



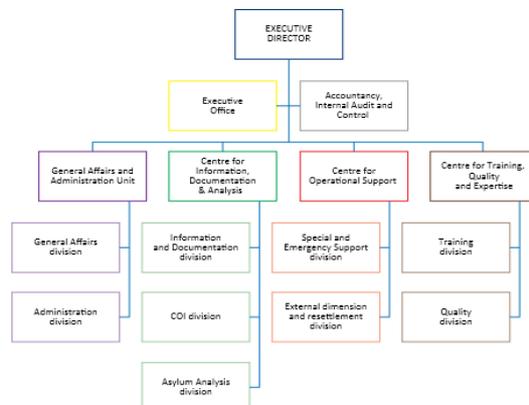
EASO's activities on children: working towards a common approach at European level

EASO Centre for Training, Quality and Expertise

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27 November 2014, Dublin, Ireland

Who we are: EASO's structure



EASO Approach



Aims:

- Facilitate information sharing and exchange of knowledge
- Promote and encourage instances of good practice
- Development of support tools
- Joint cooperation and collaboration with Member States, European Commission, partner organisations and relevant experts



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EASO Actions

Age Assessment	Family Tracing	Best interests of the Child	Other activities
<input type="checkbox"/> Wider consultation process through questionnaires <input type="checkbox"/> Expert meetings <input type="checkbox"/> Consultations of the draft <input type="checkbox"/> Age assessment Publication	<input type="checkbox"/> Information gathering <input type="checkbox"/> Expert meetings <input type="checkbox"/> Practical cooperation – defining terminology and producing an overview of current practice <input type="checkbox"/> Developing a network <input type="checkbox"/> Practical tools	<input type="checkbox"/> Horizontal issue <input type="checkbox"/> Expert Meeting – May 2014 <input type="checkbox"/> Collaboration with Member States	<input type="checkbox"/> Annual conference <input type="checkbox"/> Mainstreaming in other EASO activities: 'Interviewing Children' module; COI, EASO Quality Matrix etc. <input type="checkbox"/> Working closely with the European Commission <input type="checkbox"/> Cooperation with international organisations and other actors



Available in EN, EL, ES, DE, IT and FR at
<http://easo.europa.eu/asylum-documentation/easo-publication-and-documentation/>



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EASO Publication on Age Assessment practice in Europe- key aspects

- Best Interests of the Child
- Circumstances of age assessment
- Procedural measures and safeguards
- Overview and SWOT of methods in use
- Aspects of decision making
- Possible cooperation with others
- Forward Look
- Reference tools



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SWOT:	Theme	Minimum Standard	Guidance
Dental observation			
Strengths	Best Interests	CRC 3 APD 17.5-6 RAPD 25.6 RQD 20.5	<ul style="list-style-type: none"> Should consider whether the child is likely to fall within the measurable ranges for this method. Important to address possibility of incorrect assessment due to the fact that the method is designed for use when the age is already known, rather than for establishing chronological age.
Weaknesses		APD 17.4 QD 30.6 RQD 31.6 RAPD 25.3	
Opportunities	Child-focused	CRC 7 CRC 8 CRC 12 CRC 13 CRC 22 RAPD 19 RAPD 25.4	<ul style="list-style-type: none"> In cases of medical examination, the consent of the child and/or his/her representative must first be obtained. Children must also be informed prior to the examination and in a language that they understand (or are reasonably supposed to understand) of the possibility that their age may be determined by medical examination. Such information should be used to aid the child's understanding of the process, including any limitations or risks.
Threats	Evidence Assessment	QD 4	<ul style="list-style-type: none"> Since teeth develop in clear patterns in certain age ranges, this method may provide useful evidence on likely age, if the individual falls within the age parameters of the reference studies. Dental examination which reveals a likely age range may complement other forms of evidence, and as such could have value as part of a multi-disciplinary assessment. To address the concerns associated with the age parameters, all available evidence relating to the child's age should be taken into consideration. Where the outcome of the assessment does not fit with the individual's claimed age, it is important to take into account the margin of error, application of benefit of the doubt and provide the individual with an opportunity to comment and/or challenge the outcome.

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Legal Provisions	Suggested Checklist for considering best interests of the child	
UN CRC 3 APD 17 (v) 6 APD 25.1 RAPD 25.6 RQD 20.5 RDR 6.3 RRCD 23.1-2 RD 17.5	Before undertaking any action is the principle of the Best Interests of the child given primary consideration?	
	Has this been documented or recorded?	
	In assessing 'best interests' have factors such as a) necessity for assessment, b) respect for the individual's dignity, c) invasiveness of the method, d) reliability of the result and e) benefits of the assessment, as well as any other relevant factors been taken into consideration?	
	Has the child been involved in the decision, including consultation of their view and/or that of their guardian or representative in accordance with their age and maturity?	
	Where it has been disputed that a course of action would be in the Best Interests of the child, has the proposed decision been reviewed?	
	Has this been documented or recorded?	
	Do decisions clearly show how the best interests of the child were considered and balanced with other possible interests?	
	Is there evidence that those working with the child (interpreters, the representative, those undertaking age assessment) have the necessary expertise to perform their duties in accordance with the Best Interests principle?	



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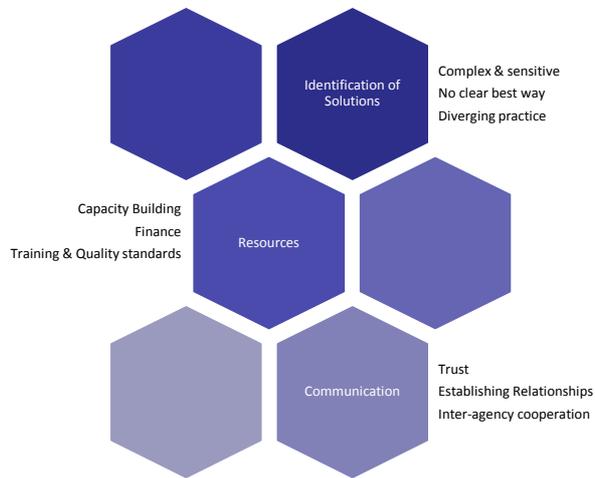
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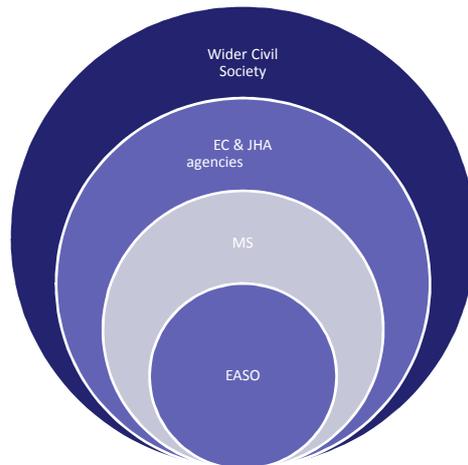
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Key Issues



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EASO Relationships and Collaboration



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Added Value of Practical Cooperation Approach



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