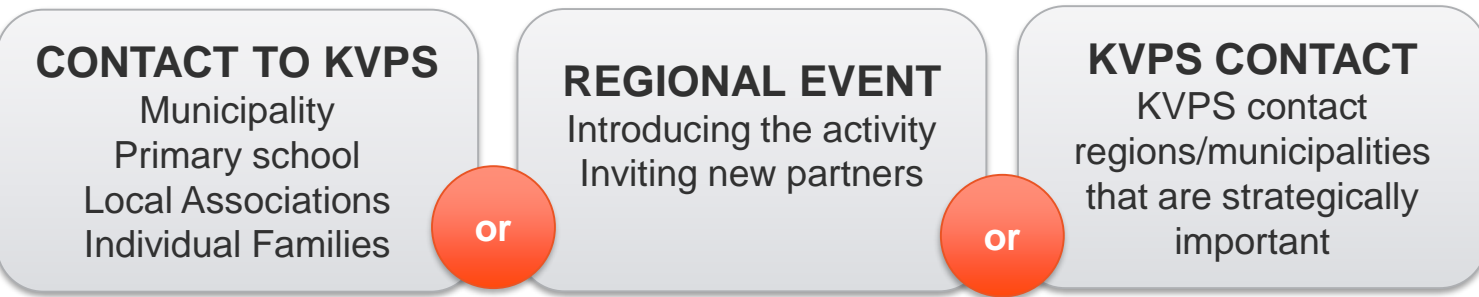


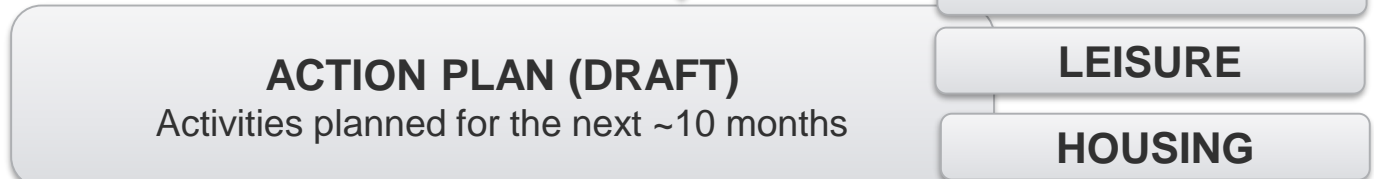
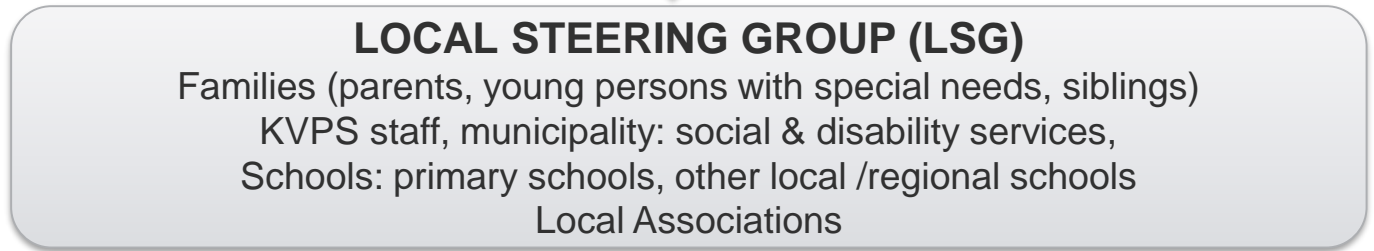
KVPS - On the Verge of the Adulthood - transition training process

1. PHASE/FIRST STEP: CONTACTS & MAPPING

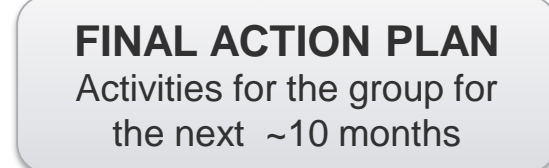
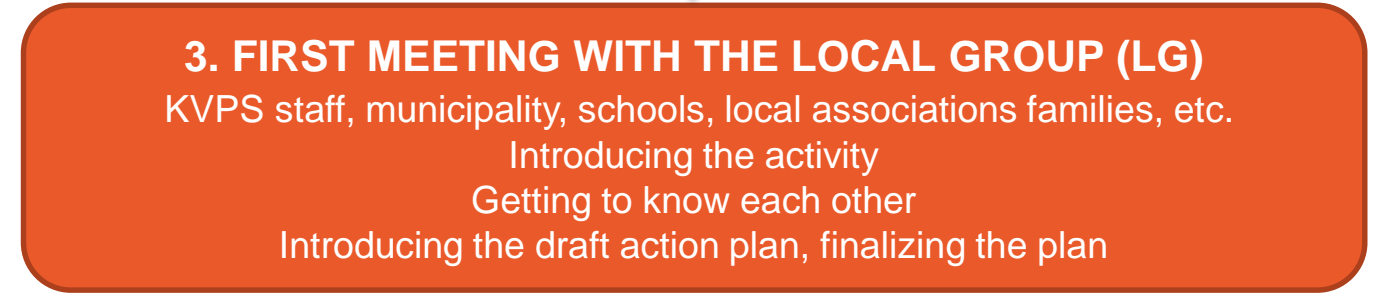


2. PLANNING PHASE

KVPS & potential partners plan the local activity



INVITATIONS

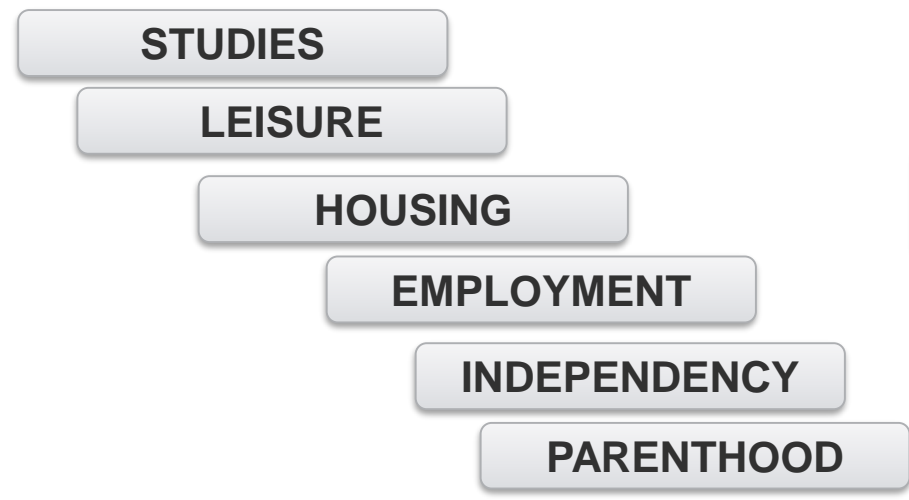


4. INDIVIDUAL GOALS



5. THEME MEETINGS WITH THE GROUP

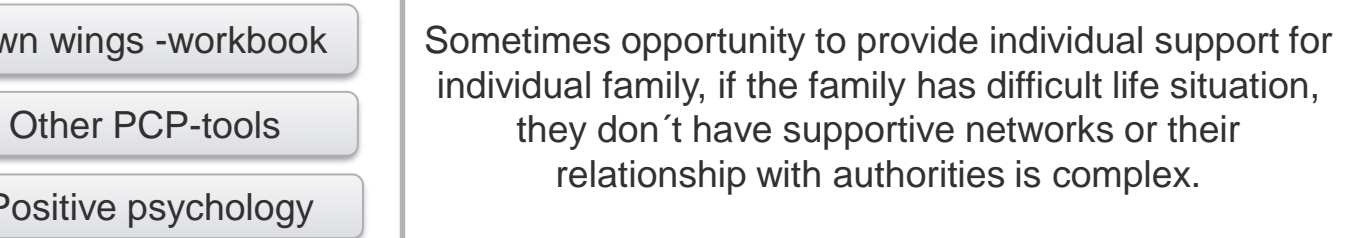
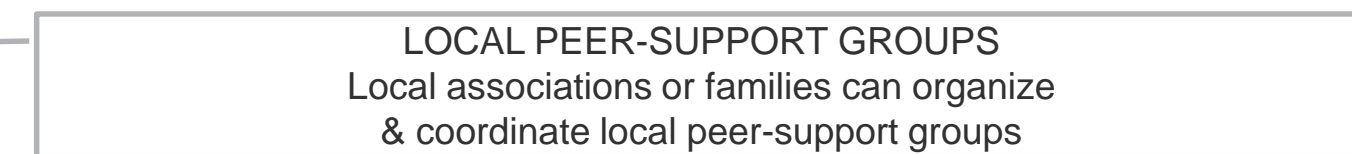
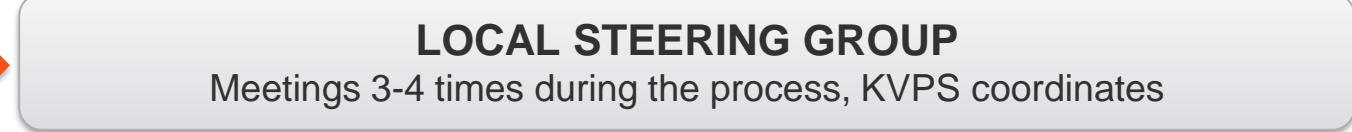
Invited experts, experts by experience, service providers, authorities etc.



~5 meetings, 2-5 h/meeting, during 4-5 m KVPS coordinates. Local partners/municipalities share their expertise & offer free venues for the activities. Excursions also possible.

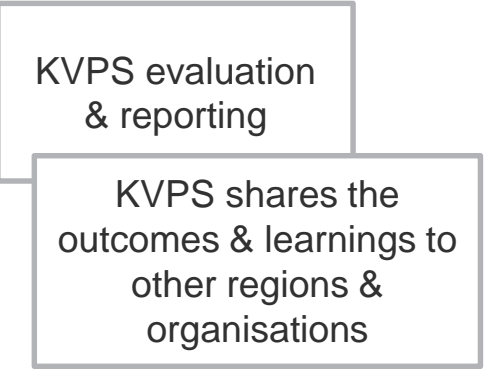
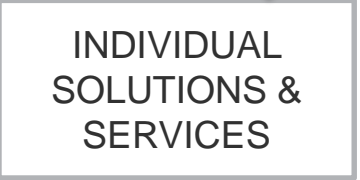
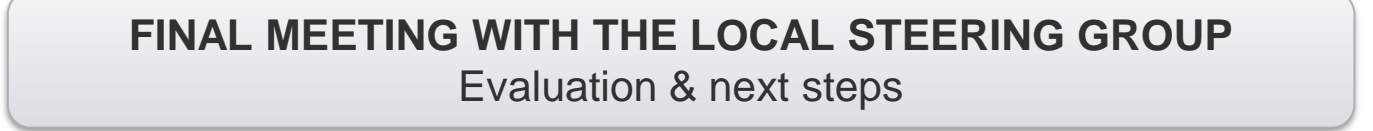
During the process families get support for the emotions & future planning (PCP tools, KVPS & associations), peer support (other families), as well as information and support for the individual service planning (municipalities, schools, service providers).

Families get PCP "homework" between meetings to help them reach their individual goals



6. FINAL MEETING WITH THE GROUP

Individual goals & next steps
Local networks & next steps
Outcomes & Impacts for the individual families & local networks



ESSENTIALS

- Commitment of the municipality
- Networks created for the young person in the verge of the adulthood
 - Solution oriented approach
- Information about the support and services
 - Future perspective → believe in the future
 - Peer support
 - Empowerment of the families
 - Co-creation



PHASE	GOAL	CURRENT SITUATION	WHO NEED TO BE INVOLVED	TRACKABLE INFORMATION	STEPS	CRITICAL SUCCESS FACTORS	RISKS
1. PHASE/FIRST STEP: CONTACT & MAPPING							
<p>First contact from/to KVPS</p> <p>First contact may come from/to municipality, primary school, local associations or individual families.</p> <p>First contact may come when KVPS is arranging local events/services.</p> <p>KVPS can contact strategically important areas.</p>	<p>To find new partners</p> <p>To find partners from strategically interesting areas</p> <p>To disseminate information of the activity</p>	<p>KVPS might have some activities/services in the area.</p> <p>Potential partners know/do not know anything about KVPS.</p> <p>Some initial interest towards the activity & co-operation</p>	<p>KVPS staff</p> <p>Actor that contacted KVPS</p> <p>+</p> <p>Disability services and/or school</p>	<p>Email/phone calls</p> <p>Brochures: - KVPS - KVPS transition training</p> <p>Preliminary co-operation pledge</p>	<p>1. First reply to potential partners: Is KVPS/partners interested in collaboration? If yes > proceed the process.</p> <p>2. Is some other KVPS activity or service more suitable? If yes > give the contact information to other KVPS staff members.</p> <p>3. If the co-operation is not possible the partner need to be informed > recommendations of some other activities/partners</p>	<p>Every initiative is answered > KVPS image as a reliable partner</p> <p>Activity must support KVPS strategy</p>	<p>KVPS gets too many contacts, not able to commit > not able to respond all, even if strategically important</p> <p>Strategically important partners are not interested in co-operation</p> <p>Local families contact, there is need for a process, but the municipality/school is not committing</p>
<p>Mapping</p> <p>Preliminary co-operation pledge has been made > mapping of the area:</p> <ul style="list-style-type: none"> - Potential partners (organisations & key persons) - Existing local activities/services that might support the process - Special features of the area: statistics, current issues, news, strategies.. 	<p>To recognize critical partners, local “change makers” and special features of the area that might have positive/negative impacts for the process.</p> <p>To hear initial local wishes and needs for the process.</p> <p>To get the regulatory decision from the municipality</p>	<p>Local actors may have some co-operation together.</p> <p>Need for the process is recognised.</p>	<p>KVPS</p> <p>Actor that contacted KVPS</p> <p>Municipality & needed authorities</p> <p>Disability services Schools</p> <p>Other important local organisations/actors</p>	<p>Email/phone calls</p> <p>Mapping information</p> <p>Preliminary co-operation plan & initial budget for the process for the regulatory decision from the municipality</p> <p>Invitations to the local actors for the local steering group</p> <p>Agenda of the first steering group meeting</p>	<p>1. Creation of the preliminary co-operation plan & budget to the municipality decision making process > commitment from the municipality & school</p> <p>2. Agreeing on the first steering group meeting (date, place, time, agenda, agreement of responsibilities)</p> <p>3. Invitations to the members of the local steering group</p>	<p>Careful initial mapping</p> <p>Official commitment from the municipality</p> <p>Finding the local change makers & key persons</p>	<p>Municipality does not commit</p> <p>Municipality commits, but the key persons do not</p> <p>There is a need for the process, families contact, but others do not see the need for the process</p>

PHASE	GOAL	CURRENT SITUATION	WHO NEED TO BE INVOLVED	TRACKABLE INFORMATION	STEPS	CRITICAL SUCCESS FACTORS	RISKS
2. PLANNING PHASE							
Local Steering Group	To start the process in the area, to commit and engage the stakeholders to the process	Local group has not existed before	KVPS	Agenda & minutes of the meeting	1. First meeting of the local steering group	To make sure that people feel comfortable working together and have shared goals.	Members of the steering group are not able to participate / do not want to commit to the process
First meeting of the local steering group		Stakeholders do not know each other, KVPS or the Verge of the Adulthood action	Local Steering Group members	Agreement of the role & working methos of the local steering group	2. Introduction of the activity, process and goals		
Making sure that all the needed stakeholders are involved			Local steering group need to involve:	Final agreement	3. Agreement on the role and the working methods of the local steering group		Key persons changes
Introducing the process, goals and responsibilities of different actors	To get to know the key persons		- Family members - Municipality - Local School - Local associations & other key stakeholders (can vary from area to area)	Local Action Plan (studies, leisure, housing, employment, independey, parnethood)	4. Creation of the Local Action Plan + roles & responsibilitis	To carefully agree on who is responsible of what	Stakeholders do not identify the families that could be nvited to the process or families are not reached
Preliminary local action plan refinement & goals for the activities -> Final agreement	To refine the goals of the local process -> to dream about the impacts for the future ->to create perspectives for the future			List of families invited to the process	5. Agreeing of the goals and agenda of the first meeting with the local group		
				List of other stakeholders to be invited to the process	6. Municipality/school sends invitations to the families > important to have the local contact person (GDPR)	To make sure that the families have right to privacy when inviting to take part of the process (local contact person)	
				Marketing materials	7. Agreeing on the background support person recruiment for he first meeting		
				Invitations to the families	8. Agreeing on who would be the "expert of experience" for the first meeting		
	To share responsibilities			Pre-assignment to the families: "our families path"			
				Agreeing on the first group meeting (date, place, time, agenda, agreement of responsibilities)			
				Agenda of the first meeting with the local group			

PHASE	GOAL	CURRENT SITUATION	WHO NEED TO BE INVOLVED	TRACKABLE INFORMATION	STEPS	CRITICAL SUCCESS FACTORS	RISKS
3. FIRST MEETING WITH THE LOCAL GROUP (LG)							
Local group	To commit the families to the process and goals	Some of the families Allready know each other	Families Stakeholders Support persons for the youngsters	Families wishes & needs	1. Families gather togehter (3 hours, weeknight	Coffee!It makes people feel welcome & appreciated.	Families do not come
Meeting the families				Final action plan, where families need are considered -> created the basis fo the theme meeting	2. Coffee		Local key stakeholders do not come / changes in key persons
Wishes and dreams of the families for the process	Getting to knomw each other – families & other stakeholders	Some of the families already have some goals or wishes for the future, so don´t			3. Introducing KVPS, the process and local action plan		
Refining the goals of the local process -> families wishes and dreams guiding the process				Materials Feedback List of participants	4. Presentation of the process of getting independent	Creating athmophere that is based on trust and is inspiring.	Famielies life situations are so difficult that the meeting becomes a therapy session. One or two participants take all the space
Mapping the current situation of the families: - Need for information - Need for individual support - Current support & services - Wishes & dreams for the future	Families first thoughts about their goals	Some of the families have lot of infomation about the system & services, some don´t		Pre-assignments (done)	5. Ice-breaking activities: strengths-cards		
	Gaining families trust	Famielies don´t have the trust for the process - yet		Information package: UNCRPD, service system, person-centered planning	6. Presentation of the expert of experience		
	Creating enthustic approach to the process			This is How I Manage – tool	7. Discussing on the pre-assignment		
	Dicussing on the local goals			Local goals	8. Group work -> our dream future		Families have bad experiences from the past -> famielies are not able to trust the process or get inspired
					9. Materials and info package to the families		
					10. New pre-assignment for the families: individaul goals		
					11. Introducing the theme of the next meeting		
					12. Feedback		
					13. Local steering group plan the next meetings etc.		

PHASE	GOAL	CURRENT SITUATION	WHO NEED TO BE INVOLVED	TRACKABLE INFORMATION	STEPS	CRITICAL SUCCESS FACTORS	RISKS
4. INDIVIDUAL GOALS							
<p>Defining on when families are defining their individual roles (part of official service planning, part of school work, own time?)</p> <p>Families create individual plans: Family goals, siblings also involved</p> <p>This is How I manage -tool</p>	<p>To create a picture for the family of their future</p> <p>Defining their expectations, dreams & wishes for the future</p>	<p>Family member with support need is on the verge of the adulthood</p> <p>Families lack information on the services and support available for getting independent</p> <p>Overall situations has never been looked at (studies, leisure, housing, employment, independency, parenthood).</p> <p>Families are not used to define the goals together.</p>	<p>Families</p> <p>Persons who help the families in creating goals for the future (peer parents, teachers, social workers)</p>	<p>This is How I Manage – tool</p> <p>Own Wings –workbook</p> <p>-> concrete goals and preliminary mapping of the need for help and support</p>	<ol style="list-style-type: none"> 1. This is How I Manage –tool for the youngster to define the needs and wishes for the future 2. Own Wings –workbook for the parents 3. Carried out as agreed (at home, at school or at the peer support group) 4. Can last several months 	<p>Families have time, space and support for defining the goals</p> <p>Youngsters own dreams and wishes are important part of the process</p> <p>Municipality workers know that families are defining their own goals. Municipalities are more prepared for the future..</p>	<p>Families do not see any opportunities in the future or they are not ready for the process of their youngster getting more independent</p> <p>Youngsters own voice in not being heard</p> <p>Families need more intensive support in defining the goals, everyday life is too heavy, families do not have resources for the process</p>

PHASE	GOAL	CURRENT SITUATION	WHO NEED TO BE INVOLVED	TRACKABLE INFORMATION	STEPS	CRITICAL SUCCESS FACTORS	RISKS
5. THEME MEETINGS WITH THE GROUP							
Theme meetings: - Studies - Leisure - Housing - Employment - Independey - Parenthood - Experts by experience involved - Study visits - Experts involved – for example housing services introducing diffrenet housing opportunities	To create concrete examples for the families -> ideas for the future.	Families do not have information on the different services and support available or they have never seen anything in reality, foe example school or housing opportunity	Families Local steering group Local service providers Schools	Information packages Materials for the local actors Study visit materials Contact information for the local service providers and schools Families wishes and needs for the schools and service providers	1. Introducing the goals of the theme meeting 2. Expert by experence presentation 3. Presentations from the representatives of the schools, services providers or others 4. Study visit and opportunity for questions and shared discussions 5. Instructions for the next meeting	To find the right partners, service providers etc, for the study visits and theme meetings Give families a sense of opportunities – to give concrete examples on how the future might be	Families do not come There is nothing new or inspiring available for the families in the area

PHASE	GOAL	CURRENT SITUATION	WHO NEED TO BE INVOLVED	TRACKABLE INFORMATION	STEPS	CRITICAL SUCCESS FACTORS	RISKS
5. FINAL MEETING WITH THE GROUP							
Final meeting of the group	To create the opportunity for the evaluation.	Families might be sad when the process is ending.	Families	Feedback	1. Coffee!	Follow up plans	There is nobody who could take the role in implementing the follow-up plans
Evaluation of the process, goals and results.	To end the process.	There is no guarantees for the future.	Local steering group	Follow-up plans	2. Reviewing the process	To hear how the process should be developed	Families do not know their next steps or they don't have any plans for the future
Possible follow-up plans	To share and celebrate shared learnings, successes, collaboration.	Some have big plans, some have concrete changes, some have nothing new.	Key persons to take lead on the local actions plans after the process		3. Evaluation of the shared journey		
Discussing on the future wishes and dreams once again	To give strenght to the future.	All should have some plans made for the future together with the local municipality.			4. Folloow up plans and role of different actors		
Local action plans after the process and implementation	To create plans for the local actions plans for the future.				5. Closure & appreciations		
					6. Attendace certificates		

On the Verge of the Adulthood – Business Model

7. KEY PARTNERS

FAMILIES

Parents, young persons with special needs, can also involve siblings, grandparents, godparents..

- Young person with support needs is on the verge of the adulthood
- Family needs support in transitional phase (information & emotional support)
- Peer-support

MUNICIPALITY

Social workers, leaders of social services

- Responsible for organising services
- Critical role in families lives ->
 - getting to know the family & needs
 - regulatory decisions for the services
 - venues etc. at not cost for the activity

SCHOOLS

Primary schools, vocational schools..

- Primary schools supporting the family in everyday lives & future planning ->
- Vocational schools providing information for the future/supporting the family

LOCAL ASSOCIATIONS

Parents associations, leisure time associations, local groups etc..

- Already active in the community, but need support in supporting co-creations networks in the area
or
Parental associations who need support in planning the support & services together with the municipalities
- Can support families also after the On the Verge of the Adulthood process ->continuity for families
- + **service providers** (for example housing, leisure time, personal assistance..)

3. KEY ACTIVITIES

- Local groups & theme meetings
- Planning for the future:
 - Studies
 - Leisure
 - Housing
 - Employment
 - Independency
 - Parenthood

4. RELATIONSHIPS

- Individual support
- Peer-support
- Co-creation

5. CHANNELS

- Local associations
- Local activities (seminars etc.)
- Municipalities
- Schools

2. VALUE PROPOSITION

ANSWERS TO CUSTOMER NEEDS

- Need for information, emotional support, peer-support & services

METHODS FOR OF CO-CREATION

- Person-centered future planning
- Individual service planning
- Co-creation networks

OUTCOMES

- Networks created
 - for the young person in the verge of the adulthood
 - for the family & municipalities
 - for the community
 - for the parents
- Commitment of the municipality

ADDED VALUE

- Concrete services and support for the young person on the verge of the adulthood
- Trust between actors, to the future
- Empowerment of the families

1. SEGMENTS

FAMILIES

- Support for transitional phase (information & emotional support)
- Peer-support
- Support for the co-creation together with the municipalities

MUNICIPALITIES

- Extra resources for the municipality to plan the future
- Support for the municipality in individual service planning and communicating with the families

+ SERVICE PROVIDERS
+ LOCAL ASSOCIATIONS

6. KEY RESOURCES

- Networks
- Information package of the possible services
- Individual planning processes & tools → concrete solutions
- Emotional support

8. COST STRUCTURE

- Staff & administrative costs ~ 60 % (1 person permanently employed for the activity)
- Event organizing costs ~ 20 %
- Travelling costs ~ 10 %
- Other costs (marketing, materials etc.) ~10%

9. INCOME

- Permanent funding from the Funding Centre for Social Welfare and Health Organisations
- Support from the municipalities (venues etc. at not cost)
- Not-for profit activity → materials etc. are open resource

