



Integration plan for an unaccompanied minor

TO BE COMPLETED WITH THE CHILD OR YOUNG PERSON AND HIS OR HER REPRESENTATIVE.

Child's name and name by which he or she is usually known	Personal identity code	Date of immigration and age
Native language(s)	Nationality	Religion

Name and contact information of representative

Where is the child living (family group home, supportive housing, accommodation with a family, foster family, other)? Request contact details.





MOVE AND FAMILY 1

Stages before coming to Finland

In which other countries has the minor child lived? With whom?

What other languages has he or she learned?

Has he or she attended school in other countries? How many years of schooling has he or she had?

Journey and experience of the move

What was the journey to Finland like? What has it been like for him or her to settle in Finland?



MOVE AND FAMILY 2

Family

Who is part of the family? Where are they currently living (names and relationship)?

What was the family's situation like in the country of origin before the move? Is the child or young person worried about relatives in other countries? What kind of worries? Is the minor able to keep in touch with his or her family, friends or relatives? With whom and how often?

Does he or she have other relatives or family or friends in Finland? Who?

Family reunification

Has family reunification been initiated? Where, when and by whom? Is reunification being planned?

Social relationships and other social network

Who is part of the minor's social network from whom he or she can request help?

Does the minor often feel alone?

Does he or she have any contacts with Finns (e.g. friends at school, in hobbies or a girlfriend or a boyfriend)?



GENERAL LIFE SITUATION OF CHILD 1

Health and development

Has the minor been healthy? Have there been any serious illnesses or accidents? Are there any concerns related to health?

Have any developmental or learning problems been observed?

Has the child witnessed or experienced anything traumatic? What?

When? How does it affect the everyday life of the child or young person?

Remarks. What kind of information has the child or young person been given and what guidance has he or she received? What should be given attention to in the future?

What has been agreed with the representative of the child or young person?



GENERAL LIFE SITUATION OF CHILD 2

Daycare centre or school

Which school does the child or young person attend?
Which grade is he or she in?

How is he or she doing at school? Does he or she have friends?

If the child attended school in the country of origin, how did school go there, and did the child easily learn things in his or her own mother tongue or in other languages?

Did the child enjoy attending school previously?

Which subjects was the child good at? Which subjects did he or she like?

Did the child make friends in his or her previous school?

What was school attendance like before arriving in Finland (how many hours per day, per week, per month)?

Has school been easy or difficult in the child's own opinion?

What kind of subjects has he or she studied?

Does he or she participate in religious education in his or her own faith?

Are there any worries related to schooling? Is help available if the child or young person is having problems relating to school or learning?

Does the child attend a daycare centre (full time or part time)?

If not, why not? Does the child enjoy attending the daycare centre?

Does the child have friends there?

<https://www.punainenristi.fi/hae-tukea-ja-apua/laksyjentekoon>

Remarks. What kind of information has the child or young person been given and what guidance has he or she received? What should be given attention to in the future?

What has been agreed with the representative of the child or young person?



GENERAL LIFE SITUATION OF CHILD 3

Language skills

Which languages does the child speak on a daily basis? Child's or young person's own assessment of proficiency in his or her mother tongue and in Finnish or Swedish.

Does he or she receive instruction in his or her own mother tongue and in Finnish as a Second Language (S2) at school?

How is it ensured that his or her mother tongue and culture are maintained?

Remarks. What kind of information has the child or young person been given and what guidance has he or she received? What should be paid attention to in the future?

What has been agreed with the representative of the child or young person?

Income security

What benefits does the child or young person receive?

Strengths and support needs

Did the child have any hobbies before coming to Finland?

What does the child or young person enjoy? What does the child or young person feel they are good at?

What is he or she interested in? What does he or she find difficult and challenging?

Remarks. What kind of information has the child or young person been given and what guidance has he or she received? What should be paid attention to in the future?



GENERAL LIFE SITUATION OF CHILD 4

Social development

How does the child or young person get along with other people in the place he or she lives? Does he or she have friends?

Has there been any bullying where he or she lives, at school or the daycare centre or elsewhere? Does the child or young person know what to do if bullying occurs? How does he or she resolve conflicts?

Does the child have any hobbies? If not, why not? How does he or she spend his or her free time? What hobbies would he or she like to pursue?

Remarks. What kind of information has the child or young person been given and what guidance has he or she received? What should be paid attention to in the future?

What has been agreed with the representative of the child or young person?

Employment

Has he or she worked? For how long and at what age did he or she start, etc.?

Would he or she like a summer job? What kind of summer job would he or she like? What should be done so that he or she could get a summer job?

If he or she is over the age of 16, is he or she a client at the TE Office? If not, when should he or she register as a client?

Remarks. What kind of information has the child or young person been given and what guidance has he or she received? What should be paid attention to in the future?

What has been agreed with the representative of the child or young person?

Hopes and goals

What kind of hopes and goals does the child or young person have regarding his or her future? How does he or she think he or she can achieve these goals?

Remarks. What kind of information has the child or young person been given and what guidance has he or she received? What should be paid attention to in the future?



AFTER THE DISCUSSION

After the discussion, it is useful together with the child or young person and his or her representative to come to an overall assessment of the situation.

Does everyday life go smoothly? Is there anything to worry about? What kind of support might be needed? How can the goals be achieved?

It is important that you refer the child or young person and his or her representative to other specialists if necessary.

Agree on the net steps:

Educational path, hobbies, contacts, other. Arrange the next appointment and see what progress has been made in the issues that have been agreed on.

Do you think that the child's or young person's situation requires an early childhood education plan or a personal study plan to be prepared in multiprofessional collaboration?

Is a child protection plan required?

In order to smoothly transfer the information you have received convene a meeting at which, in addition to the child or young person and his or her representative, the requisite specialists are present too.

In order for the integration plan to be of use to the child or young person, it would be best if you received permission to disclose the necessary information, for example, to the child health care clinic, daycare centre or school. For that you will need signed consent.

The information of the child or young person can be stored in the electronic client register of the municipality's department of social services and healthcare and necessary data may be disclosed to other authorities.

To whom information may be disclosed:

Date:

Place:

To whom may information be disclosed?

Signature of child or young person:

Signature of representative:

Signature of person(s) who prepared the integration plan and name in capitals:

Signature of interpreter and name in capitals: