

# SAFEProject

## Training and Facilitation Guide

### UK Care Professionals and Family-based Carers

**2017 - 2019**



In partnership with



CARDET



Funded by the European Union's Rights,  
Equality and Citizenship Programme (2014-2020)

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## Introduction

### About the SAFE project

SAFE is a European Commission transnational project supporting frontline practitioners and care professionals, foster carers, kinship and Dublin family caretakers by enhancing their knowledge, skills and confidence and enabling them to provide better quality family-based care to unaccompanied and separated children. SAFE stands for **Supporting un-Accompanied children with Family-based care and Enhanced protection** and is implemented by the British Red Cross (UK) in partnership with KMOP (Greece), the Danish Red Cross (Denmark) and CARDET (Cyprus).

SAFE was established in line with the European-level report (2015) *“Reception and Living in Families: Overview of family-based reception for unaccompanied minors in the EU Member States”* and was initiated following the increase in the numbers of unaccompanied children arriving in Europe. There are significant problems that the UK, Cyprus, Denmark and Greece have faced in adequately supporting these children and providing them with suitable and adequate family-based care. This project aims to ensure better protection for these children who are in migration on EU territory.

SAFE partners have aimed to gather data from best practices from the UK, Denmark, Greece and Cyprus and develop common guidelines, procedures and trainings at a pan-European level.

The key activities of SAFE across all four partner countries include:

- The development and launch of free online training courses for care professionals and family-based carers at a national and European level in English, Danish and Greek. The core training courses were developed across all four partner countries to give a solid understanding of the situation unaccompanied and separated children face in Europe. The country specific modules are designed to be taken after the core modules and focus on the country context.
- Face to face training, seminars, information days and conferences to a range of key stakeholders, including care professionals, family-based carers, government officials, social services, NGOs, academics and healthcare providers.
- Advocacy and public awareness activities, including producing a policy recommendation paper titled *“Ensuring the best interest of the child and family unity in the Dublin process”*, the creation of a short film: *“Understanding the overall situation of unaccompanied and separated children”* and creating Standard Operating Procedures for social work in Greece. All resources can be found on our website: <https://safeproject.eu/>.



**E-learning courses****Face-to-face trainings****Advocacy and public  
awareness raising activities**

## UK training guide

The purpose of this handbook is to equip care professionals and family-based carers with the necessary knowledge and tools and enable them to provide protection and better support to meet the needs of unaccompanied and separated children across the UK.

### *Learning Objectives*

This guide aims to:

- Fulfil the training needs of care professionals and family-based carers.
- Provide learners with fundamental information and insight on the current situation of the unaccompanied and separated children, their rights and entitlements and the asylum process.
- Give learners an overview on how to use and navigate the SAFE's e-Learning training modules.
- Present some current challenges and solutions for those who work with this group of children.
- Offer tips and tools on how to pass on this knowledge and facilitate future trainings.



**Key terminology**

<b>Age Assessment</b>	A procedure through which authorities, when in doubt concerning one's claimed age, seek to establish the chronological age of an unaccompanied child.
<b>Child</b>	Every human being below the age of eighteen years, in line with <b>the UN Convention on the Rights of Child</b> , which was ratified by all four countries in concern of this project.
<b>Dublin family caretaker</b>	A term derived from <b>Dublin III Regulation (EU) No 604/2013</b> . A Dublin family caretaker refers to an adult relative (sibling, aunt/uncle, grandparent) of a child who initially arrived unaccompanied in one of the 32 Dublin countries* and was reunited with their adult relative in the host country under the Dublin III Regulation.  <i>*28 EU Member States and 4 countries "associated" to the Dublin Regulation (Iceland, Liechtenstein, Norway and Switzerland)</i>
<b>Family-based care</b>	Care provided in a family environment by foster carers, kinship carers and Dublin family caretakers.
<b>Forced migration</b>	A migratory movement in which an element of coercion exists, including threats to life and livelihood, whether arising from natural or man-made causes (e.g. movements of refugees and internally displaced persons as well as people displaced by natural or environmental disasters, chemical or nuclear disasters, famine or development projects).  <i>Definition promoted by the International Organisation for Migration</i>
<b>Foster carer (also referred as "foster family")</b>	A non-related family (person not known to the child) who takes care of the child in the host country; arranged and supervised by a competent authority of the country. Foster care can be provided on short-term or long-term basis.
<b>Kinship carer</b>	A carer who is next of kin or known to the child. They are often relatives such as grandparents, uncles or siblings, step-parents or other adults who have a connection to the child, such as neighbours or a close friend of the child's family. A kinship carer may or may not have accompanied the child throughout the journey from their country of origin to the host country.
<b>Legal representative</b>	A legal representative is a barrister or a solicitor, solicitor's employee or other authorised person who acts for an applicant or appellant in relation to the claim.
<b>Modern slavery</b>	The Home Office states that modern slavery is <i>"...a complex crime that takes a number of different forms. It encompasses slavery, servitude, forced and compulsory labour and human trafficking."</i> The UK government passed the Modern Slavery Act in 2015.
<b>National Referral Mechanism (NRM)</b>	The National Referral Mechanism (NRM) is a framework for identifying and referring victims of human trafficking and ensuring they receive the appropriate care. Authorised agencies, such as the police, the Home Office, social services and certain NGOs, who encounter a potential victim of human trafficking can





	refer them to the single competent authority (SCA). The initial referrer is known as the “first responder”.
<b>National Transfer Scheme (NTS)</b>	A voluntary arrangement between local authorities in relation to the care of unaccompanied children who arrive in the UK and claim asylum. A transfer protocol sets out responsibilities for an unaccompanied child and how transfers are to occur.
<b>Separated Child</b>	A child who has been separated from both parents, or from their previous legal or customary primary caregiver, but not necessarily from other relatives.
<b>Sexual and gender based violence</b>	<p>Any act that is perpetrated against a person’s will and is based on gender norms and unequal power relationships. It encompasses threats of violence and coercion. It can be physical, emotional, psychological, or sexual in nature, and can take the form of a denial of resources or access to services. It inflicts harm on women, girls, men and boys.</p> <p><i>This definition is promoted by UNHCR – The UN Agency for Refugees</i></p>
<b>Smuggling (migrant)</b>	Refers to transport of a person (with their consent) from one country to another through illegal means.
<b>Trafficking in persons</b> <i>(also referred as “Human Trafficking”)</i>	<p>“<i>Trafficking in persons</i>” means the “recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.”</p> <p><i>Taken from the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime, 2000</i></p>
<b>Trafficking of Children</b>	This is the recruitment and transportation of people under the age of 18 for the purpose of exploitation. The forms of coercion used is not relevant for the cases of child trafficking.
<b>Unaccompanied Asylum Seeking Child (UASC)</b>	An unaccompanied child who is seeking asylum and a decision on their asylum application is pending.
<b>Unaccompanied child</b>	<p><i>Also sometimes referred to as “Unaccompanied Minor” or “Separated child”.</i></p> <p>A child who has been separated from both parents and other relatives and is not being cared for by an adult who, by law or custom, is responsible for doing so.</p>



## Unaccompanied and separated children in the UK

Unaccompanied and separated children have fled their country of origin without their parents or carers. They have lodged an asylum application for protection on their own but have not received a decision or are waiting for the outcome of an appeal.

The Home Office is the legal authority who is responsible for making the initial decision on these children's asylum applications. While these children's claims are being processed, they are cared for by local authorities. Unaccompanied and separated children can arrive in the UK in a range of different ways:

- **Spontaneous arrivals:** Most unaccompanied and separated children arrive in the UK on their own and through various ports of entries. They often arrive clandestinely, such as in the backs of lorries or shipping containers, but also via airports and ferry terminals. Sometimes, through contacts they already have, the kindness of strangers or from the nature of their arrival, they present themselves to officials such as immigration officers at the Asylum Intake Unit in Croydon, the police or social services. The local authority is the official body responsible to provide care and look after these children.
- **Dubs Amendment scheme:** The UK launched the Dubs Amendment scheme (Section 67 of the Immigration Act 2016) to allow a number of unaccompanied children to safely come to the UK, even if they do not have a straightforward family link. The transfer process for a child to move to the UK must be in the child's best interests.
- **Dublin III Regulation:** The Dublin III Regulation is EU legislation that establishes the criteria and mechanisms for determining which single State is responsible for examining an application for an asylum claim. It is used for uniting unaccompanied and separated children with family members by transfer either into or out of the UK.
- **Vulnerable Children Resettlement Scheme (VCRS):** The Vulnerable Children Resettlement Scheme (VCRS) is the largest resettlement effort in the UK, aimed specifically at children at risk. It is not only for unaccompanied children but also for vulnerable children with their families who are from the Middle East and North Africa region. Those who arrive into the UK under the VCRS do not have to go through the asylum process.





## Facts and figures

### The number of applications for asylum in the UK by unaccompanied children:

	2014	2015	2016	2017	2018
Applications	1,945	3,253	3,290	2,399	2,872
% change to previous year	+54%	+67%	+1%	-27%	+20%

Reference: <https://www.refugeecouncil.org.uk/wp-content/uploads/2019/06/Children-in-the-Asylum-System-May-2019.pdf>

- 89% of applicants were male in 2018. This is due to reasons such as culture and gender roles.
- 50% of the decisions made on unaccompanied children's claims were granted refugee status in 2018.
- Unaccompanied children who have turned 18 have generally been more likely to have their claim refused.

### The top eight countries that children seeking asylum in the UK originate from (exc. dependents):

	2014	2015	2016	2017	2018
Eritrea	460	736	413	355	620
Sudan	51	148	255	356	462
Vietnam	103	182	194	305	312
Iraq	32	182	324	271	308
Albania	632	481	420	265	286
Iran	73	227	388	233	251
Afghanistan	179	694	754	227	210
Ethiopia	18	114	104	90	117

Reference: <https://www.refugeecouncil.org.uk/wp-content/uploads/2019/06/Children-in-the-Asylum-System-May-2019.pdf>

## Immigration and asylum processes

- Immigration legislation is frequently changing. It is important for care professionals to work closely with the child's legal representative or seek assistance from a specialist organisation.
- UK Visas & Immigration (UKVI) of the Home Office\* is the body of the government who is responsible for matters related to asylum and immigration processes.
- The Home Office has mandatory duty **under Section 55 of the Borders, Citizenship and Immigration Act 2009** to make immigration decisions in a way that safeguards and promotes the welfare of children in the UK.



- The help and support children receive from public services and other organisations can be crucial in helping them overcome these complex and difficult processes.
- Immigration, asylum and appeal processes are complex and can be very confusing for children. Therefore, it is very important that the child is well supported throughout these processes.
- The immigration status of a child can affect their rights and entitlements in the UK. Care professionals should deal with the child's immigration status by taking necessary actions in a timely manner. Failing to do so can have a devastating impact on the child's future.

## Immigration statuses

Depending on the child's circumstances, they may hold one of the following immigration statuses:

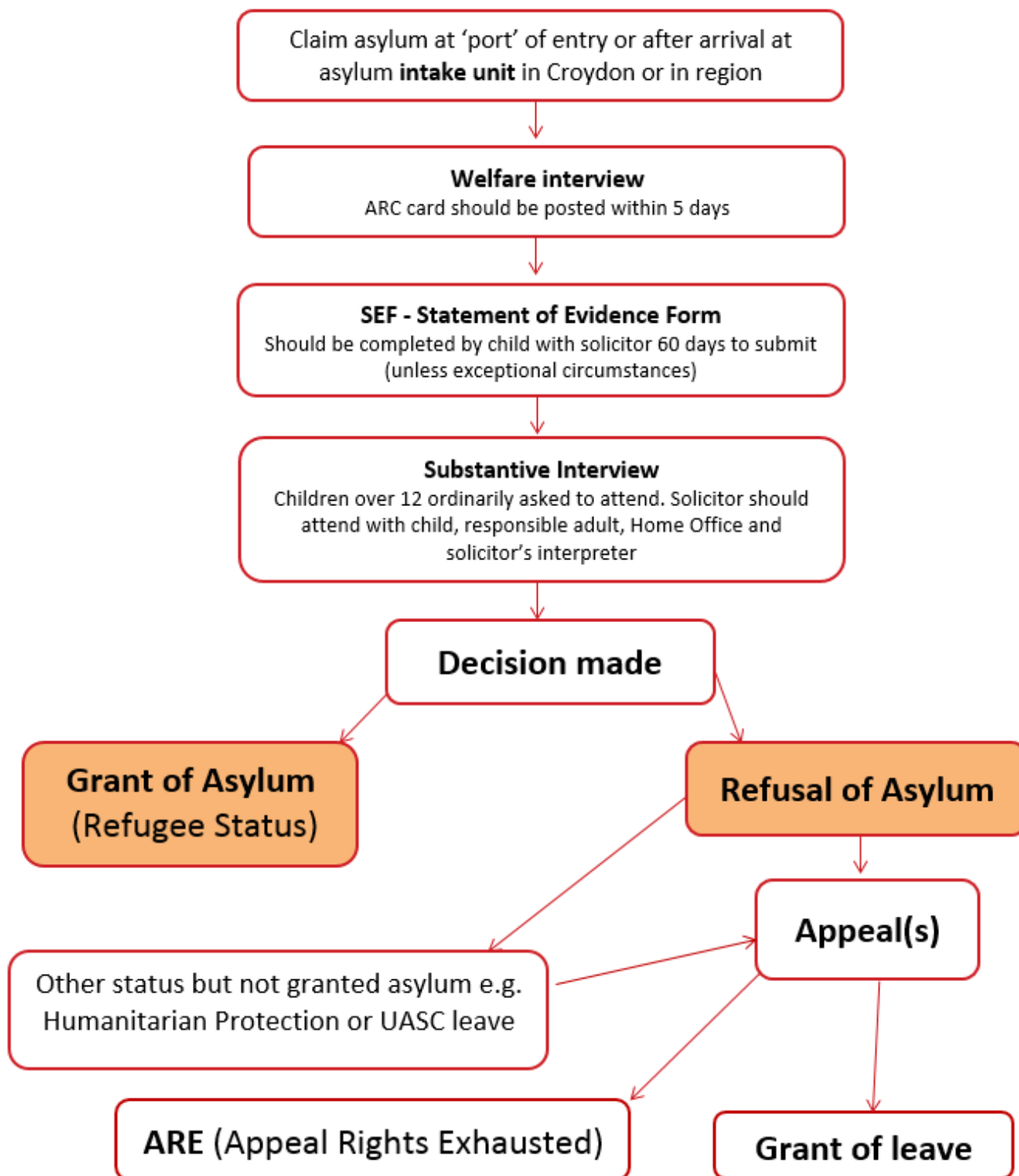
<b>Asylum Seeker</b>	A person who has fled his or her country of origin, lodged an asylum claim and asks for protection but has not received a decision on their application to become a refugee or is waiting for the outcome of an appeal. In the UK, the Home Office is responsible for making the initial decisions on asylum applications.
<b>Calais leave</b>	As part of the clearance of the Calais camp in October 2016, 549 children were transferred to reunite with family in the UK between 17 October 2016 and 13 July 2017. Calais leave is only available to this cohort of children if an individual does not qualify for refugee status or humanitarian protection. Those granted Calais leave, and their dependants who receive leave, will receive a residence permit with a validity of 5 years.
<b>Discretionary leave or Leave outside the Rules</b>	Children may be granted Discretionary leave or Leave outside the Rules for 30 months or other period if their case falls within the limited categories outlined by the Home Office. This includes exceptional compassionate circumstances or other compelling reasons.
<b>Humanitarian protection</b>	Humanitarian protection may be granted where an asylum seeker is refused refugee status because the Home Office does not accept that the person meets the criteria laid down in the Refugee Convention, but still decides that it is too dangerous to return them back to their country of origin because they face a real risk of serious harm. Persons who are granted humanitarian protection will normally be granted leave for five years. At the end of the five years, the individual can apply for indefinite leave to remain before their leave expires.
<b>Limited leave to remain on family or private life grounds</b>	A child or young person may be granted Limited leave to remain in the UK under the Immigration Rules or on the basis of their right to respect for private and family life under Article 8 of the European Convention on Human Rights. Children and young people who have been in the UK for many years, in particular, may have developed such ties in the UK that



	they would face difficulties leaving, so leave is granted on the basis that it would be right and fair that the child or young person is allowed to stay in the country. If granted limited leave, this will be for a maximum of 30 months (2½ years). Before the expiry of their leave, they will need to apply for further leave.
<b>Refugee</b> (Also, referred as 'Beneficiary of International Protection')	A person who has been granted protection under the <b>1951 Refugee Convention</b> : <i>"owing to a well-founded fear of being persecuted for a reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of her or his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country."</i>
<b>Section 67 leave</b>	Section 67 of the Immigration Act 2016 (known as the <b>"Dubs Amendment"</b> ) placed a requirement on the Secretary of State to make arrangements to relocate to the UK and support a specified number of unaccompanied refugee children from other countries in Europe. As a result, a new form of leave to remain in the UK was created for children who were relocated under section 67 who, following an assessment of their asylum claim, have not been granted refugee status or humanitarian protection. Section 67 leave lasts for five years and gives the holder the right to study, work, and to access public funds and healthcare.
<b>Settled status</b>	Where a child or young person is described as "settled", they will have been granted indefinite leave to remain (i.e. they have permission to stay in the UK with no time restrictions) or have permanent residence under EU regulations. Short of British citizenship, this is the most secure and stable status a child or young person can have. There are some circumstances where it can be revoked, particularly due to serious criminal offences resulting in becoming liable to deportation, or if this status was obtained by deception.
<b>UASC leave</b>	If an unaccompanied child claims asylum and the Home Office does not accept that the child should be granted either refugee status or humanitarian protection, they are commonly given this limited leave to remain. This kind of leave is granted where it is not possible to send them back to their country of origin because safe and adequate reception arrangements are not available there. UASC leave is valid for a period of 30 months or until the child turns 17.5 years old, whichever is shorter.
<b>Undocumented/ Irregular migrant</b>	A person who is not authorised to remain in the host country under the immigration regulations.



## The UK asylum process diagram





## SAFE's e-Learning training

SAFE's e-learning courses aim to enhance the knowledge and skills of professionals and family-based carers (foster carers and kinship carers) who provide care and support to unaccompanied and separated children in Europe. The platform can be accessed here: [www.safeproject.eu/elearning/](http://www.safeproject.eu/elearning/)

SAFE e-learning courses are developed to address the learning needs of:

- **Care professionals:** those who work with unaccompanied and separated children, such as social workers, personal advisors, healthcare professionals, youth workers, mental health therapists, law practitioners, non-profit organisations and their volunteers etc.
- **Family-based carers (commonly referred as foster carers and kinship carers):** those who look after unaccompanied and separated children as their primary carers.

SAFE's e-Learning training may also be useful for any professionals or individuals who have contact with this group of children and who wish to enhance their knowledge on the issues related to unaccompanied and separated children in both the UK and Europe.



## SAFE's e-Learning platform

### Welcome to the SAFE Project e-Learning Platform!

**About SAFE e-learning courses**

SAFE e-learning courses aim to enhance the knowledge and skills of professionals and family-based carers (foster carers and kinship carers) who provide care and support to unaccompanied and separated children in Europe.

**Who are these courses for?**

SAFE e-learning courses are developed to address the individual learning needs of:

**Care professionals:** those who work with unaccompanied and separated children, such as: social workers, childcare/youth workers, psychologists, law practitioners, non-profit organisation professionals/volunteers etc..

**Family-based carers** (commonly referred as foster carers and kinship carers): those who look after unaccompanied and separated children as their primary carers.

I am interested in the e-learning course for



Care professionals



Family-based carers

[www.safeproject.eu/elearning/](http://www.safeproject.eu/elearning/)

### How to navigate through the e-modules

You are advised to begin the course by taking the core module. Once completed, you can choose a country-specific module of your choice. At the end of each module, a certificate of completion will be made available to you. The main page of each module will show you a list of contents (chapters and units). A blue “tick” will appear next to each unit once it is completed. You can save your progress at any point and resume later.

## SAFE's e-Learning training course structure

Each of the two e-learning courses comprised of two modules:

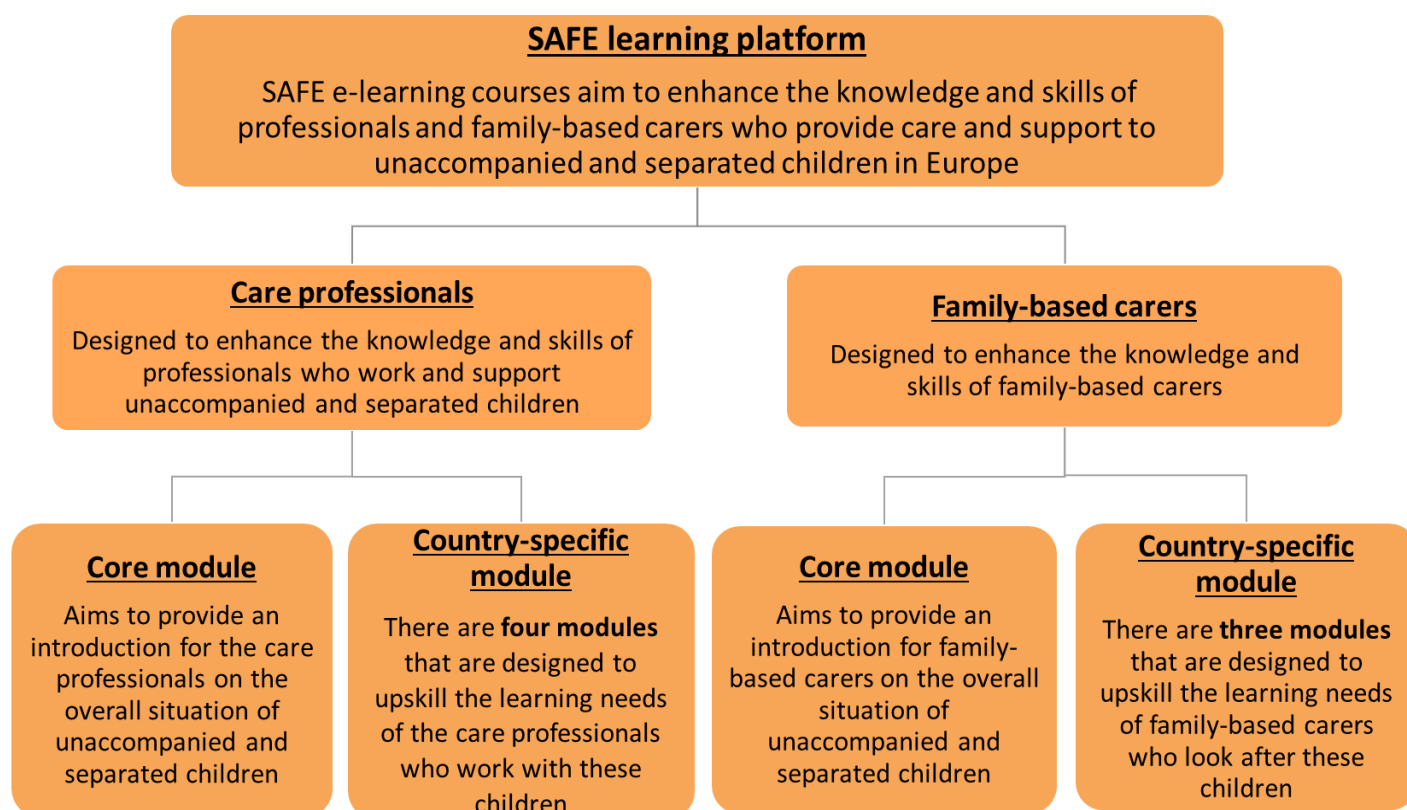
- **Core module:** this module aims to introduce overall understanding of the situation of the unaccompanied and separated children, their multidimensional needs and a general approach for working with this group of children
- **Country-specific module:** (individual modules for the UK, Greece, Denmark and Cyprus) this module is tailored to cater for country contexts and provide information on national legal asylum frameworks as well as care provisions.

*N.B. Please be informed that there is not an e-learning module for family-based carers in Cyprus.*

The e-learning modules are estimated to take between 90 -150 minutes to complete. However, it may vary from one person to another.







## General learning outcomes

- To gain a good understanding of the situation of unaccompanied and separated children, an overview of their specific needs and knowledge on how to address these needs for the children who migrate to Europe.
- Learners will also acquire country-specific information and resources related to rights and entitlements, asylum process, care framework and key actors in their respective countries.



## Themes of the UK training (all)

<b>Chapter 1: Rights and entitlements</b>	
<b>Unit 1.1</b>	<b>Basic information on the asylum and immigration processes</b>
<b>Unit 1.2</b>	<b>Rights and access to health and education</b>
<b>Unit 1.3</b>	<b>Family relations and family tracing</b>
<b>Chapter 2: Care planning for unaccompanied children</b>	
<b>Unit 2.1</b>	<b>Care framework / care plans and moving towards independence</b>
<b>Unit 2.2</b>	<b>Placement options / living arrangements</b>
<b>Unit 2.3</b>	<b>Roles and responsibilities of key actors in the UK / fosters cares and key actors</b>
<b>Chapter 3: Supporting integration and maintaining connections with culture of origin</b>	
<b>Unit 3</b>	<b>Supporting integration and maintaining connections with culture of origin</b>



## UK e-module for care professionals

UK e-module for care professionals	
<b>Description on the e-module</b>	<p>This module for care professionals in the UK is in three units. The first unit offers in-depth knowledge on the current UK immigration and asylum processes and how unaccompanied and separated children can access their rights, such as health and education. This unit also provides information on family tracing if this is in the best interest of the child.</p> <p>The second unit provides comprehensive information on the care framework, needs assessment, care planning and leaving care support to identify a suitable placement for these children as well as general information on different actors responsible in supporting them.</p> <p>The third unit aims to provide an understanding of how care professionals can support unaccompanied children to integrate into their local communities and maintain a connection with their culture of origin.</p>
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• To learn about the current UK asylum processes, various immigration statuses and the age assessment process and the impact on the overall well-being of the child.</li> <li>• To know more about the rights and entitlements of these children and how care professionals can support them if they decide to trace their families.</li> <li>• To be aware of the responsibilities of the local authority in care planning for these children and information on suitable placements for them.</li> <li>• To explore the different roles and responsibilities of the actors involved in the life of unaccompanied children in the UK.</li> <li>• To help integration of this group of children into UK society and how to help them maintain links to their culture of origin.</li> </ul>
<b>Duration</b>	2-2.5 hours



## Chapter one: UK e-module for care professionals

UK e-module chapter one	
Description of chapter one	<p><b>Unit 1.1: Basic information of asylum and immigration processes</b></p> <p>This unit offers information on the UK immigration and asylum processes that affect unaccompanied and separated children. Please be informed that immigration legislation can change frequently, therefore this unit will provide a general overview on the processes.</p> <p><b>Unit 1.2: Access to Health and Education</b></p> <p>Unaccompanied and separated children have the right to health and education like every child in the UK. The UK government has a duty to ensure that these children have access to their rights. In this unit, we will focus on how care professionals can effectively help address the health and educational needs of these children.</p> <p><b>Unit 1.3: Family Relations and Tracing</b></p> <p>Unaccompanied and separated children often become separated from their family because of international armed conflict, disaster or persecution. They may lose contact while they are fleeing, during their journey or after they arrive in a host country. This unit will explore how care professionals can assist unaccompanied and separated children and young people to trace their family when it is in their best interest</p>
	<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• The various immigration statuses of unaccompanied and separated children in the UK.</li> <li>• The UK asylum process and how it may impact the overall well-being of a child.</li> <li>• The National Referral Mechanism (NRM) for identifying victims of trafficking.</li> <li>• Age assessment, including guidance.</li> <li>• The links between relevant UK legislations and the health and educational needs of unaccompanied and separated children.</li> <li>• The rights and entitlements of these children in the UK.</li> <li>• The various forms of education and the different healthcare services available to unaccompanied and separated children.</li> <li>• What family tracing is in the UK context and key considerations of this process.</li> <li>• How the British Red Cross can provide independent family tracing services for unaccompanied and separated children.</li> <li>• How to support an unaccompanied or separated child through the tracing process.</li> </ul>



## Unit 1.1. Basic information of asylum and immigration processes

Below are some examples how the unit appears online and a case study:

### 1.1 Basic information on asylum and immigration processes

Review mode

MENU

#### Arrival in the UK

An “Unaccompanied Asylum Seeking Child” (UASC) is a child who has fled their country of origin without their parents or carers. They have lodged an asylum application for protection on their own but have not received a decision or are waiting for the outcome of an appeal.

The Home Office is the legal authority who is responsible for making the initial decision on these children’s asylum applications. While these children’s claims are being processed, they are cared for by local authorities.

*Unaccompanied and separated children can arrive in the UK in a range of different ways Please click on each button to find out more.*

- Spontaneous arrivals
- Dubs Amendment scheme
- Dublin III Regulation
- Vulnerable Children Resettlement Scheme (VCRS)

< PREV NEXT >

### 1.1 Basic information on asylum and immigration processes

Review mode

MENU

#### Facts and figures

Please see below the top eight countries that children seeking asylum in the UK originate from from (exc. dependents).

	2014	2015	2016	2017	2018
Eritrea	460	736	413	355	620
Sudan	51	148	255	356	462
Vietnam	103	182	194	305	312
Iraq	32	182	324	271	308
Albania	632	481	420	265	286
Iran	73	227	388	233	251
Afghanistan	179	694	754	227	210
Ethiopia	18	114	104	90	117

Apart from the above countries, there were no other countries that had more than 40 applicants

*Source: Refugee Council, Children in the Asylum System, May 2019*

< PREV NEXT >



## Case study

You are 16-year-old Amin's social worker. He is an unaccompanied child from Syria. You have been informed that his asylum claim has been refused by the Home Office, but he has been granted "UASC leave" which allows him to live in the UK until he is 17.5 years old.

*How could you support Amin under these circumstances?*

- a) Refer him to a dentist to get access to his dental records.
- b) Not take any action as he is permitted to legally remain in the UK for a while longer.
- c) Consult and prepare him to be deported from the UK once he reaches 18 years old.
- d) Contact or seek legal representative immediately for advice on the possibility to appeal against his refused asylum claim.

**ANSWER: d) Contact or seek legal representative immediately for advice on the possibility to appeal against his refused asylum claim.**

"UASC leave" is a negative asylum decision and only grants temporary permission to remain in the UK. Therefore, Amin is entitled to exercise his right to appeal against this negative asylum decision and legal advice must be sought immediately.

## Unit 1.2. Access to health and education

Below are some examples how the unit appears online and a case study:

### 1.2 Access to health and education

Review mode

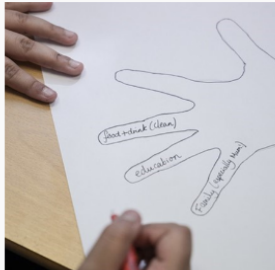
MENU

#### Access to health and education

Under the [Children Act 1989](#), local authorities have a duty to safeguard and promote the welfare of a child who is looked after by them, including their health and educational needs.

The [statutory guidance for local authorities on the care of unaccompanied migrant children and child victims of modern slavery](#) states that: "The care plan will incorporate health and education plans along with a range of other assessment information."

Children in kinship care and separated children, including children who are transferred to the UK under the Dublin III Regulation, may also need support from the local authority under Section 17 of the Children Act 1989 to meet their health and educational needs.



For information on the "Children Act 1989", please refer to: [Department for Education, Statutory guidance for local authorities about family and friends providing care for children who cannot live with their parents, March 2011](#) (this guidance is currently being revised).

< PREV NEXT >



## 1.2 Access to health and education

Review mode

MENU

### Reflection exercise

Think about some challenges unaccompanied and separated children and young people may face in accessing mental health services and adequate support in the UK.



Select the correct answers from the choices below.

- ☐ Lack of suitable interpreter to overcome language barriers.
- ☐ Child's inability to acknowledge and articulate mental health difficulties.
- ☐ Focus on daily survival, immigration processes and physical health concerns may supersede mental health concerns.
- ☐ Inadequate assessment of mental health concerns by the professionals and GP.
- ☐ Reluctance to acknowledge mental health issues due to cultural reasons.

← PREVIOUS SUBMIT ✓

### Case study

Naga is a 16-year-old girl from Somalia. Her foster carer noticed that Naga's period lasts about 12 days and she suffers from severe pain and cannot take part in her regular activities during her period. Her foster carer is worried and suggested to Naga to see her GP. Naga said that painful periods were normal for her.

As Naga's social worker, her foster carer has asked for your advice on how to deal with this situation.

*Take a few minutes to think about what you would do.*

#### Tips:

- **Ensure Naga receives gender sensitive and culture sensitive support.**
- **Suggest Naga to see a doctor or a nurse.**
- **Acknowledge practices prevalent in certain cultures, such as female genital mutilation (FGM).**



**Ensure gender and cultural support:**

- Acknowledge that it can be difficult to talk about personal issues and this may not be part of her cultural norms.
- Offer support to attend medical appointments with her (either her social worker or foster carer).
- Offer an interpreter of Naga's dialect and gender preference who can ensure she understands what is happening.

**Suggest Naga to see a doctor or a nurse:**

- Explain that her period may be lasting longer than average.
- Reassure her that her health is very important and that a doctor or nurse can provide treatment that she might need to make her feel better or more comfortable.
- Assure her that doctors and nurses are used to seeing all kinds of physical issues including women's health issues.
- Ask the doctor or nurse to explain everything to her first before she has an assessment or treatment so Naga knows what to expect.

**Acknowledge practices prevalent in certain cultures, such as female genital mutilation (FGM):**

- Acknowledge that it is a highly sensitive issue.
- Be aware that Naga may have been raped or sexual assaulted, which is a common part of the migration experience.
- Provide help and advice to provide her with the necessary care she needs.
- Sensitively explain that she may need specialised healthcare and support.
- Explain that her prolonged painful period might be related to FGM which is widely practiced in a number of countries in Africa.



### Unit 1.3. Family relations and tracing

Below are some examples how the unit appears online and a case study:

## 1.3 Family Relations and Tracing


Review mode

### Case study - Nadia

You are 16-year-old Nadia's social worker. She is from Iraq and has been separated from her family.

You have been told by the Home Office that you should assist her to initiate a family tracing procedure. Her solicitor also advises that her attempt to trace her family members will strengthen her asylum claim.

Nadia has repeatedly said that she does not want to be reconnected with her family, although she misses them. On one occasion, she mentioned that her family tried to force her into a marriage, but she did not want to talk about it.


 What could you do to support Nadia under these circumstances?

### Case study - Nadia

You are 16-year-old Nadia's social worker. She is from Iraq and has been separated from her family.

You have been told by the Home Office that you should assist her to initiate a family tracing procedure. Her solicitor also advises that her attempt to trace her family members will strengthen her asylum claim.

Nadia has repeatedly said that she does not want to be reconnected with her family, although she misses them. On one occasion, she mentioned that her family tried to force her into a marriage, but she did not want to talk about it.

 What could you do to support Nadia under these circumstances?

Don't forget to...

### Thank you for your contribution!

Other examples include:

- Make sure it is the best interest of Nadia to trace her family and that she is included in all of the decision making
- Advise Nadia that the family tracing procedure is voluntary and she has the right to decide once she is ready
- Do not start the family tracing procedure against Nadia's will
- Offer her the opportunity to see a mental health specialist to talk about her experiences and get emotional support if she needs it
- Listen to her concerns and make sure that she understands the full procedure if she decides she wants to trace her family
- Offer to talk to her solicitor about her reasons for not wanting to trace her family so that can be considered as part of her asylum claim

**Continue**



### **Case study**

You are 16-year-old Nadia's social worker. She is from Iraq and has been separated from her family. You have been told by the Home Office that you should assist her to initiate a family tracing procedure. Her solicitor also advises that her attempt to trace her family members will strengthen her asylum claim. Nadia has repeatedly said that she does not want to be reconnected with her family, although she misses them. On one occasion, she mentioned that her family tried to force her into a marriage, but she did not want to talk about it.

*What could you do to support Nadia under these circumstances?*

#### **Some possible ways to support Nadia:**

- Make sure it is the best interest of Nadia to trace her family and that she is included in all of the decision making.
- Advise Nadia that the family tracing procedure is voluntary and she has the right to decide once she is ready.
- Do not start the family tracing procedure against Nadia's will.
- Offer her the opportunity to see a mental health specialist to talk about her experiences and get emotional support if she needs it.
- Listen to her concerns and make sure that she understands the full procedure if she decides she wants to trace her family.
- Offer to talk to her solicitor about her reasons for not wanting to trace her family so that can be considered as part of her asylum claim.

## Chapter two: UK e-module for care professionals

UK e-module chapter two	
<b>Description of chapter two</b>	<p><b>Unit 2.1: Care framework</b></p> <p>This unit covers the UK care framework in place for unaccompanied children and the considerations for their needs assessment, care planning and leaving care support.</p> <p><b>Unit 2.2: Placement options</b></p> <p>Within the framework of care planning, local authorities are required to identify a suitable placement for unaccompanied children and young people and set out a plan on how this placement will contribute to meeting their needs on a day-to-day basis.</p> <p><b>Unit 2.3: Roles and responsibilities of key actors in the UK</b></p> <p>This unit will focus on the roles and responsibilities of the main actors in the UK who are involved in supporting unaccompanied children.</p>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• The responsibilities of local authority in care planning for unaccompanied children.</li> <li>• The developmental needs to be incorporated into the needs assessment.</li> <li>• Care planning and leaving care support that this group of children are entitled to.</li> <li>• How to provide suitable placements for unaccompanied children and young people.</li> <li>• The specific considerations needed in the decision making of their placement.</li> <li>• The different placement options that are available for this group of children.</li> <li>• The actors involved in the life of an unaccompanied child in the UK.</li> <li>• The different roles and responsibilities of these actors.</li> </ul>



## Unit 2.1. Care framework

Below are some examples how the unit appears online and a quiz:

### 2.1 Care framework

Review mode

MENU


#### The responsibilities of local authority

**Unaccompanied child**

Since an unaccompanied child does not have an adult with parental responsibility with them in the UK, local authorities are officially responsible for providing accommodation and care under **Section 20** of the Children Act 1989.

**Separated child**

Primary care is likely to be provided by a kinship carer. The child may require support under **Section 17** of the Children Act 1989 as many kinship carers may face difficulties providing adequate care due to limited resources.

 Click the buttons below to learn more.

Section 20

Section 17

Source: [Department of Health and Social Care, Guidance on implementing the overseas visitor charging regulations, May 2018](#)


### The responsibilities of local authority

**Unaccompanied child**

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 Click the buttons below to learn more.

Section 20

Section 17

Source: [Department of Health and Social Care, Guidance on implementing the overseas visitor charging regulations, May 2018](#)

#### Section 20

Under **Section 20** of the Children Act 1989: "Every local authority shall provide accommodation for any child in need within their area who appears to them to require accommodation as a result of:

- there being no person who has parental responsibility for him;
- his being lost or abandoned; or
- the person who has been caring for him being prevented (whether or not permanently, and for whatever reason) from providing him with suitable accommodation or care."

Source: <https://www.legislation.gov.uk/ukpga/1989/41/section/20>

Close

Source: [Department of Health and Social Care, Guidance on implementing the overseas visitor charging regulations, May 2018](#)



## Quiz

Please select **true** or **false** to each of the following statements:

- An unaccompanied child eligible to receive leaving care support is not also eligible for asylum support under Section 95 of the Immigration and Asylum Act 1999. *True or false?*
- There are a number of provisions in the Children Act 1989 to support all asylum seeking young people leaving care until they are at least 21 years old. *True or false?*
- The Pathway Plan will map out a route to independence for these young people and will be reviewed at least once every six months until the young person reaches at least 18 years old. *True or false?*
- The local authority must be satisfied that the placement for unaccompanied child or the young person is in their best interests and in line with relevant statutory guidance and the Care Planning Regulations. *True or false?*

### Answers:

- **True:** This is because asylum support is only applicable if the person is not entitled to any other form of support.
- **False:** This depends on their immigration status. If a young person has reached 18 years of age and is “Appeal Rights Exhausted”, they no longer have leave to remain in the UK and cannot access mainstream benefits.
- **False:** The Pathway Plan will be reviewed at least once every six months until the young person reaches at least 21 years old, and up to age 25 if the young person wants to continue receiving the support (though this may be an abbreviated plan).

*For more information, please visit:*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683701/Extending\\_Personal\\_Adviser\\_support\\_to\\_all\\_care\\_leavers\\_to\\_age\\_25.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683701/Extending_Personal_Adviser_support_to_all_care_leavers_to_age_25.pdf)

- **True:** As well as this, the placement must also consider the child’s wishes and feelings if this is reasonably practicable and consistent with their welfare.

*For more information, please visit:*

<https://www.local.gov.uk/sites/default/files/documents/Suitable%20placements%20for%20UASC%20updated%20April%202018%20Final.pdf>



## Unit 2.2. Placement options

Below are some examples how the unit appears online and a quiz:

2.2 Placement options
Review mode
MENU

### Placement decision for children and young people

The placement options must meet the diverse needs of all looked after children and young people and should include an adequate range of suitable placements. Children and young people should be involved in the decisions about their placement changes as much as possible.

1	As stated in Section 20(6) of Children Act 1989, the local authority is required to take into account the wishes and feelings of the child if this is reasonably practicable and consistent with their welfare.	2	Children should be supported to effectively communicate their wishes and feelings to actively engage in their care planning.
3	The placement decision will need to be carefully considered in the context of the child's wider support needs, including cultural and social needs.	4	An effective protection plan should be included for children who have been trafficked, under threat of exploitation or children facing mental health difficulties.

2.2 Placement options
Review mode
MENU

### Example of placement: fostering

The placement options must meet the diverse needs of all looked after children and young people and should include an adequate range of suitable placements. Children and young people should be involved in the decisions about their placement changes as much as possible.

1	Unaccompanied children need to have an environment where they are able to build on their self-esteem and develop friendships with those around them.	2	Children are entitled to grow up in a loving environment that can meet their developmental needs.
3	Every child should have his or her wishes and feelings listened to and taken into account.	4	Each child should be valued as an individual and given personalised support in line with their individual needs and background in order to develop their identity, self confidence and self-worth.

Source: [www.gov.uk](http://www.gov.uk)



## Quiz

Please select **true** or **false** to each of the following statements:

- All unaccompanied children should be assessed to decide which placement would suit them best due to their specific needs. *True or false?*
- The placement decision will not require careful consideration of the wider support needs of unaccompanied child, including their cultural and social needs. *True or false?*
- If a placement makes an unaccompanied child or young person feel unsafe, it can have an impact on their ability to engage with education, training or employment. *True or false?*
- When an unaccompanied child or young person is a victim of trafficking, they will have additional vulnerabilities that need to be considered when making a decision about a suitable placement. *True or false?*

### Answers:

- **True:** There is no “one-size-fits-all” placement. If unaccompanied children or young people are in an unsuitable placement, they may feel unsafe and unwilling to trust their caregivers which adds to their vulnerability.
- **False:** The placement decision will require careful consideration of many different factors such as culture and language.
- **True:** An unsuitable placement without adequate support can increase the chance of a child or young person becoming a victim of or being involved in antisocial behaviour with peer groups. This, alongside isolation, can lead to disengagement with education, training or employment.
- **True:** These vulnerabilities include an increased risk of going missing or being re-exploited by their traffickers.




### Unit 2.3. Roles and responsibilities of key actors in the UK

Below are some examples how the unit appears online and a quiz:

**Which other actors may be involved?**


An unaccompanied child will meet and interact with many different professionals, service providers and care workers who will deal with their different needs in the UK. It can be useful for care professionals to work and stay in touch with each other for the benefit of the child. Some of these actors will include:

 Click on the boxes below to find out how other actors may be involved.

Social workers in local authorities	Foster carer	Independent Reviewing Officer (IRO)	NGO/ charity caseworker	Educator
Home office caseworker	Appropriate or responsible adult	Legal representative	GP/ Nurse	Interpreter
Personal adviser	Guardianship service (Scotland only)	Independent Guardian Service (Northern Ireland only)	Key worker	

**Which other actors may be involved?**

An unaccompanied child will meet and interact with many different professionals, service providers and care workers who will deal with their different needs in the UK. It can be useful for care professionals to work and stay in touch with each other for the benefit of the child. Some of these actors will include:

 Click on the boxes below to find out how other actors may be involved.

**Home Office caseworker**

The Home Office makes the initial decision on asylum applications. A caseworker is assigned to carry out relevant interviews and examine the child's asylum application.

If the child is also referred to the National Referral Mechanism (NRM), a different caseworker will make the decision whether a child should be recognised as a victim of trafficking. In such cases, a child will have to interact with at least two Home Office caseworkers.

**Close**

## Quiz

Please select **true** or **false** to each of the following statements:

- Social workers have a key role in supporting a child's transition to adulthood. *True or false?*
- The Independent Reviewing Officer's (IRO) role does not involve monitoring the performance of the local authority of their functions in relation to a child's case. *True or false?*
- An appropriate or responsible adult is there to support the social worker if they need help during an age assessment interview. *True or false?*
- Social workers should ensure that the unaccompanied child's legal representative informs them how to prepare for the asylum interview and of the possible consequences of the interview. *True or false?*
- The Home Office is responsible for making the initial decision on the unaccompanied child asylum application. *True or false?*

### Answers:

- **True:** Social workers need to prepare a Pathway Plan with the young person and anyone else deemed appropriate to be involved. This plan should incorporate the child's care plan.
- **False:** The IRO's role is to monitor the local authority's performance of their functions in relation to the child's case.
- **False:** The appropriate or responsible adult should make sure the child or young person's welfare needs are supported during the interview.
- **True:** The legal representative also has the right to accompany the child, be present at their asylum interview, ask questions and make comments within the framework set by the interviewer.
- **True:** A Home Office caseworker is assigned to carry out relevant interviews and examine the child's asylum application.



## Chapter three: UK e-module for care professionals

UK e-module chapter three	
<b>Description of chapter three</b>	<b>Unit 3. Supporting integration and maintaining connections with the culture of origin</b>  This unit aims to provide an understanding of how care professionals can support unaccompanied and separated children integrate into their local communities in the UK and maintain a connection with their culture of origin.
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• How to support unaccompanied and separated children to integrate into UK society.</li> <li>• How to help this group of children to maintain links to their culture of origin.</li> </ul>


### ***Unit 3. Supporting integration and maintaining connections with the culture of origin***

Below are some examples how the unit appears online and a case study:

#### Quiz

---

The statements below all mention challenges that can affect the integration of unaccompanied and separated children and young people in the UK. Which challenges are true?


Select the correct answers from the choices below.

- ☐ Lack of access to English language classes for some unaccompanied and separated children because they are illiterate in their native language.
- ☐ Lack of social support and social contacts.
- ☐ Lack of gender-sensitive approaches can have an impact on the children and young people navigating a new culture, accessing housing, social networks, language and employment.
- ☐ Unaddressed health needs such as post-traumatic stress disorder (PTSD), anxiety and depression.
- ☐ Lack of family can affect the sense of belonging and wellbeing.



**Quiz**

The statements below all mention challenges that can affect the integration of unaccompanied and separated children and young people in the UK. Which challenges are true?

**Correct**

That's right! All answers are correct.

**Continue**

*Select the correct answers*

- ☒ Lack of social support
- ☒ Lack of family care
- ☒ Unaddressed health and mental health issues, anxiety and depression.
- ☒ Lack of gender-specific support for girls and young people navigating a new culture, accessing housing, social networks, language and employment.
- ☒ Lack of access to English language classes for some unaccompanied and separated children because they are illiterate in their native language.

### Case study

Seventeen-year-old Arman arrived in the UK from Afghanistan after a traumatic journey. A Farsi interpreter was arranged when Arman presented himself to the police as he could not speak basic English.

Arman has been assigned a social worker from the local authority. Arman and his social worker are only able to communicate by hand gestures. Arman's priority is to find housing close to a college where he wants to study, but his social worker is trying to find him housing quickly. The social worker has offered Arman accommodation which is in a location far from the support Arman needs. Arman has no any contact with his family in Afghanistan and he cannot communicate with anyone around him. There are no facilities for him to access translators in the location of his new accommodation.

*Can you think of how you can help Arman to manage his loneliness and isolation and become more integrated in the UK society?*

#### **Some tips:**

- Understand Arman's needs and help find accommodation which will not cause him to be isolated.
- Encourage Arman to get to know his surroundings and feel more settled.
- Enrol Arman in English languages classes which will help him to improve his English and make friends.
- Find various activities that Arman likes to do and help him to register into these activities, such as sports clubs or a favourite hobby.



## UK e-module for family-based carers (foster carers)

UK e-module for family-based carers (foster carers)	
<b>Description</b>	<p>This module for foster carers in the UK is in three units. The first unit offers knowledge on the current UK immigration and asylum processes and the different health and educational rights and needs of unaccompanied children. This unit also provides information on family tracing if this is in the best interest of the child.</p> <p>The second unit provides an understanding of the care planning in place for unaccompanied children and advice on how to prepare young people to become more independent. This unit also explores alternative living options after the child turns 18 years old, some general challenges of fostering that may arise as well as general information on the different actors responsible in supporting unaccompanied children.</p> <p>The last unit aims to provide an understanding of how foster carers can support unaccompanied children integrate into the UK and maintain a connection with their culture of origin.</p>
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>• To learn about the various immigration statuses of unaccompanied and separated children in the UK and how the asylum process may impact the overall well-being of a child.</li> <li>• To understand the physical, sexual and mental health needs of unaccompanied children and the various forms of education available.</li> <li>• To be aware of the responsibilities of the local authority in care planning for unaccompanied children and young people and suggestions on how to help these young people become more independent.</li> <li>• To understand the two alternative options for an unaccompanied child to stay in the foster home after they turn 18 years old and some general challenges of fostering an unaccompanied child.</li> <li>• To understand the different roles and responsibilities of the actors involved in the life of the child in the UK.</li> <li>• To help support the integration this group of children into UK society and how to help them maintain links to their culture of origin.</li> </ul>
<b>Duration</b>	1.5-2 Hours



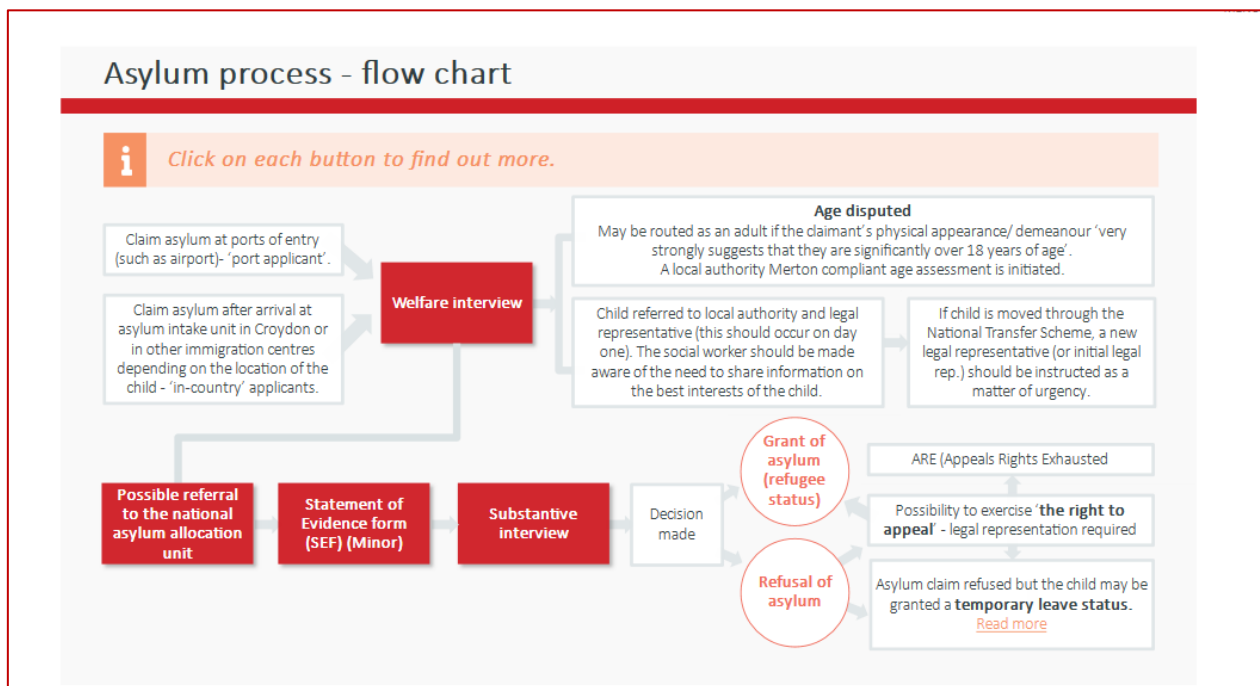
## Chapter one: UK e-module for family-based carers (foster carers)

UK e-module chapter one for family-based carers (foster carers)	
<b>Description of chapter one</b>	<p><b>Unit 1.1: Basic information on asylum and immigration processes</b></p> <p>This chapter provides information on the UK immigration and asylum processes that affect unaccompanied and separated children. Please be aware that immigration legislation can change frequently, therefore this unit will provide a general overview on the processes.</p> <p><b>Unit 1.2: Access to health and education</b></p> <p>Unaccompanied children should have the same access to healthcare and education like every child in the UK. In this chapter, we will focus on the physical, sexual and mental health and educational needs of unaccompanied children.</p> <p><b>Unit 1.3: Family tracing</b></p> <p>Unaccompanied children often become separated from their family as a result of international armed conflict, disaster or persecution. They may lose contact while they are fleeing, during their journey or after they arrive in a host country. Family tracing is the process of searching for a child's family to restore family links where they have been lost. The ideal outcome would be restoring contact between unaccompanied children and young people with their families, provided it is in their best interest</p>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• The various immigration statuses of unaccompanied and separated children in the UK.</li> <li>• The asylum process in the UK and how it may impact the overall well-being of a child.</li> <li>• The health needs of unaccompanied children including physical, sexual and mental.</li> <li>• The various forms of education available to unaccompanied children.</li> <li>• How the British Red Cross can provide independent family tracing services for unaccompanied children.</li> <li>• How to support an unaccompanied child through the tracing process.</li> </ul>



## Unit 1.1. Basic information on asylum and immigration processes

Below are some examples how the unit appears online and a quiz:



### The impact of the UK asylum process on children

**i** Please click on the link below to see how unaccompanied and separated children may experience the asylum process.

This video was created with unaccompanied children and young refugees who participated in the Surviving to Thriving project led by the British Red Cross in partnership with UpRising and the Refugee Council.

## Quiz

Which below status should be appealed immediately if an unaccompanied child receives it?

- a) Refugee status
- b) UASC leave
- c) Humanitarian protection

ANSWER: **b) UASC leave**

This is because UASC leave is **a refusal** by the Home Office and **only grants temporary permission** to remain in the UK. If a child is given this status, they should exercise their right to appeal this decision immediately as there is only a short time frame they are eligible to do so.

The foster carer will need to work closely with the social worker to support the child through this process.

For further information, please visit: [https://www.childrenslegalcentre.com/wp-content/uploads/2016/10/Limited-Leave-as-UASC-May.2017.final .pdf](https://www.childrenslegalcentre.com/wp-content/uploads/2016/10/Limited-Leave-as-UASC-May.2017.final.pdf)

## Unit 1.2. Access to health and education

Below are some examples how the unit appears online and a quiz:

### 1.2 Access to health and education

#### Healthcare - challenges

All unaccompanied children should have easy access to healthcare. However, these children can face difficulties trying to access healthcare and support for their issues in the UK. These can include:

- Challenges trying to register with their local GP.
- Language barriers and no interpreters available to support them.
- Lack of experience and capacity of medical professionals to support complex mental and physical health problems these children may have.
- Local GPs may need to make special referrals for some refugee-related problems, such as torture.

All looked after children are required to have a health assessment. If you are concerned about the child's health or are having challenges, please seek support from the assigned social worker and GP

Source: The Royal College of Paediatrics and Child Health  
<https://www.rcpch.ac.uk/resources/refugee-unaccompanied-asylum-seeking-children-young-people#current-uk-asylum-processes>



## 1.2 Access to health and education

MENU

### Physical health needs

There are specific physical health issues that some unaccompanied children may have depending on their situation in their home country and during their journey to the UK. These could include:

- Thalassaemia
- Gastrointestinal problems due to poor nutrition or semi-starvation
- Hearing damage due to bombs
- Women's health issues due to gender-based violence and sexual violence
- Severe dental problems
- Headlice
- Signs of physical harm from torture, violence or trafficking
- Blood borne infections



Sources: 1. SAFE consultations with foster carers of UASC in Leeds and Birmingham, 2018

2. [Public Health England, Children's health: migrant health guide](#)

3. [Public Health England, Dental health: migrant health guide](#)

4. [NSPCC, Female Genital Mutilation \(FGM\)](#)

5. [East Kent Children's Commissioning Support Team, UASC Health, The key Mental Health issues faced by UASC include those related to: Sleep, Eat and Hope](#)

### Quiz

**What is the best way to support an unaccompanied child or a young person if they are displaying mental health issues?**

- a) Ignore them, they will get over it.
- b) Support them to access specialist mental health services either through self-referral or the GP.
- c) Try and make the child speak to you even if they don't want to.
- d) Tell their friends to make sure their peers know what is happening.

**ANSWER: b) Support them to access specialist mental health services either through self-referral or the GP**

If a child is displaying symptoms of trauma or is struggling with their mental health, specialist medical help should be sought if this is what the child wishes. The child may be resistant as talking therapies may not be available in their home countries and the concept is unfamiliar. If you need support, ask the GP or nurse or social worker for help or advice.

You should not force a child to speak about their experiences if they do not want to as this may add to the distress they are feeling and cause mistrust towards you. Do not tell their peers against their wishes if they are struggling as this is confidential information and should only be shared with the GP and social worker.

For further information, please visit: <https://www.actionforchildren.org.uk/support-for-parents/childrens-mental-health/>





### Unit 1.3. Family tracing

Below are some examples how the unit appears online and a case study:

#### 1.3 Family tracing

##### British Red Cross and International Committee of the Red Cross

A child who wishes to initiate a family tracing procedure can contact their local British Red Cross branch [here](#).


The Red Cross also uses an online tracing tool called "**Trace the Face**". People looking for their relatives can publish a photo of themselves (if over 18 years old) or register their details and the details of the missing person on a secure part of the website, in the hope that their family member might register too. For more information, please [click here](#).

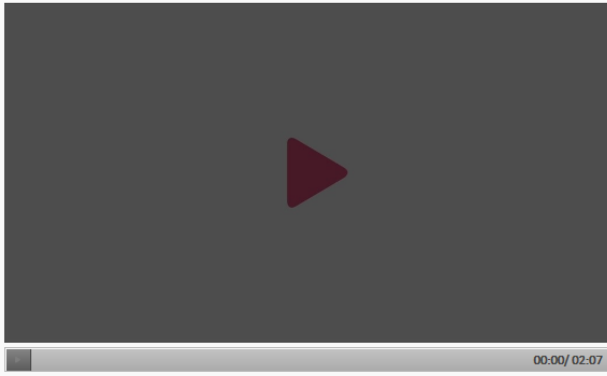


#### 1.3 Family tracing

##### How to assist and support during this process

The family tracing process can be a very emotional process. The child or young person may feel guilt at leaving their family behind or feel "ambiguous loss" as they do not know where or how their family are.

 *The film below explains how the British Red Cross' family tracing service works and how to support a child or young person going through this process. Please watch the short video.*



### Case study

You are 16-year-old Nadia's foster carer. She is from Iraq and has travelled alone to the UK.

Nadia has said that she does not want to be reconnected with her family, although she misses them. On one occasion, she mentioned that her family tried to force her into a marriage, but she did not want to talk about it.

*What could you do to support Nadia under these circumstances?*

#### **Some tips:**

- Advise Nadia that the family tracing procedure is voluntary and she does not have to do anything that she does not want to.
- Make sure her social worker is aware of her wish not to trace her family and challenge them if Nadia feels they are putting any pressure on her.
- Arrange with her social worker to see a mental health specialist to talk about her experiences and get emotional support if she needs it.
- Listen to her concerns and make sure that her social worker briefs her and she understands the full procedure if she decides she wants to trace her family.



## Chapter two: UK e-module for family-based carers (foster carers)

UK e-module chapter two for family-based carers (foster carers)	
<b>Description of chapter two</b>	<p><b>Unit 2.1: Care plans and moving towards independence</b></p> <p>This unit provides an understanding of the UK care planning in place for unaccompanied children and advice on how to prepare young people to become more independent before they reach adulthood.</p> <p>The care planning is the responsibility of the local authority. Foster carers should be involved and aware of these plans to help support unaccompanied children and young people.</p> <p><b>Unit 2.2: Living arrangements</b></p> <p>This unit explores alternative options for foster carers and unaccompanied children if they both agree they want to continue living together after the child turns 18 years old and it is in the child's best interest.</p> <p>This unit also explores some general challenges of fostering an unaccompanied child that may arise.</p> <p><b>Unit 2.3: Roles of foster carers and key actors</b></p> <p>This unit will provide information on the role of the foster carer and the other main actors in the UK who are involved in providing care and support to unaccompanied children.</p>
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• The responsibilities of the local authority in care planning for unaccompanied children and young people.</li> <li>• Suggestions on how to help unaccompanied young people become more independent before they reach adulthood.</li> <li>• Two alternative options for an unaccompanied child to stay in the foster home after they turn 18 years old.</li> <li>• General challenges of fostering an unaccompanied child.</li> <li>• The role of the foster carer in supporting an unaccompanied child.</li> <li>• The actors involved in the life of an unaccompanied child in the UK.</li> <li>• The different roles and responsibilities of these actors.</li> </ul>



## Unit 2.1. Care plans and moving towards independence

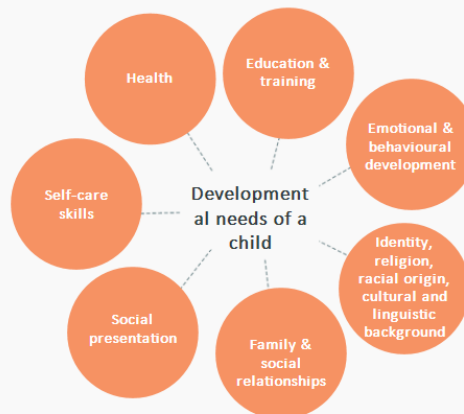
Below are some examples how the unit appears online and a case study:

### 2.1 Care plans and moving towards independence

MENU

#### Care plan

*The Care Planning, Placement and Case Review (England) Regulations 2010* sets out seven dimensions of developmental needs of a child that the local authority needs to address in their care plan:



&lt; PREV NEXT &gt;

### 2.1 Care plans and moving towards independence

MENU

#### How foster carers can support steps to independence



Click on the boxes below to find out how foster carers can support steps to independence.



&lt; PREV NEXT &gt;



### Case study

Sami is a 17-year-old boy that you have been fostering for two years. He arrived in the UK as an unaccompanied child.

Sami has recently started dating a girl from his school and wants to stay over at her house. You have discussed this with the girl's parents and they are fine with the situation but as this is Sami's first girlfriend, you are concerned about safe sex.

*What could you do in this situation to provide the best support to Sami?*

#### **Some suggestions:**

- Make sure Sami understands what consent means in UK culture and that men and women are equal in their sexuality.
- Speak to his social worker, personal adviser or the nurse or the GP for advice on how to discuss this topic.
- If Sami does not want to discuss safe sex with you, ask his social worker, personal adviser nurse or the GP to speak with him if he feels more comfortable discussing it with someone outside of the home.
- Give Sami some resources so he can do his own research and not feel embarrassed. This could be links to websites such as the NHS: <https://www.nhs.uk/live-well/sexual-health/sex-activities-and-risk/>





## Unit 2.2. Living arrangements

Below are some examples how the unit appears online and a case study:

### 2.2 Living arrangements

MENU

#### Foster care

Fostering" is when social services arranges for a child to live with foster carers if it is deemed in their best interest. This is typically up until the age of 16 years old.

Foster care enables a child to be cared for in a family environment and foster carers are required to provide a living space, safety and support to the child.

1 Unaccompanied children need to have an environment where they are able to build on their self-esteem and develop friendships with those around them.

2 Children are entitled to grow up in a loving environment that can meet their developmental needs.

3 Every child should have his or her wishes and feelings listened to and taken into account.

4 Each child should be valued as an individual and given personalised support in line with their individual needs and background in order to develop their identity, self confidence and self-worth.

Source: [Department of Education, Fostering services: national minimum standards, 2011](#)

### 2.2 Living arrangements

MENU

#### Living arrangement for after 18 years old: "staying put"

Once a child reaches the age of 18 years old they are no longer legally "in care" and therefore fostering arrangements will no longer apply. Fostered children are often seen as part of the family and it can be difficult for both the child and foster carer to part ways.

Even though it is not a legal requirement for a young person to be in care after they turn 18 years old, they have the right to remain with their foster carer after they turn 18 years old if all parties agree.

"Staying put" is not the same as a foster placement. The young person is no longer a looked after child and are now a young adult and a care leaver. The foster carer is no longer their carer but becomes their "former foster carer".



Source: [The Fostering Network, Guidance for Children and Young People Services, Fostering Services and Leaving Care Services](#)



**Case study**

You are fostering Ahmed, a 16-year-old from Afghanistan. He experienced torture in his home country and violence on his journey to the UK. From these experiences, he has been diagnosed with post-traumatic stress disorder and often wakes up distressed in the night.

To help, you give him extra attention and comfort when he is feeling upset. Your 14 year old son has started making snide comments and misbehaving. It appears he is jealous of the attention you are giving to Ahmed.

*Please select below some actions you could take to help with this situation. Please note, there may be more than one option:*

- a) Tell your son off and reprimand him.
- b) Organise some family activities so Ahmed and your son can spend more time together as a family.
- c) Explain to your son sensitively that Ahmed has had some bad things happen and help him understand why Ahmed needs a loving home and family.
- d) Spend some time with your son so he does not feel excluded.

**Correct answers:**

- b) Organise some family activities so Ahmed and your son can spend more time together as a family.
- c) Explain to your son sensitively that Ahmed has had some bad things happen and therefore you need to help him.
- d) Spend some time with your son so he does not feel excluded or that Ahmed is a threat.

## Unit 2.3. Roles of foster carers and key actors

Below are some examples how the unit appears online and a quiz:

### 2.3 Roles of foster carers and key actors

MENU

#### Role of the foster carer

- Providing day-to-day care for children and young people and preparing young people for adulthood.
- Supporting educational and health needs, social wellbeing and managing challenging behaviour.
- Being a powerful advocate for the child and their rights.
- Contribute to and put into practice the requirements of the child's care plan and placement plan.
- Playing the key role in providing emotional and practical support.
- Listening to the child and being patient with them and their needs.
- Providing a loving home and a safe and stable environment.
- Treating the child as an extended member of the family and planning activities as a family.



Source: SAFE consultations with UASC foster carers in Leeds and Birmingham, 2018

### 2.3 Roles of foster carers and key actors

MENU

#### Foster carer vs social worker

- Challenge social workers if necessary to defend the rights of the child.
- Know and understand the network of agencies that are available to support you and the child. Know where to go to for advice and help, such as the fostering agency or assigned social workers.
- Accompany the child to asylum interviews and ensure that they are supported by both you and their social worker throughout their asylum process. This is a difficult and unstable time for many children which can have a big impact of their mental health and wellbeing.
- Be clear which roles and responsibilities lie between the foster carer and the social worker to ensure the best interests of the child and their needs are met.
- Work with the social worker and supervising social worker as a team around the child to provide adequate support to meet their needs and address any challenges without delay.
- Always respect the confidentiality of the child or young person and do not share any information with the social worker without the consent of the child.



Sources: 1. [The Fostering Network, Support](#)  
2. [The Fostering Network, Working with Social Workers](#)

## Quiz

Which is **NOT** the responsibility of the foster carer in providing care for an unaccompanied child?

- a) To provide a safe and loving environment within a family setting.
- b) To accompany the child to their asylum interviews.
- c) To help the child to integrate into UK society and understand the difference in cultural norms.
- d) To develop the child's personal education plan.

**ANSWER: d) To develop the child's personal education plan**

Designated teachers have a responsibility to promote the educational achievement of looked-after children, including those aged between 16 and 18 years old who are registered pupils at the school. For unaccompanied children, who usually become looked-after prior to joining education, the designated teacher will be responsible in making sure that the Personal Education Plan (PEP) meets the child's individual needs.





## Chapter three: UK e-module for family-based carers (foster carers)

UK e-module chapter three for family-based carers (foster carers)	
<b>Description of chapter three</b>	<b>Unit 3. Supporting integration and maintaining connections with the culture of origin</b>  This unit provides an understanding of how foster carers can support unaccompanied children integrate into the UK and maintain a connection with their culture of origin
<b>Learning outcomes</b>	<ul style="list-style-type: none"> <li>• How to help unaccompanied children feel more integrated into the UK</li> <li>• How to support this group of children to maintain links to their culture of origin</li> </ul>

### Unit 3. Supporting integration and maintaining connections with the culture of origin

Below are some examples how the unit appears online and a case study:


Supporting integration and maintaining connections with culture of origin

MENU

#### Integration of unaccompanied children

There are several needs that are essential for the positive integration of unaccompanied children in the UK. These needs include:

- Health
- Education
- Emotional and behavioural development
- Identity (religion, racial origin and cultural and language)
- Family and social relationships
- Social presentation
- Self-care skills



*Integration of unaccompanied children should be facilitated by the team of the care around the child, including the foster carer, social worker, other institutions and key actors involved in their **care, health needs, social resources and education.***

Source: [Home Office, Integrating refugees What works? What can work? What does not work? A summary of the evidence second edition, June 2019](#)

< PREV NEXT >

## Supporting integration and maintaining connections with culture of origin

MENU

## Support at school

Education can provide an ideal environment to improve integration and reduce isolation faced by unaccompanied children and young people as it enables them to communicate better and it provides the opportunity for them to make friends.



Source: UNICEF, *Education for refugee and asylum seeking children: access and quality in England, Scotland and Wales, 2018*

## Schools can:

1

Provide a safe and stable setting where children can develop meaningful and constructive connections with their peers and teachers.

2

Actively counter discrimination, racism and stigmatisation whenever it happens.

3

Play a vital role in equipping children and young people with the skills, values and knowledge needed to help them integrate.

4

Play a positive role in shaping cohesive communities.

**Case study**

You have recently begun fostering Hassan, a 15-year-old Sudanese boy. He appeared to be settling into his new home well but recently he has become withdrawn.

When you asked Hassan what was wrong, he said he missed his home and felt very far away from his family and his community.

*What are some of the things you could do to help Hassan feel more comforted?*

**Some tips:**

- Ask Hassan what his favourite food from Sudan is and either find a restaurant that sells it or ask him to help you cook it (which can also help with bonding).
- Try and access some of his favourite films or TV shows in his language that he used to enjoy watching.
- Help Hassan source his favourite music and songs or books.
- Speak with Hassan's social worker so they know how he is feeling and try and see if there are any social groups he could join from his community.
- Speak with Hassan to find out if he would like to try and make contact with his family.
- Encourage Hassan to get to know his surroundings and feel more settled.
- Find various activities that Hassan likes to do and help him access them, such as sports clubs or a favourite hobby.
- Be comforting and understanding of Hassan's needs.
- Support Hassan to access emotional wellbeing support if this is something he wants help with.

## UK face to face trainings

SAFE's face to face training has used a multi-sectoral model and was delivered appropriate to the UK context.

- The training was delivered to a wide range of professionals and practitioners from various sectors, who in turn will pass on their knowledge to other people within their work place.
- The training has aimed to lead to more effective and integrated services. The fact to face training included a combination of delivering training and capacity building workshops across the UK to local authorities and a wider audience.
- The training has created an environment for professionals working with unaccompanied and separated children to interact learn and support each other which has contributed to the raising of standards related to the issues facing this group of children.

## Training slides examples

Immigration statuses

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What are the most common types of immigration status you encounter while working with unaccompanied and separated children?

Immigration statuses		
Unaccompanied and separated children can have different types of immigration status or no status at all.		
International protection - related immigration statuses	Non-int. protection related immigration statuses	Undocumented
<ul style="list-style-type: none"> <li>Asylum seeker</li> <li>Refugee (also referred as "recognised refugee" or beneficiary of international protection)</li> <li>Humanitarian protection</li> </ul>	<ul style="list-style-type: none"> <li>UASC leave</li> <li>Section 67 leave</li> <li>Calais leave</li> <li>Discretionary leave and Leave outside the Rules</li> <li>Limited leave to remain on family or private life grounds</li> <li>Settled status</li> </ul>	<ul style="list-style-type: none"> <li>Undocumented/ irregular migrant</li> </ul>





## Identity and culture

How do you define the words below?

Identity

Culture

## Identity and culture

Identity

A complex understanding of who we are, and is affected by what we do, how we perceive ourselves, and how we are seen by others

Culture

The customary beliefs, social forms, and material traits of a racial, religious, or social group

*(Merriam- Webster Dictionary)*

## Identity and cultural needs

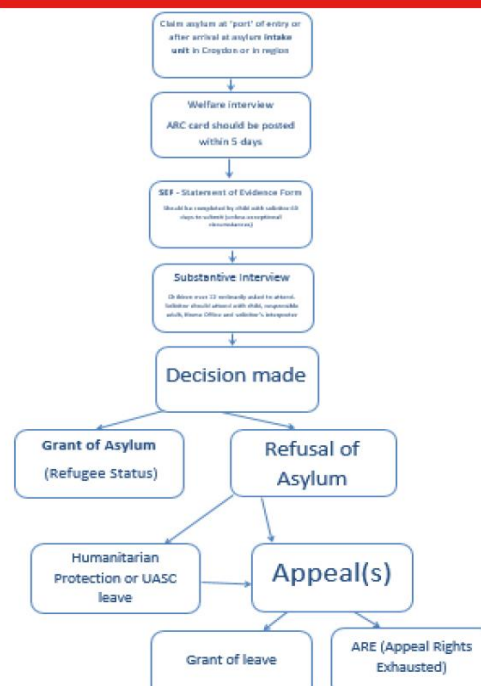
Discussion in your groups:

- What are the factors that affect the identity formation of unaccompanied and separated children?
- What are the challenges they encounter?
- What can you do to address the identity needs?

## Identity and cultural needs – what helps?

- Maintaining connection with the culture of their country of origin helps their adaptation in the new country
- Learning about the culture of the host country/ integration
- Supporting to bridge between the two cultures
- Assistance to overcome the fear of rejection by family/ community
- Learning to cope with the temporary sense of 'loss of identity'

## The Asylum Process



## Face to face training evaluation form

Please see below the questionnaire used after SAFE's training. This can be used as an example of evaluating training:

Thank you for participating in this training. We would like to hear your views on how useful it has been for you, what you have learnt and how you intend to apply this knowledge in your work.

Please tick one of the boxes for each question

- 1. How useful has this training been in helping you to understand *the overall situation of unaccompanied and separated children*?**

Extremely useful	Very useful	Fairly useful	A little useful	Not useful

- 2. How useful has this training been in helping you to understand *the needs of unaccompanied and separated children*?**

Extremely useful	Very useful	Fairly useful	A little useful	Not useful

- 3. How useful has this training been in helping you to understand the asylum and immigration status issues facing unaccompanied and separated children?**

Extremely useful	Very useful	Fairly useful	A little useful	Not useful

- 4. Following this training, how would you rate your understanding of *the issues and challenges* facing young refugees and asylum seekers in the UK?**

Extremely improved	Very improved	Fairly improved	A little improved	Not improved



5. Following this training, how would you rate *your awareness of the sensitivities* affecting young refugees and asylum seekers?

Extremely improved	Very improved	Fairly improved	A little improved	Not improved

6. Overall, how useful have you found this training?

Extremely useful	Very useful	Fairly useful	A little useful	Not useful

7. What is the main issue (or issues) you have learnt from this training?

--

8. What other issues (if any) would you like to have seen covered in this training?

--

9. Please say how you intend to apply this training in your work

--

10. Are there any other comments you would like to make on this training?

--

11. Would recommend this course to other professionals?

Yes	No	Don't know



## Tips for facilitation

### Do's

- ✓ Listen to the views of others.
- ✓ Speak clearly and slowly. Repeat information when necessary. Consider the tone of what you say, and implied or unspoken meanings.
- ✓ Communicate tactfully. Give honest feedback while considering and respecting other people's feelings and reactions.
- ✓ Elicit information by using both open and closed questions.
- ✓ Create time to reflect on feelings and emotions; and about trafficking in human beings.
- ✓ Combine listening with 'doing' to embed learning.
- ✓ Make use of ice breakers and energisers.
- ✓ Maintain eye contact.

### Do not's

- ✗ Distract participants from the subject matter.
- ✗ Interrupt or cut participants off when they give their views.
- ✗ Ignore or show favour to any individual.
- ✗ Think you know best. Participants may have unique or deeper knowledge.
- ✗ Ramble or lose track of your argument.
- ✗ Put people down or be defensive.
- ✗ Fail to stop for breaks.
- ✗ Address participants who show signs of emotion in plenary. Invite them to share their emotions in a quiet place. Trainers should make themselves available for up to 30 minutes after the training formally ends, so that participants can talk to them individually (if they wish) about any aspect of the course.



## Adult learning framework

This framework is a constructivist approach to learning.

*The basic principles are:*

- 1) Learners have agency in their own learning;**
- 2) Learners relate learning to previous experience and context;**
- 3) Learning is a reflective process;**
- 4) Learning is a collaborative process;**
- 5) Learning is a dynamic process;**
- 6) Learning is a guided and supported process.**

## Effective training delivery

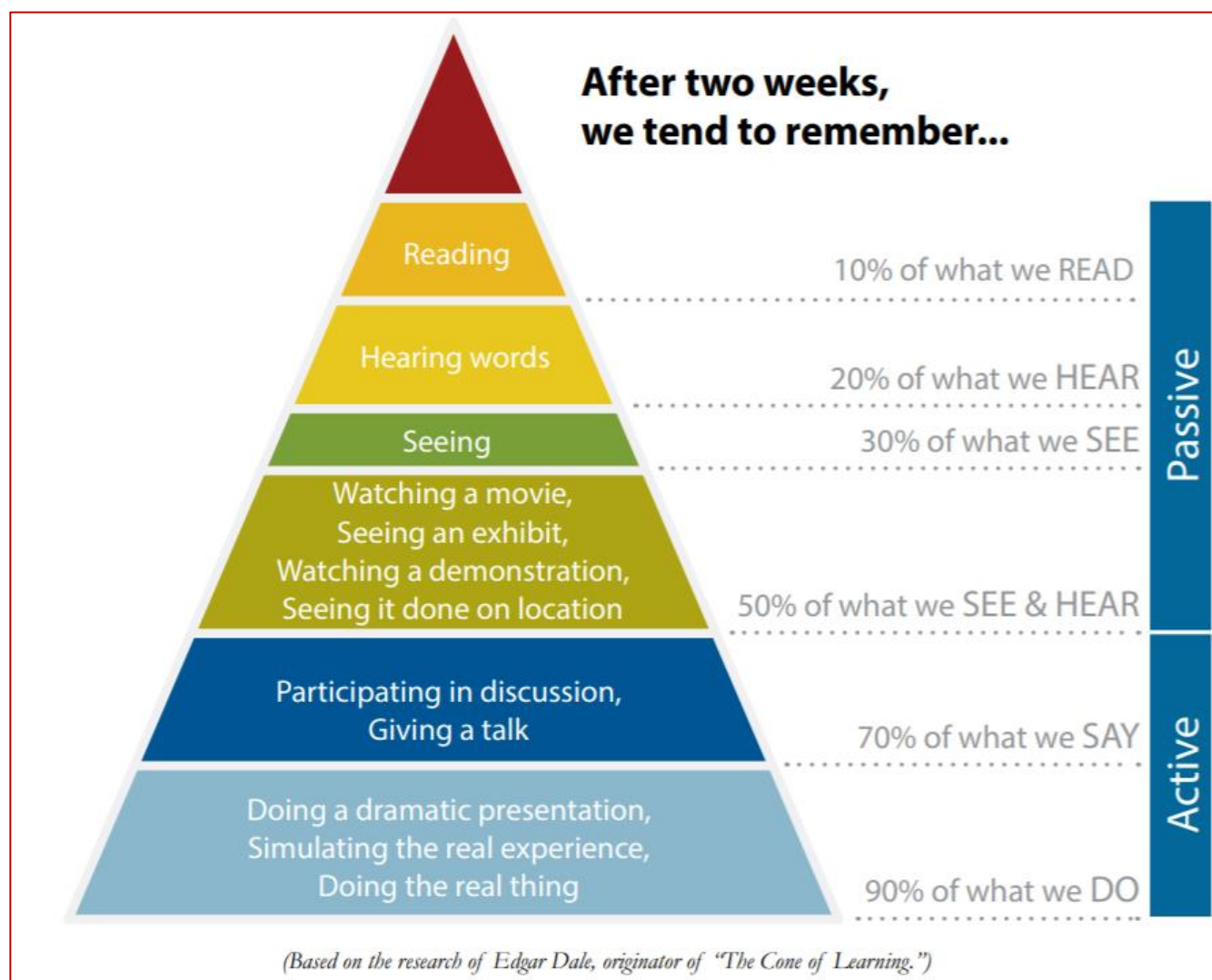
People often remember more when they practice or use their learning compared to when they just read or hear information. The amount of information we remember is in direct proportion to the amount of involvement we had in the learning.

Adults tend to learn when content is practical, relevant to their work and allows them to draw on their own life experiences and knowledge. Therefore, throughout the training, it is important that facilitators encourage participants to share their own experiences through facilitated group work and discussions.

Source: [https://humanservices.ucdavis.edu/sites/default/files/Adult-Education-Toolkit\\_Updated\\_022814.pdf](https://humanservices.ucdavis.edu/sites/default/files/Adult-Education-Toolkit_Updated_022814.pdf)



## Cone of learning

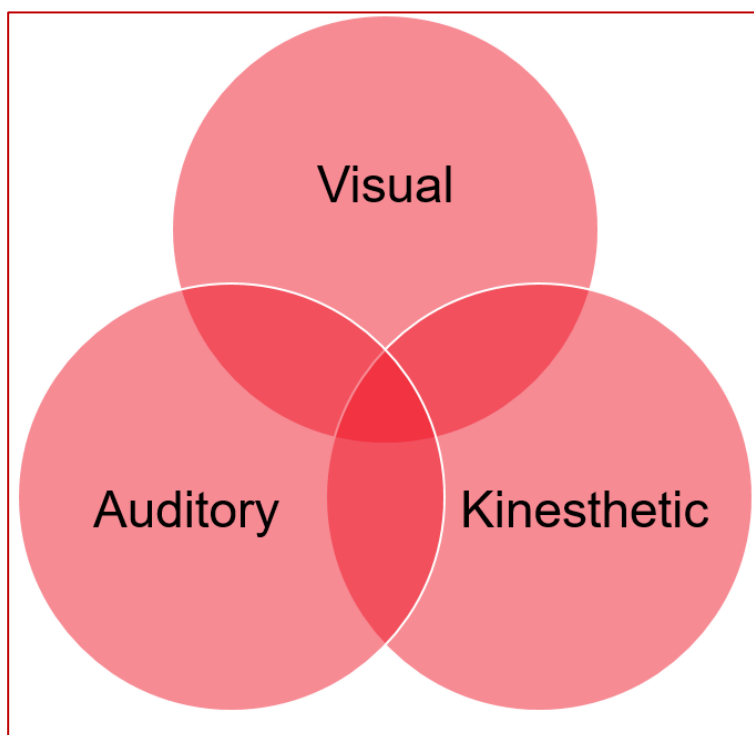


The Cone of Learning shows that we tend to remember only about 10 percent of what we read. Our memory increases when we hear and see something together - like watching a movie or going to an exhibition. We remember about 90 percent of what we say and do, like practicing what we learned. This is important for you to recognise as you deliver training to your adult learners. Choosing the appropriate methods for delivery is critical in increasing retention.

Source: [https://humanservices.ucdavis.edu/sites/default/files/Adult-Education-Toolkit\\_Updated\\_022814.pdf](https://humanservices.ucdavis.edu/sites/default/files/Adult-Education-Toolkit_Updated_022814.pdf)



## “VAK” - three main learning styles



It is important to understand how adults learn. It is usually useful to combine activities that addresses the needs of different types of learners. Some activities cover all the bases for all learners.

For example, a group discussion activity will work well for both auditory and kinaesthetic learners, and by bulleting the outcomes/ key take away from the activity on a flipchart during feedback, the visual learners will be covered as well.

**Visual learners:** Visual learners are those who generally think in pictures. They often prefer to see things written down in a handout, text, on an overhead or PowerPoint slide. They find maps, graphs, charts, and other visual learning tools to be extremely effective. They remember things best by seeing something.

**Auditory learners:** Auditory learners are those who generally learn best by listening. They typically like to learn through lectures, discussions, and reading aloud. They remember best through hearing or saying things aloud.

**Kinesthetic learners:** Kinesthetic learners are those who learn best through touching, feeling, and experiencing that which they are trying to learn. They remember best by writing or physically manipulating the information.

Source: <https://www.pacer.org/publications/fasttraining/Other/teachingadults-whattrainersneedtoknow.pdf>

## Resources for further learning and guidance

### Legislations

- The United Nations Convention on the Rights of Child, available at: <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
- The United Nations Convention on the Rights of Child (summary version), available at: [https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC\\_summary-1.pdf](https://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf)
- The 1951 United Nations Convention Relating to the Status of Refugees and the 1967: Protocol, commonly known as ‘the Refugee Convention’, available at: <http://www.unhcr.org/uk/1951-refugee-convention.html>
- The UN Trafficking Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (known as the Palermo Protocol), available at: <https://www.unodc.org/unodc/en/organized-crime/intro/UNTOC.html>
- UN Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, available at: <https://www.ohchr.org/en/professionalinterest/pages/cat.aspx>
- EU Reception Condition Directive (2013/33/EU), available at: [https://ec.europa.eu/home-affairs/what-we-do/policies/asylum/reception-conditions\\_en](https://ec.europa.eu/home-affairs/what-we-do/policies/asylum/reception-conditions_en)

### Training resources

- International Organisation for Migration (IOM), Project “Fostering Across Borders” (Austria, Belgium, Greece, Luxembourg, Poland and the United Kingdom), available at: <https://eea.iom.int/fostering-across-borders>
- Getting Care Right for All Children: Implementing the UN Guidelines for the Alternative Care of Children, available at: <http://www.alternativecaremooc.com/index.php/en/>
- SOS Children’s Villages International, “Prepare for Leaving Care” training materials, available at: <https://www.sos-childrensvillages.org/prepare-for-leaving-care>
- European Network of Guardianship Institutions, e-learning course on Alternative Family Care, available at: <https://engi.eu/projects/alfaca/>

### Guides

- Nidos, Alternative Family Care: ALFACA Manual for staff working with reception families and unaccompanied children living in the reception families, 2016, available at: <https://engi.eu/projects/alfaca/manual/>
- The Centre for Excellence for Looked After Children in Scotland (CELCIS), University of Strathclyde, Moving Forward: Implementing the ‘Guidelines for the Alternative Care of Children’, 2012, available at: <https://www.alternativecareguidelines.org/MovingForward/tabid/2798/language/en-GB/Default.aspx>
- UNHCR Guidelines on Assessing and Determining the Best Interests of the Child (2018 provisional release), available at: <https://www.refworld.org/pdfid/5c18d7254.pdf>



- European Asylum Support Office, Practical Guide on the Best Interests of the Child in Asylum Procedures, available at: <https://publications.europa.eu/en/publication-detail/-/publication/e244c4fe-3589-11e9-8d04-01aa75ed71a1/language-en/format-PDF>
- Translators without Borders and Save the Children, Field Guide to Humanitarian Interpreting & Cultural Mediation, available at: <https://translatorswithoutborders.org/wp-content/uploads/2017/06/Guide-to-humanitarian-interpreting-and-cultural-mediation.pdf>

## UK

- Department for Education, Statutory guidance for local authorities on the care of unaccompanied migrant children and child victims of modern slavery, November 2017, available at: <https://www.gov.uk/government/publications/care-of-unaccompanied-and-trafficked-children>
- Department for Education, Statutory guidance on inter-agency working to safeguard and promote the welfare of children, July 2018, available at: <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Home Office, Victims of modern slavery – frontline staff guidance, March 2016, available at: <https://www.gov.uk/government/publications/victims-of-human-trafficking>
- Home Office, National Referral Mechanism: guidance for child first responders, March 2016, available at: [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/510091/NRM - guidance for child first responders v2.0 EXT.PDF](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/510091/NRM_-_guidance_for_child_first_responders_v2.0_EXT.PDF)
- Department for Education, Practical guidance on safeguarding children who may have been trafficked, October 2011, available at: <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>
- ADCS, Age Assessment Guidance, October 2015, available at: [https://adcs.org.uk/assets/documentation/Age\\_Assessment\\_Guidance\\_2015\\_Final.pdf](https://adcs.org.uk/assets/documentation/Age_Assessment_Guidance_2015_Final.pdf)
- Home Office, Guidance on Assessing Age, May 2019, available at: <https://www.gov.uk/government/publications/assessing-age-instruction>

