

# How to use the brochure *Are you or do you know someone in one or more of these situations?*

The EUAA developed this brochure as part of a toolbox for information provision in the context of reception in accordance with the communication methodology of the Let's Speak Asylum project.

The brochure presents simple and easy to understand text. Understanding of the messages is further supported by self-explanatory visuals developed for the EUAA and also available on the Let's Speak Asylum Portal for free download and use. This tool has been tested and piloted with applicants to ensure that both the visuals and the messages are clear and easy to understand.

## Purpose of the brochure

- The brochure supports EU Member States and the associated countries in their duty to timely identify vulnerable persons or persons who may have special needs. It aims at encouraging the identification of special needs in adult applicants. It is a tool that can help applicants to understand if they or someone they know are in one or more of the situations described in the brochure and which kind of support and services they can receive inside and outside the reception centre.
- The situations described in the brochure derive from the non-exhaustive list of vulnerable persons described in Article 21 RCD (recast) (1). Other situations, such as forced marriage, have been added. Nevertheless, the brochure does not aim to cover all possible situations and reception staff are reminded to follow an individualised approach to special needs (beyond categories).
- The brochure reinforces the message that applicants can reach out to the staff working in the reception centres and to the authorities to ask for support and help.
- The brochure complements the poster on vulnerabilities and special needs, also available on the Let's Speak Asylum Portal.

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(<sup>1</sup>) [Directive 2013/33/EU](#) of the European Parliament and of the Council of 26 June 2013 laying down standards for the reception of applicants for international protection (recast), (OJ L 180, 29.6.2013).



## When and with whom to use the brochure

1. Use the brochure to provide information to adult persons who have recently arrived in the country (for instance few days after their arrival in the first reception centre).
2. Use the brochure to provide information to adult applicants who might have been recently transferred to second-line reception facilities.

## How to use the brochure

The brochure has been designed as a tool to be complemented by oral provision of information, for use mainly during (group and/or individual) information sessions. Please note that it is not meant to be a stand-alone product.

It is suggested not to hand out the brochure to the applicants outside the scope of an individual and/or group information session. This is for two reasons:

1. the sensitivity of the topics;
2. interaction between the applicants and the staff through an information session is key to promote the idea that the applicants are listened to and can reach out to the staff and access the relevant services in case of need.

In the following pages you will find a [script](#) to support the facilitators when preparing and delivering group information sessions.

## How to customise the brochure

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

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

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

You are strongly encouraged to customise the brochure by adding the following information:

- useful contact details: insert relevant emergency contacts, hotlines numbers, useful numbers that residents can call autonomously (if relevant);
- services available inside the centre: insert the name of the organisation(s) responsible and opening hours; in case of services to which applicants need to be referred, include who is in charge of referral.



- services available outside the centre: include indications on both the opening hours and how to reach a certain service from the reception centre (e.g. if public transportation is available, indicate the bus number/route).

This information can be added as follows:

1. **Non-editable version:** if you cannot edit the PDF file, type the contact details and useful information in a Word file, print it, fold it and staple it at page 11.
2. **Editable version:** In case you can edit the PDF file, you can type directly into the editable fields at pages 11 and 12 (back cover). Emergency numbers, hotlines and similar contacts should appear on the back cover.

Together with the brochure, you could hand out any other information materials specific to your reception centre, such as a map with the location of services.

## How to organise group information sessions using the brochure

- Use the customised brochure.

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

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

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

When preparing your information sessions, consider the following aspects.

### Target group of the information session

- The brochure is addressed to adult applicants only, because of the topics it covers. When inviting the residents to take part in the session, it is key to specify that parents cannot bring their children. The restriction should apply to children of all ages, from infants to adolescents.
- The information session is addressed to literate and less literate applicants. In case residents cannot read, the interpreter can read the content of each scene.
- Group together applicants of the same gender and speaking the same language. Due to the topics covered by the brochure, it is not possible to mix men and women. Groups should also be formed of applicants who speak the same language, in order to



avoid double interpretation which would slow down the dynamics of the session. Consider additional criteria for group segmentation, as per your target audience (e.g. cultural background, education and level of literacy, cognitive and learning difficulties, etc.).

- The groups should include up to 20 participants. Smaller groups are also possible.

### **Facilitation**

- As specified in the script, depending on the context, it is possible not to cover some scenes during the information session. The aim of the brochure is to promote among the participants the identification of special needs that themselves or people they know might have. For instance, the scene regarding female genital mutilation is very sensitive and specific and it might not be useful to talk about it in a session gathering Afghan men.
- To facilitate the information session it is advised to have at least one facilitator and one interpreter. It is also possible to have two facilitators co-leading the information session. It is key that both the facilitator(s) and the interpreter go through the script several times and discuss together how to deliver the information session (which practical tips they would like to employ, which scenes not to cover etc.).
- Space: it is advised to identify a space where the information session can be carried out without any interruption. Depending on the size of the group it is necessary to find a room that is big enough to fit all the participants. Regarding the setting it is recommended to have the chairs placed in a semicircle. Make sure that all participants can hear the facilitator(s) and the interpreter well.
- Projection of the brochure: each participant will be handed a brochure in their own language. If possible, it is also recommendable to project it.
- Time: it is estimated that the information session carried out using the script will take around 75 - 90 minutes.

Please consult the methodology page on the Let's Speak Asylum Portal for more guidance and practical tips on how to organise group information sessions and how to adapt your communication technique according to your audience.



## Script for the facilitator

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

The facilitator introduces the session:

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

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

- *Since we are a group of people, I would suggest we establish some ground rules before starting, in order to get along:*
- *One rule could be, unless you expect urgent calls, please mute your mobile in order not to be disturbed during the session.*
- *There are no right and wrong answers. So I would like to ask you to listen to each other's opinion and to avoid being offensive to each other.*
- *I will now hand you this brochure. We will go through it page by page together.* (The facilitator hands the brochure to the participants).
- *Could you please tell me how you prefer to read the brochure?*
  - a. *Do you want to read each scene by yourself?*
  - b. *Do you prefer the interpreter to read each scene out loud for everybody?*
- a. *If the participants are comfortable in reading the sentences by themselves, after observing that everybody has finished reading, the facilitator will ask the questions for each scene (as per the script).*
- b. *If the participants want the sentences to be read out loud, for each scene the facilitator will first ask the interpreter to read the text. After a few seconds the facilitator will ask the questions as per the script.*

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



## Cover page

### Cover page

1. *Let's have a look at the cover together, where do you think these people are?*
2. *If we leave aside the doctor and the woman in the pink sweater (who are staff), what do you think these people have in common?*



### Practical tips

1. If it does not come from the participants, the facilitator can complement that these people come from different countries and they find themselves in Europe. They are applicants for international protection, live in a reception centre and have special needs. If nobody before mentioned vulnerabilities or special needs, the facilitator can ask *'Which needs do you think these people have?'*
2. Consider also asking a question about the character wearing the rainbow shirt. *'Which symbol do you think the colour of the shirt represents?'* If nobody answers, the facilitator should explain.

## Who can you talk to?

### Page 2

1. *We can go through this page together and see the staff you can talk to and their role.*



### Practical tips

1. Mention the name of the staff member (in order for participants to remember) or the organisation responsible for providing a given service.
2. Explain to the participants where to go to access the services offered inside the reception centre. You can use support material such as a map of the centre with the location of each service. In case of medium-large reception centre, it is also recommended to go with the participants to the different services (a sort of orientation of the services available in the reception centre) at the end of the session.

## Pregnant woman and single parents

### Page 3

1. *Depending on the specific situation, we might have different needs. Let's have a look at the two women. Which services do you think these persons might need?*
  - (a) The facilitator can complement based on the participants' answers.
2. *Who do you think they should contact in order to benefit from these services?*
3. *Let's now have a look at the next situation, the father and the little girl. The father might be alone because his wife stayed in another country, or maybe they are separated, or unfortunately she passed away. If the father was in this reception centre with the little daughter, which kind of services do you think they might need? Who should a parent contact in order to benefit from these services?*



#### Practical tip

- If relevant to the group and in case the participants are not aware, the facilitator can provide information about the services that are available for pregnant women and single parents both inside and outside the reception centre and which staff they need to contact in order to have access to such services.

## Dependency on others due to advanced age

### Page 3

1. *In the reception centre there might be elderly persons. They might be here with some family members or alone. Which kind of support do you think these people might need?*



#### Practical tip

- Highlight that some elderly persons, especially those who are alone, might also be at risk of isolation. The facilitators can take some time to explain the services available to residents who are dependent on others due to their advanced age, both inside and outside the reception centre.



## Child below 18

### Page 4

1. *What do you think these scenes represent?*
2. *There might be persons below 18 who arrive alone, with one of their parents or with other family members. Persons below 18 might have several needs.*



#### Practical tip

- The facilitator should briefly explain that in Europe everyone under the age of 18 is considered a child and children have the right to special protection. The facilitator can then briefly explain which services can be provided to a child who arrived alone, with one of their parents or with other family members. The facilitator should also say which staff is responsible for these services inside the reception centre (and for referral to services outside the centre).

## Physical disabilities or impairments

### Page 5

1. *What do you think is happening in these scenes?*
2. *Which kind of support do you think can be provided by the support staff to someone who is in this situation?*



#### Practical tip

- Since not all types of disabilities could be portrayed in the brochure, it is good practice to mention other types of disabilities, the services that can be provided inside and outside the reception centre, and the staff responsible for the referral.



## Psychological support

### Page 6

1. *Let's focus now on the first scene on the left, what do you think is this scene about?*
2. *What do you think is the role of a psychologist?*
3. *Do you think the psychologist can provide medication in case you or someone you know are in one of these conditions?*
4. *Do you think it is important to seek the help/support of a psychologist? Why?*



### Practical tip

- The facilitator could explain:
  - the role of the psychologist in case the participants did not know.
  - the different role of a psychologist and a psychiatrist, the services they can provide and how to access them either inside or outside the reception centre (for instance how referral to a psychiatrist works).
- Insert the opening hours of the psychological services at the end of the brochure (specify how to access the service, in case it needs to be booked in advance).
- The facilitator could further highlight the fact that asking for help when we are in need is very brave and it is the first step to feel better.



## Medical support

### Page 6

1. *Let's now have a look at the second scene, what do you think it represents?*
2. *Do you think it is important to ask for the support of medical staff (doctor/nurse)?*



### Practical tip

- The facilitator might make reference to:
  - The need not to abuse painkillers or medications prescribed by the medical doctor since they can be very dangerous for health. There are specific reasons if they have been prescribed in a given quantity and for a given duration of days.
  - The procedure regarding specialist visits or referrals (how it works).
- Point out that the opening hours of the medical services are included at the end of the brochure and that you will go through it together in case of any questions.
- In case of female participants, the facilitator can emphasise the importance to do annual check-ups and provide information on how to access the gynaecologist and other services. It is advisable to underline that women can ask any kind of questions or advice regarding their reproductive health to the gynaecologist.

## Harassment and abuse

### Page 7.

1. *Let's focus first on the two scenes on the top of the page. What do you think they represent?*
2. *You see a woman hitting a child and also a man who is silencing and abusing a woman (we do not know if they are a couple or not). Do you think these situations could happen inside or outside the reception centre?*
3. *If we think about other examples of violence and abuse, who can be the victim of violence and abuse? Only girls, women and young children? Or also older boys, men and elderly people?*
4. *You might remember that in the previous scenes we saw some staff working in the centre, such as the doctor, the social worker and the psychologist. We are aware that this is a very sensitive topic, and we would like to ask you something, if you are comfortable with it. Let's try to imagine that you know someone living in the reception centre who is a victim of violence or abuse in the present or was in the past. Would you tell this person to ask for help to any of these staff?*
5. *If yes, to whom?*



### Practical tip

- The facilitator can tell participants who to contact in case someone they know or themselves are or have been victims of violence and abuse and what can be done. (If applicable, mention the information and helplines available at the end of the brochure).
- The facilitator can say; 'Please remember that violence against another human being (a child/a woman/ a man/ the staff working in the centre, etc.) is never allowed or tolerated. Acts of violence are punished'.
- The facilitator should give examples of how acts of violence are punished, as per the national law.



## Discriminated against and/or threatened

### Page 7

1. *What does the scene at the bottom of the page represent?*
2. *Applicable in case participants correctly identify the meaning of the scene or in case the facilitator wants to complement their reply:*

*The two persons on the right are threatening and chasing the two men on the left who are holding their hands. We are aware that in many countries it is very common for men who are friends to hold their hands. In this case, what we wanted to represent is two men who are a couple. They love each other and the persons on the right do not like this.*

3. *We are aware that in some countries around the world, people of the same gender who love each other might be punished by the authorities or/and harassed by other people, or even by their families and community. In Europe, two persons of the same gender loving each other (a man loving a man, or a woman loving a woman) cannot be threatened or beaten, neither by the authorities nor by anyone. As we said before, when talking about violence against children and women, violence against another human being (for instance two men loving each other) is never allowed or tolerated. Acts of violence are punished.*
4. *Do you think this kind of situation could happen either inside or outside the reception centre?*
5. *Let's imagine that you know someone who is insulted, threatened or is victim of violence due to their sexual orientation for instance. Let's remember that this harmful behaviour could be perpetrated by other residents, staff, local/host community, law enforcement authorities. What do you think this person can do? Who could they ask for help?*



#### Practical tip

- *The facilitator can say: Besides sexual orientation, sometimes people are also threatened, discriminated against or assaulted because of their gender identity, when they feel differently from their assigned sex at birth. Similarly, violence or threats against those people cannot be tolerated either. Are you aware of any such case? What do you think this person can do to protect/defend themselves?*
- *Explain which services inside or outside the reception centre support people who are discriminated against or threatened because of who they love, making also reference to the staff in charge.*

## Afraid of somebody or forced to do unwanted things

### Page 8

1. *Let's have a look at the three scenes on this page. Let's start with the one at the bottom, with the door. What do you think this scene represents?*

Follow-up questions to be asked if participants do not understand or only understand few elements:

- *What is the woman doing?*
- *Let's have a look at the door. Can the woman go out?*
- *Let's now have a look at the person in the bubble, what is he doing with his right hand?*
- *What is he holding in his left hand?*

The facilitator clarifies if the participants do not understand the sense of the scene.

2. *Let's now see together the other images*



### Practical tip

Through this scene it is possible to provide information on the topic of trafficking in human beings for the purpose of forced labour, servitude and begging. Although trafficking for the purpose of sexual exploitation or removal of organs is not represented visually, the facilitator can make reference through them. Below are some non-exhaustive examples. The facilitator can choose to focus on one or more.

#### **FORCED LABOUR**

*You might know someone who went through these situations in the past. Let's imagine a man who was approached by some persons who offered him a job in another country. They said they could help him to reach another country illegally. They would provide him with a fake passport, a good job and a place to live. When the man said he had not enough money, they replied not to worry about it. However, when he reached the new country, they started telling him that he owed them a lot of money. The man did not have it. They took his passport, controlled his movement and forced him to work, keeping the money he made out of it.*

#### **FORCED DOMESTIC WORK**

*You might know someone who went through these situations in the past. Let's imagine a woman who was approached by some persons who offered her a job in another country. They said they could help her to reach another country illegally. They would provide her with a fake passport, a good job and a place to live. When the woman said she had not enough money, they replied not to worry about it. However, when the woman reached the new country, they started telling her that she owed them a lot of money. The woman did*



*not have it. They took her passport, controlled her movement and forced her to work as a house-keeper, keeping the money she made out of it.*

### **FORCED PROSTITUTION**

*You might know someone who went through these situations in the past. Let's imagine a woman who was approached by some persons who offered her a job in another country. They said they could help her to reach another country illegally. They would provide her with a fake passport, a good job and a place to live. When the woman said she had not enough money, they replied not to worry about it. However, when the woman reached the new country, they started telling her that she owed them a lot of money. The woman did not have it. They took her passport, controlled her movement and forced her to work as a prostitute, keeping the money she made out of it.*

### **BEGGING**

*You might know someone who went through these situations in the past. Let's imagine a boy who was approached by some persons who offered him a job in another country. They said they could help him to reach another country illegally. They would provide him with a fake passport, a good job and a place to live. When the boy said he had not enough money, they replied not to worry about it. However, when the boy reached the new country, they started telling him that he owed them a lot of money. The boy did not have it. They took his passport, controlled his movement and forced him to beg/ask money in the street, keeping the money he made out of it.*

- 3. Remember that in case you or someone you know was subjected to similar practices in the past, you can talk to the staff working here, in private, about your experience.*



#### **Practical tips**

- The facilitator can explain that these practices could also have happened in the country where they were. Some people might have been subjected to these conditions without necessarily crossing a border.
- The facilitator could explain the participants that they might find or be offered a job and warn them against 'labour exploitation' (e.g. in agriculture, in restaurants, in construction). They could provide information regarding who to contact to ask for advice either inside or outside the reception centre.

## Female genital mutilation

### Page 9

**This scene is considered optional. It might be relevant to talk about this with women coming from countries where FGM was or is still practised.**

1. *Here we are referring to the practice of female genital mutilation which is still carried out in some countries while in others it has been prohibited. It is a form of violence against women and girls.*
2. *In case someone was forced to undergo this practice in the past, they can look for support. Please remember that for any problems related to the reproductive system, it is possible to talk with a gynaecologist.*
3. *Please note that female genital mutilation is a criminal offence in Europe and is punished by law.*



#### Practical tip

- The facilitator can tell the participants who they can contact for support.

## Forced marriage

### Page 9

**This scene is considered optional. It might be relevant to talk about this with women coming from countries where forced marriage was or is still practised.**

1. *Let's now have a look at the scene on the right of the page. What do you think it represents?*  
In case the applicants do not understand, the facilitator can explain.
2. *Let's imagine that a young girl is forced to get married at a very young age to someone she does not want to. What kind of support and services do you think she might need if this was happening now? What kind of support do you think she might need if this had happened in the past?*



#### Practical tip

- The facilitator can tell the participants who to contact if they know someone in this situation.



## You can speak to the staff in private

### Page 10

1. *Let's have a look at the woman in the green dress. Is it the first time that we see her?*

If applicants do not recognise her, the facilitator can underline that she is the woman who was victim of abuse and harassment.

2. *What do you think is happening?*
  - The facilitator will reinforce the message that no matter what the problem is, participants can always ask the staff to talk in private to ask for help or support.

## Useful information and contact details

### Page 11

1. *In these two pages you can find information and the contact details that are useful for you. We will go through them together.*



#### Practical tip

- Regarding emergency numbers, remind the participants that these should be called only in a situation of real emergency. When possible, they should first try to ask for help to the staff working in the reception centre. It is important to remember that emergency numbers can be contacted even if applicants do not have credit on their mobile.
- It is important to check with the applicants if they have any questions or if they need any other information about services that they would like to receive.





## Conclusion

1. *Thanks for participating in the info-session. Remember that you can always come to us and we can have an individual discussion in private.*



### Practical tip

- If applicable, the facilitator shows the participants the main services available in the centre.