

In partnership with:



**IES Polígono Sur**



**Devon & Cornwall Police**



**Devon Virtual School**



**Excelentísimo Concelho de CERCEDA**



**Hudiksvalls kommun**



**The Learning Institute**



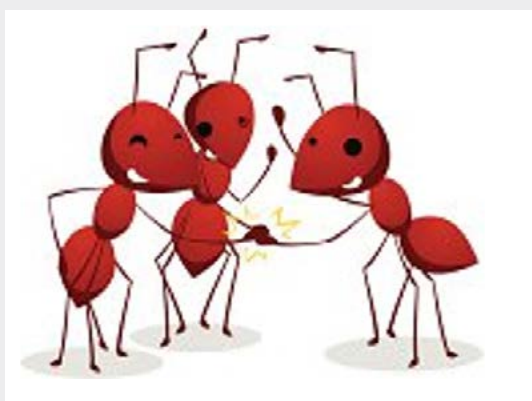
# Swedish partners' presentation of O6 & O7

**ACEs project activity  
December 3rd, 2020**

## Purpose of the half-day training provided locally in Sweden, February 2020:

Providing knowledge and tools to make collaboration easier between professions and organisations planning a strategy together.

Participants: professionals representing School; Social services; The Police; Health care; After School Care.



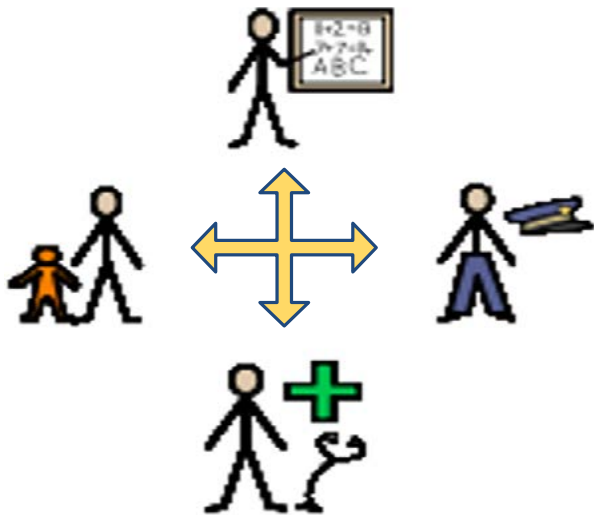
## Training Content on the occasion of interprofessional learning

1. Interprofessional collaboration
2. The UN Convention on the Rights of the Child
3. The “iCy plan”
4. Workshop: Applying the iCy plan on a case
5. Reflection and evaluation of work done on the case.

The following pages highlight each part.

### Interprofessional learning through interprofessional collaboration

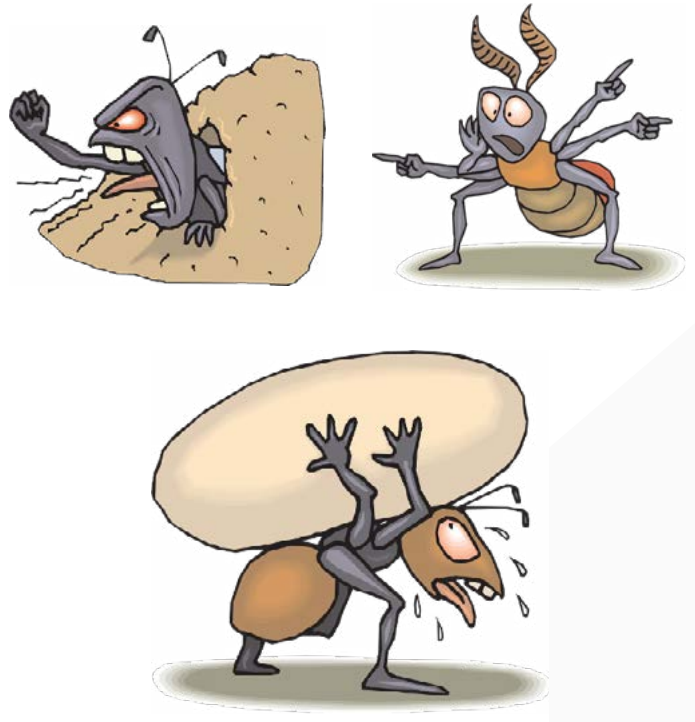
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### Common problem

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Frustration relating to other organisations involved not doing what you think is best for the person  
Training does not provide tools to increase collaboration between organisations involved in a case.



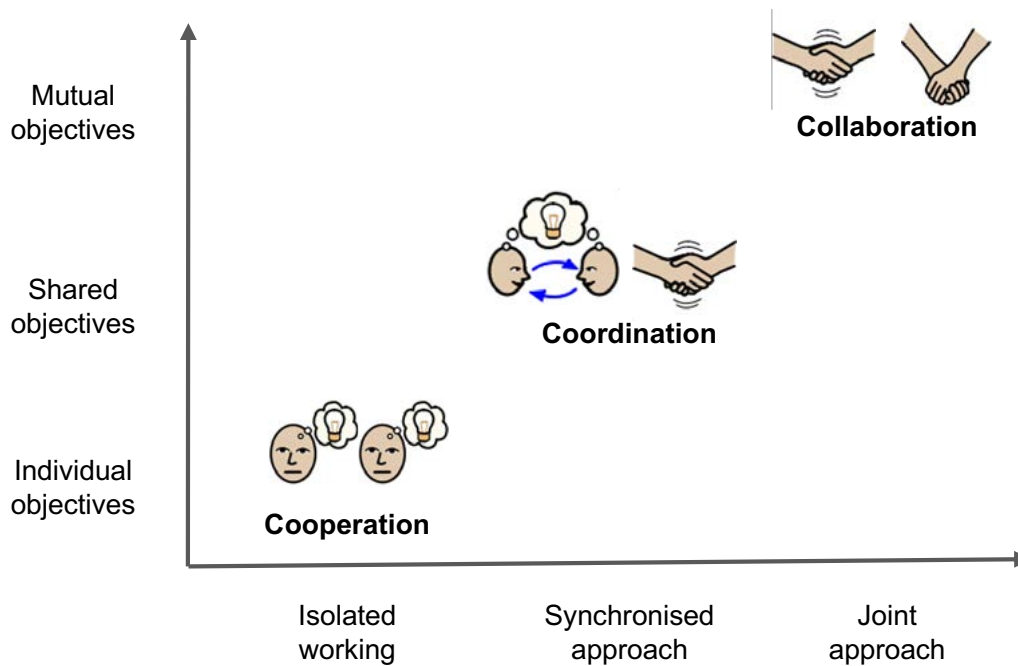
### Collaboration between organisations

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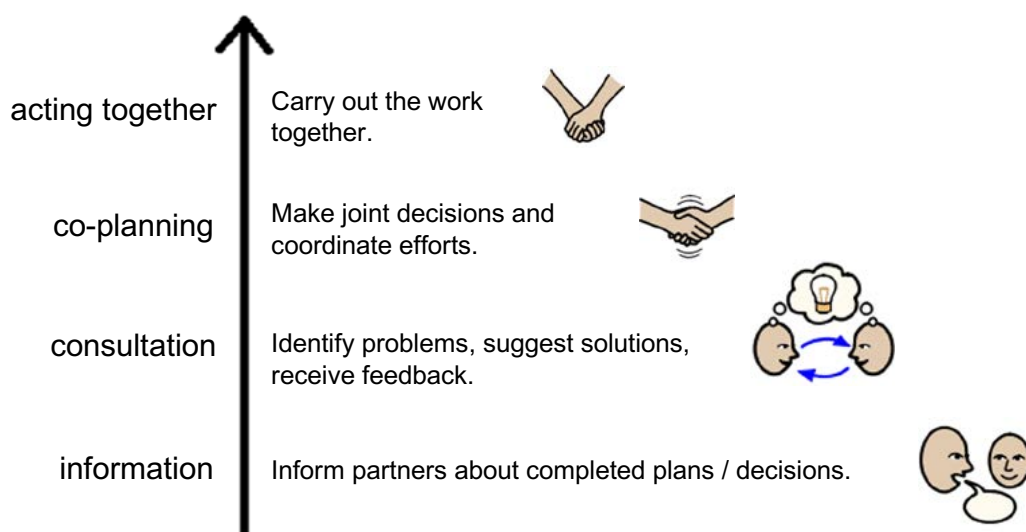
Source:

[Effective Multi-Agency Partnerships - Putting Every Child Matters into Practice](#)

## Levels of Cooperation



## Levels of participation when working together



## Questions to discuss

1. Which level of collaboration/participation do I expect of other organisations?  
Do I expect we will be sharing information, consult one another, plan together or act together?
2. Which level of collaboration/participation does my organisation usually take?
3. What does it take to obtain the level of collaboration/participation wished for?

## 2 The UN Convention on the Rights of the Child

### Applying a UNCRC perspective

#### A Child Perspective or a child's perspective

##### Child Perspective

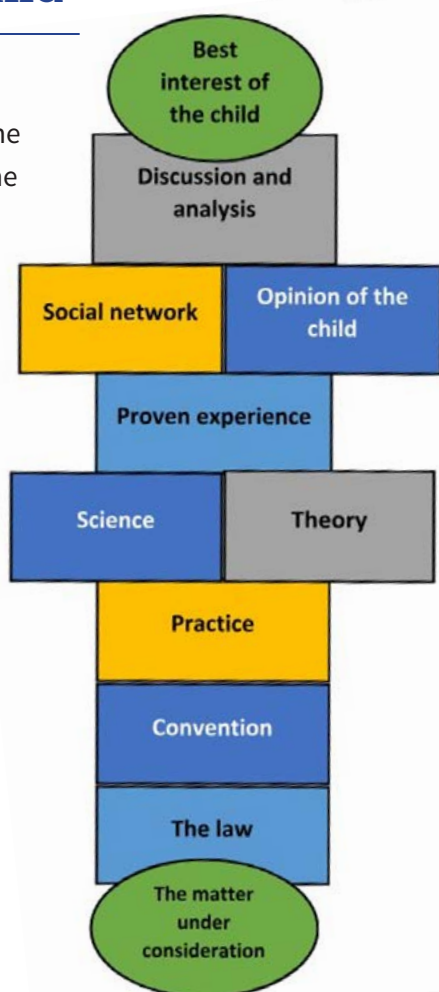
The adult view of how the child is doing, how the adult looks upon the situation.

##### A child's perspective

We get this only when a child tells us. It is the adult's responsibility to make sure the child's perspective is taken into account.

#### Testing “what is best for the child”

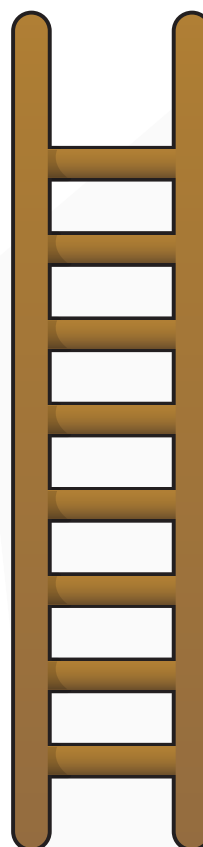
A Swedish model applied to seek the best interest of the child in decision making.



## The UN Convention on the Rights of the Child



### The child's own influence



#### ROGER HART'S LADDER OF PARTICIPATION

- RUNG 8** - Youth initiated shared decision with adults
- RUNG 7** - Youth initiated and directed
- RUNG 6** - Adult initiated shared decisions with youth
- RUNG 5** - Consulted and informed
- RUNG 4** - Assigned, but not informed
- RUNG 3** - Tokenism
- RUNG 2** - Decoration
- RUNG 1** - Manipulation



## Reflection questions

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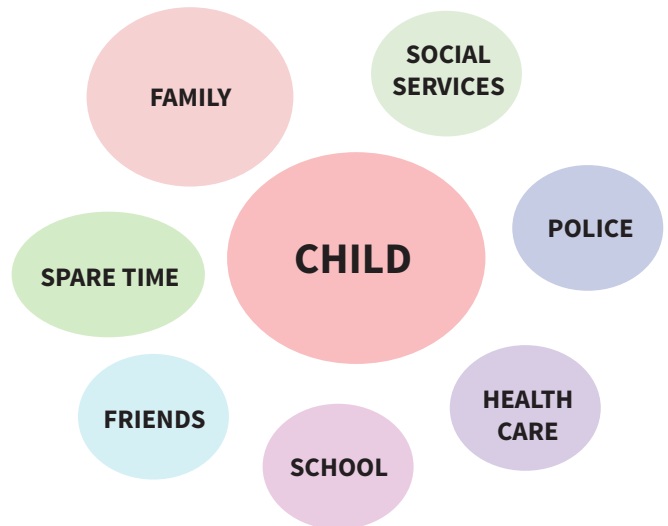
1. **What is the highest level of participation** that the child can have when we practise interprofessional collaboration?
2. **What kind of participation** do we estimate that the child usually have when we practise interprofessional collaboration?
3. **What is required of us adults** for the child to have the highest degree of participation when we practise interprofessional collaboration?

### 3 The “iCy plan”

## Our model: The “iCy plan”

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Inquiry Child and Youth-plan



## Common problem solved?

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Present training tells **what** is to be observed in a child's situation.

The iCy plan suggests **HOW** a case can be processed.

Exemplifying this was the point made in the training session in Sweden.



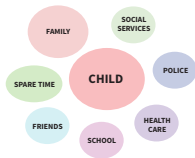
## 4 Workshop: Applying the iCy plan on a case

## 5 Reflection and evaluation of work done on the case

### Applying the concept



1. CASE - we read up on Tom

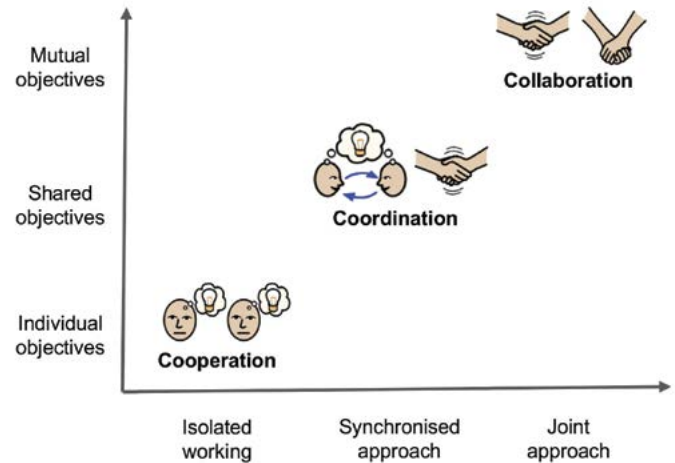


2. We used the iCy plan



3. We found “what is best for the child” by using these tools

### Levels of cooperation



### ACEs contacts in Hudiksvall, Sweden

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