of their body, or exhibit unusual posture? | | | |
| 2.4 | Does the child have difficulty sleeping (nightmares, insomnia) or seem easily irritable? | | | |
| 2.5 | Is there an inappropriate response (excessive reaction or absence of reaction) to pain or fear? | | | |

3. Child's communication and statements

| | | YES | NO | Notes/Description |
|-----|--|-----|----|-------------------|
| 3.1 | Does the child give contradictory statements about the origin of their injuries? | | | |
| 3.2 | Does the child directly or indirectly mention physical abuse (e.g., beating, hitting) by smugglers, police, or others? | | | |
| 3.3 | Does the child show strong reluctance to talk about their journey or abruptly stop the conversation? | | | |
| 3.4 | Does the child use violent language during play or when describing events? | | | |
| 3.5 | Is the child unable to explain their injuries, or do explanations seem unusual for their age and type of injury? | | | |

What to do if you suspect physical violence or abuse:

If based on the above checklist and assessment you suspect the child is a victim of violence or abuse, take the following steps:

1. Ensure safety and urgent assistance

- Emergency medical assessment: Arrange immediate medical examination. The medical report is crucial evidence. Request documentation of all injuries (photos, detailed descriptions).
- Absolute confidentiality and safety: Ensure the child is placed in a secure environment away from potential perpetrators.

2. Documentation and reporting

- Detailed recording: Carefully record all observations (visual, verbal, non-verbal) using this checklist and detailed notes. Note **when** suspicion arose and its basis.
- Mandatory reporting: Follow national laws for mandatory reporting of suspected child abuse to relevant authorities (police, social services, special guardians).

3. Psychosocial support

- Specialised support: Provide access to psychological support.
- Use a child-centred and trauma-informed approach. Prioritize the child's needs and wellbeing while avoiding re-traumatisation during procedures.

4. Communication with the child

- Sensitive and supportive discussion: Discussions about abuse should be conducted by trained professionals (e.g., social worker, psychologist, pedagogue).
 - **Do not pressure:** Never pressure the child to talk about violence. Allow them to speak at their own pace.
 - **Use interpreters:** If required, use trained, neutral interpreters

experienced in trauma, preferably women if working with girls (situationally and culturally dependent).

- **Validate feelings:** Affirm they are heard and that what happened is not their fault. ("I'm sorry this happened. I believe you and I'm here to help.")

Note: This tool's primary purpose is high-risk identification. Non-medical or legal professionals should not make final judgements alone. Always rely on an interdisciplinary expert team (doctors, psychologists, social workers) for final assessment and action.

CHECKLIST FOR RECOGNIZING SIGNS OF POTENTIAL HUMAN TRAFFICKING AND/OR SMUGGLING IN UNACCOMPANIED CHILDREN

Human trafficking (which often occurs after smuggling) is the act of recruiting, transporting, harbouring or receiving a person by means of force, deception or coercion for the purpose of exploitation. Exploitation refers to forced labour, sexual exploitation, domestic servitude or other forms of exploitation.

Smuggling of migrants/unaccompanied children refers to unlawful entry into another state with an arrangement between the smuggler and the person (adult, family or child) who wishes to cross the border. Smuggling usually ends once the person enters the country and pays the agreed fee.

Unaccompanied children who are victims of trafficking often experience **fear, trauma, and control by perpetrators**, making open communication with professionals difficult.

Key signs and indicators to watch for:

Visible signs:

- **Physical abuse indicators:** Bruises, cuts, unexplained injuries, unusual or inappropriate clothing hiding injuries. Additionally, there can be signs of extreme exhaustion, malnutrition, neglect, or poor hygiene.
- **Panic and anxiety:** Extreme fear, nervousness or suspiciousness, such as:
 - Muscle tension: clenched fists, tight jaw, tense shoulders.
 - Trembling: slight shaking of hands, legs or head.
 - Excessive sweating: even in cool conditions.
 - Shallow or rapid breathing: at rest.
 - Sleep issues: trouble falling asleep, frequent waking, insomnia.
 - Digestive problems: abdominal pain, nausea, diarrhoea, loss of appetite.
 - Avoidance of eye contact: not looking at others, lowered gaze.

General behaviour:

- **Extreme withdrawal or unusual sociability:** Some children may be very quiet, withdrawn, or fearful and avoid eye contact. Others may exhibit unusual, inappropriate sexualised behaviour or be overly sociable in an unusual way.
- **Inconsistent or rehearsed stories:** The child's migration story, family details or reasons for coming may be inconsistent, contradictory or sound "coached." They may give vague answers or avoid details.
- **Lack of personal documents and external control over finances:** The child has no identity

documents or these are held by another adult, and belongings appear to be controlled by someone else.

- **Uncertainty about their location:** The child is not sure where they are located, they do not know their accommodation address, or how to get there.
- **Unhealthy adult relationships:** The child may show unusual submissiveness or attachment to a specific adult, or seem controlled by them. An accompanying person may not seem familiar even if they claim to be relatives.
- **Avoidance of family or group contact:** The child refuses contact with family members or the group they travelled with.

Signs in accompanying persons:

- **Person not a parent:** The child is accompanied by someone claimed as family, but physical evidence or behaviour does not support this.
- **Multiple children:** Several children escorted by a single adult who is not a relative.
- **Inconsistent stories:** The accompanying person's account of the journey or relationship conflicts with the child's story.

Recommendations for action:

Working with the unaccompanied child:

- **Build trust:** Speak calmly and kindly in a friendly way. Provide a safe space and make clear you are there to help.
- **Use an interpreter:** if needed, use an interpreter to ensure the child understands what is being said and to make them feel safe. The interpreter should be neutral and experienced.
- **Speak privately:** Always talk to the child alone, without the accompanying person present.
- **Listen carefully:** Give the child enough time to share their story without interruption, and pay attention to detail.
- **Observe non-verbal cues:** Watch for body language such as trembling, avoiding eye contact, or nervous movements.

If smuggling is suspected:

- **Document thoroughly:** Record all information from the child and accompanying person. Note all contradicting statements and details in particular.
- **Contact authorities:** If you have even any suspicion of trafficking or smuggling, immediately notify the police. In Croatia, follow the Protocol for Identification, Assistance and Protection of Victims of Human Trafficking. Familiarise yourself with it here: <https://pravamanjina.gov.hr/UserDocsImages/dokumenti/Protokol%20za%20identifikaciju,%20pomo%C4%87%20i%20za%C5%A1titu%20%C5%Bertava%20trgovanja%20ljudima.pdf>.
- **Educate yourself:** Smuggling and trafficking are complex issues. Ongoing learning and collaboration with other experts is key to recognition and prevention.

RAPID RISK ASSESSMENT CHECKLIST FOR HUMAN TRAFFICKING/SMUGGLING IN UNACCOMPANIED CHILDREN

This checklist helps identify “red flags” indicating possible exploitation but does not replace detailed investigation and assessment.

1. Travel and accompaniment circumstances

| | | YES | NO | N/A | Notes/Description |
|-----|---|-----|----|-----|-------------------|
| 1.1 | Has the child travelled with an adult who is not a family member or claimed to be family but is suspicious? | | | | |
| 1.2 | Does the child owe money to a person or organization for the journey (debt bondage)? | | | | |
| 1.3 | Is the child forced or expected to work to repay travel debts (either their own or family's)? | | | | |
| 1.4 | Does the child possess false, borrowed, or no identity documents? | | | | |
| 1.5 | Was the journey suddenly interrupted or ended at an unexpected location (sign of abandonment by smugglers)? | | | | |
| 1.6 | Does the child avoid giving details about their route, organisers, or companions? | | | | |

2. Health, appearance, and physical condition

| | | YES | NO | N/A | Notes/Description |
|-----|---|-----|----|-----|-------------------|
| 2.1 | Does the child show signs of malnutrition, poor hygiene or chronic fatigue? | | | | |
| 2.2 | Does the child have injuries (e.g., burns, bruises) inconsistent with explanations or suggestive of physical abuse/control? | | | | |
| 2.3 | Does the child show symptoms of sexually transmitted diseases or suspicion of sexual violence? | | | | |

| | | | | | |
|------------|---|--|--|--|--|
| 2.4 | Does the child have tattoos or scars which may indicate ownership or gang/organization affiliation? | | | | |
|------------|---|--|--|--|--|

3. Behaviour and emotional state

| | | YES | NO | N/A | Notes/Description |
|------------|---|-----|----|-----|-------------------|
| 3.1 | Is the child excessively fearful, anxious, or paranoid, especially when 'agents' or 'other people' are mentioned? | | | | |
| 3.2 | Does the child appear controlled or influenced by an adult (even unseen) and give rehearsed answers? | | | | |
| 3.3 | Is the child extremely mistrustful, socially isolated, or showing trauma signs (PTSD, dissociation)? | | | | |
| 3.4 | Does the child withdraw when police, social services, or return are mentioned? | | | | |
| 3.5 | Does the child have a mobile phone or other devices supposedly given by an exploiter (for monitoring)? | | | | |

4. Statements and future plans

| | | YES | NO | N/A | Notes/Description |
|------------|---|-----|----|-----|-------------------|
| 4.1 | Does the child say they must go to a certain place or meet someone without clear familial reason? | | | | |
| 4.2 | Does the child talk about quick large income or a job that seems "too good to be true" for their age? | | | | |
| 4.3 | Does the child have limited knowledge of the culture or language of their supposed destination, indicating possible external control? | | | | |
| 4.4 | Are the child's statements contradictory about their journey, family, or future plans? | | | | |

What to do if trafficking or smuggling is suspected

If suspicion of trafficking or smuggling for exploitation is high (multiple affirmatives in sections 1 and 4), urgent coordinated action is critical.

1. Ensure safety and protection

- Immediate separation: If a child travels with a suspicious adult, separate them immediately and provide the child with safe accommodation (a shelter). Never leave the child alone with the suspicious person.
- Absolute confidentiality: Treat case information as strictly confidential. Do not share details with staff not involved in investigation or protection, nor publicly. This protects the child from trafficker retaliation.
- Psychosocial support: Ensure specialised trauma-focused psychological help for the child. Trafficking victims often suffer severe trauma and fear.

2. Mandatory reporting and investigation

- Immediate report: Notify police and the competent regional office of the Croatian Institute for Social Work at once. Procedures are clearly defined in the Protocol on Identification, Assistance, and Protection of Victims of Human Trafficking”.
- Documentation: Record all details carefully: circumstances of discovery, injuries, child’s statements and observations, using the child’s own language and avoiding leading questions.

Important: Be aware that smuggling victims can become victims of human trafficking (they are often forced into prostitution or work to pay off debts to the smuggler). Thus any suspicion of smuggling with unclear reasons or goals represents a high risk of further exploitation.

ACTIVITY: MY CIRCLE OF SAFETY

Purpose of the activity: Help children recognise whom they can trust, who may pose a risk, and how to seek help in unsafe situations—especially related to smuggling.

Duration: 30 – 45 minutes

Group size: Individual or small group (2-5 children)

Age:

8-17 (adaptable by developmental stage)

Materials:

- Large paper or printed template with three concentric circles
- Markers or crayons
- Stickers or emojis
 - **SMILEY FACE**- for the innermost circle and trusted people;
 - **QUESTION MARK** - for middle circle and people the child knows but is unsure about trusting;
 - **EXCLEMATION MARK** - for outer circle and people unknown or who cause insecurity
- List of roles (e.g., guardian, carer, driver, relative, stranger, smuggler, police officer)

Guidelines for facilitators:

- Use gentle language and avoid labelling people as “bad”—focus on behaviours.
- Be culturally sensitive.
- Emphasize that children have the right to feel safe and say “no.”

Activity steps:

1. Introductory conversation (5–10 minutes)

- Ask: “What does feeling safe mean?”
- Discuss examples of safe and unsafe situations (e.g., someone offers a ride, someone asks you to keep a secret).
- Explain that not everyone who seems kind is necessarily safe.

2. Drawing circles (15-20 minutes)

- Draw or use a template of three circles:
- Inner circle: People you completely trust (e.g., mum, dad, guardian, carer)
- Middle circle: People you know but are not sure you can trust (e.g., neighbour, driver)
- Outer circle: People you do not know or who make you feel unsafe (e.g., strangers, someone

offering money for your journey)

3. Role play (10 minutes)

Present short scenarios:

- "Someone offers to help you cross the border without documents."
- "A person says they will find you a job but you must keep it a secret."

Ask:

- "Where would you place this person in your circles?"
- "What should you do in that situation?"

Encourage discussion and reinforce protective responses.

4. Making a safety plan (5 minutes)

Help the child identify:

- One person they can turn to for help.
- One action they can take if they feel unsafe (e.g., call a helpline, tell a trusted adult).

Write or draw it together.

Ask the child to:

- Write or draw the people they know in each circle.
- Use colours or stickers to show how they feel about each person (safe, unsafe, unsure).

Space for writing or drawing: Children can add names, symbols, or drawings.

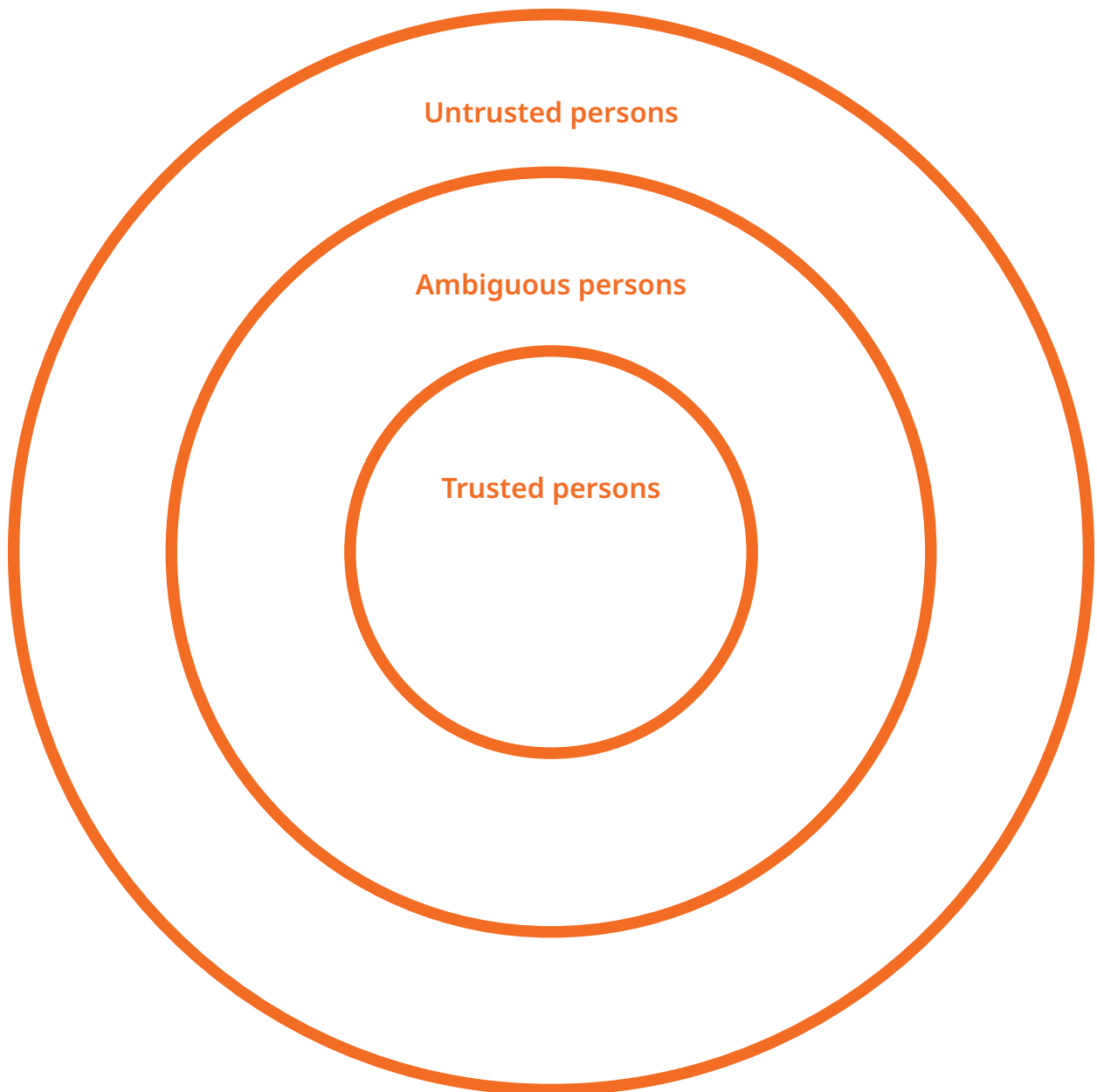
ACTIVITY: MY CIRCLE OF SAFETY

PRINTABLE WORKSHEET



ACTIVITY: MY CIRCLE OF SAFETY

PRINTABLE WORKSHEET



INSTRUCTIONS FOR CHILDREN ON RECOGNIZING THE RISKS OF HUMAN TRAFFICKING AND SMUGGLING

What is smuggling and what is human trafficking?

- **Smuggling** means someone helps you cross a border, usually for money. Once you cross safely, their job is finished.
- **Human trafficking** is a crime where someone uses false promises or threats to exploit you for forced labour, begging, sexual exploitation, or other abuse. Traffickers want to control your life and use you for their benefit.

How to recognize a trafficker or smuggler?

- **False promises:** They offer you a perfect job, high salary, or education abroad, but do not ask for any documents or qualifications. If it sounds too good to be true, it probably is.
- **Watch out for travel and living conditions:** You are made to stay in dirty, crowded, unhealthy places, and your movement is restricted. You are not allowed to leave, contact others, or seek help, and your phone and communications are controlled.
- **Taking your documents:** If someone asks for your passport, ID, or other papers “for safety” or “to help you travel faster,” that is a way to control you. Never give your documents to anyone.
- **Unclear journeys:** You are told you will be travelling to unknown places, changing routes or staying in unfamiliar houses or warehouses. They will not tell you exactly where you are and where you are going.
- **Vague instructions:** If you are told to do things you do not understand, go to places that are not explained, or told not to ask questions, that may be a sign someone is trying to confuse and control you.
- **Isolation and supervision:** You are immediately separated from your friends or other people. You are not allowed to use your phone, contact your family or communicate with anyone.
- **Threats and fear:** Smugglers and traffickers may try to scare you or threaten you or your family if you do not follow their directions.
- **Watch out for “job” or “opportunity” conditions:** You may be promised work but are not paid, or all your money is taken “for travel costs.” You may be forced to work overtime, in dangerous situations, without breaks or food, or pressured into sexual acts or suspicious activities, even under threats.

What should you do:

- Whenever possible, **travel with people you know**, like family members or others you know and trust, and who you know do not have bad intentions.
- **Keep your documents safe.** Always keep your documents with you in a secure place, like an inside pocket or money belt. Never give them to anyone.
- **Ask questions.** Ask where you are going, why, and what will happen when you get there. If they avoid giving an answer or if the answer is unclear, that is a bad sign.
- **Trust your instincts.** If you feel unsafe, scared or something seems wrong, move away from the person or group.
- **Seek help.** If you are in danger, get to safety. Look for police, protection services, humanitarian workers (volunteers) or people in public places. Shout if needed to attract attention.

The importance of reporting

- It is important to know you are not to blame for your situation and you have a right to protection.
- **Report suspicious situations:** When you reach safety, share your story with professionals or humanitarian workers. This can help protect other children like you.

RECOGNISING SIGNS OF PSYCHOLOGICAL TRAUMA AND STRESS IN UNACCOMPANIED CHILDREN

Unaccompanied children go through extremely traumatic experiences before, during, and after their migration journey. Professionals must be aware of the wide spectrum of trauma and stress manifestations, as well as resilience.

Key signs of psychological trauma and stress:

Behavioural changes:

- **Withdrawal and social isolation:** The child may withdraw from peers and adults, avoiding social interactions.
- **Aggression and irritability:** May show unexpected outbursts of anger, aggressive behaviour towards self or others, or be constantly irritable.
- **Hypervigilance (excessive vigilance):** The child is constantly on guard, easily startled, oversensitive to sounds or movements, as if expecting danger.
- **Regression:** Return to behaviours characteristic of younger ages, such as bedwetting, thumb-sucking, crying without obvious reason, or seeking excessive physical closeness.
- **Sleep problems:** Difficulty falling asleep, frequent waking, nightmares, fear of the dark.
- **Eating problems:** Significant loss of appetite, overeating, refusing certain foods, hiding food.
- **Self-harm:** Cutting, scratching, or other forms of intentionally inflicting injuries as a way of coping with emotional pain.
- **Risky behaviour:** Engaging in dangerous activities, substance or alcohol abuse (especially in adolescents) as an attempt to self-medicate or escape reality.
- **Avoidance:** The child may avoid talking about the past, certain topics, places, or people that remind them of trauma.

Emotional manifestations:

- **Sadness and depression:** Persistent sadness, apathy, loss of interest in previously enjoyable activities, feelings of hopelessness or worthlessness.
- **Anxiety and panic:** Constant worry, panic attacks, generalised anxiety, irrational fears.
- **Emotional numbness:** The child may appear empty, indifferent, unable to feel joy or sadness, as if their emotions are “switched off.”
- **Difficulty regulating emotions:** Intense and rapid mood swings, trouble controlling anger, sadness or fear. Age-inappropriate displays of emotion.
- **Guilt and shame:** The child may feel guilty about what happened, or be ashamed of their experiences.
- **Helplessness and hopelessness:** Feeling of no control over life and future.
- **Excessive responsibility and fear of disappointment:** May feel the burden of having to help the family in the country of origin, while simultaneously feeling fearful and resentful about the pressure of not letting them down.

Cognitive difficulties:

- **Concentration and attention problems:** Poor concentration and attention, easily distracted.
- **Memory problems:** Difficulty remembering important information, forgetfulness.
- **Dissociation:** Feeling detached from body or surroundings, dream-like state. Memory gaps of traumatic events.
- **Flashbacks and intrusive thoughts:** Reliving trauma as if happening now, unwanted intrusive thoughts, images or sounds.

Physical stress manifestations:

- **Headaches, stomach aches and other somatic symptoms:** Frequent unexplained physical symptoms without a clear medical cause.
- **Susceptibility to illness:** Weakened immune system from prolonged stress.
- **Tiredness and lethargy:** Constant exhaustion, sleepiness.

Strategies for recognition and action:

1. **Observe and document:** Carefully observe the child's behaviour and document changes, unusual reactions, physical symptoms.
2. **Build trust:** It is crucial to build a trusting relationship through consistency, empathy, and respect. The child must feel safe and able to trust you.
3. **Individual conversations:** Hold individual conversations in calm, safe environments using understandable language. Be patient. Do not force trauma discussion.
4. **Watch non-verbal communication:** Watch the child's body language, facial expressions, and gestures as they can often reveal more than words.
5. **Play and creative expression:** Encourage creative expression through play, drawing, writing or other creative activities. Children often process trauma this way.
6. **Mental health and psychosocial support:** Educate children age-appropriately about trauma and its manifestations so they can better understand their feelings and reactions.
7. **Include structured activities:** Routine, predictability and structure (school, workshops, sports) provide security and normalcy, and can also reduce stress.
8. **Refer to specialists:** After recognizing trauma signs, refer to specialized psychological and psychiatric help (child psychologists, psychotherapists, child psychiatrists).
9. **Ensure stability and safety:** Create a safe and stable accommodation with consistent staff and clear rules; this is crucial for trauma recovery.

Early recognition and adequate intervention are crucial for reducing long-term trauma consequences in unaccompanied children.

RECOGNIZING SIGNS OF GENDER-BASED VIOLENCE IN UNACCOMPANIED CHILDREN

Gender-based violence refers to harmful acts directed against an individual based on their gender. It includes, but is not limited to:

- Sexual violence
- Sexual exploitation
- Physical and psychological violence
- Forced marriage
- Sexual slavery
- Exploitation
- Human trafficking for sexual exploitation

Physical signs:

- **Physical injuries:** Burns, bruises, cuts, or wounds with unexplained origins.
- **Signs of sexual exploitation:**
 - Pregnancy in minors.
 - Clothing typically worn by persons providing sexual services.
 - Age-inappropriate sexually explicit behaviour.
 - Possession of taxi numbers or other unusual contacts.
- **Signs of sexual violence:**
 - Difficulty walking or sitting.
 - Genital infections or bleeding.
 - Abdominal or lower back pain.
 - Unusual or provocative sexual behaviour for the child's age.
 - Fear of touch or intimacy.

Behavioural signs:

- **Unusual behaviour:** Extreme withdrawal, nervousness, fear, or aggression. There may be inappropriate sexualized behaviour, such as speech or touching.
- **Exaggerated sexual expression:** Children who experienced sexual exploitation (prostitution) may display exaggerated, aggressive sexualised behaviour or transgress typical gender roles as a trauma coping mechanism.
- **Health and hygiene neglect:** Dirty clothing, poor hygiene, neglect, inadequate clothing for weather.
- **Isolation:** Unwillingness to communicate with peers, especially same-sex peers, or isolation from family.
- **Physiological problems:** Complaints of stomach pain, diarrhoea, sleep problems, appetite loss.

Recommendations for action:

- **Provide safety:** Ensure a safe, confidential environment for conversation.
- **Talk with the child:** Ask open-ended questions requiring more than “yes” or “no” answers.
- **Use an interpreter:** if needed, use an interpreter to ensure the child understands what is being said and to make them feel safe.

If suspicion arises:

- **Document thoroughly:** Record all information from the child and accompanying person. Note all contradicting statement and details in particular.
- **Contact authorities:** If you suspect gender-based violence, immediately contact police, the competent regional office of the Croatian Institute for Social Work, and the appointed special guardian.
- **Educate yourself:** Gender-based violence is complex. Ongoing education and collaboration with other professionals is essential for recognition and prevention.

CHILD GUIDANCE: PROTECTION FROM GENDER-BASED VIOLENCE

What is gender-based violence?

Gender-based violence (GBV) is any act of violence (physical, sexual, psychological, emotional, or economic coercion) committed against someone because of their gender. It can happen to anyone, regardless of whether they are a boy or girl, and perpetrators can be male or female.

Forms of violence:

- **Physical violence:** Any physical abuse, including hitting, pushing, slapping, burning.
- **Sexual violence:** Any unwanted sexual act, touch, comment, or coercion. No one may touch your body without your permission.
- **Emotional/psychological violence:** Includes insults, humiliation, threats, intimidation, isolation from others, controlling your life and decisions.
- **Economic coercion:** Taking money or documents, forcing unpaid work, restricting access to food and shelter.

Practical skills for recognizing gender-based violence risks

1. Listen to your inner voice

- **Trust your instincts:** If a situation feels dangerous or uncomfortable, it probably is. Your inner feeling is your most important warning signal.
- **“Strange” feeling:** If you feel scared or do not like how someone treats you, move away from that person or situation.

2. Watch for false promises: and demands

- **Too good to be true:** Doubt offers that sound too good— like promises of easy travel, perfect life abroad, or high pay without effort.
- **Taking your documents:** No one should request your documents (passport, ID) “for safety” or “faster travel.” This is commonly used for control. Always keep your documents safe.
- **Secrecy:** Beware of people who will not tell you the exact route, where you will sleep, or what happens on the journey. Clarity and transparency signal safety.

3. Maintaining contact with others

- **Do not let yourself be isolated:** Abusers may try separating you from friends, family, or travel companions. Always try staying with trusted people.
- **Use your phone if you have one:** Do not let anyone take it. Use it to communicate with trusted people.
- **Avoid isolated places:** Avoid dark streets, abandoned buildings, or isolated areas, especially at night. Stay in well-lit, populated areas.

4. Say “NO” and seek help

- **Your voice is powerful:** You have the right to say “NO” to anything that makes you

uncomfortable. Do not be ashamed to refuse inappropriate requests.

- **If in danger, shout:** If someone tries attacking you, do not hesitate to shout loudly “HELP”.
- **Know who to contact:** If in danger or needing help, seek police, humanitarian workers, volunteers (e.g., Red Cross), or other civil society organisation representatives.

Specific advice for girls

- **Beware of false promises and “protection”:** Be cautious of men or women offering special “protection” or marriage in exchange for something. These are often tricks to control and exploit you for forced labour or sexual exploitation. Your safety is not for sale.
- **Use toilets and showers safely:** If possible, go with a trusted female friend. If alone, only use well-lit places during daytime, and ensure doors lock.
- **Sleep in groups:** In camps or shelters, sleep near other women and girls. Group sleeping provides greater security.
- **Do not travel alone with unknown men:** Avoid travelling in cars, trucks, or other vehicles with unknown men, even if they say it is the only way to your destination.
- **Seek help from officials:** In camps, border crossings, or humanitarian centres, seek humanitarian workers or police if concerned.
- **Trust your feelings:** If uncomfortable around someone, move away.
- **Learn self-defence:** Violence is never your fault. Sometimes showing you can stand up for yourself is important. A clear, loud “NO” can deter perpetrators.
- **Request hygiene products you need:** Never agree to sex in exchange for hygiene products (like pads or soap). Humanitarian organisations can provide them free.

RAPID ASSESSMENT CHECKLIST FOR GENDER-BASED VIOLENCE EXPOSURE IN UNACCOMPANIED CHILDREN

This checklist emphasises indicators more common in gender-based violence contexts (sexual violence, forced marriage, gender-based exploitation), but should be applied to children of all gender identities, as boys are also at risk.

1. Specific travel circumstances and family situation

| | | YES | NO | N/A | Notes/Description |
|-----|--|-----|----|-----|-------------------|
| 1.1 | Is the child female and travelled alone or accompanied by unknown men? | | | | |
| 1.2 | Is there suspicion of forced or arranged marriage as reason for leaving country of origin or as migration goal? | | | | |
| 1.3 | Is the child vulnerable based on sexual orientation or gender identity (LGBTQ+) and expresses fear of abuse because of this? | | | | |
| 1.4 | Does the child report sexual violence as payment to smugglers or “price” of border passage? | | | | |
| 1.5 | Does the child mention sexual exploitation or forced prostitution as experience during migration? | | | | |

2. Health, physical and emotional state

| | | YES | NO | N/A | Notes/Description |
|-----|---|-----|----|-----|-------------------|
| 2.1 | Are there injuries (especially genital/rectal area), bleeding or pain indicating sexual violence (medical exam required)? | | | | |
| 2.2 | Does the child show signs of pregnancy (especially if very young) or suspected STIs? | | | | |
| 2.3 | Does the child have difficulty walking, sitting, or urinating/defecating? | | | | |
| 2.4 | Does the child show dissociation, extreme fearfulness, shame or guilt specifically related to their body or intimacy? | | | | |

| | | | | | |
|-----|--|--|--|--|--|
| 2.5 | Does the child display regressive behaviour (thumb-sucking, bedwetting) appearing during or after journey? | | | | |
|-----|--|--|--|--|--|

3. Communication and behaviour

| | | YES | NO | N/A | Notes/Description |
|-----|---|-----|----|-----|-------------------|
| 3.1 | Does the child provide age-inappropriate information about sexual activities? | | | | |
| 3.2 | Does the child avoid contact with men/women (depending on situation) or show unusual fear of touch/closeness? | | | | |
| 3.3 | Does the child use coded language or markedly avoid mentioning stays in certain accommodations or "jobs"? | | | | |
| 3.4 | Is the child forced to wear specific clothing or does an adult attempt to control their appearance? | | | | |
| 3.5 | Does the child show signs of self-harm, suicidal thoughts linked to shame or trauma? | | | | |

What to do if gender-based violence is suspected:

If this assessment indicates strong suspicion of gender-based violence, priorities are safety, specialised support, and preventing secondary traumatisation.

1. Emergency protection and medical care

- Priority medical examination: Immediately arrange a doctor's examination for STI prevention, emergency contraception provision, and assessment of other injuries.
- Gender-appropriate accommodation: Ensure safe, gender-sensitive placement (separate from other adults and potential perpetrators). Consider same-gender staff (depending on the child's wishes and cultural background) to ensure security.
- Ensure dignity: Provide clean clothing, hygiene supplies, and maximum respect for privacy.

2. Documentation and reporting

1. Strict confidentiality and documentation: Document all suspicions, observations, and medical findings in detail. Keep documentation strictly confidential.
2. Mandatory reporting: Notify police, the competent regional office of the Croatian Institute for Social Work, and special guardian of suspected criminal offence.
3. Minimal intervention: Ideally, statements should be taken only once, in a child-friendly environment, by trained interviewers.

3. Specialized psychosocial support

- Trauma-focused assistance: Immediately involve psychologists or other professionals trained in working with child victims of sexual violence and gender trauma. All interventions must be trauma-informed.
- Interpreter selection: If using an interpreter, select someone of the same gender as the child if this is the child's preference and culturally appropriate, emphasising that interpreters must be trained and neutral.
- Reassure them they bear no blame for what happened and have the right to bodily autonomy and control over their decisions (who touches them, who they talk to).

Key point: Gender-based violence is an act of violence and abuse of power. All procedures must focus on empowering the child and restoring their sense of safety and control.

RECOGNIZING SIGNS OF RADICALISATION IN UNACCOMPANIED CHILDREN

Unaccompanied children are often particularly vulnerable due to trauma, family loss, and feelings of not belonging, making them potential targets for manipulation.

It is important to stress that any of these signs are non-specific and may indicate other issues (trauma, depression, adolescence). It is crucial to observe them in context and combination with other factors.

Signs of radicalisation:

Radicalisation is a process where individuals adopt extreme political, social, or religious beliefs that reject or undermine the status quo, often with the aim of promoting violence. It is a gradual process.

Changes in beliefs and attitudes:

- **Expressing extremist views:** The child begins expressing hatred, intolerance, or prejudice towards certain groups (different faiths, nationalities, sexual orientations) or promotes violence as a solution.
- **Advocating “us versus them” narratives:** Strong division into “us” (the positive group they belong to) and “them” (the negative group to be rejected or fought against).
- **Obsession with a particular ideology:** Preoccupation with a specific political, religious, or social ideology to the exclusion of everything else.
- **Rigid in discussion:** Refuses open conversation about their views; becomes angry or aggressive when views are challenged.

Changes in behaviour and social interactions:

- **Isolation:** Gradual withdrawal from family, friends, and activities unconnected to extremist ideology. They may spend increasing time alone or with new, unknown friends.
- **Secrecy:** Increased secretiveness, especially regarding internet use and new contacts.
- **Appearance changes:** Possible changes in clothing style or personal appearance to align with a specific extremist group.
- **Excessive online time:** Increased internet use, accessing extremist content, sharing extreme views on social media.
- **Recruitment attempts:** Trying to persuade others to join their new beliefs or groups.
- **Language changes:** Using new terms or “coded” language characteristic of certain groups.
- **Sudden disrespect:** Increased irritability, arguments, sudden disrespect towards others, especially authorities or people with different opinions.

Vulnerabilities that increase radicalisation risk:

- **Identity crisis and need for belonging:** Unaccompanied children often seek meaning, identity, and a sense of belonging, making them vulnerable to groups offering these.
- **Traumatic experiences and mental health:** Prior trauma, depression, anxiety, or other mental health issues can make them more susceptible to manipulation.
- **Sense of injustice or discrimination:** Perceiving they have experienced injustice, discrimination, or rejection can drive them to seek solutions in extreme ideologies.
- **Low self-esteem:** Lack of confidence makes them more susceptible to influence.
- **Lack of social support:** Isolation and absence of positive relationships with adults.

Recommendations for professionals:

1. **Observe and document:** Regularly record all suspicious changes in behaviour, attitudes, and social interactions.
2. **Individual approach and trust-building:** Through stable, supportive relationships, encourage children to open up. They need a safe space to discuss feelings and fears.
3. **Holistic assessment:** Assess the whole child—including emotional state, mental health, past experiences, and social environment.
4. **Multidisciplinary team:** Involve psychologists, educators, healthcare workers, and legal professionals in assessment and support.
5. **Safe environment and boundaries:** Provide a safe, structured environment with clear boundaries and rules whilst remaining flexible and supportive.
6. **Meaningful activities:** Offer purposeful activities, education, hobbies, and social programmes that can provide a sense of purpose and belonging in a positive context.
7. **Collaboration with other institutions and stakeholders:** Establish channels for cooperation with police and judicial bodies.
8. **Focus on building resilience:** Work on strengthening resilience, critical thinking, and social skills to make them less susceptible to negative influences.

Important reminders:

- **Trust is key:** Building trust with the child is crucial. Create a safe environment where they feel secure enough to share their experiences. Talk with them in child-appropriate ways.
- **Context matters:** Each case must be viewed in its specific context. Unaccompanied children are a vulnerable group, and their behaviour may result from migration trauma.
- **Collaboration is essential:** Close cooperation with police, judicial authorities, the competent regional office of the Croatian Institute for Social Work, special guardians, civil society organisations, and other relevant institutions is vital. If you suspect activities linking the child's behaviour to any form of domestic or international radicalism and terrorism, contact police for preventive action.

What to do/not do if you suspect radicalisation:

Do:

- Take them seriously
- Ask questions and listen to what they have to say
- Express your concern for their safety, even if you are worried about how they will react
- Create a safe space where they can be honest with you
- Find out with whom they are associating, online and in person
- Encourage good online safety practices, including critical thinking and research using reliable sources
- Remind them that online, not everyone is who they say they are, and dangerous people often target vulnerable young people
- Help them find positive ways to feel empowered or be part of a community, such as through sport or creative activities
- Remind them that extremists do not represent the majority and that their views are rooted in hatred

Do not:

- Judge them or call them stupid or uninformed
- Dismiss their opinions as racist, misogynistic, etc.
- Keep your concerns to yourself and not seek help

(Adapted from: <https://www.keepitreonline.govt.nz/parents/illegal-material/recognising-the-signs-of-radicalisation>)

Additional resource: A website providing practical advice, support, and resources for protecting children from extremism and radicalisation:

<https://www.educateagainsthate.com/category/teachers/classroom-resources/post-16/about-islamist-extremism-post-16/>

GUIDELINES FOR HANDLING SUSPECTED SMUGGLING, TRAFFICKING, OR GENDER-BASED VIOLENCE IN UNACCOMPANIED CHILDREN

A. First steps and situation assessment

1. Ensure the physical safety of the unaccompanied child

- Provide a safe space and separate the child from potential perpetrators. Communicate in a way that does not cause additional fear. Respect the child's feelings and reactions.

2. Build trust

- Talk with the child in a calm, safe environment using language they understand, arranging an interpreter if needed. Gather basic information about their journey, family, circumstances of arrival, and people they have been in contact with.

3. Document all information

- Record all suspicions, the child's behaviour, physical and psychological signs of violence, and all information the child shares. Use neutral language and avoid assumptions.

B. Procedure and child referral

1. Emergency call to police (MUP)

- **When:** In cases of immediate danger to the child's life or safety, call police immediately on 192. Police are the first point of contact for reporting criminal offences.
- **What to say:** State that you suspect smuggling/trafficking or sexual/physical violence. Provide precise information about location, number of persons, and the child.
- **Coordination:** If possible, request an officer specialised in working with children.
- <https://mup.gov.hr/>

2. Reporting to the competent regional office of the Croatian Institute for Social Work

- **When:** When there is suspicion of smuggling/trafficking or sexual/physical violence.
- **What they do:** Responsible for guardianship of the child and coordination of all other institutions. They ensure safe accommodation and other rights within the social welfare system.
- <https://socskrb.hr/>

3. Health care

- Health institutions (hospitals, health centres):
 - **When:** Always when there is suspicion of physical or sexual violence.
 - **What they do:** Provide medical assistance, document injuries, and offer psychological support. Medical documentation must be precise and detailed.

4. Legal protection and advice

- Croatian Law Centre (HPC):
 - **When:** In cases of suspected criminal offence where legal advice or support in realising the child's rights is needed.
 - **What they do:** Offer free legal assistance for asylum seekers and other migrants. Can help with legal procedures and representing the child.
 - <https://www.hpc.hr/>

5. Psychosocial support

- Social care home where the child is accommodated
 - **When:** Always when the child needs psychosocial support
 - **What they do:** Social care homes have professional teams of psychologists, social workers, and other specialists who can provide psychosocial support during the child's stay
- The Croatian Red Cross:
 - **When:** Always when the child needs psychosocial support, family reunification, or humanitarian assistance.
 - **What they do:** Provide psychosocial support and facilitate contact with family.
 - <https://www.hck.hr/>
- Hrabri Telefon (Brave Phone):
 - **When:** When the child needs an anonymous, safe line to discuss their fears or problems.
 - **What they do:** Provide advisory support via telephone or email.
 - <https://hrabritelefon.hr/>



Access to Hrabri telefon
multilingual chat

- **The Centre for Missing and Exploited Children (CNZD):**
 - **When: In cases of abuse, neglect, or exploitation.**
 - **What they do:** Specialise in providing psychological and social assistance to child victims of violence.
 - <https://cnzd.org/>

6. Spiritual support

- **Islamic Community in Croatia**
 - **What they do:** A religious organisation providing spiritual guidance for Muslims in Croatia.
 - <https://www.islamska-zajednica.hr/>

Key principle: Act quickly but carefully. Communication with the child must be led with empathy, without pressure. Suspicion alone is sufficient reason to seek help from these institutions. Collaboration with other professionals is essential to ensure comprehensive protection of the child.

DETERMINING THE BEST INTERESTS OF THE CHILD

The best interests of the child are one of four fundamental principles of the UN Convention on the Rights of the Child and a key aspect of child protection. These principles must be integrated into child protection strategies in migration contexts, from initial assessment and planning through to monitoring, evaluation, and review.

Children must be fully and meaningfully included in the assessment process considering their age,

maturity, developmental abilities, and identity characteristics. Best interests assessment is not a one-off event but requires continuous assessment and review throughout case work to ensure timely, adequate decisions and the best possible outcome.

In Croatia, special guardians and child guardians are responsible for best interests assessments of unaccompanied children. This can begin immediately after initial reception once basic safety conditions are met and urgent care is provided (food, rest, medical attention, and any other pressing needs).

UNHCR guidelines identify three phases: preliminary assessment (identifying needs), detailed assessment (analysing factors), and decision-making (recommending solutions). Preliminary assessment should occur on-site within 24 hours of arrival, whilst detailed assessment may take several days but must proceed quickly towards a more permanent solution.

If you are asked to participate in a best interests assessment, ensure all team members understand these guiding principles:

- Every decision must promote the child's safety and emotional, social, and physical development without discrimination (Articles 2 and 3 UNCRC).
- The child has the right to express their opinion according to age and maturity (Article 12 UNCRC); ensure they are informed and their voice is respected.
- Prefer family environments (reunification with parents or extended family) and community-based services (fostering rather than institutions).
- Base the assessment on the child's specific needs, including trauma, culture, and religion.
- Unaccompanied children have the same rights as Croatian children, regardless of status.

Initial assessment uses **Annex 1: Initial Needs Assessment of Unaccompanied Children**, from the Protocol on Procedures for Unaccompanied Children. The competent regional office of the Croatian Institute for Social Work conducts this assessment, though social care home professionals where the child is accommodated should participate. The regional office must provide this assessment within eight days of placement, in accordance with the Protocol.

Multidisciplinary assessment (within three months of reception) analyses circumstances and factors in greater detail, involving a multidisciplinary team.

The individual care plan is also implemented by the competent regional office of the Croatian Institute for Social Work, considering:

- Safety: Risks of violence, trafficking, or abuse in country of origin or during migration.
- Health and psychosocial state: Traumatic experiences, chronic illnesses; conduct psychological evaluation and ensure therapy if needed.
- Family and social context: Verify family reunification possibilities; investigate ethnic origin, cultural and religious needs.
- Access to education and community integration.
- Political stability, economic conditions, and risks of potential return.
- Free legal assistance for international protection or Dublin procedures.
- Accommodation: Preference for family environment (reunification or fostering), or for older children, small-group organised accommodation with support.
- Progress monitoring: Are needs met? Is the child safe and integrated?
- Regular review and plan updates (for example, every 3 months or when circumstances change, such as with new risks)

Close cooperation with the competent regional office and special guardian is thus essential, along with regular reporting of all findings about the child during their placement and care.

EXERCISE FOR DETERMINING FAMILY AND KINSHIP RELATIONSHIPS BETWEEN A CHILD AND A PERSON CLAIMING TO BE RELATED

Field research findings revealed an informal method for assessing claimed family or kinship connections when there is suspicion about the relationship between a child and someone presenting themselves as a family member.

During initial best interests assessment at a centre or reception facility, the child can be separated from the person claiming kinship. Both individuals, child and relative, are then asked to independently draw and explain their family tree in separate rooms.

If the alleged family member cannot do this, or the drawings do not match, further verification is needed. This serves as justifiable grounds for caution and a “red flag” warranting suspicion about their actual family/kinship/or other connection.

INTEGRATION PERSPECTIVES AND THE IMPORTANCE OF LOCAL COMMUNITY

After initial reception, work with unaccompanied children should ensure functional integration through accommodation, education, and later employment. However, evidence indicates migrant children are not systematically included in the education system, and organising preparatory classes is extremely lengthy. Children often wait months before approval.

Language barriers hinder daily communication with teachers and specialist services, other pupils, and peer relationship development at school. Schools receive insufficient systemic support for creating intercultural environments, with negligible provision of cultural mediators as teaching assistants and too few teachers trained for inclusive school environments.

Language is key to socialisation. Cultural exchange between local and migrant children promotes mutual understanding and reduces stereotypes amongst local children. Trust is the foundation of integration as refugee and migrant children often come from insecure contexts, so building trust helps create safe environments and facilitates inclusion in school and community life. Socialising at school encourages social connections, physical health, and belonging whilst reducing isolation risk. Such integration includes emotional support so children feel secure in their new community.

Therefore, within your capacity and opportunity: :

- Discuss the unaccompanied child's school experiences to understand their cultural norms and needs.
- Help to include the child in joint school activities, such as workshops on national and local customs and traditions.
- Monitor progress through regular school feedback and adapt approaches if barriers like language arise (organising additional language lessons where possible).
- Organise group activities like "language pairs" where migrant children teach their language to local children, including within community service centres.
- Integrate cultural elements into daily activities, e.g., stories from countries of origin during reading time or cooking workshops with traditional dishes.
- Use apps or free language courses (e.g., Duolingo) and monitor the child's progress.
- Connect children with local clubs (sports teams, arts groups, or volunteer programmes) and support their hobbies and interests.
- Organise community events like picnics or festivals where migrant children actively participate (through performances or games).
- Collaborate with local psychologists for individual support and include children in stress-reduction exercise programmes.
- Participate in local initiatives like multicultural days and monitor integration through feedback.
- Evaluate impact through children's feedback and adapt activities according to their interests.

UNDERSTANDING PERSPECTIVES ON STAYING, RETURNING, OR CONTINUING THE JOURNEY FOR UNACCOMPANIED CHILDREN

Our data collection findings offered insights into unaccompanied children's perspectives on potentially staying, continuing travel, or returning, along with their active strategies and reflections on their current position and future plans.

Older children (15+) see their desired destinations as Western and Northern European states they originally set out for, driven by ideas of better, safer lives and motivated by existing migrant networks of compatriots, friends, and relatives awaiting them—or by promises from “agents” (actually smugglers) who direct their journeys.

Prospects for staying in Croatia are limited, centred on possible employment, earning money to send to families, or covering further journey stages. Training programme opportunities are also valued, as children can gain certificates and skills relatively quickly (within months). These represent intellectual resources and capital useful here or in labour markets at desired destinations. Third amongst staying factors is seeking international protection and associated rights, primarily family reunification.

Returning to country of origin is either the last option or not an option at all. In their eyes, it would represent defeat, giving up near the goal, or shame before family and local community. Practically, it could also endanger the lives and health of family members if they borrowed money to send them on the journey. Only a few who have remained in Croatia consider possible future return if safe economic and political conditions develop.

Therefore, in conversation with a child, you might ask **some of these non-intrusive questions** to prompt reflection on what would be best for them:

- How do you imagine your life in a year? What would you like to do, where would you like to live? Who do you think could help make that happen?
- Can you imagine staying and living here in Croatia? Has anyone advised you to take action while you are here?
- Do you ever think about what it would be like if you had stayed in your country? Do you think about returning there? What do you think would be waiting for you?
- Are you aware of all the dangers you have experienced getting here? Do you know that if you continue to your desired destination, many more dangers await you on that journey?
- Other children like you have stayed in Croatia, who came similarly, some from your country of origin. Would you like to hear more about their experiences—how it was for them and how they're managing now?
- Would you like to achieve family reunification while you are here in Croatia? If so, would that be an important reason for possibly staying, or is it not something you are thinking about now?

FAMILY TRACING AND REUNIFICATION

Family tracing and reunification requires considerable investment of time and resources to conduct the process carefully and sensitively. Every decision must consider the child's best interests, and all preparations and reunification plans must include children's own views.

Reunification with parents, guardians (legal or customary), or other carers is considered when the child:

- Migrated with parents or guardians but was separated for protection, so reunification is considered if original problems are resolved;
- Can and wishes to return to their country of origin;
- Needs reunification with parents or guardians also in refugee camps or similar places along the route;
- Travels with the specific purpose of reuniting with parents already living in another country.

Unaccompanied children have the right to reunification with parents or other legal representatives, though the procedure is complex and can take months or years.

To exercise this right, the child's parent or other legal representative, under the Aliens Act, submits an application for temporary residence for family reunification with a family member under international protection at the nearest Croatian embassy.

The application is approved if the foreign national proves the purpose of temporary residence (in this case, kinship with the child), holds valid travel documents, has no entry or residence ban in Croatia, and poses no threat to public order, national security, or public health.

Parents or legal representatives of children granted international protection do not need to meet certain conditions. Specifically, they do not need to prove maintenance funds or health insurance for family reunification approval. Parents or other legal representatives of children granted asylum or subsidiary protection who legally reside in Croatia have the same rights as asylees or persons under subsidiary protection.

Whenever possible, the special guardian, with assistance from competent institutions and organisations, should attempt to locate the child's family and, if in the child's best interests, reunite them. This requires collecting all relevant information about family members involved in reunification and other circumstances (political, security, etc.) to determine whether family reunification is truly in the child's best interests.

The family reunification procedure requires the special guardian to undertake all necessary actions. This includes contacting and cooperating with relevant ministries, state and foreign bodies, and civil society organisations, if this is in the child's best interests. Throughout the process, embassies, consulates of relevant countries of origin, and Croatian consular bodies in countries of origin play important roles in verifying circumstances and authenticating necessary documentation.

SUPERVISION FOR PROFESSIONALS AND PREVENTING BURNOUT

Professionals and other helpers working in child protection typically work with people who have experienced trauma such as violence, abuse, and various direct and indirect risks.

Beyond the responsibilities and challenges of providing adequate support, the stress levels helpers face can endanger their own wellbeing. Exposure to stress, strong emotions, and trauma can compromise both physical and mental health, as well as service quality. Those working with migrant children may experience secondary traumatisation and professional burnout whilst performing their duties and implementing child protection procedures.

To assess your risk of secondary traumatisation and burnout, complete this brief questionnaire, rating each statement:

- 1 - Strongly disagree
- 2 - Mostly disagree
- 3 - Neither agree nor disagree
- 4 - Partly agree
- 5 - Strongly agree

1. I am frequently troubled by thoughts about the traumatic experiences of children I work with.
2. I feel emotionally exhausted from listening to the problems of parents or children I work with.
3. I avoid certain topics or situations because they remind me of others' pain.
4. My dreams or daytime thoughts are flooded with images of others' suffering.
5. I feel disconnected from people close to me due to the emotional burden of my work.
6. I feel emotionally drained after a day spent working with children. .
7. I increasingly feel cynical about my profession or the children I work with.
8. I believe I can no longer be effective in my work.
9. Work drains my energy, and free time does not help me recover.
10. Outside working hours, I avoid thinking about my job because it exhausts me.

Total your scores across all statements. Scoring:

10-30 points: Low risk for vicarious traumatisation and burnout—continue monitoring your mental and physical health and wellbeing

31-40 points: Medium risk for vicarious traumatisation and burnout—consider support (e.g., talking with a colleague or team)

41-50 points: High risk for vicarious traumatisation and burnout—seek professional help (psychologist, counsellor, or mental health specialist)

The supervision process can encompass various roles and functions and, accordingly, can significantly help protect professionals from stress, secondary traumatisation, and burnout.

When used appropriately, supervision improves helpers' wellbeing and work processes. In some cases, professionals and helpers may need additional support to overcome accumulated stress and traumatic experiences.

Our research findings show that professionals prefer individual supervision processes adapted to their daily professional obligations and rhythms rather than imposed mandatory group consultations and supervisions where they feel forced to "share" and discuss experiences. Desirable supervision topics include self-assessment of risks and recognising symptoms of secondary traumatisation and professional burnout, self-protection strategies and self-care, and better work-life balance.

A few tips and recommendations for looking after yourself, because self-care is not selfish! It is actually highly responsible, ensuring you remain effective in helping others.

- Monitor your fatigue. You may hesitate to leave until work is finished and try to overcome tiredness through persistence. However, avoid overexerting yourself or committing to more than you can realistically manage.
- Practise self-awareness and self-reflection. Learn to recognise and respond to warning signs of physical and emotional fatigue.
- Look after your body's needs for food, sleep, rest, and recovery time.
- Limit excessive unhealthy food, caffeine, or alcohol.
- Try a daily five-minute mind-calming exercise. A brief break from stress can help maintain physical and emotional energy. It may mean listening to favourite music, writing down thoughts, or focusing on breathing.
- Remember you are not the only one who can help in this situation. You are part of a team of carers, psychologists, social workers, and education colleagues. You can and should seek help when needed. Discuss how you feel with colleagues at appropriate times.
- Try to avoid over-identifying with children's pain, sadness, or struggles (even if it is something you have experienced yourself)—this can interfere with effective care. If a specific situation is too close to your experience in ways that prevent detachment, seek support and speak with your supervisor.
- Recognise the positive impact you have on those you help and use words of gratitude and self-care when reflecting on your contribution.
- Set realistic goals for your work obligations.
- Stay in contact with family, friends, and other supportive people in your life who are not involved in the work.
- Laugh! However difficult this may be, humour and laughter will help ease tension and stress.

GUIDELINES FOR OBTAINING SUPPORT FOR SOCIAL CARE PROFESSIONALS WORKING WITH UNACCOMPANIED CHILDREN

Working with unaccompanied children can be exceptionally challenging and emotionally draining.

To provide the best possible support to children, caring for your own mental and physical health is essential. These guidelines serve as a roadmap to legal, social, psychological, and health support available to you.

1. Legal support and advice

- **Professional chambers (Croatian Psychology Chamber, Croatian Chamber of Social Workers, Croatian Chamber of Social Pedagogues):** Provide legal advice to members on professional matters, ethical dilemmas, and employment status. If you have legal uncertainties regarding procedures or your rights and obligations, this is your first point of contact.
- **Trade unions and professional associations:** Your union or professional associations can provide legal representation and advice, particularly regarding working conditions, overtime hours, or workplace safety.

2. Psychological support and supervision

- **Psychological support within the institution:** Take advantage of regular meetings with colleagues where you can share experiences, fears, and frustrations in a safe environment.
- **Professional supervision:** The Academy of Social Welfare is responsible for organising and implementing supervision within the social welfare system. Enquire about supervision provision for professionals in your institution. Supervision is not control but an opportunity for learning, experience sharing, and burnout prevention.
- **Peer support:** Mutual informal or structured support amongst professionals which, offering emotional connection, practical advice, and shared understanding, promotes empowerment and recovery. This support is based on shared understanding and empathy, enabling professionals to feel less isolated and learn from one another how to manage situations they encounter at work more effectively.
- **External psychological counselling centres:** If you lack access to psychological support within your institution, seek free counselling often available in health centres, student counselling services (for younger professionals), or civil society organisations.
- **Croatian Psychological Society (HPD):** HPD can provide information about available resources and professionals specialising in work with traumatised persons and refugees.

3. Health support and self-care

- **Exercise and healthy diet:** Regular physical activity, sufficient sleep, and healthy eating can significantly improve your mental and physical health. Find activities that relax and energise you.
- **General practitioner:** Do not neglect your physical health. Regular check-ups and conversations with your GP can help identify symptoms of stress and exhaustion. Your doctor can refer you for further examinations or therapies.

- **Psychiatric or psychotherapeutic help:** If experiencing symptoms of serious stress, anxiety, depression, or post-traumatic stress, contact a psychiatrist or psychotherapist. Psychiatric or psychotherapeutic help is important and a normal step in looking after your health.

4. Social support and networking

- **Professional conferences and seminars:** Attending training and conferences offers opportunities not only for professional development but also for networking with other professionals and sharing experiences.
- **Voluntary and humanitarian organisations:** Connecting with organisations like the Croatian Red Cross, Jesuit Refugee Service (JRS), or Centre for Peace Studies (CMS) can provide a sense of purpose and broader support network.

Your work is invaluable. Caring for yourself is not selfish but necessary so you can continue helping those who need you most.

SELF-CARE PLAN ACTIVITY

| Area | Goal for this week | Activities / Habits | Rating (1 - 5) | Comments / Reflection |
|-----------------------------|----------------------------------|--|----------------|-----------------------|
| Physical health | e.g., Increase energy | 2x walks, healthy meals | | |
| Emotional and mental health | e.g., Reduce stress | Journalling, talking with a colleague | | |
| Work-life balance | e.g., Not bringing work home | Breaks, clear boundaries, planning free time | | |
| Social life | e.g., Stay in touch with friends | 1x coffee with a friend, message someone | | |
| Finances | e.g., Better track spending | Budget review, planning purchases | | |

How to use this table:

Goal for this week: Write what you want to achieve in that area.

Activities / Habits: List the concrete steps you will take.

Rating (1-5): At the end of the week, rate how successful you were.

Comments/Reflection: Briefly reflect—what worked, what could be better.

ADDITIONAL RESOURCES FOR PROFESSIONALS WORKING WITH UNACCOMPANIED CHILDREN

Statistical data on unaccompanied children

Relevant sources for statistics on unaccompanied children in Croatia and the European Union can be found at:

- Ministry of Internal Affairs (MUP) website:
 - <https://mup.gov.hr/pristup-informacijama-16/statistika-228/statistika-trazitelji-medjunarodne-zastite/283234>
- Eurostat website:
 - https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Children_in_migration_-_asylum_applicants#Unaccompanied_minor_first-time_asylum_applicants
- European Union Agency for Asylum (EUAA) website:
 - <https://euaa.europa.eu/latest-asylum-trends-mid-year-review>

Trends from 2014 to 2024 in Croatia and the European Union

First-time minor asylum applications in **Croatia** grew until the peak of the “migration crisis” in 2016. Numbers declined thereafter, reaching minimum levels in 2020 (the drop is largely due to COVID-19 pandemic restrictions and the accompanying border closures). Applications increased again from 2021 to 2023.

Between 2014 and 2024, 2.4 million minors applied for asylum **in the EU**. In 2024, this decreased to 234,670 first-time applicants compared to 2023. Broken down at a country level, for the period from 2014 to 2024, Germany received most applications (44.7%), followed by France (11.4%), Spain and Austria (each 6.3%).

In 2024, Germany (35.9%) and France (17.4%) remained the primary destinations, followed by Spain (12.7%).

Comparing 2014-2024 with 2024 shows significant increases in Spain and France, while Hungary, Sweden and particularly Germany saw substantial decreases.

Main 2024 EU trends according to Eurostat

In 2024, the total number of minors applying for asylum in the EU for the first time was 234,670.

Comparing this figure with the total EU population under 18 years, this corresponds to 2.9 minor asylum applicants per 1,000 minor residents in the EU.

In 2024, 127,140 minors were granted protection, while 19,280 applications were ultimately rejected.

At the end of 2024, 268,680 minors were awaiting decisions on their asylum applications in the EU.

Persons under 18 years accounted for 25.7% of the total number of asylum applicants in the EU. Most of them were boys (57.3%), and 15.9% were unaccompanied.

Croatia 2024

| | |
|------------------------------------|-----|
| First-time minor asylum applicants | 170 |
| Minors granted protection status | 75 |
| Applications ultimately rejected | 15 |
| Pending applications at year end | 225 |

Characteristics of first-time minor asylum applicants in Croatia (2024):

| | |
|------------------------------------|--------|
| % Share of total asylum applicants | 17% |
| % Male | 61,77% |
| % Under 14 years | 76,47% |
| % Aged 14-17 | 20,59% |
| % Unaccompanied minors | 11,76% |

Note: Only 66 of 1,980 unaccompanied children seeking international protection were girls (the share of males is 96.7%).

<https://mup.gov.hr/UserDocsImages/statistika/2025/1/Statistika%20medjunarodna%20zastita%202024.xlsx>

Citizenship of first-time minor applicants

Syrian and Afghan children were most represented in 2024 among first-time minor applicants in the EU. Venezuelan, Turkish and Colombian nationals follow next. These five citizenships accounted for over half of all first-time minor applicants in 2024.

Unaccompanied minors as first-time minor applicants

EU-wide, unaccompanied minors averaged 15.1% of first-time minor applicants from 2014-2024. The peak was 2015 (24.5%), the lowest 2019 (7.5%). Following the “migration crisis” peak, numbers dropped sharply immediately before rising again to 19.2% in 2022.

Looking at the share of unaccompanied minors in EU countries in 2024, highest shares were in

Bulgaria (65.0%), Slovenia (55.6%), the Netherlands (50.1%), Hungary (44.4%) and Cyprus (39.0%).

In Croatia in 2024, the share of unaccompanied minors in the total number of first-time minor asylum applicants was 11.9%.

In 2020, an estimated 35.5 million international migrant children lived worldwide, which is **the highest number ever recorded**. This means approximately **1 in 66 children globally** lives outside their country of birth, regardless of reason for crossing borders.

The UN gives a total figure of 281 million international migrants, which includes everyone living outside their birth country at a specific point (mid-2020). This covers people from different backgrounds with varying needs and circumstances: regular and irregular migrants, refugees, asylum seekers, recent arrivals, and those who came decades ago.

Children under 18 comprise approximately **13%** of international migrants - **about 35.5 million**.

The **number of forcibly displaced children**, within and beyond state borders, **has doubled in the last 10 years**.

By end-2023, UNHCR reported 117.3 million people worldwide living in forced displacement within their own countries or abroad, expelled from their homes due to persecution, conflict, violence, human rights violations or serious public order disruption.

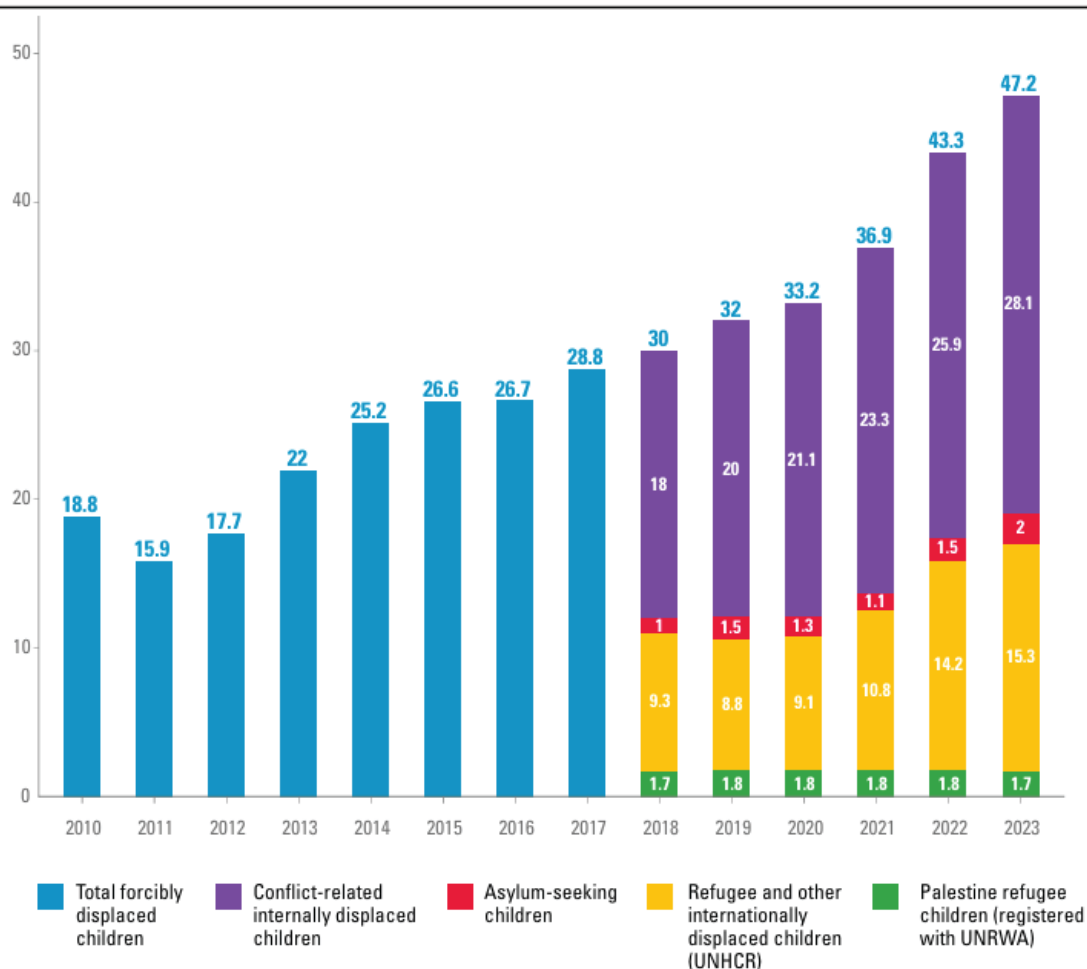
Children made up **two-fifths of all forcibly displaced people**.

- **28.1 million children** were internally displaced.
- **15.7 million children** were displaced across borders under UNHCR mandate.
- **2.0 million children** were in asylum-seeking processes.

Additionally, **1.7 million Palestinian refugee children** were registered with UNRWA.

Children displaced due to conflict, violence and other human rights violations, within countries or across borders, rose significantly from 18.8 million in 2010 to 47.2 million in 2023. This trend shows no signs of slowing.

FIGURE 4: NUMBER OF FORCIBLY DISPLACED CHILDREN, 2010–2023 (IN MILLIONS)



Source: Estimation based on United Nations High Commissioner for Refugees, *Global Trends: Forced displacement in 2023*, 2024; Internal Displacement Monitoring Centre, *Global Internal Displacement Database*, 2024; United Nations Relief and Works Agency for Palestine Refugees in the Near East, *Registered Population Dashboard*, 2024.

<https://data.unicef.org/wp-content/uploads/2024/08/9-facts-about-children-on-the-move-2024-update.pdf>

Over the past decade, boys have vastly outnumbered girls amongst unaccompanied children. The **boy-to-girl ratio** ranged from 4:1 in lower-volume years to over 10:1 during the 2015 peak.

Gender imbalance amongst unaccompanied children seeking international protection in Europe varies by country of origin, but boys substantially outnumber girls in all cases.

Data from the European Union Agency for Asylum (EUAA) and UNICEF reports show boys far outnumber girls in the population of unaccompanied children seeking asylum in Europe.

Though specific figures vary yearly, data confirms this consistent trend:

- **In 2023**, more than **9 in 10** unaccompanied child asylum applicants in the EU were **boys**. Girls comprised a small share of only around 4% (aged 16-17), with even lower proportions in younger age groups.¹
- **In 2024**, boys comprised 74% of all children arriving in Europe. While regional differences existed (Greece: 35% girls; Bulgaria, Italy, Malta: considerably lower), the overall proportion of girls remained significantly lower.²

¹ Feantsa: Homelessness among unaccompanied minors in Europe, 2023.

² UNICEF: Migrant and Refugee Children in Europe, 2024.

| Statistical data on unaccompanied minor international protection seekers by age and sex (up to 30 June 2025) | | | | | | | | | |
|--|------------------|------------------|------------------|------------|------------|--------------|--------------|------------|--------------|
| Sex/ Age | 2009. - 2012. | 2013. - 2016. | 2017. - 2020. | 2021. | 2022. | 2023. | 2024. | 2025. | TOTAL |
| M | 322 | 232 | 544 | 174 | 337 | 1.458 | 1.914 | 370 | 5.351 |
| 0-13 unaccompanied | 6 | 17 | 58 | 28 | 12 | 100 | 133 | 9 | 363 |
| 14-15 unaccompanied | 39 | 56 | 117 | 40 | 74 | 273 | 295 | 50 | 944 |
| 16-17 unaccompanied | 277 | 159 | 369 | 106 | 251 | 1.085 | 1.486 | 311 | 4.044 |
| F | 4 | 2 | 37 | 21 | 99 | 58 | 66 | 11 | 298 |
| 0-13 unaccompanied | 0 | 1 | 14 | 6 | 17 | 12 | 13 | 1 | 64 |
| 14-15 unaccompanied | 0 | 0 | 7 | 5 | 24 | 8 | 11 | 1 | 56 |
| 16-17 unaccompanied | 4 | 1 | 16 | 10 | 58 | 38 | 42 | 9 | 178 |
| TOTAL | 326 | 234 | 581 | 195 | 436 | 1.516 | 1.980 | 381 | 5.649 |

Source: MUP (2025) Statistics. International protection seekers (adapted table).
<https://mup.gov.hr/pristup-informacijama-16/statistika-228/statistika-trazitelji-medjunarodne-zastite/283234>

Unaccompanied children in Croatia – 2023 and 2024

Based on data published by the Ministry of Labour, Pension System, Family and Social Policy for 2023 and 2024, below is a brief comparison of key data on unaccompanied children in Croatia.

| Key data and trends (2023 vs 2024) | | | |
|--|--------------|--------------|---|
| Criterion | 2023 | 2024 | Comparison and trends |
| Total number of unaccompanied children with appointed guardian | 1.856 | 1.926 | Total number with appointed special guardian shows slight increase. |
| Number of girls | 48 | 49 | Number of girls remains extremely low and virtually unchanged. |
| Placement in social care institutions | 834 children | 891 children | Number in institutions increased. 853 M, 38 F in 2024. |

| | | | |
|---|--------------------------------------|--|---|
| Reason for placement termination | Voluntary departure from institution | N/A | Voluntary departure is a common reason for placement termination. The 2024 document does not specify termination reasons but mentions some children were placed in asylum seeker reception centres or transferred to other countries. |
| Family reunification | 31 children | N/A | In 2023, 31 children were reunited with families. The 2024 document does not provide this data. |
| Placement in foster families | 2 children | 5 children (2 F), all under 7 years | First mention of unaccompanied child foster placement in 2024, representing significant practice change. |
| Age structure (in institutions) | Majority aged 16-17 years | Majority aged 14-15 (448 children), followed by 16-17 (231 children) and under 14 (212 children) | In 2024, notable increase in children under 14 (212), unlike 2023 when most were aged 16-17. |
| Countries of origin | Afghanistan, Turkey, Syria, Egypt | N/A | 2024 data unavailable in document, but 2023 data aligns with global trends. |

In 2023, most unaccompanied children **over 14** were accommodated in Zagreb-Dugave Community Services Centre, Ivanec Community Services Centre and Osijek Community Services Centre. Most unaccompanied children under 14 were accommodated in Vladimir Nazor Community Services Centre and Vrbina Sisak Community Services Centre.

Other important links:

- Children on the move: Key terms, definitions and concepts:
- <https://data.unicef.org/wp-content/uploads/2023/08/COM-Terminology-Brief.pdf>
- 9 facts about children on the move, 2024:
- <https://data.unicef.org/wp-content/uploads/2024/08/9-facts-about-children-on-the-move-2024-update.pdf>
- Children in migration – International protection applicants, Eurostat:
- https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Children_in_migration_-_asylum_applicants#Unaccompanied_minor_first-time_asylum_applicants
- Guidance on vulnerability in asylum and reception, European Union Agency for Asylum:
- <https://euaa.europa.eu/publications/guidance-vulnerability-operational-standards-and-indicators>

UNACCOMPANIED CHILDREN IN MIGRATION AND GENDER DIFFERENCES

Migrant and refugee boys travel unaccompanied more often than girls, cover greater distances, and cross more borders. Girls typically move within their own country or region. These patterns may reflect safety perceptions and gender norms—what is considered acceptable for one sex versus another. Family members or trusted community members may accompany girls, whereas parents often take a more relaxed approach with sons travelling alone. Accompanying families can serve as a safety mechanism for girls but may also enable violence and exploitation, as girls may have little say over whom they live with or where, sometimes joining families they have never met.

Identifying unaccompanied girls is particularly challenging. Many are not captured in existing statistics. Analysis of girls travelling through Europe via Eastern and Central Mediterranean routes revealed that many unaccompanied and separated girls remained undetected by authorities—sometimes by choice, sometimes not—because they claimed to be over 18 or appeared to travel with a group or family. Missing from official statistics, these girls likely miss vital health, safety and protection services.

The intersection of childhood, migration and gender

Each child's migration is unique, yet every girl and boy leaving home faces particular **risks** and **opportunities** shaped not only by **age**—and further by their **childhood phase**—but also by **gender**.

Sex refers to biological characteristics of maleness or femaleness. **Gender** encompasses socially constructed roles, relationships, personality traits, attitudes, behaviours, values and power dynamics that society assigns based on sex.

Gender is relational—it describes not only women, men and gender-diverse people, but also the relationships amongst them. Whilst “gender” and “sex” are often used interchangeably, they differ: sex typically refers to biological differences; gender to cultural and social ones, sometimes encompassing identities beyond the male-female binary.

Gender norms are accepted attributes and characteristics of male and female identity in a particular society or community at a given time.

They are standards and expectations gender identity generally conforms to, within an acceptable range as defined by the society, culture and the community. Gender norms are ideas about how men and women should be and act. Internalised early in life, they establish a lifecycle of gender socialisation and stereotyping.

Gender identity is a person's personal sense of belonging to a particular gender, which may or may not correspond with their biological sex at birth.

Journey experiences are shaped by social norms and gender-specific vulnerabilities. Girls face significant risks of gender-based violence.

Available evidence shows gender **plays a crucial role** from the moment of leaving home, continuing to **shape experiences and vulnerabilities** throughout the journey and integration at destination. **Girls feel many of these effects acutely, particularly gender-based violence.**

Gender-based violence encompasses any harmful act committed against a person's will, based on socially ascribed gender differences between men and women. This includes acts

causing physical, sexual or mental harm or suffering, threats, coercion and other deprivations of liberty. These acts can occur publicly or privately.

Gender-based violence or conflict-related sexual violence is a common war tactic that drives many girls and women to migrate. Research amongst girls and women arriving in Europe found one in two reported threats or violence as their primary reason for leaving, including domestic violence, inheritance issues, religious discrimination, sexual orientation or gender identity concerns, opposition to marriages, or persecution threats.

Migrant and refugee girls are disproportionately affected by gender-based violence in conflicts and emergencies, whilst often facing systemic inequality and repressive patriarchal systems. Broken social structures and lack of economic opportunities for men in conflict zones can increase domestic violence. The alarming rise in gender-based violence during COVID-19 illustrates how crises exacerbate insecure conditions for girls. These threats to their wellbeing, combined with lacking social protection mechanisms, commonly drive female migration in conflicts and often persist throughout the migration cycle.

Vulnerability of boys and men

While girls and women bear the greatest burden of conflict-related gender-based violence, men and boys are also vulnerable. Data more frequently address conflict-related sexual violence against men, but less is known about how extensively boys face these violations. The extent to which gender-based violence drives boys in conflicts to migrate requires further research.

DIFFERENCES IN UNDERSTANDING FAMILY FORMS AND FUNCTIONS

- In different cultures, families take various forms, structures and functions. In the West, particularly in urban areas, the standard family model is the two-generation nuclear family comprising wife/mother, husband/father and their children. Single-parent families—with divorced or unmarried parents—also fall into the two-generation category.
- In certain regions of Asia, Africa and South America, especially in rural areas, extended three-generation families are common. These comprise grandparents from both sides, wife/mother, husband/father and their children, and frequently include aunts, siblings, cousins, nieces and other relatives of the wife and/or husband. All these family members may live under the same roof and consider themselves one family unit.
- Additionally, various cultures also have non-monogamous family structures. Rather than one husband and one wife forming the family, polygamous arrangements exist—primarily polygyny (where one husband/father has two or more wives), and less commonly polyandry (where one wife/mother has multiple husbands). For example, Islamic law permits men to have up to four wives, provided they can financially support them and all shared children. However, the actual number of polygamous families in Islamic countries today is very small. Nearly 90% of husbands in Arab countries (including Qatar, Kuwait, United Arab Emirates, Oman, Bahrain and Saudi Arabia) have only one wife. In Pakistan, a man seeking a second wife must obtain permission from a local arbitration council, which requires a statement of consent from the first wife before granting approval. Additionally, for distinguishing family positions and roles such as mother, father, son, daughter, grandfather, grandmother, uncle, nephew and others, many societies use far more differentiated systems than Western cultures. For instance, in Pakistan, generic terms like “aunt” or “uncle” are not used. Instead, very specific, precise terms describe matrilineal and patrilineal kinship, such as “my-mother’s-aunt.”
- Different cultures have various rules about whom one may marry and restrictions on whom one may not marry. In some societies, such as India or Nepal, marriage must be limited to the same caste, the same religion, preferably the same village, and even the same sub-ethnic group. In almost all societies, marriage between siblings is forbidden and considered a strict taboo, but some cultures do permit marriage between first cousins. In most cultures historically, marriages were arranged between two families, and verbal or written contracts were negotiated regarding the dowry the bride would bring. However, these practices are gradually changing and declining or softening in many societies across Africa and Asia today.
- Divorce is socially disapproved of in all societies but is nevertheless permitted in most. Religious doctrine is the main factor shaping family types, divorce procedures and child custody arrangements. Catholic nations do not permit divorce except in very unusual situations that require special permission from the Church. The Orthodox Church takes a more flexible view of divorce and permits at least one divorce, though tradition and social norms still regard divorce as an undesirable outcome for marriage.
- Islamic Sharia law permits divorce, but with certain legal and social consequences. Because a married daughter inherits property from her father, a wife retains her property after marriage, and the husband has no legal right to it after divorce. Similarly, he has no legal right to custody of children younger than seven years of age. However, this rule has varied implementation in practice, which depends on other social, economic and cultural factors, on diverse local interpretations of Sharia law, and on different branches of Islam.

DIFFERENCES IN GENDER ROLES AND FAMILY VALUES

- Numerous cultures across the Asian continent share very similar family values and views on gender roles within the family and wider society. We recognise common norms and taboos in East Asia (countries such as China, Japan, Korea, the Philippines and Vietnam), South Asia (countries such as India, Pakistan, Bangladesh, Nepal and Sri Lanka), and the Middle East (countries such as Saudi Arabia, Egypt, Iran, Lebanon and Jordan). Here are some of them:
- All these cultures hold ideals of discipline and respect for tradition, emphasising unquestioning respect for elders, filial piety and the importance of maintaining harmony within the family.
- Multi-generational living arrangements have fostered close family ties and ensured that younger generations care for their elders, with frequent interactions and strong emotional bonds that continue to play a central role.
- Respect, obedience and care for parents and elders includes the expectation that children will support and provide for their parents in old age.
- These cultures emphasise collectivism over individualism. The needs and goals of the family or group (kinship, neighbourhood, and even broader communities) often take priority over personal desires and plans.
- Parents are typically highly involved in their children's education. There exists a strong cultural expectation of diligence and perseverance, though also some fear of failure and community judgment in cases of giving up.
- Family honour is a crucial value, influencing everything from marriage choices to career decisions. Maintaining the family's reputation within the community is considered a collective responsibility of all family members.
- Religious festivals and life events such as weddings, births and funerals involve large gatherings. Traditional communal meals and rituals strengthen family bonds and pay homage to ancestors.
- Religion is deeply interwoven with family life in the Middle East. Many families practise Islamic religious rituals as a means of strengthening family bonds and cultural identity. These traditions include regular prayers, fasting during Ramadan, and celebrations of religious holidays such as Eid al-Fitr and Eid al-Adha.
- Hospitality is a valued virtue, regardless of economic status. Many families take pride in receiving guests and providing generous hospitality, which is often considered a reflection of honour and social status.
- In Asian continental cultures, marriage is often regarded as a social obligation, not just between two individuals but between two families. Marriages are sometimes influenced by considerations of ethnic and religious family compatibility, social status and parental approval, rather than exclusively individual choice. However, with family transformation the number of arranged marriages is declining, especially in urban areas.
- Traditional gender roles, where men are expected to be family providers and women homemakers, are embedded in Middle Eastern culture, particularly in more conservative or rural areas. This extends to the point where women less frequently leave the private family environment, and when they do, must comply with strict religious regulations and norms around partial or complete covering of body parts.
- In many traditional sub-Saharan African cultures, 'ubuntu' is a key value, emphasising communal living and mutual support. Families and local communities often function as a collective, with resources and responsibilities shared to ensure the wellbeing of all members.

- Important milestones such as birth, puberty, marriage and death hold enormous significance for African families and are typically marked by ceremonies celebrating individuals' transitions from one life phase to another. These often involve elaborate rituals and feasts with the entire community.
- Many African cultures also practise the tradition of paying bride price or dowry as a symbolic gesture expressing respect towards the bride's or groom's family, considered a way of formalising marriage.
- Although rarer today, polygamy is traditionally practised in some African societies, where men may have multiple wives. This practice is often associated with social status and the ability to care for a large family.
- The actions and reputation of family members, especially women and their sexual morality, are closely tied to the honour of the entire family. In some extremely patriarchal environments with Islam as the predominant religion, practices of female genital mutilation persist as a means of controlling female sexuality.

DIFFERENCES IN PARENTING STYLES AMONGST DIFFERENT CULTURES

- Filial piety, or respect and care for parents, is a fundamental value in East Asian parenting. Children are raised with a strong sense of duty towards their parents, often including financial support, co-residence or care in old age. Education is highly valued in East Asia, and parents often attach enormous importance to their children's academic success. This emphasis on education is seen as a way to ensure a prosperous future and bring honour to the family. East Asian parenting typically involves a hierarchical structure where parents have clear authority over their children. Respect for this authority is a key expectation, and children are often raised with a strong sense of discipline and obedience. This approach is rooted in Confucian values, which emphasise the importance of social order and respect for elders.
- Respect for elders is the foundation of South Asian parenting. Children are taught from an early age to respect and obey their parents and other older family members. This respect is deeply rooted in cultural and religious traditions that emphasise the importance of caring for parents in old age. Education is highly valued in South Asian families and is often seen as the key to social mobility and success. Parents place great importance on their children's academic achievements, viewing education as a way to secure a prosperous future and bring pride to the family. South Asian parenting often involves a hierarchical structure in which parents have significant authority over their children. Discipline and obedience are fundamental values, and children are typically raised with a strong sense of duty and responsibility.
- Respect for elders and obedience to parents are fundamental values in Middle Eastern parenting. Children are taught to respect their parents and other older family members, with strong emphasis on maintaining family harmony. Religion plays a significant role in parenting throughout the Middle East. Parents are deeply involved in instilling religious values and practices in their children, including regular participation in religious rituals, adherence to dietary laws and observance of religious holidays. All of this is considered essential for maintaining cultural and spiritual identity. Middle Eastern parenting is characterised by a hierarchical structure in which parents have clear authority over their children. Discipline, respect and obedience are key expectations, and children are raised to understand their roles within the family and wider society.
- In many African cultures, parenting is considered a collective responsibility rather than the exclusive duty of biological parents. This communal approach ensures that children are well cared for and socialised into the community's values and traditions. This also strengthens family bonds and provides a broad support network, which is particularly important in difficult times or when parents are unable to fulfil their roles.
- Discipline is considered essential for instilling good behaviour and moral values. Whilst discipline methods vary across different cultures, the fundamental principle is that discipline is a form of love and care, intended to guide children towards becoming responsible, respectful adults. In many societies, storytelling and proverbs are also used as tools for teaching life lessons and reinforcing cultural norms. Although school achievements are valued, significant emphasis is placed on learning skills essential for daily community life, such as agriculture, cooking and sewing.

COUNTRIES OF ORIGIN OF MIGRANT CHILDREN AND THEIR CULTURAL SPECIFICITIES

Afghanistan

In extended family households, three or four generations may live together, often in walled compounds where couples have their own rooms while the entire extended family shares a courtyard. In these communal living spaces, all women work together on raising, disciplining and educating children.

Family matters are kept strictly private, and people are often reluctant to share personal problems with non-family members, believing that making the community aware of family issues could bring shame upon the household.

The eldest male has the greatest authority and decision-making power. He usually controls all family finances and must approve every spending decision. Men bear the family's economic burden and often must support the entire household alone. Brothers and sons must also contribute financially, protect family honour and discipline any bad behaviour.

Gender roles are highly patriarchal and rigid. Women are primarily responsible for household chores, cooking, raising children, and meeting the needs of men in the home. It is also women's duty to ensure visitors are hosted in the most hospitable manner the household can afford.

Disobedience to elders is considered extreme disrespect and punishable behaviour, including through physical punishment of children.

Many young children learn exclusively within the village mosque from the religious leader (mullah) or from their parents (usually the mother while the father works). This supports the cultural belief that parents should be revered for their wisdom, and mothers valued.

Upon coming to power, the Taliban imposed extreme restrictions on women, resulting in their isolation and exclusion. They introduced bans limiting women's participation in the public sphere, tightened the moral dress code and denied them education. In professional or educational contexts involving both men and women, people maintain cautious physical distance from the opposite sex.

A woman can generally leave the house only with male accompaniment and must be completely shielded from public view (usually by burqa, chador or niqab). Violating these expectations of social isolation is considered extremely shameful for the woman and reflects poorly on her husband's, father's or brother's ability to keep her under control.

Marriages are sometimes arranged between relatives (cousins), and this is not considered problematic. Marriage can be a means of expanding the family's access to resources or, in some cases, settling disputes. Young girls are sometimes forced to marry a debtor to settle family debt.

Polygamy is legal if a man can prove he can economically support all wives, but its practice is increasingly rare in cities. It usually occurs only if a man's brother dies and his widow is left without support. In that case, her brother-in-law may take her into his family (known as wife inheritance, along with children).

Webinar on Afghanistan organised in collaboration between UNICEF Office for Croatia and Croatian Institute of Social Work with UNICEF Office in Afghanistan:

- Introduction and basic information: <https://youtu.be/cDVkIL5He10>
- Cultural context: <https://youtu.be/nmnV4UQQ7Zg>
- Child protection information: <https://youtu.be/dP3XpIWfvII>
- Reasons for migration: <https://youtu.be/AYKxRsiFe6Q>
- Q&A: <https://youtu.be/3je5GhdIfLU>

Syria

Syria has had a centuries-old tradition of religious tolerance and ethnic pluralism. Through the internet, media and pop culture, young people are exposed to liberal Western values. Nevertheless, the culture is generally conservative and shows great respect for traditions.

Age determines the degree of respect in social interactions. In social situations, elders are expected to be highly valued and given priority over others present.

People have a strong sense of personal integrity and are proud if they can be helpful, hospitable and generous to others, expecting the same in return. However, if someone makes a mistake or fails, the perception of shame and potential social exclusion means criticism is rarely directly addressed, whilst praise is often generously offered.

People often feel they must hide their personal lives and struggles in public despite feelings of sadness, weakness or vulnerability. Syrians are particularly reluctant to accept money as aid, even in desperate situations. Today, many families are separated by conflict and war, and many households are currently supported by relatives working abroad who send money back.

It is important to note that many Syrians who are currently dependent on others' assistance (whether international aid, refugee resettlement or friends' help) consider the situation very undignified and are embittered by the loss of independence. This sense of dishonour is particularly noticeable amongst men who can no longer fulfil their social role as family providers.

Family dynamics are patriarchal. The father or eldest male has the greatest authority in the household and is expected to be financially responsible for the family. His opinion usually prevails in disputes, and in divorce proceedings children are assumed to automatically belong to him. The mother's role is primarily fulfilling household duties and caring for children.

It is not uncommon for men to be 10 to 15 years older than their wives. Divorce is rare amongst both Muslims and Christians, but does happen, and divorced women often receive alimony. A religious court decides what happens with the children. In most cases, they stay with the mother until they turn 14 or, if the mother remarries, they go to live with the father.

Syrian children are raised to obey their parents and respect their elders. They are expected to listen to their parents' life experience, trust them and follow their advice to avoid their own mistakes. A child is expected to have the same religious, political and social views as their family. Deviating from parents' beliefs or disrespecting their wishes is very dishonourable.

Somalia

Family is the most important aspect of Somali life, forming the basis of people's support networks, with relatives interdependent upon one another. The concept of "family" itself refers to a broad network of kinship, including extended family members. Each family "kinship group" also belongs to a broader clan and sub-clan based on shared ancestry in a particular area, with all these roles and statuses inherited through the paternal line.

Female-headed households have become increasingly common in Somalia, comprising approximately one-third of all households. This trend is largely attributed to challenges posed by war, inflation, drought and male migration. Amongst displaced families, female-headed households are even more common, with estimates suggesting 70% of these families are led by women, often widows or those abandoned by their partners.

Somali marriage practices follow a patrilocal system, where brides move to their husbands' homes. Since the husband assumes financial responsibility for his wife after marriage, he is expected to be financially secure. This cultural norm contributes to a significant age gap between spouses, with brides typically younger than their husbands. Marriage is often considered a way for women to achieve social and financial security. Consequently, parents often encourage their daughters to marry at an early age. This cultural preference has led to high prevalence of child marriage.

Somali civil law requires a man to obtain court approval to marry an additional wife. However, in rural areas it is common for men to marry multiple wives, and polygamous marriages are often conducted through informal systems according to customary or religious law. Rough estimates suggest one-fifth of Somalia's population lives in polygamous households.

The concept of honour (sharaf) is central to Somali culture. One's honour is linked to an individual's personal behaviour, treatment of others, sincerity and modesty (xishood), particularly the sexual modesty of female family members. If a woman is perceived as promiscuous, her family name is shamed. In some conservative communities, unproven suspicion of a woman's infidelity can cause enough shame to destroy her family's reputation.

Dating customs hardly exist in Somalia, as it is considered inappropriate to socialise with the opposite sex alone unless the two people are married. Female sexual modesty is considered particularly important, and female virginity is deemed essential for marriage. Unfortunately, practices of female genital mutilation persist. The ideal woman is expected to be modest, reserved, decent and humble in her behaviour.

Somalis' focus on community gives the culture a strong dimension of sociability and hospitality. Generally, people are very social, friendly and open, and sometimes their openness to conversation can seem quite direct or bold to Westerners.

Nepal

Nepalese have a reputation as reliable and resilient people who can endure harsh living conditions. They often show patience and composure, generally displaying gentle and calm temperaments rather than dramatic behaviour. Nevertheless, people also share a sense of sadness and dissatisfaction due to widespread poverty and poor state governance of their country.

Nepalese culture is quite hierarchical, with significant stratification between the poorest and most powerful in society. People largely accept these differences in social status as the natural order, believing they must comply with caste regulations and submit to those who are older or whom

they consider to have high prestige, such as the educated or English-speaking. Consequently, many Westerners think Nepalese are excessively servile and humble.

Nepalese status awareness is strongly influenced by the Hindu caste system, which has traditionally determined occupation, social hierarchy position and ideas about self-respect. While Tibeto-Burmans generally resemble Mongols or Tibetans and are mostly Buddhist, Indo-Aryans usually have a similar appearance to their Indian neighbours to the south and follow Hinduism.

Nepalese culture is highly collectivist. Families may pool their assets so all members are economically secure, and close friends regularly do favours for one another. This interdependence is largely driven by necessity, since the government cannot always be relied upon to provide support. Instead, Nepalese tend towards deep dependence on and loyalty to their family and social group. It is common for people to sacrifice their own aspirations for the welfare of their entire family unit. For example, one person may work in very harsh conditions while sending remittances to others. In rural areas, particularly at high altitudes, people depend on their community for survival, and basic resources are shared communally. Village elders are often the authorities in these communities. Urban, educated and internationally exposed individuals may be more individualistic.

Graciousness characterises social interactions. People are consistently humble when meeting others, hosting guests or making new friends. Simultaneously, almost every action, object, occupation or person can be categorised through taboos as “pure” or “impure”. People commonly take a fatalistic attitude, assuming problems result from a god’s or spirit’s actions. Poor health is usually perceived as a consequence of bad karma. Therefore, Nepalese are known for being quite stoic and tolerant in difficult situations.

Traditionally, life follows patrilineal and patrilocal patterns, with women moving to their husband’s residence upon marriage. Multi-generational homes usually offer limited privacy, though parents may live on one floor with their children and grandchildren below. Since unemployment is a chronic problem, households’ main stable income source is remittances from family members working abroad. Older children are often sent abroad to diversify household income.

Philippines

The Philippines comprises over 7,000 islands, approximately 2,000 of which are inhabited. The northern island population generally identifies as Catholic, while Muslims are more commonly found in the southern parts. The country is linguistically diverse, with eight major dialects and over 170 languages spoken across inhabited islands, though the official language is Filipino (Tagalog) and most people know English.

The Philippines is a collectivist society where individuals are understood as part of a “group”. Filipinos generally feel strong pride towards their group and cultivate it by sharing stories or facts about their family, barangay (village) or city. Key values such as togetherness, respect and acceptance characterise Filipino culture, and many Filipinos display warm and hospitable behaviour.

Almost all Filipinos learn from an early age about the importance of social hierarchy and their position within it. Gestures, forms of address and communication styles differ depending on whom one is communicating with and their relative positions in the social hierarchy. Kapwa (fellowship or togetherness) is a fundamental value explaining Filipino interpersonal behaviour. The term refers to a shared identity where people connect despite differences in wealth or social status.

Filipinos may be more motivated to succeed by fear of shame than fear of failure. To avoid shame, they may try to ingratiate themselves with others by giving compliments and avoiding direct criticism. Filipinos are usually very warm and friendly people who enjoy conversation.

They are often open, expressive and sentimental whilst maintaining a cheerful demeanour, and are frequently willing to share personal stories even with strangers or new acquaintances.

Many Filipinos believe each family member has duties and responsibilities they must fulfil. Respecting one's duties and responsibilities is important for properly respecting others and ensuring family harmony. Nevertheless, younger family members' and children's opinions are considered secondary to those of older members.

Many Filipino families are scattered worldwide. Some parents leave their child in the Philippines to seek work abroad and better support their remaining family. In return, they send remittances to parents or siblings entrusted with caring for the child. Generally, the household head is usually the oldest woman, often the grandmother. Family members' income is often shared, and the matriarch grandmother manages family finances.

OBSERVING RELIGIOUS HOLIDAYS AND RITUALS

During the month of Ramadan, most Muslims fast all day from sunrise to sunset, including children over 12 years old, and set aside time for Qur'an study and prayer. Some very young children may fast only half a day, and may eat during part of the day. People usually wake before sunrise to pray Fajr (the first of five daily prayers), so children may be tired during the day. You can easily find out when Ramadan falls each calendar year through a simple Google or other search engine query.

Here are several ideas for how community service centres and schools can support unaccompanied children during Ramadan:

1. Designated prayer spaces - If space and work organisation permit, provide designated prayer areas that are clean and uncluttered, have enough space for all children to pray, and have prayer mats available. This is particularly important during Ramadan.
2. Lunchtime provisions - Provide spaces where Muslim children can play, study or simply rest during lunchtime, away from other children who are eating. Some children will happily go to the canteen, but others may find this difficult while fasting. Some children will fast only half days, whilst others will fast full days with adults in their family. Children wake very early to eat before sunrise and may be tired during the day.
3. Whole-school celebrations - Avoid food-related events at home or school during Ramadan. Try to organise them after Eid so all children can participate. Plan a school celebration for Eid, for example an extended lunch with traditional food if possible—ask children what food they usually eat at home for Eid. Decorate the school with decorative items made by all children. Invite a local imam to school to give a presentation about Ramadan and Eid and what they mean to Muslims.
4. Raising awareness - Inform all parents and pupils about the upcoming Ramadan and Eid by writing about it in newsletters with key facts. List all Eid celebrations in the community at local mosques. Many mosques will have free meals when the sun sets (Iftar) for everyone in the community (Muslim or not). During Eid, mosques may hold open days and community celebrations where everyone is welcome to come and share a meal.
5. Presence and sensitivity - This is the most important time of the Islamic year and a time for family and social celebrations. It is also a large part of children's identity. Children who have recently arrived from Islamic countries are accustomed to Eid as a holiday similar to Christmas in Croatia.

EU PACT ON MIGRATION AND ASYLUM

The EU Pact on Migration and Asylum is a document establishing the EU's migration strategy and policy, set out as a package of legislative measures and recommendations. The Pact was presented by the European Commission in September 2020 with the aim of "providing a comprehensive approach bringing together policy in the areas of migration, asylum, integration and border management".

The European Parliament voted on the new legislative framework on 10 April 2024, and the EU Council formally adopted it on 14 May 2024. This framework will help the EU approach complex issues decisively and devise innovative solutions. The Union will have resilient and secure external borders, citizens will be guaranteed their rights, and no EU country will face pressure alone.

The joint EU system for migration management through the Pact includes the following:

1. **Secure external borders:** Strict screening, Eurodac asylum and migration database, Border and return procedure, Crisis protocols and measures against instrumentalisation
2. **Fast and efficient procedures:** Clear asylum rules, Guaranteeing human rights, EU standards for refugee status qualification, Preventing abuse
3. **Effective solidarity and responsibility system:** Permanent solidarity framework, Operational and financial support, Clearer rules on responsibility for asylum applications, Preventing secondary movements
4. **Incorporating migration into international partnerships:** Preventing illegal departures, Combating migrant smuggling, Cooperation on readmission, Promoting legal pathways for arrival

Although we do not yet know the implementation side of all regulations, "strict screening" before entry into a Member State would apply to everyone, including children and families, and border procedures would apply to children over 12 years if with their families or regardless of age for "national security" reasons. Screening does not apply to persons with special reception or procedural needs, including unaccompanied children.

International protection procedures at the border will apply to persons coming from a country with an international protection recognition rate below 20%, if national security reasons exist, or if they refused to give information or provided false information. International protection procedures at the border may also apply to persons coming from a "safe country of origin" or "safe third country". The only exceptions will be children under 12 years and unaccompanied children, unless national security reasons justify why this procedure must be carried out at the border. Persons could also be excluded from border procedures for medical reasons.

In international protection procedures at the border, persons may be detained for up to 12 weeks. If the procedure is not completed by the end of that period, they will be allowed entry to the territory. If the international protection application is rejected within the 12-week period, they will be directed to a return procedure at the border, during which they will remain detained for a maximum of an additional 12 weeks. The amended Asylum Procedures Regulation (Directive) proposes that persons whose international protection application is rejected in the context of an asylum procedure at the border may be "refused entry". This means they can be returned at external borders with a lower set of protective measures. In this case, Article 14 of the Schengen Borders Code and minimum standards set out in Article 4(4) of the Return Directive will apply. It is important to note that an appeal against refusal of entry has no suspensive effect.

For more detailed information, see the following links:

- About the EU Pact on Migration and Asylum:
- https://home-affairs.ec.europa.eu/policies/migration-and-asylum/pact-migration-and-asylum_en
- Key points for navigating the EU Pact on Migration and Asylum:
- <https://eurochild.org/uploads/2024/03/Key-points-to-navigate-the-EU-Migration-and-Asylum-Pact.pdf>
- Children and the Migration and Asylum Pact:
- <https://www.unicef.org/eu/media/2511/file/EU%20Migration%20and%20Asylum%20Pact.pdf>

MATERIALS FOR UNACCOMPANIED CHILDREN IN THE MOST COMMON LANGUAGES OF UNACCOMPANIED CHILDREN

| | |
|---|-----|
| • Arabic | |
| Important institutions and contacts in Croatia | 116 |
| General tips for safe travel | 124 |
| Instructions for the child to identify the risks of trafficking in human beings and smuggling | 127 |
| Advice to your child to protect yourself from gender-based violence | 129 |
| • French | |
| Important institutions and contacts in Croatia | 131 |
| General tips for safe travel | 139 |
| Instructions for the child to identify the risks of trafficking in human beings and smuggling | 142 |
| Advice to your child to protect yourself from gender-based violence | 144 |
| • Turkish | |
| Important institutions and contacts in Croatia | 146 |
| General tips for safe travel | 154 |
| Instructions for the child to identify the risks of trafficking in human beings and smuggling | 157 |
| Advice to your child to protect yourself from gender-based violence | 159 |
| • Farsi | |
| Important institutions and contacts in Croatia | 161 |
| General tips for safe travel | 169 |
| Instructions for the child to identify the risks of trafficking in human beings and smuggling | 172 |
| Advice to your child to protect yourself from gender-based violence | 174 |

ايتاورك ي ف ةماهل ا ماقرل ا و ت اس س و م ل ا

هذه هي المنظمات والخدمات التي يمكنها أن تقدم لك الدعم والحماية والمعلومات أثناء وجودك في كرواتيا

الرقم الأوروبي الموحد لحالات الطوارئ

- الرقم ١١٢ (الموحد لحالات الطوارئ في جميع دول الاتحاد الأوروبي).
- الخدمة مجانية.
- تُستخدم في الحالات الطارئة: يمكنك الاتصال بهذا الرقم عندما تحتاج بشكل عاجل إلى مساعدة الشرطة أو الإطفائيين أو خدمات الإسعاف.
- متاحة على مدار الساعة: تعمل الخدمة ٢٤ ساعة في اليوم، ٧ أيام في الأسبوع.
- دعم متعدد اللغات: يمكن لموظفي الخط ١١٢ التواصل بعدة لغات أجنبية.
- إمكانية إرسال رسائل نصية قصيرة (SMS): في بعض الحالات، يمكن طلب المساعدة أيضًا عبر إرسال رسالة نصية إلى الرقم ١١٢.
- تحديد الموقع تلقائيًا: إذا كنت لا تعرف مكانك، يمكن للمشغل تحديد موقعك وإبلاغ الجهات المختصة به.
- تنسيق بين الخدمات المختلفة: من خلال الاتصال برقم ١١٢، يتم إشعار عدة جهات مختصة في وقت واحد، حيث يقوم المشغل بتمرير المعلومات إلى جميع الخدمات المعنية.

الشرطة

- الرقم: ١٩٢ (الحالات الطارئة)
- ماذا يفعلون: يساعدون في حالات الطوارئ، وتوفير الأمان، وتحميك إذا كنت في خطر. إذا كنت ضحية عنف أو في أي نوع من الشدة أو الضيق، فاتصل بهم فورًا.

خدمة الإسعاف الطارئ

- الرقم: ١٩٤ (الحالات الطارئة) أو الرقم الأوروبي الموحد ١١٢
- ماذا يفعلون: يقدمون مساعدة طبية سريعة إذا كنت مريضًا أو مصابًا. لا تتردد في الاتصال بهم إذا كنت لا تشعر بأنك بخير.

الهيئة الكرواتية للرعاية الاجتماعية

- ماذا يفعلون: هي الجهة المسؤولة عن ضمان سلامتك ورفاهك.
- تقوم بتوفير وصي يمثلك أمام الجهات المختلفة، وتساعدك في إنجاز المعاملات الإدارية وتأمين السكن والتعليم، كما تعمل على ضمان حصولك على حقوقك وحمايتك طوال فترة إقامتك في كرواتيا.



<https://socskrb.hr/>

الصليب الأحمر الكرواتي

- ماذا يفعلون: يقدمون مساعدات إنسانية أساسية، مثل الطعام والملابس واللوازم الصحية. كما يمكنهم مساعدتك على التواصل مع عائلتك أو أصدقائك إذا كنتم منفصلين عن بعضكم.



<https://www.hck.hr/>

اليونيسف (مكتب التابع لكرواتيا)

- ماذا يفعلون: تعمل على حماية حقوق جميع الأطفال في كرواتيا، بما في ذلك الأطفال اللاجئين والمهاجرين. يمكنهم تقديم المشورة حول حقوقك وإرشادك إلى الجهات والخدمات التي يمكن أن تقدم لك الدعم اللازم.



<https://www.unicef.org/croatia/>

الهاتف الشجاع

- الرقم ١١٦١١١ (رقم مجاني ومجهول الهوية)
- ماذا يفعلون: هذا خط دعم للأطفال. يمكنك الاتصال بهم أو إرسال رسالة إذا أردت التحدث مع شخص عن أفكارك أو مشاعرك. المحادثة سرية ومجهولة الهوية. يمكنك التحدث معهم باللغات التالية: الإنجليزية، الفرنسية، التركية، الأوكرانية، الروسية، البشتو، والعربية، مع شخص يمكنك الوثوق به. إذا لم ترغب في الكشف عن هويتك، فلا بأس، سيقدّمون لك الدعم والمشورة بغض النظر عن ذلك. لإرسال رسالة، امسح رمز الاستجابة السريعة (QR):



<https://hrabritelefon.hr/>

المركز الكرواتي القانوني

- ماذا يفعلون: يقدمون المساعدة القانونية مجانًا. إذا كانت لديك أسئلة حول حقوقك أو وضعك في كرواتيا أو الإجراءات القانونية، يمكنهم تقديم استشارات مجانية لك.



<https://www.hpc.hr/>

مركز الأطفال المفقودين والمعتدى عليهم

- ماذا يفعلون: هم متخصصون في مساعدة الأطفال الذين كانوا ضحايا للعنف أو الإساءة. إذا تعرضت لأي شكل من أشكال العنف، يمكنك التواصل معهم لطلب المساعدة.



<https://cnzd.org/>

خدمة اللاجئين التابعة للرهبانية اليسوعية JRS

- ماذا يفعلون: يقدّمون الدعم للاجئين وطالبي اللجوء، بما في ذلك الأطفال غير المصحوبين بذويهم. يمكنهم مساعدتك في الحصول على استشارات قانونية، والاندماج في المجتمع، بالإضافة إلى تقديم الدعم النفسي والاجتماعي. كما ينظمون أنشطة وورش عمل مختلفة تساعدك على التواصل والتفاعل مع أقرانك.



<https://hrv.jrs.net/>

مركز دراسات السلام cms

- ماذا يفعلون: يعملون على حماية حقوق الإنسان ويقدمون المساعدة القانونية للاجئين وطالبي اللجوء والمهاجرين الآخرين. يمكنهم تقديم استشارات قانونية مجانية بشأن وضعك في كرواتيا وشرح حقوقك، وهو أمر بالغ الأهمية إذا كنت تخطط للبقاء أو طلب اللجوء.



<https://www.cms.hr/>

منظمة هل انت جاد؟ AYS

- ماذا يفعلون: يقدّمون الدعم للأشخاص الذين يطلبون الحماية أو الذين حصلوا على الحماية الدولية أو الموقّعة. من خلال المبادرات التعليمية ودورات اللغة، يمكن لمتطوعيهم مساعدتك في التعلم وإنجاز الواجبات المدرسية. كما يمكنك في مكانهم المسمى "المتجر الحر" العثور على الأحذية والملابس والألعاب لنفسك.



<https://www.areyouserious.eu/our-programs/>

مركز الحوار الثقافي CKD

- ماذا يفعلون: يقدّمون الدعم للاجئين من أجل الاندماج في المجتمع الكرواتي، إذا قررت البقاء في كرواتيا.



<https://ccd.hr/>

الرابطة الإسلامية في كرواتيا

- ماذا يفعلون: منظمة دينية توفر الإرشاد الروحي للمسلمين في كرواتيا. يمكنهم مساعدتك إذا رغبت في زيارة المسجد، أو أداء الصلاة هناك، أو في ما يتعلق بالاحتفال بالعيد، أو إذا كنت بحاجة إلى توجيه وإرشاد روحي.



<https://www.islamska-zajednica.hr/>

منظمة الدعم النفسي DPP

- ماذا يفعلون: في مركز الأطفال والشباب والأسرة "مودوس" يقدمون خدمات الاستشارة النفسية والعلاج النفسي الفردي، والاستشارات للأزواج والعائلات، بالإضافة إلى برامج جماعية لجميع الفئات العمرية، لذا يمكنهم مساعدتك بنصائح تتعلق بصحتك النفسية.



<https://dpp.hr/>

مركز إعادة التأهيل من التوتر والصدمات النفسية RTZCG

- ماذا يفعلون: يوفّرون الدعم النفسي المتخصص والمساعدة في الاندماج الاجتماعي للأشخاص ذوي الفرص المحدودة. يمكنهم تقديم الإرشاد والمساندة لتخطي الأفكار السلبية وتنمية القدرات الشخصية.



<https://rctzg.hr/>

أطباء العالم MDM

- ماذا يفعلون: يعملون في مركز استقبال طالبي الحماية الدولية حيث يقدّمون الخدمات الطبية للأشخاص المقيمين في المركز. يمكنهم مساعدتك إذا كنت بحاجة إلى أي رعاية طبية أثناء تواجدك هناك.



<https://www.facebook.com/MdMCroatia/>

المؤسسات الصحية:

كل مدينة أو بلدة كبيرة تحتوي على مركز صحي أو مستشفى حيث يمكنك الحصول على الرعاية الطبية. تواصل مع مربيك أو الوصي القانوني عليك إذا احتجت إلى مساعدة طبية.

اختر وسيلة سفر آمنة

- تجنب المهربين والمسارات غير القانونية: السفر بمساعدة المهربين والعبور غير القانوني للحدود خطير للغاية. تُعرضك شبكات التهريب للعنف والإتجار بالبشر والاستغلال الجنسي. من المهم أن تعرف: هذه ليست الوسيلة الوحيدة للوصول إلى هدفك.
- تقدّم بطلب لم الشمل العائلي: إذا كان لديك عائلة في إحدى الدول الأوروبية، فهناك إجراءات وبرامج قانونية لم شمل الأسرة. اطلب المساعدة القانونية وتعرّف على حقوقك في الانضمام إلى عائلتك.
- قدم طلب الحصول على الحماية والوضع القانوني: بتقديم طلب للحصول على الحماية الدولية (اللجوء) تدخل في نظام الحماية الدولية حيث تضمن لك حقوقك ورعايتك وحمايتك. كما أن ذلك يعد شرطاً أساسياً لطلب لم الشمل العائلي.
- سوق العمل والتعليم: يتيح لك وضع طالب الحماية الدولية المشاركة في التعليم، وفي النهاية لدخول سوق العمل لتحقيق أهدافك أو لمساعدة عائلتك.
- كن صريحاً بشأن أهدافك: ناقش أهدافك مع المختصين الذين يعتنون بك، فهم هنا لدعمك ومساعدتك. من الضروري أن تكون صريحاً معهم حول هدفك النهائي من السفر وما تتوقع حدوثه هناك. عندما يعرفون هدفك بوضوح، سيتمكنون من تقديم بدائل آمنة وقانونية وواقعية، وإطلاعك على البرامج التي تساعدك في تحقيق هذا الهدف دون الحاجة للاستمرار في السفر عبر طرق خطيرة أو تعريض نفسك لمخاطر الطريق مجدداً.

كن واعياً بما حولك

- راقب الأشخاص من حولك. كن منبهاً إذا لاحظت أن أحداً يلاحقك، أو لاحظت من يقترب منك أو يقدم لك المساعدة.
- اتبع حدسك وحواسك. إذا شعرت أن شيئاً ما غير صحيح أو خطير، ابتعد عن ذلك الموقف فوراً.
- احفظ المواقع المهمة. حاول تذكّر أسماء الأماكن والشوارع والمعالم المهمة القريبة.

المعلومات والتواصل

- لا تشارك معلوماتك الشخصية. لا تفصح للغرباء عن مكانك، أو عن مكان قدمك، أو عن وجهتك. كن حذراً بشكل خاص بشأن المعلومات المتعلقة بعائلتك.
- استخدم كلمة "آمان". إذا كنت تسافر مع شخص نعرفه، اتفقا مسبقاً على كلمة أو جملة يمكن استخدامها للتنبيه عند شعوركما بعدم الأمان أو مواجهة خطر معين.
- احفظ أرقام الطوارئ. إذا كان لديك هاتف، تعرّف على أرقام الشرطة وخدمات الطوارئ في الدولة التي تتواجد فيها.
- بطارية الهاتف. احرص دائماً على أن يكون هاتفك مشحوناً بما يكفي للتنمك من الاتصال بالمساعدة عند الحاجة.

النقود و الممتلكات الثمينة

- احتفظ بأموالك ووثائقك في مكان آمن. استخدم حزام النقود أو الجيب الداخلي لإخفاء ممتلكاتك الثمينة.
- تجنب إظهار النقود. لا تُظهر المال أو الأشياء القيمة للآخرين.
- كن حذرًا من العروض التي تقدم "مساعدة" في إدارة أموالك. قد يعرض بعض الأشخاص عليك "المساعدة" في إدارة أموالك، لكن ذلك قد يكون فخًا.

حالات حرجية

- تجنب الأماكن المنعزلة. سير في الأماكن المضاءة جيدًا والمزدحمة، خصوصًا خلال الليل.
- لا تترك المركبات مع أشخاص مجهولين. لا تدخل أبدًا سيارة، أو فان، أو شاحنة مع شخص لا تعرفه.
- احذر من الأشخاص الذين ينتحلون صفة الشرطة أو المسؤولين الرسميين. إذا اقترب منك شخص يدعي أنه شرطي ولا يحمل شارة رسمية، وشعرت بالشك حيال ذلك، فاطلب المساعدة من الأشخاص القريبين منك.

حافظ على صحتك وقوتك

- اعتنِ بصحتك الشخصية. اشرب كمية كافية من الماء وحاول تناول الطعام بانتظام. إذا كنت مريضًا، اطلب الرعاية الطبية.
- إذا شعرت بعدم الارتياح أو تعرضت للخطر، اطلب المساعدة على الفور. يوجد نظام وطني للحماية (الشرطة، رجال الإطفاء، خدمات الطوارئ)، بالإضافة إلى منظمات وأشخاص موجودين لمساعدتك. تشمل هذه خدمات الطوارئ مثل الإسعاف، ورجال الإطفاء، والشرطة، وغالبًا أيضًا متطوعي الصليب الأحمر ومنظمات المجتمع المدني الأخرى.

النظافة والصحة أثناء السفر

أثناء السفر الطويل، العناية بنفسك أمر أساسي. الحفاظ على النظافة ومتابعة صحتك يساعدك على البقاء قويًا وتجنب الأمراض.

الحفاظ على النظافة الشخصية

- غسيل الأيدي: اليدين هما أكثر الوسائل شيوعًا لنقل البكتيريا. اغسل يديك دائمًا بالماء والصابون قبل تناول الطعام وبعد استخدام الحمام. إذا لم يتوفر صابون، استخدم الماء أو معقم اليدين.
- الاستحمام وغسيل ملابس: إذا أتاحت لك الفرصة، استغلها لغسل جسمك وملابسك. الملابس النظيفة والجسم النظيف يقللان من خطر العدوى والأمراض الجلدية.
- نظافة الفم والأسنان: اغسل أسنانك إذا كانت لديك فرشاة ومعجون. هذا يساعد على منع الألم والعدوى في الفم.
- النظافة الشخصية للفتيات: يجب على الفتيات الاهتمام بشكل خاص بالنظافة أثناء فترة الحيض. استخدمي فوطًا صحية نظيفة. إذا لم تتوفر لديك، تواصل مع المختصين أو العاملين في المؤسسة التي تقيمين فيها – فهم سيساعدونك.

كيفية التعرف على علامات المرض

- ارتفاع درجة حرارة الجسم: إذا شعرت بالحرارة في جسمك، أو كان لديك صداع، أو تعرق، فقد يكون هذا علامة على ارتفاع درجة الحرارة.

- **مشاكل في الجهاز الهضمي:** الإسهال، القيء، أو آلام البطن قد تشير إلى أنك تناولت طعاماً فاسداً أو شربت ماءً ملوثاً. اطلب المساعدة من أقرب صيدلية أو مركز صحي.
- **تغيرات جلدية:** إذا لاحظت طفحاً جلدياً، احمراراً، جروحاً أو حكة، فقد يكون ذلك علامة على مرض جلدي. لا تلمس الجروح بأيدي متسخة.
- **السعال وصعوبة التنفس:** الأعراض مثل السعال، التهاب الحلق، أو صعوبة التنفس قد تشير إلى عدوى في الجهاز التنفسي. اطلب المساعدة من المربي أو أي عامل آخر في المؤسسة التي تقيم فيها.
- **الضعف العام:** إذا كنت تشعر بإرهاق شديد، أو ضعف، أو دوار، فذلك يعني أن جسدك يرسل لك إشارة بأن هناك شيئاً غير صحيح.

ماذا تفعل؟ إذا شعرت بأي من هذه الأعراض، اطلب المساعدة فوراً. تواصل مع المربي أو أي شخص بالغ تثق به.

تناول الطعام والشراب الآمنين

- **اشرب الماء النقي:** الماء هو الأهم. اشرب فقط الماء الذي أنت متأكد من نظافته (مثل الماء المعبأ في زجاجات، أو الماء المصفى، أو المغلي). لا تشرب أبداً الماء من الأنهار، البحيرات، أو البرك.
- **اختر الطعام بعناية:** تجنب تناول اللحوم النيئة والطعام الذي يُترك لفترات طويلة تحت الشمس. تناول فقط الطعام الذي يبدو نظيفاً وطازجاً.
- **لا تشارك زجاجات الشراب مع الآخرين:** إذا أمكن، احرص على الشرب من زجاجتك الخاصة. هذا يقلل من خطر انتقال الأمراض.

الاعتناء بجسدك يشبه الاعتناء برحلتك – كلما اعتنيت بنفسك جيداً، كانت رحلتك أكثر أماناً وسهولة.

إرشادات للأطفال للتعرف على مخاطر الاتجار بالبشر والتهريب

ما هو التهريب والاتجار بالبشر؟

- التهريب هو عندما يساعدك شخص ما على عبور الحدود، عادةً مقابل المال. بعد أن تعبر الحدود بأمان، ينتهي دوره.
- الاتجار بالبشر هو جريمة يستخدم فيها الشخص وعودًا كاذبة أو تهديدات لاستغلالك في أعمال قسرية، التسول، الاستغلال الجنسي، أو أشكال أخرى من الإساءة. الأشخاص الذين يمارسون الاتجار بالبشر يسعون للسيطرة على حياتك واستغلالك.

كيف تكتشف الشخص الذي يمارس الاتجار بالبشر أو التهريب؟

- الوعود الكاذبة: يقدمون لك وعودًا مثالية مثل وظيفة ممتازة، راتب مرتفع، أو فرصة تعليمية في الخارج دون أن يطلبوا أي وثائق أو مؤهلات. تبدو هذه الوعود جيدة للغاية لدرجة يصعب تصديقها.
- انتبه إلى ظروف السفر والإقامة التي يعرضونها عليك: يُطلب منك البقاء في أماكن قذرة، مكتظة وغير صحية، ويقتيدون حركتك: لا يسمحون لك بمغادرة الغرف، أو التواصل مع الآخرين، أو طلب المساعدة، كما يسيطرون على استخدامك للهاتف ووسائل الاتصال.
- مصادرة الوثائق: يطلبون منك تسليم جواز السفر، بطاقة الهوية أو أي وثائق أخرى "لأسباب تتعلق بالأمان" أو "لتسريع السفر". هذه طريقة للسيطرة عليك. لا تسلم وثائقك لأي شخص.
- رحلات غير واضحة المعالم: يخبرونك بأنك ستسافر إلى أماكن مجهولة، أو ستغير المسارات، أو ستقيم في بيوت أو مستودعات غير معروفة. ولا يكونون مستعدين لإعطائك المرقع الدقيق أو هدف الرحلة.
- توجيهات غامضة: يُطلب منك القيام بأشياء لا تفهمها، أو الذهاب إلى أماكن لم تُشرح لك، أو الامتناع عن طرح الأسئلة. قد يكون هذا دليلًا على أنهم يريدون إرباكك والسيطرة عليك.
- العزل والمراقبة: يفصلونك فورًا عن الآخرين أو عن أصدقائك. ولا يسمحون لك باستخدام الهاتف أو التواصل مع العائلة أو الاتصال بأي شخص آخر.
- التهديدات وبتّ الخوف: قد يقوم المهربون والمتاجرون بالبشر بتخويفك أو تهديدك أنت أو عائلتك إذا لم تلتزم بتعليماتهم.
- انتبه لظروف "العمل" أو "العود" المقدمة لك: إذا وُعدت بوظيفة لكن لم يتم دفع راتبك، أو يُصادر كل المال منك "لتغطية تكاليف السفر"، واضطرت للعمل لساعات إضافية في ظروف خطيرة، دون استراحة أو طعام، وطلب منك تقديم خدمات جنسية أو المشاركة في أنشطة مشبوهة، حتى تحت التهديد، فهذه علامات خطيرة.

ماذا يجب أن تفعل؟

- إذا أمكنك، سافر دائمًا مع أشخاص تعرفهم، من عائلتك أو من تعرفهم مسبقًا، وثق بأن نواياهم حسنة.
- حافظ على وثائقك الشخصية. احرص دائمًا على أن تكون وثائقك معك وفي مكان آمن مثل الجيب الداخلي أو حزام النقود. لا تسلمها لأي شخص.
- ا طرح الأسئلة. اسأل الشخص إلى أين أنت ذاهب، ولماذا، وماذا سيحدث عند الوصول. إذا حاولوا تجنب الإجابة أو كانت إجاباتهم غير واضحة، فهذا علامة سيئة.
- اتبع إحساسك الداخلي. إذا شعرت بعدم الأمان، أو الخوف، أو أن الموقف غير صحيح، ابتعد عن هذا الشخص أو المجموعة.

- اطلب المساعدة. إذا كنت في خطر، ابحث عن الأمان. تواصل مع الشرطة، أو خدمات الحماية، أو العاملين في المنظمات الإنسانية (المتطوعين)، أو الأشخاص في الأماكن العامة. قم بالصراخ إذا لزم الأمر.

أهمية الإبلاغ

- من المهم أن تفهم أنك لست مسؤولاً عن الوضع الذي وجدت نفسك فيه، وأن لديك الحق في الحماية.
- قم بالإبلاغ عن الحالات المشبوهة: عندما تصل إلى مكان آمن، شارك قصتك مع المختصين أو العاملين في المنظمات الإنسانية. هذا يمكن أن يساعد في حماية أطفال آخرين مثلك.

نصائح للأطفال للوقاية من العنف المرتبط بالنوع الاجتماعي

ما هو العنف القائم على النوع الاجتماعي؟

العنف القائم على النوع الاجتماعي (GBV) هو أي فعل عنف (جسدي، جنسي، نفسي أو عاطفي، أو إجبار اقتصادي) يُرتكب ضد شخص بسبب جنسه. يمكن أن يحدث في أي مكان، بغض النظر عما إذا كان الطفل صبيًا أو فتاة، ويمكن أن يكون الجاني رجلًا أو امرأة.

أشكال العنف:

- **العنف الجسدي:** أي شكل من أشكال الإساءة الجسدية، بما في ذلك الضرب، الدفع، الصفع، أو التسبب بالحروق.
- **العنف الجنسي:** أي فعل جنسي غير مرغوب فيه، أو لمس، أو تعليق، أو إجبار على القيام بأي فعل. لا يحق لأي شخص لمس جسدك دون إذنك.
- **العنف العاطفي/النفسي:** يشمل الإهانة، والتحقير، والتهديد، والتخويف، والعزل عن الآخرين، بالإضافة إلى السيطرة على حياتك وقراراتك.
- **الإكراه الاقتصادي:** أخذ المال أو الوثائق، إجبارك على العمل دون أجر، أو تقييد وصولك إلى الطعام والمأوى.

نصائح ومهارات عملية للتعرف على مخاطر العنف القائم على النوع الاجتماعي

١. استمع لصوتك الداخلي

- **ثق بحدسك:** إذا شعرت أن موقفًا ما خطير أو غير مريح، فغالبًا ما يكون كذلك. إحساسك الداخلي هو أهم إشارة تحذير لديك.
- **شعور "غريب":** إذا شعرت بالخوف أو لم يعجبك تصرف شخص ما تجاهك، ابتعد عن هذا الشخص أو الموقف.

٢. انتبه للوعود والطلبات الزائفة

- **جيد جدًا لدرجة يصعب تصديقها:** اشكك في العروض التي تبدو جيدة جدًا – على سبيل المثال، وعود بسفر سهل، أو حياة مثالية في الخارج، أو راتب كبير بدون أي جهد.
- **مصادرة الوثائق:** لا يحق لأي شخص طلب وثائقك (جواز السفر، بطاقة الهوية) "لأسباب تتعلق بالأمان" أو "للتسريع السفر". هذه الطريقة هي الأكثر شيوعًا للسيطرة عليك. احرص دائمًا على حفظ وثائقك.
- **السرية أو الغموض:** انتبه للأشخاص الذين لا يرغبون في إخبارك عن الطريق الصحيح، أو مكان نومك، أو ما سيحدث خلال الرحلة. الوضوح والشفافية هما علامة على الأمان.

٣. حافظ على التواصل مع الآخرين

- **لا تدع نفسك تنزل عن الآخرين:** قد يحاول المعتدون عزلك عن أصدقائك، أو عائلتك، أو الآخرين الذين تسافر معهم. حاول دائمًا أن تبقى ضمن مجموعة من الأشخاص الذين تثق بهم.

- استخدم الهاتف المحمول إذا كان معك: لا تسمح لأي شخص بأخذ هاتفك المحمول. استخدمه للتواصل مع الأشخاص الذين تثق بهم.
- لا تذهب إلى الأماكن المنعزلة: تجنب الشوارع المظلمة، المباني المهجورة أو الأماكن المنعزلة، خاصةً أثناء الليل. ابقى في الأماكن المضيئة والمزدحمة.

٤. قل "لا" واطلب المساعدة

- صوتك يمتلك القوة: لك الحق في قول "لا" لأي شيء يزعجك. لا تشعر بالخجل من رفض الطلبات غير المناسبة.
- إذا كنت في خطر، قم بالصراخ: إذا حاول أحدهم الاعتداء عليك، لا تتردد في الصراخ بصوت عالٍ قائلاً "النجدة!".
- اعرف إلى من تلجأ: إذا كنت في خطر أو بحاجة إلى مساعدة، تواصل مع الشرطة، أو العاملين في المنظمات الإنسانية، أو المتطوعين (مثل الصليب الأحمر)، أو ممثلي منظمات المجتمع المدني الأخرى.

نصائح عملية للفتيات

- انتبه للوعود الزائفة و"الحماية" المزعومة: كوني حذرة مع الرجال أو النساء الذين يعرضون عليك "حماية" خاصة أو الزواج مقابل شيء ما. غالبًا ما تكون هذه حيل للسيطرة عليك واستغلالك للعمل القسري أو الاستغلال الجنسي. سلامتك ليست للبيع.
- استخدم المرحاض والدش بطريقة آمنة: إذا أمكن، اذهبي إلى المرحاض برفقة صديقة أو امرأة تثقين بها. وإذا كان عليك الذهاب بمفردك، اختاري أماكن مضاءة جيدًا، خلال النهار، وتأكدتي من أن الأبواب مغلقة.
- احرصي على النوم ضمن مجموعة: إذا كنت في مخيم أو مكان إقامة، حاولي النوم بالقرب من نساء وفتيات أخريات. النوم ضمن مجموعة يوفر أمانًا أكبر.
- لا تسافري بمفردك مع رجال مجهولين: تجنبي السفر بمفردك مع رجال مجهولين في سيارات، شاحنات، أو أي وسيلة نقل أخرى، حتى لو قالوا لك إن هذه هي الطريقة الوحيدة للوصول إلى وجهتك.
- إذا كنت تبحثين عن المساعدة، تواصل مع شخص ذو صفة رسمية: في المخيمات، نقاط العبور الحدودية، أو المراكز الإنسانية، ابحثي عن العاملين في المنظمات الإنسانية أو الشرطة إذا شعرت بالقلق بشأن أي شيء.
- ثق بإحساسك الداخلي: إذا شعرت بعدم الارتياح بالقرب من شخص ما، ابتعدي عنه.
- تعلمي الدفاع عن نفسك: العنف ليس أبدًا خطأك. أحيانًا من المهم أن تُظهري أنك تستطيعين الدفاع عن نفسك. قول "لا" بوضوح وبصوت عالٍ قد يردع الجاني.
- احصلي على مستلزمات النظافة التي تحتاجينها: لا توافقي أبدًا على ممارسة الجنس مقابل مستلزمات النظافة (مثل الفوط الصحية أو الصابون). هناك منظمات إنسانية يمكنها توفيرها لك مجانًا.

INSTITUTIONS ET CONTACTS IMPORTANTS EN CROATIE

Voici les organisations et services qui peuvent t'apporter du soutien, de la protection et des informations pendant ton séjour en Croatie.

Numéro d'appel d'urgence unique européen

- **Numéro : 112** (numéro unique pour les urgences dans toute l'Union européenne)
- Gratuit
- En cas d'urgence : Appelle ce numéro si tu as besoin d'une aide urgente de la police, des pompiers ou des services d'urgence médicale.
- Disponible 24 heures sur 24, 7 jours sur 7.
- Assistance multilingue : Les opérateurs du 112 peuvent communiquer dans plusieurs langues étrangères.
- Envoi de messages SMS : Dans certaines situations, il est possible de demander de l'aide en envoyant un SMS au 112.
- Localisation automatique : Si tu ne sais pas où tu te trouves, l'opérateur peut déterminer ta position et transmettre l'appel aux services compétents.
- Plusieurs services d'urgence : Un seul appel au 112 permet d'alerter plusieurs services, car l'opérateur transmet les informations à tous ceux qui sont nécessaires.

Police

- **Numéro : 192** (numéro d'urgence)
- **Rôle :** En cas de danger, contacte la police. Ils interviennent pour protéger ta sécurité et t'aider si tu es confronté(e) à la violence ou à tout autre problème.

Service médical d'urgence

- **Numéro : 194** (numéro d'urgence) ou le numéro d'appel d'urgence unique européen 112
- **Rôle :** Ce service fournit une aide médicale rapide si tu es malade ou blessé(e). N'hésite pas à les appeler si tu ne te sens pas bien.

Office croate d'action sociale

- **Rôle :** Ce service veille sur toi et ton bien-être. Il te fournit un tuteur pour te représenter, t'aide avec les formalités administratives, le logement et l'école, et s'assure que tes droits sont respectés et protégés pendant ton séjour en Croatie.



Croix-Rouge de Croatie

- **Rôle:** Ils fournissent une aide humanitaire, comme de la nourriture, des vêtements et des produits d'hygiène. Ils peuvent aussi t'aider à recontacter ta famille ou tes amis si vous êtes séparés.



<https://www.hck.hr/>

UNICEF (Bureau pour la Croatie)

- **Rôle:** Travaille à protéger les droits de tous les enfants en Croatie, y compris ceux des enfants réfugiés et migrants. Il peut te conseiller sur tes droits et te mettre en contact avec les services capables de t'apporter de l'aide.



<https://www.unicef.org/croatia/>

Ligne d'aide

- **Numéro :** 116 111 (gratuit et anonyme)
- **Rôle:** C'est une ligne d'assistance pour les enfants. Tu peux appeler ou envoyer un message pour parler de ce que tu ressens ou de tes pensées. La conversation est confidentielle et anonyme. Tu peux communiquer en anglais, français, turc, ukrainien, russe, pachto ou arabe avec une personne de confiance. Tu n'as pas besoin de donner ton nom pour recevoir écoute, soutien et conseils. Pour envoyer un message, scanne le code :



<https://hrabritelefon.hr/>

Centre de droit croate

- **Rôle:** Ils offrent une assistance juridique gratuite. Si tu as des questions sur tes droits, ton statut en Croatie ou les démarches administratives, ils peuvent te fournir des conseils gratuits.



<https://www.hpc.hr/>

Centre pour les enfants disparus ou maltraités

- **Rôle:** Ce centre est spécialisé dans l'aide aux enfants victimes de violence ou de maltraitance. Si tu as subi n'importe quelle forme de violence, tu peux les contacter pour obtenir de l'aide.



<https://cnzd.org/>

Service jésuite des réfugiés (JRS)

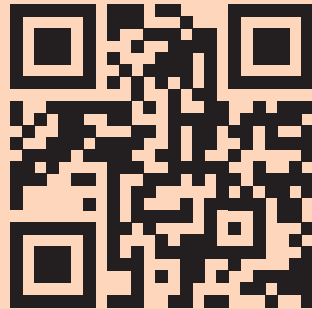
- **Rôle:** Ils apportent soutien aux réfugiés et demandeurs d'asile, y compris les enfants non accompagnés. Ils peuvent t'aider avec des conseils juridiques, ton intégration dans la communauté et te fournir du soutien psychosocial. Ils organisent également des activités et ateliers pour t'aider à te faire des amis et à t'intégrer.



<https://hrv.jrs.net/>

Centre d'études pour la paix

- **Rôle:** Ce service protège les droits humains et propose une aide juridique aux réfugiés, demandeurs d'asile et autres migrants. Il peut te donner des informations juridiques gratuites sur ton statut en Croatie et t'expliquer tes droits, ce qui est très utile si tu prévois de rester en Croatie ou de demander l'asile.



<https://www.cms.hr/>

Are You Syrious? (AYS)

- **Rôle:** Ils soutiennent les personnes demandant ou bénéficiant d'une protection internationale ou temporaire. Grâce à leurs initiatives éducatives et cours de langue, les bénévoles peuvent t'aider dans ton apprentissage et dans tes devoirs scolaires. Dans leur espace appelé Free Shop, tu peux trouver chaussures, vêtements et jouets pour toi.



<https://www.areyousyrious.eu/our-programs/>

Centre pour la culture du dialogue

- **Rôle:** Ils aident les réfugiés à s'intégrer dans la société croate, si tu choisis de rester en Croatie.



<https://ccd.hr/>

Communauté islamique de Croatie

- **Rôle:** C'est une organisation religieuse qui accompagne les musulmans en Croatie sur le plan spirituel. Ils peuvent t'aider à visiter une mosquée, accomplir la prière, célébrer l'Aïd ou à obtenir des conseils spirituels.



<https://www.islamska-zajednica.hr/>

Association pour le soutien psychologique

- **Rôle:** Le Centre Modus pour enfants, jeunes et familles offre des consultations individuelles, en couple et familiales, ainsi que des activités de groupe pour tous les âges. Ils peuvent te fournir des conseils et un soutien pour ta santé mentale.



<https://dpp.hr/>

Centre de réhabilitation pour le stress et les traumatismes (RTCZG)

- **Rôle:** Ils offrent un soutien psychologique professionnel et favorisent l'inclusion sociale des personnes ayant moins d'opportunités. Ils peuvent t'aider à surmonter les pensées négatives et à développer ton potentiel.



<https://rctzg.hr/>

Médecins du Monde (MdM)

- **Rôle:** Dans le centre d'accueil pour demandeurs d'une protection internationale, ils offrent des services de santé aux résidents. Tu peux t'adresser à eux pour obtenir des soins médicaux pendant ton séjour.



<https://www.facebook.com/MdMCroatia/>

Établissements de santé:

- Dans toutes les grandes villes et localités, tu trouveras un centre de santé ou un hôpital pour obtenir des soins. Parle à ton éducateur ou tuteur si tu as besoin d'assistance médicale.

CONSEILS GÉNÉRAUX POUR VOYAGER EN TOUTE SÉCURITÉ

Choisis un moyen de voyager sûr

- **Évite les passeurs et les routes illégales** : Se faire aider par des passeurs ou passer des frontières illégalement comporte de grands risques : ces réseaux peuvent te soumettre à la violence, à la traite et à l'exploitation sexuelle. Sache aussi qu'il existe d'autres voies légales et plus sûres pour atteindre ton objectif.
- **Demande le regroupement familial** : Si tu as de la famille dans un pays européen, il existe des procédures légales et programmes pour te réunir avec eux. Cherche une assistance juridique et renseigne-toi sur tes droits au regroupement familial.
- **Demande une protection et un statut légal** : En faisant une demande de protection internationale (asile), tu rejoins un système qui te garantit des droits, des soins et une protection. C'est également souvent une étape nécessaire pour pouvoir demander le regroupement familial.
- **Marché du travail et éducation** : Le statut de demandeur de protection internationale te donne accès à l'éducation et, plus tard, au marché du travail, afin de réaliser tes objectifs personnels ou d'aider ta famille.
- **Sois honnête sur tes objectifs** : Parle ouvertement avec les professionnels qui t'accompagnent, leur rôle est de t'aider. Dis-leur quel est ton but ultime et ce que tu penses trouver là où tu vas. C'est seulement ainsi qu'ils pourront te suggérer des solutions sûres et légales et te présenter des programmes qui t'aident à atteindre tes objectifs sans continuer un voyage dangereux.

Sois attentif à ton environnement

- **Observe les personnes autour de toi**. Fais attention si quelqu'un te suit, s'approche de toi ou t'offre de l'aide.
- Fais confiance à ton instinct. Si quelque chose te semble bizarre ou dangereux, éloigne-toi de la situation.
- **Mémorise les lieux**. Essaie de retenir les noms des endroits, des rues et les bâtiments importants situés à proximité.

Information et communication

- **Ne partage pas d'informations personnelles**. Ne révèle pas à des inconnus ta localisation, ton origine ou ta destination. Fais particulièrement attention aux informations concernant ta famille.
- **Utilise un « mot de sécurité »**. Si tu voyages avec quelqu'un que tu connais, choisis ensemble un mot ou une phrase secrète à utiliser si tu te sens mal à l'aise ou en danger.
- **Mémorise les numéros d'urgence**. Si tu peux utiliser un téléphone, retiens les numéros de la police et des services d'urgence du pays où tu es.
- **Surveille la batterie de ton téléphone**. Assure-toi d'avoir toujours assez de batterie pour pouvoir appeler à l'aide en cas de besoin.

Argent et objets de valeur

- **Garde ton argent et tes documents dans un endroit sûr**. Utilise une ceinture cache-billets ou une poche intérieure pour dissimuler tes objets de valeur.
- **Évite de montrer ton argent**. Ne montre pas ton argent ni tes objets de valeur aux autres.

- **Sois prudent avec ceux qui proposent de « t'aider » à gérer ton argent.** Certaines personnes peuvent offrir leur aide, mais cela peut être un piège.

Situations présentant un risque

- **Évite les endroits isolés.** Marche dans des zones bien éclairées et fréquentées, surtout la nuit.
- **Ne monte pas dans un véhicule avec des inconnus.** N'entre jamais dans une voiture, une camionnette ou un camion avec quelqu'un que tu ne connais pas.
- **Attention aux faux policiers ou agents.** Si quelqu'un prétend être policier, mais n'a pas de badge officiel et que tu trouves cela suspect, demande de l'aide aux personnes autour de toi.

Reste en bonne santé et fort

- **Prends soin de ta santé.** Bois suffisamment d'eau et essaie de manger régulièrement. Si tu es malade, cherche une assistance médicale.
- **Si tu te sens mal ou en danger, demande de l'aide.** Un système national de protection est en place, avec la police, les pompiers et les services médicaux d'urgence, ainsi que des organisations et bénévoles, souvent de la Croix-Rouge ou d'autres structures de la société civile, pour t'apporter assistance et soutien.

Hygiène et santé en voyage

Lors d'un long voyage, prendre soin de toi est essentiel. Maintenir une bonne hygiène et surveiller ta santé t'aide à rester fort(e) et à éviter les maladies.

Maintenir une bonne hygiène

- **Lavage des mains :** Les bactéries se propagent principalement par les mains. Pense à te laver les mains avec du savon et de l'eau propre avant les repas et après les toilettes. En l'absence de savon, tu peux utiliser un désinfectant ou simplement de l'eau.
- **Douche et lavage des vêtements :** Si tu en as l'occasion, lave-toi et lave tes vêtements. Des vêtements et un corps propres diminuent le risque d'infections et de maladies de la peau.
- **Hygiène bucco-dentaire :** Brosse-toi les dents si tu as une brosse à dents et du dentifrice. Cela aide à prévenir les douleurs et infections dans la bouche.
- **Hygiène pour les filles :** Les filles doivent veiller à leur hygiène pendant les règles. Utilise toujours des serviettes hygiéniques propres. Si tu n'en as pas, demande de l'aide aux travailleurs sociaux ou au personnel de l'établissement où tu es hébergée.

Reconnaître les signes de maladie

- **Fièvre :** Si tu te sens chaud(e), que tu as mal à la tête ou que tu transpires beaucoup, cela peut indiquer une température élevée.
- **Troubles digestifs :** La diarrhée, les vomissements ou les douleurs abdominales peuvent signifier que tu as mangé un aliment avarié ou bu de l'eau contaminée. Cherche de l'aide dans la pharmacie ou le centre de santé le plus proche.
- **Problèmes de peau :** Si tu remarques des rougeurs, plaies ou démangeaisons, cela peut être le signe d'une infection cutanée. Ne touche pas tes plaies avec des mains sales.
- **Toux et difficultés à respirer :** Des symptômes comme la toux, le mal de gorge ou la difficulté à respirer peuvent indiquer une infection respiratoire. Préviens ton éducateur ou un autre travailleur du centre où tu te trouves.
- **Fatigue générale :** Si tu es très fatigué(e), faible ou que tu as des étourdissements, ton corps t'envoie un signal d'alerte.

Que faire ? Si tu ressens l'un de ces symptômes, cherche immédiatement de l'aide. Adresse-toi à ton éducateur ou à un adulte de confiance.

Boire et manger de façon sûre

- **Bois de l'eau propre** : L'eau est la plus importante. Bois uniquement de l'eau dont tu es sûr(e) qu'elle est propre (par exemple : en bouteille, filtrée ou bouillie). Ne bois jamais l'eau des rivières, lacs ou flaques.
- Choisis bien ta nourriture : Évite la viande crue et les aliments laissés longtemps au soleil. Mange seulement des aliments qui semblent propres et frais.
- **Ne partage pas ta bouteille** : Utilise ta propre bouteille pour boire si possible. Cela réduit les risques de contamination et de maladies.

Prendre soin de ton corps, c'est protéger ton voyage — plus tu t'occupes de toi, plus ton voyage sera sûr et confortable.

INSTRUCTIONS POUR LES ENFANTS : REPÉRER LES DANGERS LIÉS AUX PASSEURS ET À LA TRAITE DES ÊTRES HUMAINS

Qu'est-ce que le passeur et la traite des êtres humains ?

- **Passeur** : C'est quelqu'un qui t'aide à traverser une frontière, généralement contre de l'argent. Une fois la frontière passée, il n'a plus aucune responsabilité envers toi.
- **Traite des êtres humains** : C'est un crime dans lequel quelqu'un utilise des promesses mensongères ou des menaces pour t'exploiter, par exemple pour travail forcé, mendicité, exploitation sexuelle ou autres types d'abus. Les trafiquants veulent contrôler ta vie et profiter de toi.

Comment reconnaître un passeur ou un trafiquant ?

- **Fausse promises** : Ils te proposent un travail parfait, un salaire élevé ou une éducation à l'étranger, mais ne demandent pas de documents ou de qualifications. Les promesses semblent trop belles pour être vraies.
- **Conditions de voyage et d'hébergement inquiétantes** : Ils peuvent te demander de rester dans des lieux sales, surpeuplés ou dangereux. Ils limitent ta liberté de mouvement : tu ne peux pas quitter les lieux, parler aux autres ou demander de l'aide. Ils contrôlent ton téléphone et tes communications.
- **Prise de documents** : Ils peuvent te demander de leur remettre ton passeport, ta carte d'identité ou d'autres documents « pour ta sécurité » ou « pour un voyage plus rapide ». C'est une façon de te contrôler. Ne donne tes documents à personne.
- **Voyages flous** : Ils te disent que tu iras dans des lieux inconnus, changeras d'itinéraire ou resteras dans des maisons ou entrepôts inconnus, sans te dire exactement où tu vas.
- **Instructions floues** : Ils te demandent de faire des choses que tu ne comprends pas, d'aller dans des lieux non expliqués, et te disent de ne pas poser de questions. Cela peut être un moyen de te confondre et te contrôler.
- **Isolement et surveillance** : Ils te séparent immédiatement des autres ou de tes amis. Tu ne peux pas utiliser ton téléphone, parler à ta famille ou contacter quelqu'un d'autre.
- **Menaces et intimidation** : Passeurs et trafiquants peuvent te menacer toi ou ta famille si tu ne suis pas leurs instructions.
- **Attention aux conditions du « travail » ou des « promesses »** : Si un travail est promis, mais que tu ne reçois pas de salaire ou que l'argent est retenu pour « frais de voyage ». Si tu dois travailler beaucoup d'heures, dans des conditions dangereuses, sans pause ni nourriture. Si l'on te demande de fournir des services sexuels ou de participer à des activités suspectes, même sous menace.

Que faire ?

- Si possible, **voyage toujours avec des personnes que tu connais**, comme des membres de ta famille ou des personnes de confiance, dont tu sais qu'elles n'ont pas de mauvaises intentions.
- **Protège tes documents**. Garde toujours tes documents avec toi, dans un endroit sûr comme

une poche intérieure ou une ceinture cache-billets. Ne les donne à personne.

- **Pose des questions.** Demande à la personne où vous allez, pourquoi, et ce qui se passera une fois arrivé. Si elle évite de répondre ou que ses réponses sont confuses, c'est un mauvais signe.
- **Fais confiance à ton instinct.** Si tu te sens en danger, effrayé(e) ou que la situation te paraît étrange, éloigne-toi de cette personne ou du groupe.
- **Cherche de l'aide.** Si tu es en danger, trouve un endroit sûr. Cherche la police, les services de protection, des travailleurs humanitaires (volontaires) ou des personnes dans des lieux publics. Crie si nécessaire.

Importance de signaler

- Il est important de comprendre que **tu n'es pas responsable de la situation dans laquelle tu te trouves** et que tu as droit à la protection.
- **Signale les situations suspectes.** Une fois en sécurité, raconte ton histoire aux professionnels ou aux travailleurs humanitaires. Cela peut aider à protéger d'autres enfants comme toi.

CONSEILS POUR LES ENFANTS AFIN DE SE PROTÉGER CONTRE LA VIOLENCE FONDÉE SUR LE SEXE

Qu'est-ce que la violence fondée sur le sexe ?

La violence fondée sur le sexe (GBV) est tout acte de violence (physique, sexuelle, psychologique, émotionnelle ou économique) commis contre une personne à cause de son sexe. Cela peut arriver à tout le monde, que tu sois garçon ou fille, et l'auteur peut être un homme ou une femme.

Formes de violence :

- **Violence physique** : Toute forme de maltraitance corporelle, incluant coups, poussées, gifles ou brûlures.
- **Violence sexuelle** : Tout acte sexuel non désiré, toucher, commentaire ou contrainte. Personne ne doit toucher ton corps sans ton autorisation.
- **Violence émotionnelle ou psychologique** : Inclut insultes, humiliations, menaces, intimidation, isolement des autres, ainsi que contrôle de ta vie et de tes décisions.
- **Violence économique** : Confiscation de ton argent ou de tes papiers, obligation de travailler gratuitement, ou limitation de ton accès à la nourriture et à un abri.

Conseils et compétences pour reconnaître les risques de violence fondée sur le sexe

1. Écoute ta voix intérieure

- **Fais confiance à ton instinct** : Lorsque quelque chose te semble risqué ou inconfortable, c'est souvent le cas. Écoute ton ressenti intérieur, c'est ton meilleur indicateur de danger.
- **Sensation « étrange »** : Si tu te sens effrayé(e) ou que le comportement de quelqu'un ne te plaît pas, éloigne-toi de cette personne ou situation.

2. Méfie-toi des fausses promesses et des exigences

- **Trop beau pour être vrai** : Sois prudent(e) face aux offres qui semblent trop parfaites, par exemple, voyage facile, vie parfaite à l'étranger ou salaire élevé sans effort.
- **Prise de documents** : Personne ne doit te demander tes documents (passeport, carte d'identité) « pour ta sécurité » ou « pour un voyage plus rapide ». C'est souvent une façon de contrôler. Garde toujours tes documents avec toi.
- **Manque de clarté** : Méfie-toi des personnes qui refusent de te dire le trajet exact, où tu vas dormir ou ce qui se passera pendant le voyage. Une information claire et transparente est un signe de sécurité.

3. Maintiens le contact avec les autres

- **Ne te laisse pas isoler** : Les agresseurs peuvent tenter de te séparer de tes amis, de ta famille ou des personnes avec qui tu voyages. Essaie toujours de rester en groupe avec des personnes de confiance.
- **Utilise ton téléphone si tu en as un** : Ne laisse personne prendre ton téléphone. Utilise-le pour communiquer avec des personnes de confiance.
- **Évite les endroits isolés** : Ne va pas dans des rues sombres, bâtiments abandonnés ou lieux isolés, surtout la nuit. Reste dans des zones bien éclairées et fréquentées.

4. Dis « NON » et cherche de l'aide

- **Ta voix est puissante :** Tu as le droit de dire « NON » à tout ce qui te met mal à l'aise. N'aie pas honte de refuser des demandes inappropriées.
- **Si tu es en danger, crie :** Si quelqu'un essaie de t'attaquer, n'hésite pas à crier « AU SECOURS ! » très fort.
- **Sache à qui t'adresser :** Si tu es en danger ou as besoin d'assistance, contacte la police, des travailleurs humanitaires, des bénévoles (comme la Croix-Rouge) ou d'autres représentants d'organisations civiles.

Conseils spécifiques pour les filles

- **Prudence face aux promesses et à la « protection » :** Attention aux hommes ou femmes qui offrent une « protection » spéciale ou un mariage contre quelque chose. Il s'agit souvent de stratégies pour te manipuler ou t'exploiter, parfois pour travail forcé ou exploitation sexuelle. Ta sécurité n'est pas négociable.
- **Utilise les toilettes et la douche en sécurité :** Si possible, va aux toilettes accompagnée d'une amie ou d'une autre femme de confiance. Si tu dois y aller seule, choisis des lieux bien éclairés, de jour, et assure-toi que la porte est verrouillée.
- **Dors en groupe :** Dans un camp ou un centre d'hébergement, essaie de dormir près d'autres femmes ou filles. Dormir en groupe offre plus de sécurité.
- **Ne voyage pas seule avec des hommes inconnus :** Évite de monter dans des voitures, camions ou autres véhicules avec des hommes que tu ne connais pas, même s'ils disent que c'est le seul moyen d'arriver à destination.
- **Cherche de l'aide auprès de personnes officielles :** Dans les camps, aux postes-frontières ou centres humanitaires, demande l'aide de travailleurs humanitaires ou policiers si quelque chose t'inquiète.
- **Fais confiance à ton instinct :** Si tu te sens mal à l'aise près de quelqu'un, éloigne-toi.
- **Apprends à te défendre :** La violence n'est jamais de ta faute. Parfois, il est important de montrer que tu sais te protéger. Un « NON » clair et fort peut repousser l'agresseur.
- **Demande les produits d'hygiène dont tu as besoin :** Ne consens jamais à des relations sexuelles en échange de produits d'hygiène (serviettes, savon, etc.). Des organisations humanitaires peuvent te les fournir gratuitement.

HIRVATISTAN'DAKI ÖNEMLİ KURUMLAR VE İLETİŞİM BİLGİLERİ

Hırvatistan'da bulunduğunuz süre boyunca size destek, koruma ve bilgi sağlayabilecek kuruluşlar ve hizmetler şunlardır.

Avrupa acil durum tek numarası

- **Numara: 112** (Avrupa Birliği genelinde tek acil durum numarası)
- Ücretsizdir
- Acil durumlarda kullanılır: Polis, itfaiye veya acil tıbbi hizmetlerden acil yardıma ihtiyacınız olduğunda kullanın.
- Haftada 7 gün, günde 24 saat hizmetinizdedir.
- Çok dilli destek: 112 operatörleri yabancı dillerde de iletişim kurabilir.
- SMS mesajı gönderme: Bazı durumlarda 112'ye SMS mesajı göndererek de yardım talep edebilirsiniz.
- LOtomatik konum: Nerede olduğunuzu bilmiyorsanız, operatör konumunuzu belirleyebilir ve aramayı yetkili servislere yönlendirebilir.
- Birden fazla acil durum servisi: 112'ye yapılan tek bir arama, operatör bilgiyi gerekli tüm servislere ilettiği için pratikte birden fazla servisi uyarır.

Polis

- **Numara: 192** (acil durum numarası)
- **Görevleri:** Acil durumlarda yardımcı olurlar, güvenliğinizi sağlarlar ve tehlikeyeyseniz sizi korurlar. Şiddet mağduruysanız veya herhangi bir sorunla karşı karşıyaysanız, onları arayın.

Acil tıbbi yardım

- **Numara: 194** (acil durum numarası) veya Avrupa'daki tek numara 112
- **Görevleri:** Hasta veya yaralıysanız hızlı tıbbi yardım sağlarlar. Kendinizi iyi hissetmiyorsanız onları aramaktan çekinmeyin.

Hırvat Sosyal Hizmet Kurumu

- **Görevleri:** Güvenliğinizden ve esenliğinizden sorumlu bir hizmettir. Sizi temsil eden bir vasiye sahip olma hakkınızı güvence altına alır, evrak işleriniz, konaklama ve eğitim konularında size yardımcı olur ve Hırvatistan'da bulunduğunuz süre boyunca haklarınızı kullanmanızı veya korumanızı sağlarlar.



Hırvat Kızılhaçı

- **Görevleri:** Yiyecek, giyecek ve hijyen malzemeleri gibi insani yardım sağlarlar. Aynı düştüğünüzde aileniz veya arkadaşlarınızla iletişim kurmanıza yardımcı olabilirler.



<https://www.hck.hr/>

UNICEF (Hırvatistan Ofisi)

- **Görevleri:** Mülteci ve göçmen çocuklar da dahil olmak üzere Hırvatistan'daki tüm çocukların haklarını korumak için çalışırlar. Haklarınız konusunda tavsiyelerde bulunabilir ve ihtiyacınız olan desteği sağlayabilecek hizmetlere yönlendirebilirler.



<https://www.unicef.org/croatia/>

Brave Phone

- **Numara: 116 111** (ücretsiz ve anonim numara)

Görevleri: Bu, çocuklar için bir yardım hattıdır. Ne düşündüğünüz veya nasıl hissettiğiniz hakkında biriyle konuşmak isterseniz arayabilir, mesaj da gönderebilirsiniz. Görüşme gizli ve anonimdir. Orada güvenebileceğiniz biriyle İngilizce, Fransızca, Türkçe, Ukraynaca, Rusça, Peştuca ve Arapça yazışmalar yapabilirsiniz. İstemezseniz, kendinizi tanıtmanıza gerek yok; size her durumda destek ve tavsiye sağlayacaklardır. Mesaj göndermek için kodu tarayın:



<https://hrabritelefon.hr/>

Hırvat Hukuk Merkezi

- **Görevleri:** Ücretsiz hukuki yardım sunuyorlar. Haklarınız, Hırvatistan'daki statünüz veya prosedür hakkında sorularınız varsa, size ücretsiz danışmanlık hizmeti verebilirler.



<https://www.hpc.hr/>

Kayıp ve İstismara Uğramış Çocuklar Merkezi

- **Görevleri:** Şiddet veya istismar mağduru çocuklara yardım etme konusunda uzmanlaşmışlardır. Herhangi bir şiddet türüne maruz kaldıysanız, onlarla iletişime geçebilirsiniz.



<https://cnzd.org/>

Cizvit Mülteci Hizmetleri (JRS)

- **Görevleri:** Refakatsiz çocuklar da dahil olmak üzere mültecilere ve sığınmacılara destek sağlıyorlar. Size hukuki danışmanlık, topluma uyum ve psikososyal destek konularında yardımcı olabilirler. Ayrıca, akranlarınızla bağlantı kurmanıza yardımcı olabilecek çeşitli etkinlikler ve atölyeler düzenliyorlar.



<https://hrv.jrs.net/>

Bariř Çalışmaları Merkezi (CMS)

- **Görevleri:** İnsan haklarını korurlar ve mültecilere, sığınmacılara ve diğler göçmenlere hukuki yardım sağlarlar. Hırvatistan'daki statünüzle ilgili ücretsiz hukuki danışmanlık sağlayabilir ve haklarınızı açıklayabilirler; bu, kalmayı veya iltica başvurusunda bulunmayı planlıyorsanız son derece önemlidir.



<https://www.cms.hr/>

Are You Syrious? (AYS)

- **Görevleri:** Uluslararası veya geçici koruma arayan ve almış kişilere destek sağlarlar. Eğitim girişimleri ve dil kursları aracılığıyla gönüllüleri, derslerinizde ve okul çalışmalarınızda size yardımcı olabilir ve onların Free Shop'larında kendinize ayakkabı, kıyafet ve oyuncak bulabilirsiniz.



<https://www.areyousyrious.eu/our-programs/>

Diyalog Kültürü Merkezi (CKD)

- **Görevleri:** Hırvatistan'da kalmaya karar verirsiniz, mültecilerin Hırvat toplumuna entegre olmalarına destek sağlarlar.



<https://ccd.hr/>

Hırvatistan İslam Topluluğu

- **Görevleri:** Hırvatistan'daki Müslümanlara manevi rehberlik sağlayan dini bir kuruluştur. Bir camiye ziyaret etmek, orada namaz kılmak veya Ramazan Bayramı kutlamaları sırasında veya manevi rehberlik ve tavsiyeye ihtiyacınız varsa size yardımcı olabilirler.



<https://www.islamska-zajednica.hr/>

Psikolojik Yardım Derneđi (DPP)

- **Görevleri:** Çocuk, Gençlik ve Aile Modus Merkezi'nde, bireysel, eş ve aile danışmanlığı ve psikoterapi hizmetlerinin yanı sıra tüm yaş grupları için grup programları sunarak ruh sağlığınız hakkında tavsiyelerde bulunabilirler.



<https://dpp.hr/>

Stres ve Travma Rehabilitasyon Merkezi (RTCZG)

- **Görevleri:** Fırsat ve olanakları kısıtlı kişilere profesyonel psikolojik ve sosyal katılım desteđi sağlarlar. Olumsuz düşüncelerin üstesinden gelmeniz ve kendi potansiyelinizi gerçekleştirmeniz için size danışmanlık ve destek sağlayabilirler.



<https://rctzg.hr/>

Médecins du Monde (MdM)

- **Görevleri:** Uluslararası Koruma Başvurusu Yapanlar Kabul Merkezi'nde faaliyet gösteriyorlar ve kabul merkezindeki kişilere tıbbi hizmetler sağlıyorlar. Orada bulunduğunuz süre boyunca herhangi bir tıbbi yardıma ihtiyacınız olursa size yardımcı olabilirler.



<https://www.facebook.com/MdMCroatia/>

Sağlık tesisleri:

- Her şehirde ve büyük kasabada tıbbi yardım alabileceğiniz bir sağlık merkezi veya hastane vardır. Tıbbi yardıma ihtiyacınız varsa öğretmeninizle veya velinizle iletişime geçin.

GÜVENLİ YOLCULUK İÇİN GENEL TAVSİYELER

Güvenli bir seyahat yolu seçin

- **Kaçakçılardan ve yasadışı yollardan kaçınin:** Kaçakçıların yardımıyla seyahat etmek ve yasadışı sınır geçişleri son derece tehlikelidir. Kaçakçılık ağırları sizi şiddete, insan ticaretine ve cinsel istismara maruz bırakır. Bilmeniz önemlidir: Hedefinize ulaşmanın tek yolu bu değildir.
- **Aile birleşimi talebinde bulunun:** Avrupa ülkelerinden birinde aileniz varsa, aile birleşimi için yasal prosedürler ve programlar mevcuttur. Hukuki yardım alın ve aile birleşimi haklarınız hakkında bilgi edinin.
- **Koruma ve yasal statü talebinde bulunun:** Uluslararası koruma (iltica) başvurusunda bulunarak, haklarınızın, bakımınızın ve korumanızın garanti altına alındığı uluslararası koruma sistemine dahil olursunuz. Bu aynı zamanda ailenizle yeniden bir araya gelmek için de bir ön koşuldur.
- **İş piyasası ve eğitim:** Uluslararası koruma başvurusunda bulunan kişi statüsü, eğitim almanıza ve nihayetinde hedeflerinize ulaşmak veya ailenizi geçindirmek için iş piyasasına girmenize olanak tanır.
- **Hedefleriniz konusunda dürüst olun:** Sizinle ilgilenen uzmanlarla konuşun, size yardımcı olmak için buradalar. Seyahatinizin nihai hedefini ve orada neler olacağına onlara dürüstçe söylemeniz önemlidir. Ancak hedefinizi bildikleri takdirde, uzmanlar size güvenli, yasal ve gerçekçi seçenekler sunabilir. Yolculuğunuza güvenli olmayan bir şekilde devam etmeden ve yol boyunca kendinizi yeni tehlikelere maruz bırakmadan bu hedefe ulaşmanızı sağlayacak programlar hakkında sizi bilgilendirebilirler.

Çevrenizin farkında olun

- **Çevrenizdeki insanları gözlemleyin.** Sizi takip eden, size yaklaşan ve size yardım teklif edenlere dikkat edin.
- **İçgüdülerinize güvenin.** Size yanlış veya tehlikeli bir şey geliyorsa, durumdan uzaklaşın.
- **Konumları ezberleyin.** Yakındaki yerlerin, sokakların ve önemli nesnelerin adlarını hatırlamaya çalışın.

Bilgi ve iletişim

- **Kişisel bilgilerinizi paylaşmayın.** Yabancılarla nerede olduğunuzu, nereden geldiğinizi veya nereye gittiğinizi söylemeyin. Ailenizle ilgili bilgiler konusunda özellikle dikkatli olun.
- **“Güvenli” bir kelime kullanın.** Tanıdığınız biriyle seyahat ediyorsanız, kendinizi rahatsız veya tehlikede hissettiğinizde kullanacağınız bir kelime veya ifade üzerinde anlaşın.
- **Acil durum numaraları bilin.** Telefona erişiminiz varsa, bulunduğunuz ülkedeki polis ve acil durum servislerinin numaralarını öğrenin.
- **Cep telefonu pili.** Gerektiğinde yardım çağırabilmeniz için cep telefonunuzun pilinin her zaman yeterli olduğundan emin olun.

Para ve değerli eşyalar

- **Paranızı ve belgelerinizi güvenli bir yerde saklayın.** Değerli eşyalarınızı saklamak için para kemeri veya iç cebinizi kullanın.
- **Paranızı göstermeyin.** Başkalarına para ve değerli eşyalarınızı göstermeyin.
- **Paranızı yönetmenize “yardım” etme tekliflerine karşı dikkatli olun.** Bazı insanlar paranız konusunda size “yardım” etmeyi teklif edebilir, ancak bu bir tuzak olabilir.

Riskli durumlar

- **İssız alanlardan kaçının.** Özellikle geceleri, iyi aydınlatılmış ve kalabalık alanlarda yürüyün.
- **Yabancıların araçlarına binmeyin.** Tanımadığınız biriyle asla arabaya, minibüse veya kamyonu binmeyin.
- **Sahte polislerine veya polis memurlarına karşı dikkatli olun.** Polis memuru olduğunu iddia eden ancak resmi rozet takmayan biri size yaklaşırsa ve şüpheli görünürse, yakınlarındaki insanlardan yardım isteyin.

Sağlıklı ve güçlü kalın

- **Sağlığınıza dikkat edin.** Bol su için ve düzenli beslenmeye çalışın. Hastaysanız tıbbi yardım alın.
- **Kendinizi iyi hissetmiyorsanız veya tehlikedeyseniz yardım alın.** Ulusal bir koruma sistemi (polis, itfaiye, acil servisler) ve size yardımcı olmak için burada bulunan kuruluşlar ve kişiler mevcuttur. Bunlar, ambulanslar, itfaiye ve polis gibi acil servisler ve genellikle Kızılhaç ve diğer sivil toplum kuruluşlarından gönüllülerdir.

Yolda Hijyen ve Sağlık

Uzun bir yolculukta kendinize iyi bakmak çok önemlidir. Hijyene dikkat etmek ve sağlığını takip etmek, güçlü kalmanıza ve hastalıklardan kaçınmanıza yardımcı olur.

Hijyeni Koruyun

- **El yıkama:** Eller, bakterilerin bulaşmasının en yaygın yoludur. Yemekten önce ve tuvaleti kullandıktan sonra ellerinizi daima sabun ve temiz suyla yıkayın. Sabun yoksa, su veya dezenfektan kullanın.
- **Banyo yapma ve çamaşır yıkama:** Fırsatınız varsa, kendinizi ve kıyafetlerinizi yıkayın. Temiz kıyafetler ve vücut, enfeksiyon ve cilt hastalıkları riskini azaltır.
- **Ağız hijyeni:** Diş fırçası ve diş macununuz varsa dişlerinizi fırçalayın. Bu, ağızda ağrı ve enfeksiyonları önlemeye yardımcı olur.
- **Kızlar için hijyen:** Kızların adet döneminde hijyene özellikle dikkat etmeleri gerekir. Temiz hijyenik ped kullanın. Eğer yoksa, kaldığınız tesisteki uzmanlara ve diğer çalışanlara bildirin; size yardımcı olacaklardır.

Hastalık belirtilerini tanıma

- **Yüksek vücut ateşi:** Sıcak hissediyorsanız, başınız ağrıyorsa veya terliyorsanız, bu ateş belirtisi olabilir.
- **Sindirim sorunları:** İshal, kusma veya mide ağrısı, bozulmuş bir şey yediğiniz veya kirli su içtiğiniz anlamına gelebilir. En yakın eczaneden veya sağlık kuruluşundan yardım alın.
- **Cilt değişiklikleri:** Döküntü, kızarıklık, yara veya kaşıntı fark ederseniz, bu bir cilt rahatsızlığının belirtisi olabilir. Kirli ellerinizle yaralara dokunmayın.
- **Öksürük ve nefes darlığı:** Öksürük, boğaz ağrısı veya nefes darlığı gibi belirtiler solunum yolu enfeksiyonuna işaret edebilir. Bakım vereninizden veya kurumunuzda çalışan diğer personelden yardım isteyin.
- **Genel halsizlik:** Çok yorgunsanız, halsiz hissediyorsanız veya başınız dönüyorsa, vücudunuz size bir şeylerin ters gittiğini söylüyordur.

Ne yapmalısınız? Bu belirtilerden herhangi birini yaşarsanız, hemen yardım alın. Bakım vereninizle veya güvendiğiniz başka bir yetişkinle konuşun.

Güvenli yiyecek ve su alımı

- **Temiz su için:** Su en önemli şeydir. Yalnızca temiz olduğundan emin olduğunuz suyu için (örneğin şişelenmiş, filtrelenebilir veya kaynatılmış). Nehirlerden, göllerden veya su

birikintilerinden asla su içmeyin.

- **Yiyeceklerinizi seçin:** Çiğ et ve uzun süre güneşte kalmış yiyeceklerden kaçının. Yalnızca temiz ve taze görünen yiyecekleri yiyin.
- **Su şişelerini paylaşmayın:** Mümkünse kendi şişenizden içtiğinizden emin olun. Bu, hastalık bulaşma riskini azaltır.

Vücudunuza iyi bakmak, yolculuğunuza iyi bakmak gibidir; kendinize ne kadar iyi bakarsanız, yolculuğunuz o kadar güvenli ve kolay olur.

ÇOCUK İNSAN TİCARETİ VE KAÇAKÇILIĞININ RİSKLERİNİ ANLAMA REHBERİ

İnsan ticareti ve kaçakçılığı nedir?

- **Kaçakçılık**, birinin genellikle para karşılığında sınırı geçmenize yardım etmesidir. Sınırı güvenli bir şekilde geçtikten sonra, işi biter.
- **İnsan ticareti**, birinin sizi zorla çalıştırma, dilencilik, cinsel istismar veya diğer istismar biçimleri için sahte vaatlerde veya tehditlerde bulunarak sömürdüğü bir suçtur. İnsan tacirleri hayatınızın kontrolünü ele geçirmek ve sizden faydalanmak ister.

Bir insan tacirini veya kaçakçısını nasıl tanırırsınız?

- **Sahte vaatler:** Size mükemmel bir iş, yüksek bir maaş veya yurt dışında eğitim teklif ederler, ancak herhangi bir belge veya yeterlilik istemezler. Vaatler gerçek olamayacak kadar iyi görünür.
- **Size sundukları seyahat ve konaklama koşullarına dikkat edin:** Kirli, kalabalık ve sağlıksız konaklama yerlerinde kalmanız isteniyor, hareket özgürlüğünüzü kısıtlıyorlar: Yerlerden ayrılmamanıza, başkalarıyla iletişim kurmanıza veya yardım istemenize izin vermiyorlar, telefon ve iletişim kullanımınızı kontrol ediyorlar.
- **Belgelere el koyma:** Pasaportunuzu, kimlik kartınızı veya diğer belgelerinizi “güvenlik” veya “daha hızlı seyahat için” teslim etmenizi istiyorlar. Bu, sizi kontrol etmenin bir yolu. Belgelerinizi kimseye vermeyin.
- **Belirsiz seyahat:** Bilmediğiniz yerlere seyahat edeceğinizi, rota değiştireceğinizi veya bilmediğiniz evlerde ve depolarda kalacağınızı söylüyorlar. Size seyahatin tam yerini veya amacını söylemek istemiyorlar.
- **Belirsiz talimatlar:** Anlamadığınız şeyler yapmanız, size açıklanmayan yerlere gitmeniz veya soru sormamanız isteniyor. Bu, sizi şaşırtmak ve kontrol etmek istediklerinin bir işareti olabilir.
- **İzolasyon ve gözetim:** Sizi hemen diğer insanlardan veya arkadaşlarınızdan ayırırlar. Cep telefonunuzu kullanmanıza, ailenizle konuşmanıza veya başkalarıyla iletişim kurmanıza izin vermezler.
- **Tehditler ve korku:** Talimatlarına uymazsanız, kaçakçılar ve insan tacirleri sizi veya ailenizi korkutabilir, tehdit edebilirler.
- **“İş” veya “söz” şartlarına dikkat edin:** Size bir iş sözü verilir ancak ücret ödenmez veya tüm para “seyahat masrafları” için kesilir. Tehlikeli koşullarda, mola veya yemek olmadan fazla mesai yapmak zorunda kalırsınız. Tehdit altında bile olsanız, sizden cinsel hizmetler veya şüpheli faaliyetlere katılmanız istenir.

Ne yapmalısınız?

- Mümkünse, tanıdığınız, ailenizden veya daha önce tanıdığınız ve **kötü niyetli olmadıklarını bildiğiniz kişilerle seyahat edin.**
- **Belgelerinize dikkat edin.** Belgelerinizi her zaman yanınızda, iç cebinizde veya para kemeri gibi güvenli bir yerde saklayın. Kimseye vermeyin.
- **Sorular sorun.** Kişiye nereye gittiğinizi, neden gittiğinizi ve vardığınızda ne olacağını sorun.

Cevap vermekten kaçınırlarsa veya cevapları belirsizse, bu kötü bir işarettir.

- **İçgüdülerinize güvenin.** Kendinizi güvende hissetmiyorsanız, korkuyorsanız veya durum size yanlış geliyorsa, o kişiden veya gruptan uzaklaşın.
- **Yardım isteyin.** Tehlikedeyseniz, güvenli bir yere başvurun. Polise, koruma hizmetlerine, yardım çalışanlarına (gönüllülere) veya halktan kişilere seslenin. Gerekirse bağırın.

Bildirmenin Önemi

- İçinde bulunduğunuz durumdan **sorumlu olmadığınızı** ve korunma hakkınız olduğunu anlamanız önemlidir.
- **Şüpheli durumları bildirin:** Güvende olduğunuzda, durumunuzu uzmanlara veya yardım çalışanlarına anlatın. Bu, sizin gibi diğer çocukların korunmasına yardımcı olabilir.

ÇOCUĞA CINSİYETE DAYALI ŞİDDETEN KORUMAK İÇİN TAVSİYELER

Cinsiyete dayalı şiddet nedir?

Cinsiyete dayalı şiddet (gender-based violence - GBV), bir kişiye cinsiyeti nedeniyle uygulanan her türlü şiddet eylemidir (fiziksel, cinsel, psikolojik, duygusal ve ekonomik zorlama). İster erkek ister kız olsun, herkesin başına gelebilir ve fail bir erkek veya kadın olabilir.

Şiddet biçimleri:

- **Fiziksel şiddet:** Vurma, itme, tokatlama, yakma gibi her türlü fiziksel istismar.
- **Cinsel şiddet:** İstenmeyen herhangi bir cinsel eylem, dokunma, yorum veya zorlama. Kimse izniniz olmadan vücudunuza dokunmamalıdır.
- **Duygusal/psikolojik şiddet:** Hakaret etmeyi, aşağılamayı, tehdit etmeyi, korkutmayı, sizi diğer insanlardan soyutlamayı ve hayatınızı ve kararlarınızı kontrol etmeyi içerir.
- **Ekonomik zorlama:** Para veya belge almak, sizi ücretsiz çalışmaya zorlamak veya yiyecek ve barınağa erişiminizi kısıtlamak.

Cinsiyete dayalı şiddet riskini fark etmek için önemli ipuçları ve beceriler

1. İç sesinizi dinleyin

- **İçgüdülerinize güvenin:** Bir durum size tehlikeli veya rahatsız edici geliyorsa, muhtemelen öyledir. İçgüdüleriniz en önemli uyarı sinyalidir.
- **“Tuhaf” bir his:** Eğer korkuyorsanız veya birinin size davranış biçiminden hoşlanmıyorsanız, o kişiden veya durumdan uzaklaşın.

2. Sahte vaatlere ve taleplere dikkat edin

- **Gerçek olamayacak kadar iyi:** Gerçek olamayacak kadar iyi görünen tekliflere şüpheyle yaklaşın; örneğin, kolay bir seyahat, yurtdışında mükemmel bir yaşam veya hiçbir çaba harcamadan yüksek bir maaş vaatleri.
- **Belgelere el konulması:** Kimse “güvenlik nedeniyle” veya “seyahatinizi hızlandırmak” için belgelerinizi (pasaport, kimlik kartı) istememelidir. Bu, sizi kontrol etmenin en yaygın yoludur. Belgelerinizi her zaman güvende tutun.
- **Gizlilik:** Size tam rotayı, nerede uyuyacağınızı veya yol boyunca neler olacağını söylemeyen insanlara karşı dikkatli olun. Netlik ve saydamlık, güvenliğin bir işaretidir.

3. İletişimde Kalın

- **Kendinizi ayırtmayın:** Zorbalar sizi arkadaşlarınızdan, ailenizden veya birlikte seyahat ettiğiniz diğer kişilerden ayırmaya çalışabilir. Her zaman güvendiğiniz insanlarla birlikte olmaya çalışın.
- **Varsa cep telefonunuzu kullanın:** Kimsenin cep telefonunuzu almasına izin vermeyin. Güvendiğiniz kişilerle iletişim kurmak için kullanın.
- **İssiz yerlere gitmeyin:** Karanlık sokaklardan, terk edilmiş binalardan veya özellikle geceleri ıssız yerlerden kaçın. İyi aydınlatılmış, kalabalık alanlarda kalın.

4. “HAYIR” deyin ve yardım alın

- **Sesiniz güçlü:** Sizi rahatsız eden her şeye “HAYIR” deme hakkınız var. Uygunsuz istekleri reddetmekten korkmayın.

- **Tehlikedeyseniz bağırın:** Biri size saldırmaya çalışırsa, yüksek sesle “YARDIM” diye bağırmaktan çekinmeyin.
- **Kime başvuracağınızı bilin:** Tehlikedeyseniz veya yardıma ihtiyacınız varsa, polise, yardım çalışanlarına, gönüllülere (örneğin Kızılhaç) veya diğer sivil toplum temsilcilerine başvurun.

Kızlar için özel ipuçları

- **Sahte vaatlere ve “koruma”ya dikkat edin:** Size bir şey karşılığında özel “koruma” veya evlilik teklif eden erkeklere veya kadınlara karşı dikkatli olun. Bunlar genellikle sizi kontrol etmek ve zorla çalıştırma veya cinsel sömürü için kullanmak için kullanılan hilelerdir. Güvenliğiniz satılık değildir.
- **Tuvaleti ve duşu güvenli bir şekilde kullanın:** Mümkünse tuvalete güvendiğiniz bir arkadaşınızla veya başka bir kadınla gidin. Tek başınıza gitmeniz gerekiyorsa, yalnızca gündüzleri iyi aydınlatılmış yerlere gidin ve kapının kilitli olduğundan emin olun.
- **Bir grupta uyuyun:** Bir kampta veya barınaktaysanız, diğer kadınların ve kızların yanında uyumaya çalışın. Bir grupta uyumak daha fazla güvenlik sağlar.
- **Tanımadığınız erkeklerle yalnız seyahat etmeyin:** Tanımadığınız erkeklerle araba, kamyon veya diğer araçlarda seyahat etmekten kaçının, varış noktanıza ulaşmanın tek yolu söylerlerse bile.
- **Yardıma ihtiyacınız varsa bir yetkiliye başvurun:** Kamplarda, sınır kapılarında veya yardım merkezlerinde, bir konuda endişeleniyorsanız yardım görevlilerine veya polis memurlarına başvurun.
- **İçgüdülerinize güvenin:** Birinin yanında kendinizi rahatsız hissediyorsanız, uzaklaşın.
- **Kendinizi savunmayı öğrenin:** Şiddet asla sizin hatanız değildir. Bazen kendinizi savunabileceğinizi göstermeniz önemlidir. Net ve yüksek sesli bir “HAYIR”, saldırganı caydırabilir.
- **İhtiyacınız olan hijyen ürünlerini edinin:** Hijyen ürünleri (ped veya sabun gibi) karşılığında asla seks yapmayı kabul etmeyin. Bunları size ücretsiz olarak verebilecek yardım kuruluşları mevcuttur.

نهادهای و مخاطبین مهم در کرواسی

اینها سازمانها و خدماتی هستند که می‌توانند در طول اقامت شما در کرواسی، پشتیبانی، حفاظت و اطلاعات لازم را در اختتام شما قرار دهند.

شماره اضطراری واحد اروپایی

- شماره: ۱۱۲ (شماره اضطراری واحد برای کل اتحادیه اروپا)
- رایگان است.
- برای موارد اضطراری استفاده می‌شود: در مواقعی که فوراً به کمک پلیس، آتش‌نشانی یا خدمات فوریت‌های پزشکی نیاز دارید، از آن استفاده کنید.
- ۲۴ ساعت شبانه‌روز و ۷ روز هفته در دسترس است.
- پشتیبانی چندزبانه: اپراتورهای ۱۱۲ می‌توانند به زبان‌های خارجی نیز ارتباط برقرار کنند.
- ارسال پیامک: در برخی شرایط، می‌توان با ارسال پیامک به ۱۱۲ نیز درخواست کمک کرد.
- مکان‌یابی خودکار: اگر نمی‌دانید کجا هستید، اپراتور می‌تواند مکان شما را تعیین کرده و تماس را به سرویس‌های مربوطه ارسال کند.
- چندین سرویس اضطراری: یک تماس واحد با ۱۱۲ عملاً چندین سرویس را آگاه می‌کند، زیرا اپراتور اطلاعات را به تمام سرویس‌های لازم منتقل می‌کند.

پلیس

- شماره: ۱۹۲ (شماره اضطراری)
- کاری که انجام می‌دهند: آنها در مواقع اضطراری کمک می‌کنند، امنیت را فراهم می‌کنند و در صورت خطر از شما محافظ می‌کنند. اگر قربانی خشونت هستید یا در هر نوع مشکلی قرار دارید، با آنها تماس بگیرید.

کمک‌های پزشکی اورژانسی

- شماره: ۱۹۴ (شماره اورژانس) یا شماره واحد اروپایی ۱۱۲
- کاری که انجام می‌دهند: اگر بیمار یا مجروح هستید، کمک‌های پزشکی سریع ارائه می‌دهند. اگر حالتان خوب نیست، در تماس با آنها تردید نکنید.

موسسه مددکاری اجتماعی کرواسی

- کاری که آنها انجام می‌دهند: خدماتی که مسئول امنیت و رفاه شما هستند. آنها حق شما را برای داشتن قیم که نماینده شما باشد تضمین می‌کنند، در کارهای اداری، اسکان، آموزش به شما کمک می‌کنند و اطمینان حاصل می‌کنند که شما در کرواسی از حقوق خود استفاده یا محافظت می‌کنید.



<https://socskrb.hr/>

صلیب سرخ کرواسی

- کاری که آنها انجام می‌دهند: آنها کمک‌های بشردوستانه مانند غذا، لباس و اقلام بهداشتی ارائه می‌دهند. در صورت جدایی از خانواده، آنها می‌توانند به شما در برقراری ارتباط مجدد با خانواده یا دوستان کمک کنند.



<https://www.hck.hr/>

یونیسف (دفتر کرواسی)

• فعالیت آنها: آنها برای حفاظت از حقوق همه کودکان در کرواسی، از جمله کودکان پناهنده و مهاجر، تلاش می‌کنند. آنها می‌توانند در مورد حقوق شما مشاوره ارائه دهند و شما را به خدماتی که می‌توانند پشتیبانی مورد نیاز شما را فراهم کنند، ارجاع دهند.



<https://www.unicef.org/croatia/>

تلفن پشتیبانی

• شماره: ۱۱۶ ۱۱۱ (شماره رایگان و ناشناس)

• کاری که آنها انجام می‌دهند: این خط تلفن کمکی برای کودکان است. اگر می‌خواهید با کسی در مورد افکار یا احساسات خود صحبت کنید، می‌توانید تماس بگیرید یا پیام ارسال کنید. مکالمه محرمانه و ناشناس است. در آنجا می‌توانید به زبان‌های انگلیسی، فرانسوی، ترکی، اوکراینی، روسی، پشتو و عربی با شخصی که می‌توانید به او اعتماد کنید، مکاتبه کنید. اگر نمی‌خواهید، لازم نیست خودتان را به آنها معرفی کنید، آنها همچنان به شما پشتیبانی و مشاوره می‌دهند. برای ارسال پیام، کد را اسکن کنید:



<https://hrabritelefon.hr/>

مرکز حقوقی کرواسی

- کاری که آنها انجام می‌دهند: آنها کمک حقوقی رایگان ارائه می‌دهند. اگر در مورد حقوق، وضعیت اقامت در کرواسی یا رویه خود سؤالی دارید، می‌توانند به شما مشاوره رایگان ارائه دهند.



<https://www.hpc.hr/>

مرکز کودکان گمشده و مورد آزار و اذیت

- کاری که آنها انجام می‌دهند: آنها در کمک به کودکانی که قربانی خشونت یا سوءاستفاده هستند، تخصص دارند. اگر هر نوع خشونتی را تجربه کرده‌اید، می‌توانید با آنها تماس بگیرید.



<https://cnzd.org/>

خدمات پناهندگان یسوعی (JRS)

• کاری که آنها انجام می‌دهند: آنها از پناهندگان و پناهجویان، از جمله کودکان بدون همراه، حمایت می‌کنند. آنها می‌توانند در زمینه مشاوره حقوقی، ادغام در جامعه و ارائه پشتیبانی روانی-اجتماعی به شما کمک کنند. آنها همچنین فعالیت‌ها و کارگاه‌های مختلفی را سازماندهی می‌کنند که می‌تواند به شما در برقراری ارتباط با همسالانتان کمک کند.



<https://hrv.jrs.net/>

مرکز مطالعات صلح (CMS)

• کاری که آنها انجام می‌دهند: آنها از حقوق بشر محافظت می‌کنند و به پناهندگان، پناهجویان و سایر مهاجران کمک حقوقی ارائه می‌دهند. آنها می‌توانند در مورد وضعیت شما در کرواتسی مشاوره حقوقی رایگان ارائه دهند و حقوق شما را توضیح دهند، که اگر قصد اقامت یا درخواست پناهندگی دارید، بسیار مهم است.



<https://www.cms.hr/>

آیا شما جدی هستید؟ (AYS)

• کاری که آنها انجام می‌دهند: آنها به افرادی که به دنبال حمایت بین‌المللی یا موقت هستند و آن را دریافت می‌کنند، پشتیبانی ارائه می‌دهند. داوطلبان آنها از طریق ابتکارات آموزشی و دوره‌های زبان می‌توانند به شما در تحصیل و تکالیف مدرسه کمک کنند و در فروشگاه رایگان آنها می‌توانید کفش، لباس و اسباب‌بازی برای خودتان پیدا کنید.



<https://www.areyousyrious.eu/our-programs/>

(CKD) مرکز فرهنگ گفتگو

• فعالیت آنها: در صورتی که پناهندگان تصمیم به ماندن در کرواسی بگیرند، از آنها برای ادغام در جامعه کرواسی حمایت می‌کنند.



<https://ccd.hr/>

• **فعالیت آنها:** یک سازمان مذهبی که راهنمایی‌های معنوی برای مسلمانان کرواسی ارائه می‌دهد. آنها می‌توانند در صورت تمایل به بازدید از مسجد، دعا و اقامه نماز در آنجا، جشن گرفتن عید یا در صورت نیاز به راهنمایی و مشاوره معنوی به شما کمک کنند.



<https://www.islamska-zajednica.hr/>

انجمن کمک‌های روانشناسی (DPP)

• **کاری که انجام می‌دهند:** در مرکز مدوس برای کودکان، جوانان و خانواده‌ها، آنها خدمات مشاوره و روان‌درمانی فردی، خانوادگی و شریک زندگی و همچنین برنامه‌های گروهی برای همه گروه‌های سنی ارائه می‌دهند تا بتوانند در مورد سلامت روان به شما مشاوره دهند.



<https://dpp.hr/>

مرکز توانبخشی استرس و تروما (RTCZG)

- کاری که آنها انجام می‌دهند: آنها پشتیبانی حرفه‌ای روانشناختی و اجتماعی را برای افرادی که فرصت‌ها و امکانات کمتری دارند، ارائه می‌دهند. آنها می‌توانند به شما مشاوره و پشتیبانی ارائه دهند تا بر افکار منفی غلبه کنید و پتانسیل خود را تحقق بخشید.



<https://rctzg.hr/>

پزشکان جهان (MdM)

- فعالیت آنها: آنها در مرکز پذیرش پناجویان حمایت بین‌المللی فعالیت می‌کنند و در آنجا خدمات پزشکی به افراد حاضر در مرکز پذیرش ارائه می‌دهند. در صورت نیاز به هرگونه کمک پزشکی در طول اقامتتان در آنجا، می‌توانند به شما کمک کنند.



<https://www.facebook.com/MdMCroatia/>

امکانات بهداشتی:

هر شهر و شهرک بزرگی یک مرکز بهداشتی یا بیمارستان دارد که می‌توانید از آنجا کمک پزشکی دریافت کنید. در صورت نیاز به کمک پزشکی با معلم یا قیم خود تماس بگیرید.

نکات عمومی برای سفر ایمن

یک روش ایمن برای سفر انتخاب کنید

- از قاچاقچیان و مسیرهای غیرقانونی دوری کنید: سفر با کمک قاچاقچیان و عبور غیرقانونی از مرزها بسیار خطرناک است. شبکه‌های قاچاق شما را در معرض خشونت، قاچاق انسان و استثمار جنسی قرار می‌دهند. مهم است بدانید: این تنها راه رسیدن به مقصد نیست.

- درخواست الحاق خانواده: اگر در یک کشور اروپایی خانواده دارید، رویه‌ها و برنامه‌های قانونی برای الحاق خانواده وجود دارد. از کمک حقوقی استفاده کنید و در مورد حقوق خود برای الحاق خانواده اطلاعات کسب کنید.

- درخواست حمایت و وضعیت قانونی: با درخواست حمایت بین‌المللی (پناهندگی)، وارد سیستم حمایت بین‌المللی می‌شوید که در آن از حقوق، مراقبت و حمایت تضمین‌شده برخوردار هستید. این همچنین پیش‌نیاز جستجو و الحاق خانواده است.

- بازار کار و آموزش: وضعیت متقاضی حمایت بین‌المللی به شما این امکان را می‌دهد که در آموزش و پرورش شرکت کنید و در نهایت برای رسیدن به اهداف خود یا حمایت از خانواده‌تان وارد بازار کار شوید.

- در مورد اهداف خود صادق باشید: با متخصصانی که از شما مراقبت می‌کنند صحبت کنید، آنها آنجا هستند تا به شما کمک کنند. مهم است که صادقانه به آنها بگویید هدف نهایی شما از این سفر چیست و چه چیزی در انتظار شماست. تنها در صورتی که آنها هدف شما را بدانند، متخصصان می‌توانند جایگزین‌های ایمن، قانونی و واقع‌بینانه‌ای را به شما ارائه دهند و شما را در مورد برنامه‌هایی که به شما امکان می‌دهد بدون ادامه سفر به شیوه‌ای ناامن و قرار دادن خود در معرض خطرات جدید در طول مسیر، به آن هدف برسید، مطلع کنند.

از محیط اطراف خود آگاه باشید

- به اطرافیان خود توجه کنید. توجه کنید که آیا کسی شما را تعقیب می‌کند، چه کسی به شما نزدیک می‌شود و چه کسی پیشنهاد کمک به شما می‌دهد.

- به غرایز خود اعتماد کنید. اگر چیزی اشتباه یا خطرناک به نظر می‌رسد، از آن موقعیت خارج شوید.

- مکان‌ها را به خاطر بسپارید. سعی کنید نام مکان‌ها، خیابان‌ها و ساختمان‌های مهم اطراف را به خاطر بسپارید.

اطلاعات و ارتباطات

- اطلاعات شخصی خود را به اشتراک نگذارید. به غریبه‌ها نگوید کجا هستید، اهل کجا هستید یا به کجا می‌روید. به ویژه در مورد اطلاعات خانوادگی محتاط باشید.

- از یک کلمه "ایمن" استفاده کنید. اگر با کسی که می‌شناسید سفر می‌کنید، در مورد یک کلمه یا عبارت برای استفاده در صورت احساس ناراحتی یا خطر توافق کنید.

- شماره‌های اضطراری خود را بدانید. اگر به تلفن دسترسی دارید، شماره‌های پلیس و خدمات اورژانسی در کشوری که در آن هستید را یاد بگیرید.

- باتری تلفن همراه: مطمئن شوید که همیشه باتری کافی در تلفن همراه خود دارید تا در صورت نیاز بتوانید درخواست کمک کنید.

پول و اشیاء قیمتی

- پول و اسناد را در جای امنی نگه دارید. از کمر بند یا جیب داخلی برای پنهان کردن اشیاء قیمتی خود استفاده کنید.

- از نشان دادن پول خودداری کنید. پول و اشیاء قیمتی را به دیگران نشان ندهید.
- نسبت به پیشنهادهای «کمک» در مدیریت پول محتاط باشید. برخی افراد ممکن است پیشنهاد «کمک» به شما در مورد پولتان را بدهند، اما این می‌تواند یک تله باشد.

موقعیت‌های پرخطر

- از مناطق خلوت دوری کنید. در مناطق روشن و شلوغ، به خصوص در شب، قدم بزنید.
- سوار وسایل نقلیه غریبه نشوید. هرگز سوار ماشین، ون یا کامیون کسی که نمی‌شناسید نشوید.
- مراقب مأموران یا افسران پلیس «جعلی» باشید. اگر کسی که ادعا می‌کند مأمور پلیس است اما نشان رسمی ندارد به شما نزدیک شد و به نظر شما مشکوک است، از افراد نزدیک کمک بگیرید.

سالم و قوی بمانید

- مراقب سلامتی خود باشید. به اندازه کافی آب بنوشید و سعی کنید مرتباً غذا بخورید. اگر بیمار هستید، به پزشک مراجعه کنید.

اگر احساس ناخوشی می‌کنید یا در معرض خطر هستید، درخواست کمک کنید. یک سیستم حفاظت ملی (پلیس، آتش نشانی، خدمات اورژانس) و همچنین سازمان‌ها و افرادی وجود دارند که برای کمک به شما در آنجا هستند. اینها خدمات اورژانسی مانند آمبولانس، آتش نشانی و پلیس هستند و اغلب داوطلبانی از صلیب سرخ و سایر سازمان‌های جامعه مدنی نیز در این امر دخیل هستند.

بهداشت و سلامت در سفر

در یک سفر طولانی، مراقبت از خود بسیار مهم است. حفظ بهداشت و نظارت بر سلامتی به شما کمک می‌کند تا قوی بمانید و از بیماری جلوگیری کنید.

رعایت بهداشت

- شستن دست‌ها: دست‌ها رایج‌ترین راه پخش باکتری‌ها هستند. همیشه قبل از غذا خوردن و بعد از استفاده از توالت، دست‌های خود را با صابون و آب تمیز بشویید. اگر صابون در دسترس نیست، از آب یا ضدعفونی‌کننده دست استفاده کنید.

- حمام کردن و شستن لباس‌ها: اگر فرصت دارید، از آن برای شستن خود و لباس‌هایتان استفاده کنید. لباس‌ها و بدن تمیز خطر عفونت‌ها و بیماری‌های پوستی را کاهش می‌دهد.

- بهداشت دهان و دندان: اگر مسواک و خمیردندان دارید، دندان‌های خود را مسواک بزنید. این کار به جلوگیری از درد و عفونت دهان کمک می‌کند.

- بهداشت برای دختران: دختران باید در دوران قاعدگی به بهداشت توجه ویژه‌ای داشته باشند. از نوار بهداشتی تمیز استفاده کنید. اگر آنها را ندارید، با متخصصان و سایر کارکنان موسسه‌ای که در آن اقامت دارید تماس بگیرید - آنها به شما کمک خواهند کرد.

تشخیص علائم بیماری

- افزایش دمای بدن: اگر احساس گرما، سردرد یا تعریق دارید، ممکن است نشانه تب باشد.
- مشکلات گوارشی: اسهال، استفراغ یا درد معده ممکن است به این معنی باشد که چیزی فاسد خورده‌اید یا آب کثیف نوشیده‌اید. از نزدیکترین داروخانه یا مرکز درمانی کمک بگیرید.
- تغییرات پوستی: اگر متوجه بثورات، قرمزی، زخم یا خارش شدید، این ممکن است نشانه بیماری پوستی باشد. زخم‌ها را با دست‌های کثیف لمس نکنید.
- سرفه و مشکل در تنفس: علائمی مانند سرفه، گلودرد یا مشکل در تنفس ممکن است نشان دهنده عفونت تنفسی باشد. از معلم یا سایر کارکنان مرکز اقامتی که در آن اقامت دارید کمک بخواهید.
- ضعف عمومی: اگر خیلی خسته هستید، احساس ضعف یا سرگیجه دارید، بدن شما در حال ارسال سیگنالی است که نشان می‌دهد مشکلی وجود دارد.
- چه باید کرد؟ اگر هر یک از این علائم را تجربه کردید، فوراً کمک بخواهید. با معلم یا بزرگسال دیگری که به او اعتماد دارید صحبت کنید.

مصرف آب و غذای سالم

- نوشیدن آب تمیز: آب مهمترین چیز است. فقط آبی را بنوشید که از تمیز بودن آن مطمئن هستید (مثلاً بطری، فیلتر شده یا جوشیده). هرگز آب رودخانه‌ها، دریاچه‌ها یا گودال‌ها را ننوشید.
- غذای خود را انتخاب کنید: از گوشت خام و غذایی که مدت زیادی در آفتاب مانده است، خودداری کنید. فقط غذایی بخورید که تمیز و تازه به نظر برسد.
- بطری‌های نوشیدنی را به اشتراک نگذارید: در صورت امکان، حتماً از بطری خودتان بنوشید. این کار خطر شیوع بیماری را کاهش می‌دهد.
- مراقبت از بدنتان مانند مراقبت از سفرتان است - هرچه بهتر از خودتان مراقبت کنید، سفرتان ایمن‌تر و آسان‌تر خواهد بود.

برای کودکان جهت تشخیص خطرات قاچاق انسان و قاچاقچیان

قاچاق و قاچاقچیان چیست؟

- **قاچاق** زمانی است که کسی به شما کمک می‌کند از مرز عبور کنید، معمولاً برای پول. وقتی به سلامت از مرز عبور کردید، کار آنها تمام شده است.
- **قاچاق انسان** جرمی است که در آن کسی با وعده‌ها یا تهدیدهای دروغین از شما برای کار اجباری، گدایی، استثمار جنسی یا سایر اشکال سوءاستفاده سوءاستفاده می‌کند. قاچاقچیان می‌خواهند زندگی شما را به دست بگیرند و از شما سوءاستفاده کنند.

چگونه یک قاچاقچی انسان یا قاچاقچی را تشخیص دهیم؟

- **وعده‌های دروغین:** آنها به شما شغل عالی، حقوق بالا یا تحصیل در خارج از کشور را پیشنهاد می‌دهند، اما هیچ مدرک یا مدرکی نمی‌خواهند. این وعده‌ها بیش از حد خوب به نظر می‌رسند که واقعی باشند.
- **به شرایط سفر و اقامتی که به شما ارائه می‌دهند توجه کنید:** شما ملزم به اقامت در فضاهای کثیف، شلوغ و ناسالم هستید، آنها آزادی حرکت شما را محدود می‌کنند: آنها به شما اجازه نمی‌دهند محل را ترک کنید، با دیگران ارتباط برقرار کنید یا درخواست کمک کنید، آنها استفاده شما از تلفن و ارتباطات را کنترل می‌کنند.
- **توقیف مدارک:** آنها از شما می‌خواهند که گذرنامه، کارت شناسایی یا سایر مدارک خود را «به دلایل امنیتی» یا «برای سفر سریع‌تر» تحویل دهید. این راهی برای کنترل شماست. مدارک خود را به کسی ندهید.
- **سفرهای مبهم:** آنها به شما می‌گویند که به مکان‌های ناشناخته سفر خواهید کرد، مسیرها را تغییر می‌دهید یا در خانه‌ها و انبارهای ناآشنا اقامت خواهید داشت. آنها حاضر نیستند مکان دقیق یا هدف سفر را به شما بگویند.
- **دستورالعمل‌های مبهم:** آنها از شما می‌خواهند کارهایی انجام دهید که نمی‌فهمید، به مکان‌هایی بروید که برای شما توضیح داده نشده است یا سوالی نپرسید. این ممکن است نشانه این باشد که آنها می‌خواهند شما را گم و کنترل کنند.
- **انزوا و نظارت:** شما بلافاصله از افراد دیگر یا دوستانتان جدا می‌شوید. اجازه استفاده از تلفن همراه، صحبت با خانواده یا تماس با دیگران را ندارید.

- **تهدید و ترس:** قاچاقچیان و سوداگران ممکن است در صورت عدم پیروی از دستورالعمل‌هایشان، شما یا خانواده‌تان را بترسانند، تهدید کنند.

- **مراقب شرایط «شغل» یا «قول» باشید:** اگر به شما قول شغلی داده شده اما پولی به شما پرداخت نشده یا تمام پول «برای هزینه‌های سفر» کسر شده است. شما مجبور به اضافه کاری، در شرایط خطرناک، بدون استراحت یا غذا هستید. از شما خواسته می‌شود که مورد آزار جنسی قرار بگیرید یا در فعالیت‌های مشکوک شرکت کنید، حتی با وجود تهدید.

چه باید کرد؟

- در صورت امکان، همیشه با افرادی که می‌شناسید سفر کنید، چه اعضای خانواده باشند و چه افرادی که قبلاً آنها را می‌شناخته‌اید و می‌دانید که نیت بدی ندارند.

- **مراقب مدارک خود باشید.** همیشه مدارک خود را همراه خود، در مکانی امن مانند جیب داخلی یا کمر بند پول نگه دارید. آنها را به کسی ندهید.
- **سوال بپرسید.** از فرد بپرسید که به کجا می‌روید، چرا می‌روید و وقتی به آنجا برسید چه اتفاقی خواهد افتاد. اگر از پاسخ دادن طفره می‌روند یا پاسخ‌هایشان مبهم است، این نشانه بدی است.
- **به غرایز خود اعتماد کنید.** اگر احساس ناامنی، ترس یا اشتباه بودن موقعیت می‌کنید، از فرد یا گروه دور شوید.
- **کمک بخواهید.** اگر در خطر هستید، به دنبال امنیت باشید. به پلیس، خدمات حفاظتی، امدادگران (داوطلبان) یا مردم عادی مراجعه کنید. در صورت لزوم فریاد بزنید.

اهمیت گزارش دادن

- درک این نکته مهم است که شما مقصر وضعیتی که در آن قرار دارید نیستید و حق دارید از خود محافظت کنید.
- **موقعیت‌های مشکوک را گزارش دهید:** وقتی در امان بودید، داستان خود را برای متخصصان یا امدادگران تعریف کنید. این می‌تواند به محافظت از کودکان دیگری مانند شما کمک کند.

توصیه‌هایی برای کودکان در مورد محافظت از خود در برابر خشونت جنسیتی

خشونت مبتنی بر جنسیت چیست؟

خشونت مبتنی بر جنسیت هرگونه عمل خشونت‌آمیز (جسمی، جنسی، روانی یا عاطفی و اجبار اقتصادی) (GBV بر جنسیت) علیه کسی به دلیل جنسیت او است. این می‌تواند برای هر کسی اتفاق بیفتد، صرف نظر از اینکه پسر باشد یا دختر، و مرتکب می‌تواند مرد یا زن باشد.

انواع خشونت:

- **خشونت فیزیکی:** هر نوع آزار فیزیکی، از جمله کتک زدن، هل دادن، سیلی زدن، سوزاندن.
- **خشونت جنسی:** هرگونه عمل جنسی ناخواسته، لمس، اظهار نظر یا اجبار. هیچ کس نباید بدون اجازه شما بدن شما را لمس کند.
- **خشونت عاطفی/روانی:** شامل توهین، تحقیر، تهدید، ارباب، جدا کردن شما از دیگران و کنترل زندگی و تصمیمات شما می‌شود.
- **اجبار اقتصادی:** گرفتن پول یا اسناد، مجبور کردن شما به کار بدون دستمزد یا محدود کردن دسترسی شما به غذا و سرپناه.

نکات و مهارت‌های خاص برای تشخیص خطر خشونت مبتنی بر جنسیت

۱. به صدای درونی خود گوش دهید

- به غرایز خود اعتماد کنید: اگر موقعیتی برای شما خطرناک یا ناراحت‌کننده به نظر می‌رسد، احتمالاً همینطور است. احساس درونی شما مهمترین سیگنال هشدار دهنده شماست.
- یک احساس «عجیب»: اگر احساس ترس می‌کنید یا از نحوه برخورد کسی با خود خوششان نمی‌آید، از آن شخص یا موقعیت دور شوید.

۲. مراقب وعده‌ها و تقاضاهای دروغین باشید

- بیش از حد خوب برای واقعی بودن: به پیشنهادهایی که بیش از حد خوب به نظر می‌رسند مشکوک باشید - به عنوان مثال، وعده‌های یک سفر آسان، یک زندگی عالی در خارج از کشور یا حقوق زیاد بدون هیچ تلاشی.
- توقیف اسناد: هیچ کس نباید مدارک شما (گذرنامه، کارت شناسایی) را «برای امنیت» یا «برای تسریع سفرتان» درخواست کند. این رایج‌ترین روش برای کنترل شماست. همیشه اسناد خود را ایمن نگه دارید.
- رازداری: مراقب افرادی باشید که تمایلی به گفتن مسیر دقیق، محل خواب یا اتفاقات در مسیر به شما ندارند. وضوح و شفافیت نشانه امنیت است.

۳. در ارتباط باشید

- **خودتان را منزوی نکنید:** قلدرها ممکن است سعی کنند شما را از دوستان، خانواده یا دیگرانی که با آنها سفر می‌کنید جدا کنند. همیشه سعی کنید با افرادی باشید که به آنها اعتماد دارید.
- **در صورت داشتن تلفن همراه، از آن استفاده کنید:** اجازه ندهید کسی تلفن همراه شما را بگیرد. از آن برای ارتباط با کسانی که به آنها اعتماد دارید استفاده کنید.
- **به مکان‌های خلوت نروید:** از خیابان‌های تاریک، ساختمان‌های متروکه یا مکان‌های خلوت، به خصوص در شب، خودداری کنید. به مناطق پر نور و شلوغ بروید.

۴. «نه» بگویید و درخواست کمک کنید

- **صدای شما قوی است:** شما حق دارید به هر چیزی که شما را ناراحت می‌کند «نه» بگویید. از رد درخواست‌های نامناسب نترسید.
- **اگر در خطر هستید، فریاد بزنید:** اگر کسی سعی کرد به شما حمله کند، از فریاد زدن با صدای بلند «کمک» دریغ نکنید.
- **بدانید به چه کسی مراجعه کنید:** اگر در خطر هستید یا به کمک نیاز دارید، از پلیس، امدادگران، داوطلبان (مثلاً صلیب سرخ) یا سایر نمایندگان سازمان‌های جامعه مدنی کمک بگیرید.

نکات ویژه برای دختران

- **مراقب وعده‌ها و «حمایت» های دروغین باشید:** مراقب مردان یا زنانی باشید که در ازای چیزی به شما «حمایت» ویژه یا ازدواج پیشنهاد می‌دهند. اینها اغلب ترفندهایی برای کنترل شما و استفاده از شما برای کار اجباری یا استثمار جنسی هستند. امنیت شما فروشی نیست.
- **استفاده ایمن از توالت و دوش:** در صورت امکان، با یک دوست یا زن دیگری که به او اعتماد دارید به توالت بروید. اگر مجبورید تنها بروید، فقط در طول روز به مکان‌های روشن بروید و مطمئن شوید که در قفل است.
- **با یک گروه بخوابید:** اگر در اردوگاه یا پناهگاه هستید، سعی کنید نزدیک زنان و دختران دیگر بخوابید. خوابیدن در یک گروه امنیت بیشتری را فراهم می‌کند.
- **تنها با مردان ناشناس سفر نکنید:** از سفر با ماشین، کامیون یا سایر وسایل نقلیه با مردان ناشناس خودداری کنید، حتی اگر به شما بگویند که این تنها راه رسیدن به مقصد شماست.

- اگر به کمک نیاز دارید، از یک مقام رسمی کمک بگیرید: در اردوگاه‌ها، گذرگاه‌های مرزی یا مراکز بشردوستانه، اگر نگران چیزی هستید، از امدادگران یا افسران پلیس کمک بگیرید.
- به غریزه خود اعتماد کنید: اگر در کنار کسی احساس ناراحتی می‌کنید، از او دور شوید.
- یاد بگیرید که از خودتان دفاع کنید: خشونت هرگز تقصیر شما نیست. گاهی اوقات مهم است که نشان دهید می‌توانید از خودتان دفاع کنید. یک «نه» واضح و بلند می‌تواند فرد خاطی را منصرف کند.
- محصولات بهداشتی مورد نیاز خود را تهیه کنید: هرگز در ازای محصولات بهداشتی (مانند پد یا صابون) با رابطه جنسی موافقت نکنید. خبریه‌هایی وجود دارند که می‌توانند آنها را به صورت رایگان در اختیار شما قرار دهند.

