

What Makes The Difference? TOOLS and RESOURCES

Name of tool/resource: Age Assessment of Unaccompanied Asylum Seeking Child

Name and region of agency/organisation that developed this tool/resource:

Not known

Purpose and brief description of tool/resource:

A template to use during an interview to ascertain the age of an applicant. Points out factors to note such as general appearance, plus points to discuss i.e. place in family structure, attitude to living independently etc.

Publication Date: Not known

Contact details for further information about this tool/resource

Name and title: Not known

Tel: Not known

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Evidence for the effectiveness/ impact of this tool/resource

Positive impact of this tool/resource:

1. Not known

2. Not known

3. Not known

AGE ASSESSMENT OF UNACCOMPANIED ASYLUM SEEKING CHILD

Name of UASC:	DOB UASC is claiming:
Name of Assessing Worker:	Date of Assessment:

1) Physical appearance, Demeanour

All assessments begin with initial impressions, made from visual presentation

An Initial hypothesis of age range is formed based on height, facial features(facial hair, skin lines/folds, etc), voice tone, and general impression.

It is important to consider racial differences here eg. It is normal in some cultures for boys to have facial hair at an early age and for girls to develop at different ages.

Life experiences and trauma may impact on the ageing process, bear this in mind.

Demeanour, it is essential to take account of how the person presents, style, attitude and authority and relate this to the country of origin and events preceeding the interview, journey experiences etc.

It is useful to establish the length of time that the person has taken to arrive in the UK from the time they left their country of origin and include this into the age calculation.

It is important to note both the verbal and non-verbal (body language) behaviour of the person. The practitioner conducting the assessment should be observing factors such as the manner in which the person copes with the assessment, does he or she appear confident or overwhelmed, does the person appear to take a "onedown" position or not.

Take account of differing cultural terms e.g. some people may believe it impolite to make direct eye contact.

But remember to be aware of cultural variations in attitudes to elders.

Does the person appear to be uncomfortable with speaking to an adult?

Keep in mind that your position will be seen as one of power, which may influence the way the person interacts with you; your role needs to be clarified and the differences in the roles of Social Services and the Home Office.

2) Interaction of Person During Assessment

The manner in which the person interacts with the assessing worker conducting the assessment will provide an indication of whether or not the person is responding in an age appropriate manner.

3) Social History and Family Composition

Establishing as detailed as possible, a family tree will help the assessing worker to identify the likely age of the person compared with the stated age. Ages of parents, siblings and extended family should be established. In the case of deceased family members, the year and age at the time of death should be recorded. Drawing a graphic family tree is useful where names of family members and ages can be included, which may help the person to be more accurate whilst also allowing the person to feel involved. The information gained may indicate discrepancies or impossibilities, which need to be clarified.

A Social History

Do indicate to the young person that you are aware that talking about their family may be very painful and difficult for them; for some, it may be too painful to open up at this time. This must be understood and respected.

It is important to clarify the nature of their parent and sibling relationships as some cultures for example, call a half-brother their brother, or stepmother their mother.

Additionally ask if either parent had more than onewife/husband.

4) Development Considerations

Questions about the types of activities and roles that the person was involved in prior to arriving in the UK can often give an indication of age.

Remember to use open-ended questions, as this will allow for the person to disclose information without prompting.

Cultural considerations need to be taken into account as in some cultures it could be normal for a teenager to be working full-time. A person may appear to answer a question about alcohol in a shy manner because their religion does not allow for this.

"Tell me what you did in your spare time" is the sort of question that can give an idea of the age appropriate interests and activities. Remember to relate answers to what would be appropriate in the young persons country of origin and culture.

Ask about peer relationships at school/work/neighbourhood.

Questions about age related rituals should be asked; including forced marriage, and any sexual relationships.

Does what the person is describing seem age appropriate?

Remember that some young people may possibly have been involved in armed conflict, have been child soldiers, involved in sexual exploitation and may have experienced a number of traumatic situations.

Answering questions related to many of the above may be too difficult and painful until a relationship of trust has been established.

Arranging for a person to be involved in social situations with other young people of the age stated and observing.



Listed below are important facts that need to be gained:

Age at which school was started.

Number of completed years spent in any school.

Establish if there were any gaps in education and if so, how long was the gap/s and why.

Adding the number of years of school attendance to the age school was started at, including possible disruptions in schooling should equate to the stated age.

Names and addresses of schools attended.

Subjects studied.

Gaining knowledge or consulting with experts educated in different countries, is useful to validate the authenticity of the information provided. It may be possible to contact schools in some countries of origin.

e.g. it may be of use to know that it is the norm to have six years of junior and six years of senior school in some countries.

5) Education

Obtaining a detailed account of the person's educational history is a valuable source in the age assessment process.

Has the person lived at home or have they lived on their own/in an independent setting?

Is there a clear impression that the person has never lived away from home and has been cared for by adults?

Does the person have experience in managing money, paying bills, arranging appointments, buying food and other supplies etc.

Is the person able to cook more than just a basic meal?

It is essential to take account of the local situation from which the person has come from – e.g. war, famine etc and of cultural norms, for example it may not be expected that men should have any domestic skills in some countries.

Has the person stated a preference during the assessment of how they wish to live in the UK?

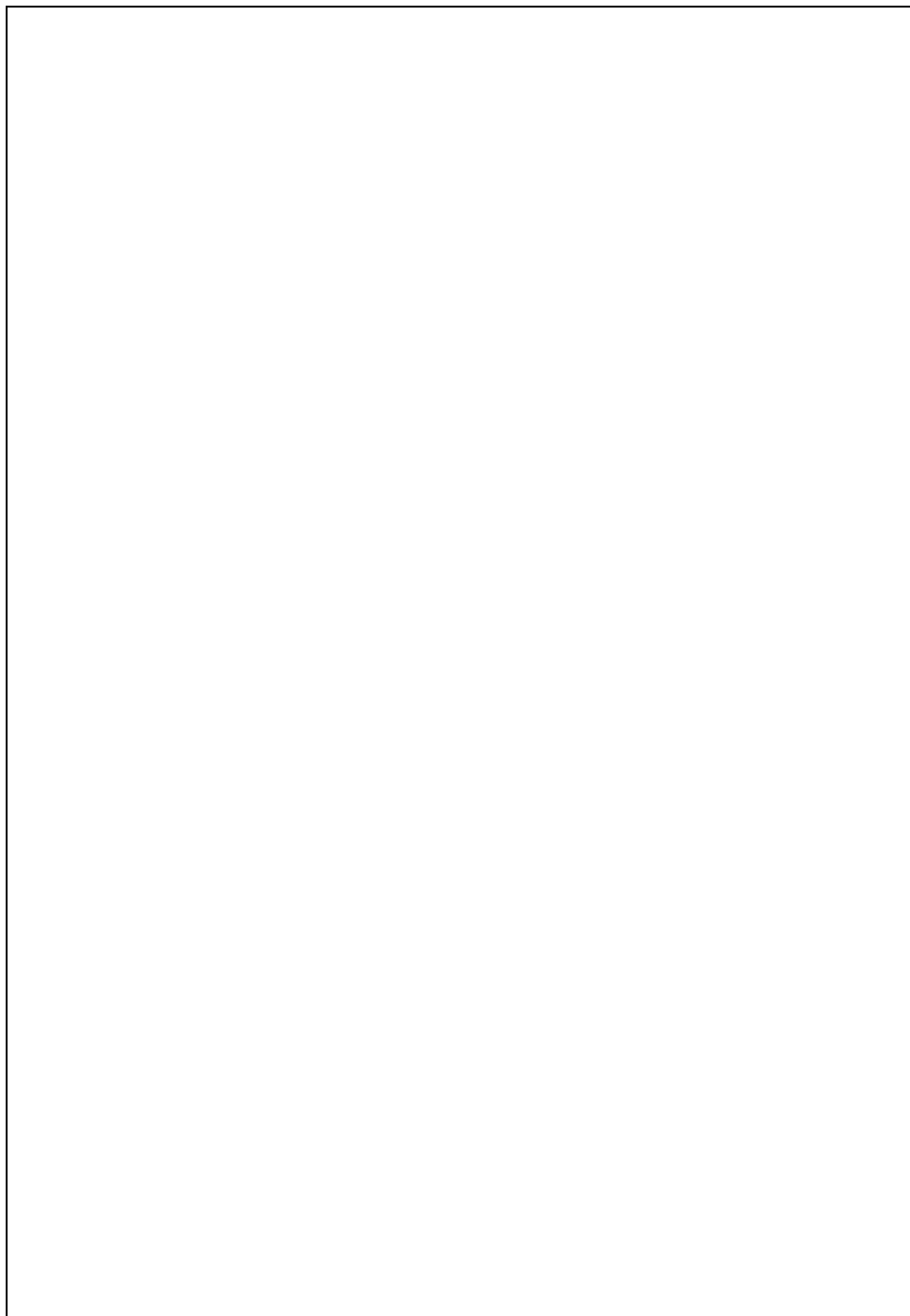
Would this person be at risk living independently? give reasons for this.

The assessing worker, may wish to pose a scenario to the person at this point or at the end of the assessment; that if the person is believed to be under 16 he or she will be placed in foster care where certain house rules will have to be followed, and be home at a certain time etc. The reaction to this may provide valuable information.

6) Independent/Self-Care Skills

Understanding the level of ability, experience and confidence that a person has in being able to care for themselves can be an indicator of age.

The assessing worker may wish to ask the person how they feel about living in an independent setting and observe their reaction.



Questions about the person's health history can be informative in assessing age, both from the information given and the reactions to specific questions.

The Royal College of Paediatricians advised in November 1999 that there can be a five-year error in age assessment, invasive methods and medically unnecessary examinations of course should never be used. However, opinions and views on age from a paediatrician, GP, dentist and optician can be very helpful in assisting in the process.

Other sources may include foster carers, residential workers, school teachers, panel advisors, doctors, solicitors, interpreters and other young people.

Observations of how the person interacts in different social situations can provide useful age indicators.

7.) Health and Medical Assessment

A medical opinion and view on age will always be helpful

8) Information from Documentation and other Sources

Documentation when available should always be carefully checked; Authenticating documents however, is a specialist task.

If the Assessment is an ongoing process, it is important to obtain the views of other significant figures involved with the young person.

Key indicators of the conclusion.

The assessing worker should draw together the information obtained, and present his/her views and judgement on the age of the person being assessed, giving clear reasons for the conclusion. If this differs from the stated age, clear reasons for this disagreement should be given.

Please remember this process is not an exact science and that conclusions should always give the benefit of doubt.

9) Analysis of information gained

Conclusion of the assessment

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10) Conclusion

BASED ON THE ASSESSMENT, THE CLIENTS AGE IS:

DOB IS ESTIMATED TO BE:

Form to handed to the person assessed

AGE ASSESSMENT FORM

Name:	
Nationality:	Port Ref No:
Claimed Age/DOB: 16	Home Office ref No:
Name & Address of Local Authority Undertaking Assessment:	
Name of Assessing Worker:	Date of Assessment:
You have been assessed to be over 18: <input type="checkbox"/>	
You have been assessed to be a child, age: years DOB:	
Your assessment is inconclusive and further work is necessary: <input type="checkbox"/>	
Conclusions and Reasons for this:	