Making Uncertainty Productive

IMPACT STRATEGY WORKBOOK

Version 1.0

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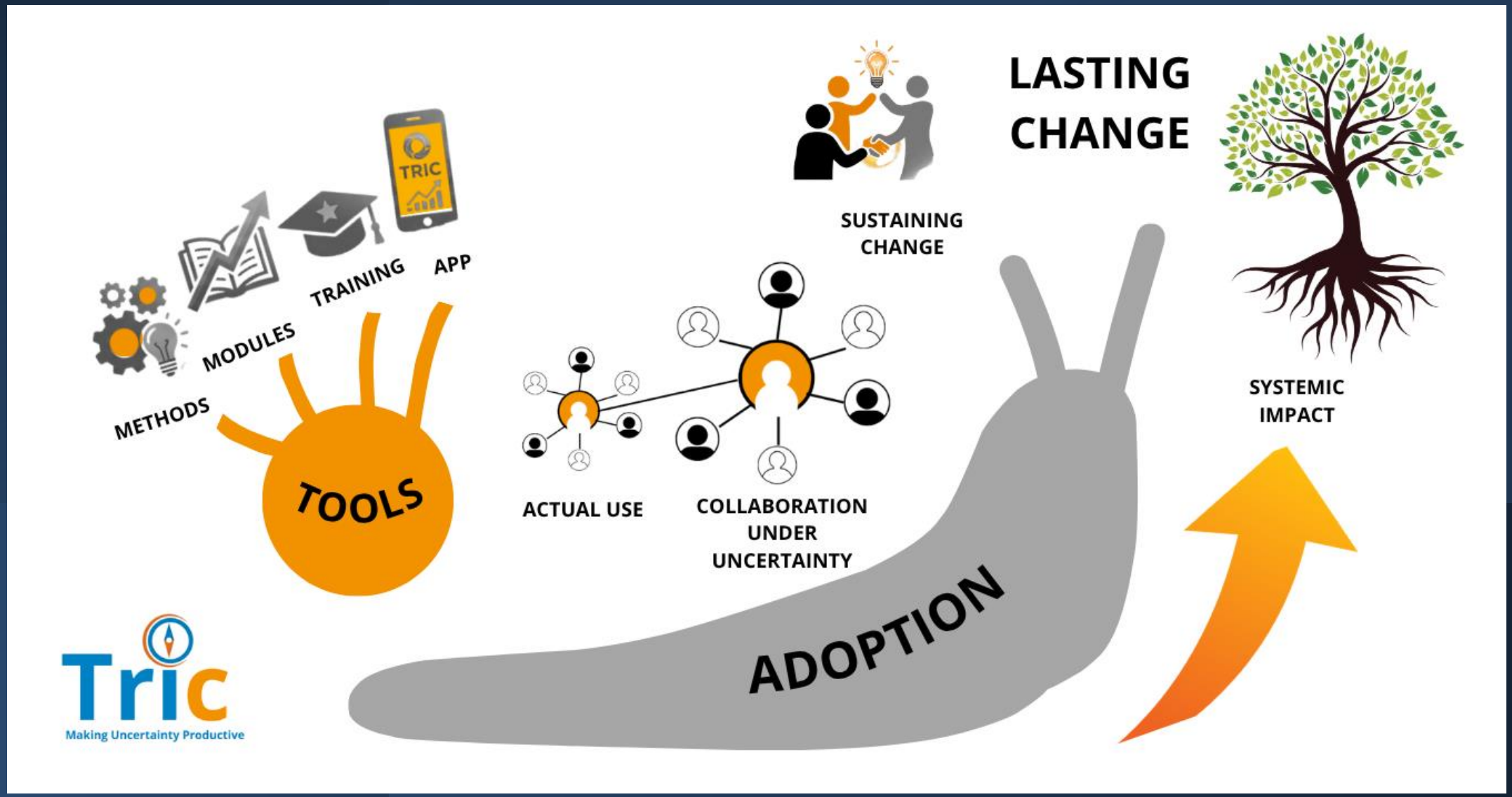
Part 1. Defining impact



Contents of Part 1

This part of the workbook focuses on **clarifying what impact means** in the TRIC project and at organisational level. Its purpose is to create a **shared understanding** of the kinds of **change** TRIC aims to support, and **for whom** those changes are intended.

Here you will find **descriptions** of desired impact, **ways of working** towards impact, common **obstacles**, and the t**ypes of change** needed to move from project activities to sustainable organisational and societal outcomes. This part is mainly intended to support reflection and alignment across partners.

You can use this section:

- to build a common language around impact,
- to discuss expectations and priorities within your organisation,
- to reflect on where your organisation stands in relation to the desired impact described.

This part does not require you to fill in tools yet. Instead, it helps ensure that practical impact work later in the workbook is grounded in a shared understanding.

Introduction

The TRIC Impact Strategy Workbook is designed as **a practical tool for Erasmus+ funded project Towards Innovative Communities: Making Uncertainty Productive** (**TRIC**, Project number: 101245803)

However, it can be used by anyone—not only TRIC members—to plan, implement, and measure **meaningful change.** Its purpose is to move from abstract ideas about impact into concrete actions and results. It provides step-by-step guidance for understanding what kind of change is desired, who is involved, what actions are needed, and how success can be measured. The workbook includes **a thorough impact framework** including the TRIC framework for impact creation plus complementary Cynefin framework for expanding the problem-solving capabilities of people and organisations in the time of uncertainty.

The structure of this workbook supports impact work as an **ongoing learning process**, rather than as a strictly linear sequence. Impact in **complex projects** develops through reflection, practical action, feedback, and adaptation over time. The workbook therefore combines clarification of intended impact, organisational ways of working, common obstacles and required changes, practical tools, and supporting examples.

We recognise that national agencies recommend specific impact tools for Erasmus+ projects, and these have already been considered during the preparation stage. In this workbook, the focus goes further: it explores impact in more detail, supporting partners in understanding how impact is actually created, embedded, and sustained in real organisational and community contexts.

This sequence in the workbook mirrors the logic of impact itself: from sensemaking and learning and from intention to action to evidence and learning. It ensures that work is not just activity-driven but outcome- and impact-oriented. In this sense, the workbook functions as a **hands-on decision-making and learning tool that helps individuals and organisations systematically create and demonstrate real change in complex environments**.

The TRIC Impact Strategy Workbook is specifically designed to ensure that impact is not abstract, but directly connected to the real needs, contexts, and behaviors of the project's target groups—learners, educators, organisations, and wider communities.

The TRIC Impact Workbook addresses **target group needs** by turning them into the starting point of impact design, guiding partners to:

- Understand their audiences deeply
- Design actions that lead to real use
- Measure meaningful change
- Adapt continuously

It bridges the gap between what TRIC creates and what actually changes in people's lives, **which is the core requirement for achieving impact.**

TRIC & The Impact Strategy Workbook: From Theory to Action

TRIC Project Context: TRIC project is about building "Uncertainty Competence" – helping young people and educators navigate an unpredictable world.

- **Why is this workbook important?**
  - **Strategic alignment:** It helps to ensure that all partners are working towards the same long-term goals.
  - **Practical guidance:** It provides step-by-step tools for mapping stakeholders, planning actions, and measuring real change.
  - **Continuous learning:** it is a living document for reflecting on what works and adapting our strategies based on evidence.

We don't just produce outputs (tools and apps); we use this workbook to ensure those outputs lead to meaningful outcomes and lasting impact.

Impact in TRIC project – definition and target groups

What is the core idea and definition for impact in TRIC?

In the TRIC project, impact is understood as the **real, measurable change** that the project creates beyond its immediate activities and outputs — especially in education, organisations, and communities.

Core idea of impact in TRIC

Impact is not just what we produce (tools, modules, app), but **what changes because of them:**

- How people think, act, and collaborate under uncertainty
- How organisations adapt their practices
- How communities engage and sustain new ways of working

In TRIC project, we define impact as the **measurable and lasting change created through the adoption and useof its tools, methods, and community model:**

- Ensuring that tools, methods, training, and the app are actually used
- Creating sustainable change in practices, communities, and systems
- Maximising visibility and uptake of project results

What does the impact look like in practice?

We want to see change beyond the TRIC project with concrete changes such as:

- **Adoption and use:** Organisations use TRIC tools, frameworks, and the app. They are integrated into education and training contexts.
- **Change in practices:** New or improved teaching and organisational practices and changes in strategies within partner institutions
- **Capacity building:** Educators and learners develop uncertainty competence. Their resilience, collaboration, and decision-making is improved.
- **Community and sustainability:** There is a self-sustaining community of practice, as well as continued collaboration beyond the project.
- **Policy and system influence:** We contribute to policy and institutional change and create influence beyond project partners.

To whom do we want to create impact for?

Impact in TRIC is understood as **concrete changes that happen** when project results are **taken into use**. These changes occur at different but connected levels, from individuals to wider systems. Clarifying these target groups helps project partners align their actions, focus their efforts, and assess whether the intended change is actually happening.

There are four target group levels:

1. Individual impact – learners and educators: Learners and educators develop uncertainty competence, including resilience, adaptability, and decision-making skills. **Educators** integrate TRIC tools, creative methods, and the mobile app into everyday teaching. **Participants** shift from avoiding uncertainty to engaging with it as a learning opportunity through active involvement and co-design.

2. Organisational impact – institutions and NGOs: Organisations adopt the uncertainty competence framework within curricula, strategies, and daily practices. New pedagogical approaches, tools, and co-design methods are embedded in regular activities. Collaboration between education providers, NGOs, and public actors is strengthened, supporting long-term use of results.

To whom do we want to create impact for? (2)

3. Community and societal impact: Awareness of **uncertainty competence increases** as an essential skill for students and communities. Marginalised groups are supported with **practical tools to navigate uncertainty** with greater confidence. Cross-border networks and ecosystems are **strengthened**, contributing to more resilient and adaptive communities.

4. System and policy impact: Evidence and practical experience from TRIC inform students, education, and skills policies at local, national, and EU levels. Project results support **educational reform** by highlighting the importance of transversal skills alongside traditional learning outcomes. TRIC approaches are designed to be **scalable and transferable**, enabling use in different institutional and national contexts.

TRIC impact - Outputs and outcomes

What are outputs in TRIC?

In TRIC, outcomes are understood as **the changes that occur** when target groups **engage** with and use the project's outputs. They describe how educators, learners, organisations, and stakeholders **begin to act differently** as a result of the tools, training, community activities, and digital solutions developed within the project.

Outcomes in TRIC primarily relate to **uptake and use**. This includes educators **applying** new methods and tools in their teaching, learners engaging with interventions and the digital application, and organisations integrating TRIC frameworks and approaches into their practices. The application emphasises that ensuring the uptake of tools, methods, training modules, interventions, the community model, and the digital app is central to achieving these outcomes.

They also involve early changes in **behaviour and practice**. Teachers begin to experiment with new pedagogical approaches, stakeholders participate in dissemination activities and community structures, and partners incorporate impact-oriented thinking into their workflows. In this sense, outcomes reflect a shift from simply producing results to actively using them in real contexts.

In addition, outcomes include **increased engagement and participation**. This is visible through involvement in events, interaction within the community of practice, and active use of digital and communication channels. **Capacity building is also a key element**, as partners and stakeholders develop skills in areas such as impact strategy, dissemination, and ecosystem collaboration through training and co-design activities.

Overall, outcomes in TRIC represent the stage where project results move into practice, demonstrating that outputs are not only delivered but are being meaningfully used, thereby creating the conditions for longer-term impact.

What are outputs in TRIC?

TRIC defines outputs as the **concrete deliverables** produced by the project that enable uptake, use, and change. Outputs in TRIC = the tangible products, services, and activities created by the project

They are:

- Direct results of project
- Within the control of the consortium
- Designed to enable uptake, use, and eventual impact

Core project outputs

- Uncertainty competence framework
- Training module for educators
- Pedagogical tools and interventions
- Community of practice model & activities
- Digital application

What are outputs in TRIC?

Key characteristics of outputs in TRIC

Outputs are:

- ✓ Planned → defined in the proposal and work packages
- ✓ Tangible → can be seen, shared, or delivered
- ✓ Measurable → linked to indicators (e.g. number of events, publications)
- ✓ Transferable → intended for use by others (educators, organisations, etc.)

Important distinction

A training module = **output**

Teachers using it in practice = **outcome**

Improved learner resilience = **impact**

Role of outputs in TRIC logic

In TRIC logic, outputs play the role of the **starting point** that enables all further change. They are the **concrete results** produced by the project — such as tools, training, frameworks, and the digital app — that make it possible for stakeholders to engage with the mission of the project in a practical way.

Outputs function as **the bridge** between project activities and real-world use. Without them, there is nothing for educators, learners, or organisations to adopt, test, or integrate into their practices. They translate the project's ideas and research into tangible forms that can be applied in real contexts.

Their role is not to create change on their own, but to **enable outcomes**. When outputs are taken up and used by target groups, they **lead to changes** in behaviour, practice, and engagement. This is why, in TRIC, dissemination and communication are essential: they ensure that outputs reach the right audiences and are actually used, rather than remaining as unused products.

In this logic, outputs are therefore necessary but not sufficient. They provide the foundation for outcomes and, ultimately, impact, but only achieve their purpose when they are actively adopted and applied.

Outputs are the starting point of the impact chain: Outputs → Outcomes → Impact

They:

- Enable use and engagement (outcomes)
- Make change possible (impact)

What are outcomes in TRIC?

In TRIC, outcomes are **the changes that happen** when people start using what the project has produced. They describe how educators, learners, organisations, and stakeholders **act differently** as a result of engaging with TRIC tools, training, community activities, and the digital app.

Outcomes represent the stage where project results **move from being available to being actively used**. This includes educators **applying** new methods in their teaching, learners engaging with tools that support reflection and resilience, and organisations **integrating** TRIC approaches into their everyday practices. The project explicitly emphasises the importance of ensuring the uptake of its tools, methods, training modules, interventions, community model, and digital application as a core objective.

They also involve **shifts in behaviour and engagement**. Stakeholders **participate** in events and communities, partners **embed** dissemination and impact thinking into their work, and networks begin **to interact** around shared challenges related to uncertainty. Through training and co-design activities, participants **build capacity** in areas such as impact strategies, communication, and collaboration, further **strengthening** these outcomes. Overall, outcomes in TRIC show that the project's outputs are not only delivered but are **being meaningfully used in practice**, creating the conditions for longer-term and more systemic impact.

Sustaining the TRIC impact

Sustainability of impact

Sustainability is important because it ensures that a project **creates lasting value** beyond its funded lifetime. By sustaining impact, projects make sure that the knowledge, competences, practices and networks developed continue to **benefit** learners, professionals, organisations and communities after project activities end. Focusing on sustainability helps turn short-term project results into long-term change, strengthens the responsible use of public funding, and supports continuous learning, innovation and resilience in a changing environment.

How do we sustain the impact in the TRIC project?

- TRIC focuses on sustaining impact through people, practices and communities, not only through materials
- Learners, teachers and trainers develop lasting uncertainty competences, supporting future transitions and complex situations
- Project results are embedded into existing HE and VET curricula, staff training and guidance practices
- Micro-credentials and certification mechanisms support recognition, mobility and lifelong learning
- Communities created during the project enable continuous peer learning and support
- Strong organisational ownership and transnational networks ensure continued use, adaptation and scaling of results after the project
- The project builds on previous project work and creates a basis for future projects, research and innovation

How similar projects can ensure that impact is sustained?

Here are some practical tips to consider:

- **Plan** sustainability from the preparation phase, not only at project end
- **Connect** results to real needs in education, working life and society
- **Focus** on developing competences and practices, not only producing outputs
- **Embed** project results into existing systems (for example curricula, training programmes or organisational routines)
- **Support** communities and networks that continue interaction and learning beyond the project
- **Ensure** shared ownership across partner organisations to reduce dependency on funding
- **Use** recognition mechanisms (e.g. micro-credentials, certificates) where possible
- **Disseminate** with adoption and usability in mind, not just visibility

Part 2:

How to work for impact in practice?

Contents of Part 2

Now you can start to create your own impact.

This part shifts the focus from reflection to **practical action**. It introduces the key questions, indicators, and tools that help translate impact thinking into concrete work.

Here you will find guidance on how to ask the right impact questions, how to think about indicators and measurement, and how to use practical tools such as impact goals, ecosystem mapping, action planning, and reflection.

You can use this section:

- in workshops or team meetings,
- when planning or reviewing activities within a work package,
- as a hands-on guide for tracking and improving impact during the project.

How to use this workbook

1 **Define impact goals** — What real change do you want to create?

2 **Map ecosystems** — Who matters, who influences, who benefits?

3 **Plan actions** — Choose activities, channels, owners, timing

4 **Measure results** — Track indicators, evidence, and learning

Practical tools

How to use the TRIC Impact Workbook

The workbook follows a structured impact creation process:
Define impact goals -> Map ecosystems -> Plan actions -> Measure results
There are six concrete tools you can use. Each tool supports one step in turning ideas into **real, measurable change**.

Each tool has a clear role in the impact process:

- **Foundations** → define the change
- **Pathway** → understand how change happens
- **Ecosystem** → involve the right actors
- **Action plan** → implement activities
- **Measurement** → track results
- **Reflection** → improve and sustain impact

Together, the workbook provides a **practical step-by-step process for creating, managing, and sustaining TRIC impact**.

Practical tools

1. Impact Foundations (slide 32)

This tool is used to **define what impact means** in your specific context and to **agree** on the **direction** of change.

It helps the team identify:
- What real change they want to create
- Which levels of impact are relevant (individual, organisational, community, system)
- The most important impact goals

This page ensures that everyone is **aligned** from the beginning and that all later actions **are connected** to clearly defined impact goals.

2. Impact Pathway (Logic Model) (Slide 33)

This page is used to build a clear cause–effect chain from activities to impact.

It connects: Inputs → Activities → Outputs → Outcomes → Impact
By mapping this pathway, teams can understand how their **actions lead to change** and ensure that each step supports the next.

This page is essential for making impact **intentional and logical,** rather than accidental.

Practical tools

3. Ecosystem Mapping (Stakeholders) (Slide 34)

This page is used to identify and analyse the key stakeholders who influence or are affected by the project. Stakeholders are mapped based on their: **Level of influence and Level of interest**

This helps define how each group should be engaged (e.g. manage closely, keep informed).

The page ensures that impact is created with the right people and networks, increasing the likelihood of adoption and real change.

4. Impact & Dissemination Plan (Slide 40)

This page is used to translate impact goals into concrete actions.

It supports planning of:

- Activities (e.g. events, publications, social media)
- Target groups
- Channels
- Timeline
- Responsibilities

By making actions specific and realistic, this page ensures that impact is actively created through well-planned and coordinated activities.

Practical tools

5. Indicators & Measurement (Slide 41)

This page is used to **track and demonstrate** impact. It helps defining:

- Indicators or KPIs
- Targets
- Measurement methods
- Responsible persons

It also identifies evidence sources such as surveys, analytics, and participation data. This page ensures that impact is not only planned but also measured and evidenced, supporting learning and accountability.

6. Reflection, Learning, and One-Page Canvas (Slide 44)

This page is used to review progress and improve future actions.
It supports reflection on:

- What worked well,
- What did not work,
- What should be improved,
- What new opportunities emerged.

It also includes a quick impact canvas summarising goals, activities, and expected outcomes.
This page ensures that impact creation is continuous and adaptive, allowing teams to learn and refine their approach over time.

Use this page to align on what “impact” means in your project context.

What real change do we want to create?

Which impact levels matter most?

What are our top 3–5 impact goals?

Tick the impact levels

- ☐ Individual (learners, educators)
- ☐ Organisational (institutions, NGOs)
- ☐ Community / societal
- ☐ System / policy

Prompt for the team

If our project succeeds, what will be visibly different for people, organisations, or systems?

2. Impact pathway (logic model)

PATHWAY

Inputs	Activities	Outputs	Outcomes	Impact

Example: Training module → 50 teachers trained → teachers use tools → improved learner confidence

Map stakeholders by influence and interest, then define your engagement strategy.

Stakeholder	Influence	Interest	Engagement strategy

What is Ecosystem mapping?

Ecosystem mapping provides the '**big picture**' of our operational environment, while stakeholder mapping focuses on the **specific actors** we interact with.

- **Definition:** A visual process of identifying all the actors, organizations, and resources that interact within a specific environment (e.g., the youth education sector).

- **Purpose in TRIC:**
  - To understand the "big picture" of where uncertainty competence is needed.
  - To identify existing networks and gaps in cooperation between different sectors.

- **Key Components:**
  - **Core Actors:** Partner organizations (Kukunori, UWK, etc.).
  - **Enablers:** Funding bodies, technology providers, and experts.
  - **Environment:** The legal, cultural, and economic factors influencing the project.

  Goal: To move from isolated activities toward a sustainable, interconnected system.

How to conduct Ecosystem mapping for Tric: A Step-by-Step Guide

Ecosystem mapping is about **visualizing** how uncertainty competence and resources **flow** between different actors to support our common goals. Here is an example how to do it:

1. **Define the shared purpose:** Place our core mission at the center: *Empowering youth and professionals to turn uncertainty into a resource.* **Identify diverse actors:** Look beyond just our partners. Include "nodes" like local youth centers, educational institutions, mental health organizations, and even policymakers who shape the legal environment.
2. **Map the relationships (The connections):** Draw lines to show how these actors interact. For example: How does a TRIC workshop's insight reach a teacher in a classroom? Who provides the funding, and who provides the lived experience?
3. **Analyse the flow of competence:** Look at where uncertainty competence is being shared. Are there "bottlenecks" where valuable knowledge gets stuck (e.g., between research and practical youth work)?
4. **Find the gaps:** Identify where connections are missing. For example, is there a gap between international TRIC partners and local grassroots organizations that needs a new "bridge"?
5. **Visualise for collective impact:** Create a map that shows how a single young person or professional moves through this ecosystem. This helps us see where our **Impact Workbook** can provide the most value.

The Goal: To move from seeing isolated TRIC activities to understanding a **unified system** that builds resilience across Europe.

Stakeholder Mapping

Stakeholder mapping definition: A targeted analysis within the ecosystem map to identify everyone who can influence or is affected by the TRIC project.

Mapping Criteria:

- **Influence:** How much power does the stakeholder have over the project?
- **Interest:** How much do they care about the results?

Categorisation in TRIC:

- **Primary:** Learners (youth) and Educators.
- **Secondary:** NGO management, local municipalities, and parents.
- **Tertiary:** National policymakers and European-level educational bodies.

Outcome: A clear communication strategy for each group – knowing who to inform, who to consult, and who to involve in co-design.

How to Conduct Stakeholder Mapping for TRIC: A Step-by-Step Guide

Stakeholder mapping helps us **move** from "everyone" to "the right people." Follow these steps to prioritize our communication and engagement:

1. **List stakeholders:** Identify everyone affected by the TRIC project.

2. **Analyze influence and interest:**
   - **High Power/Interest:** Key partners to **co-design** with.
   - **High Power/Low Interest:** Groups to **keep informed**.
   - **Low Power/High Interest:** Groups to **support and consult**.

3. **Categorise (TRIC Levels):**
   - **Primary:** Direct users (Youth/Educators).
   - **Secondary:** Supporters (NGOs/Municipalities).
   - **Tertiary:** Framework providers (EU-level).

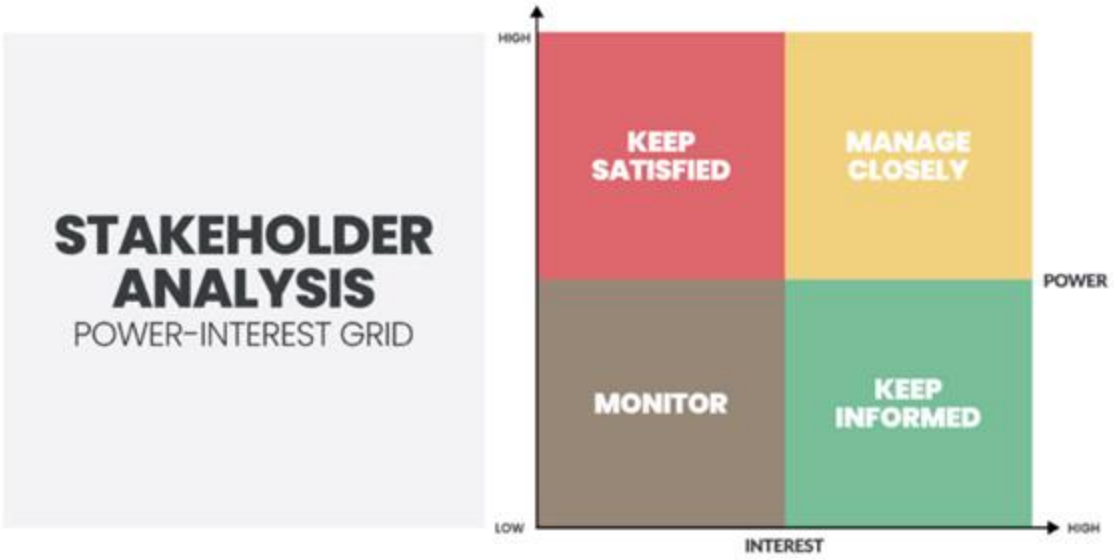
4. **Define Communication:** Match the right message to the right person.

Refer to the diagram on the following slide for more details.

Outcome: A strategy to ensure active engagement and impactful co-creation.

The Outcome: A targeted communication strategy that ensures the right message reaches the right person at the right time.

Stakeholder Analysis Matrix



A vector illustration of the Stakeholder Analysis matrix is a step in Stakeholder management for supporting analysis between power an interest gri for monitoring, satisfying, managing, informing.

The Power-Interest Matrix categorizes stakeholders to **determine** the best engagement strategy:

- **Manage Closely:** Our key partners (Educators/Learners) for **co-design**.
- **Keep Satisfied:** High-power groups like policymakers to ensure institutional support.
- **Keep Informed:** Groups like **local youth organizations** and **peer networks** who care about the results.
- **Monitor:** General interest groups requiring minimum effort.

4. Impact & dissemination plan

ACTION PLAN

Plan activities, channels, owners, and timing. Keep it specific and realistic.

Activity	Target group	Channel	Timeline	Responsible

Suggested action types

- ☐ Events
- ☐ Social media
- ☐ Publications
- ☐ Community activities
- ☐ Blogs
- ☐ Policy engagement

TRIC Impact Workbook

5. Indicators & measurement

MEASUREMENT

Indicator / KPI	Target	Measurement method	Responsible

Useful evidence sources

- Surveys / feedback forms
- Website analytics
- Social media analytics
- Event participation data
- Interviews / stories
- Project reports / dashboards

Tip: connect your KPIs to the project indicators you already report on.

Indicators supporting impact – why do they

In complex, development-oriented projects, indicators are closely linked to **project monitoring and quality assurance**. They help project teams follow progress, ensure that activities meet agreed quality criteria, and support reflection and improvement during implementation.

At the same time, indicators can be a practical tool for measuring impact: they allow projects to assess whether their actions lead to meaningful change for participants, organisations and communities, not only to completed activities or outputs.

Why do indicators and impact measurement matter?

- Collecting indicators is not important only for administration or funder reporting. It helps in assessing the meaningfulness and real value of the project
- Impact indicators show whether the project makes a difference, not just whether activities happened
- They also support learning and improvement during the project, helping us adjust activities when needed
- Impact measurement allows us to demonstrate lasting change beyond the project, not only short-term outputs
- Common indicators create a shared understanding of success across an international consortium

How to create impact indicators?

Indicators help make qualitative impact **visible**. In TRIC project, we measure for example:

- **Learning** outcomes and uncertainty competence
- **Quality** of activities and deliverables (scale 1–5)
- Sense of **belonging** and **community engagement**
- **Changes** in practices and organisational **use of results**

How can you apply this in your project?

- Start from the change you want to see, not just from activities
- Link indicators clearly to project objectives and work packages
- Try to find qualitative indicators, for example simple scales (e.g. 1–5) for learning, skills, confidence, or practices
- Define a baseline and expected direction of change
- Keep indicators light, practical and usable
- Use them during the project for reflection and improvement, not only for final reporting
- Include a few indicators that look at impact beyond the project

6. Reflection, learning, and one-page canvas

REVIEW

Reflection prompts

What worked well?

What did not work?

What will we improve next?

What new opportunities emerged?

Quick impact canvas

Goal

Target groups

Key activities

Expected outcomes

Long-term impact

Use this page at the end of a workshop or review meeting.

Part 3.Theory behind the impact change

Contents in Part 3

This part provides optional background perspectives that support impact work in **complex** and **uncertain environments**. It introduces the Cynefin framework and governance perspectives such as sociocracy and holacracy.

The purpose of this part is not to require theoretical expertise, but to offer additional lenses that can help teams better understand different types of challenges, decision-making situations, and ways of organising work.

You can use this section:

- if you want to **deepen** your understanding of complexity and uncertainty,
- when facing challenges that **do not respond well** to standard planning,
- as **optional** reading or discussion material for interested teams.

Cynefin Framework

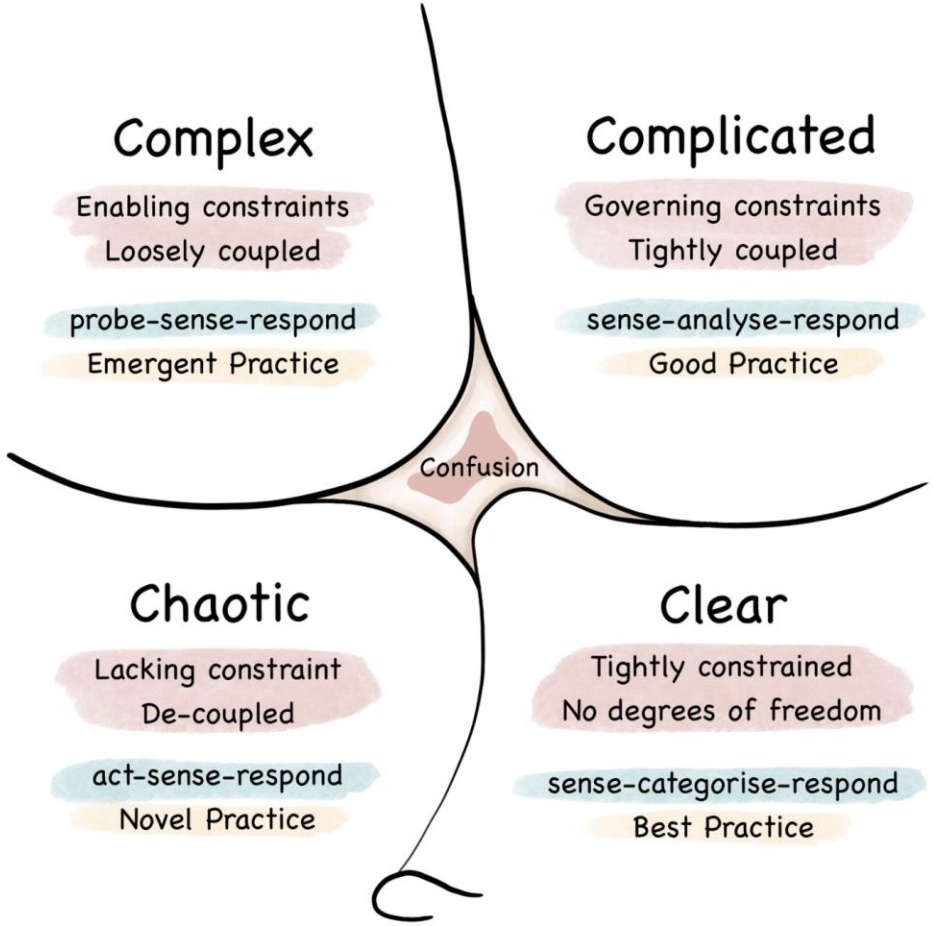
What is Cynefin Framework

The Cynefin model is a **sense-making framework** developed by Dave Snowden that helps individuals and organisations understand **different types of problems** and decide how to respond to them.

It categorises situations into domains — simple, complicated, complex, chaotic, and disorder — each requiring a different approach to decision-making.

Rather than applying one universal solution, the model emphasises **adapting actions based on context**, uncertainty, and cause–effect relationships.

It is widely used in leadership, strategy, and organisational development to navigate complexity, improve decision-making, and support more effective responses in uncertain or rapidly changing environments.



Picture:
https://en.wikipedia.org/wiki/Cynefin_framework

Why different problems need to be solved in a different way?

The reason different problems need to be solved in different ways, as explained by the **Cynefin** framework, is that not all problems share the same level of predictability, clarity, or uncertainty. **Applying a single approach to all situations often leads to ineffective or even counterproductive results.** Also in approaching or living in uncertainty. The Cynefin framework distinguishes between different types of problem contexts, each requiring a distinct way of thinking and acting.

In clear (or simple) contexts, cause-and-effect relationships are obvious and well understood. Problems in this domain have known solutions, and the correct approach is to follow established best practices. This involves recognising the situation, categorising it, and applying standard procedures or rules.

In complicated contexts, there is still a correct answer, but it is not immediately apparent. These problems require analysis and expertise. The appropriate response is to investigate, analyse, and then act based on informed judgment. Experts, models, and data are essential in this domain.

In complex contexts, cause-and-effect relationships cannot be determined in advance and are only understood in retrospect. These situations are **unpredictable and constantly evolving**. Instead of trying to analyse or plan everything upfront, the effective approach is to experiment, observe outcomes, and adapt accordingly. This involves **probing** the system, **sensing** what emerges, and **responding** iteratively. Many of the challenges addressed in TRIC, such as uncertainty, human behaviour, and learning processes, fall into this domain.

Why different problems need to be solved in a different way? (2)

In chaotic contexts, there is no perceivable relationship between cause and effect, and immediate action is required to stabilise the situation. The priority is to act quickly to **establish order**, then assess and respond as understanding improves.

The key insight is that **problems differ in nature**, and therefore **require different modes of response**. Treating a complex problem as if it were simple or merely complicated—by relying on fixed plans or predefined solutions—often leads to failure. Instead, complex challenges require experimentation, learning, and continuous adaptation.

This perspective is highly relevant in the TRIC project. Even though we establish education in uncertainty our goal is not to provide fixed solutions to uncertainty, but to develop the capacity to work with it. The project emphasises community building, co-design, and iterative learning processes, reflecting an understanding that uncertainty is not something to eliminate, but something to navigate and use productively. TRIC aims to transform uncertainty into a productive asset, which aligns closely with working effectively in complex environments.

In summary, different problems require different approaches because they exist in fundamentally different conditions of order and uncertainty. Recognising the type of problem is essential for choosing an appropriate and effective response.

Template for solving 4 dimensions of problem solving

1. **Clear (The Domain of Best Practice)**
   - **Goal:** Efficiency.
   - **Action:** Apply established rules or checklists (Standard Operating Procedures).
   - **Question:** "What is the pre-defined procedure for this?"

2. **Complicated (The Domain of Experts)**
   - **Goal:** Accuracy.
   - **Action:** Form a working group or consult an expert to analyze options.
   - **Question:** "What does the data say and what are the expert recommendations?"

3. **Complex (The Domain of Emergence)**
   - **Goal:** Learning & Discovery.
   - **Action:** Launch a "safe-to-fail" experiment (pilot) and observe the results.
   - **Question:** "What small experiment can we run to see how the system reacts?"

4. **Chaotic (The Domain of Rapid Response)**
   - **Goal:** Stability.
   - **Action:** Take immediate action to stop the crisis and create order.
   - **Question:** "What is the one immediate move needed to stabilise the situation?"

The Clear Domain

Focus: Efficient Decisions for Routine Operations

- Characteristics:
  - Cause-and-effect relationships are well-known and predictable.
  - Stable environments where "best practices" can be applied.
- Problem-Solving Approach:
  - Sense → Categorize → Respond : Establish the facts, categorize them according to established rules, and apply the proven solution.
- Real-World Example:
  - Payroll processing or routine administrative tasks.
- Key Risk:
  - Over-reliance on past success leading to complacency or oversimplifying complex issues

Simple problems in TRIC

Focus in simple (clear) problems is on efficiency.

Characteristics: "Known knowns" – routine, predictable, and governed by established rules.

- Approach: Sense → Categorize → Respond (Apply best practices).

Examples in TRIC:

- Administrative Compliance: Correct use of EU logos and disclaimers on documents.
- Financial Reporting: Following predefined Erasmus+ templates and deadlines.
- Project Logistics: Booking travel or rooms according to internal partner rules.
- IT Basics: Following checklists for website updates or SharePoint access.

Key Strategy: Use Standard Operating Procedures (SOPs) to ensure efficiency and avoid human error.

Primary **Risk:** Complacency – failing to notice when a routine task changes into a complex issue.

Impact on problem solving: Efficient, fast decisions, Works well for routine operations
Risk: oversimplifying complex problems

The Complicated Domain

Focus: Expert-driven analysis for technical challenges

- Characteristics:
  - Cause-and-effect relationships exist but are not immediately obvious.
  - There are multiple "right answers" that require specialized knowledge to find.

- Problem-Solving Approach:
  - Sense → Analyze → Respond : Assess the situation, analyze the data using experts, and implement a structured, professional solution.

- Real-World Example:
  - Engineering design or professional intelligence analysis.

- Key Advantage:
  - Supports high accuracy and structured decision-making.

Complicated problems in TRIC

- Characteristics: "Known unknowns" – cause and effect are linked but require expert analysis. There is more than one right answer.
- Approach: Sense → Analyze → Respond (Apply good practices and expertise).

Examples in TRIC:

- Pedagogical Research: Analyzing survey data from multiple countries to identify competence gaps.
- Technical Integration: Connecting different partner organisations' IT systems or platforms to work together.
- Legal & Ethical Review: Navigating diverse national GDPR regulations across 6 different EU countries.
- Strategic Planning: Choosing the most effective dissemination channels for specific target groups (e.g., policy makers vs. students).

Key Strategy: Use experts and working groups to evaluate options and find the most efficient solution.
Primary Risk: Analysis paralysis – spending too much time searching for the "perfect" answer instead of taking action.

Impact

- Encourages expert-driven analysis
- Supports structured decision-making
- Slower but more accurate
- Good for technical and professional domains

The Complex Domain

Focus: Adaptive learning and innovation

- Characteristics:
  - Unpredictable environment where cause-and-effect is only clear in hindsight.
  - No single correct answer; patterns emerge through interaction.

- Problem-Solving Approach:
  - Probe → Sense → Respond : Conduct safe-to-fail experiments to learn, sense the results, and adapt based on what emerges.

- Real-World Example:
  - Organisational culture change or high-level innovation.

- Key Advantage:
  - Essential for navigating modern, uncertain environments using agile methods.

Complex problems in TRIC

- Nature: "Unknown unknowns" – Patterns emerge only through action. No single right answer.
- Approach: Probe → Sense → Respond (Experiment & Adapt).

Examples in TRIC:

- Engagement: Motivating diverse groups of youth to join and stay in the project.
- Cultural Dynamics: Navigating communication differences between 6 countries.
- Pedagogical Impact: Defining how "uncertainty competence" actually develops.
- Sustainability: Building a lasting ecosystem that outlives EU funding.

Key Strategy: Use agile piloting and constant feedback loops. Primary Risk: Control Bias – Trying to force rigid plans on an evolving situation.

Impact:

- Promotes experimentation and learning
- Supports agile, adaptive methods
- Accepts uncertainty and emergence
- Critical for modern organisations

The Chaotic Domain

Focus: Rapid Action for Crisis Management

- **Characteristics:**
  - No visible relationship between cause and effect.
  - Urgent, high-pressure situations requiring immediate stabilization.

- **Problem-Solving Approach:**
  - Act → Sense → Respond : Act quickly to establish order, sense where stability returns, and move the problem toward the Complex domain.

- **Real-World Example:**
  - Emergency response or stabilisation of a sudden corporate crisis.

- **Leadership Requirement:**
  - Requires decisive, top-down leadership to "staunch the bleeding" before analysis is possible.

Chaotic problems in TRIC

- Nature: "Unknown unknowns" – Patterns emerge only through action. No single right answer.
- Approach: Probe → Sense → Respond (Experiment & Adapt).

Examples in TRIC:

- Engagement: Motivating diverse groups of youth to join and stay in the project.
- Cultural Dynamics: Navigating communication differences between 6 countries.
- Pedagogical Impact: Defining how "uncertainty competence" actually develops.
- Sustainability: Building a lasting ecosystem that outlives EU funding.

Key Strategy: Use agile piloting and constant feedback loops.
Primary Risk: Control Bias – Trying to force rigid plans on an evolving situation.

Impact:

- Forces rapid action and stabilization
- Leadership must be decisive
- Creates order before analysis
- Useful in emergencies

Confusion in problem solving in TRIC (Disorder Domain)

- Nature: The "Dark" domain where it is unclear which of the other four domains applies.
- The Danger: People interpret the problem through their own bias (e.g., an expert sees everything as "Complicated").
- Approach: Break Down & Categorize.

Examples in TRIC:

- Project Start-up: Conflicting views on whether a task is a routine admin job (Clear) or a deep cultural challenge (Complex).
- Crisis Situations: Initial panic where it's unknown if the issue is a simple error or a systemic project failure.
- New Legislation: Uncertainty if a new law requires a simple fix or a total redesign of the pedagogical model.

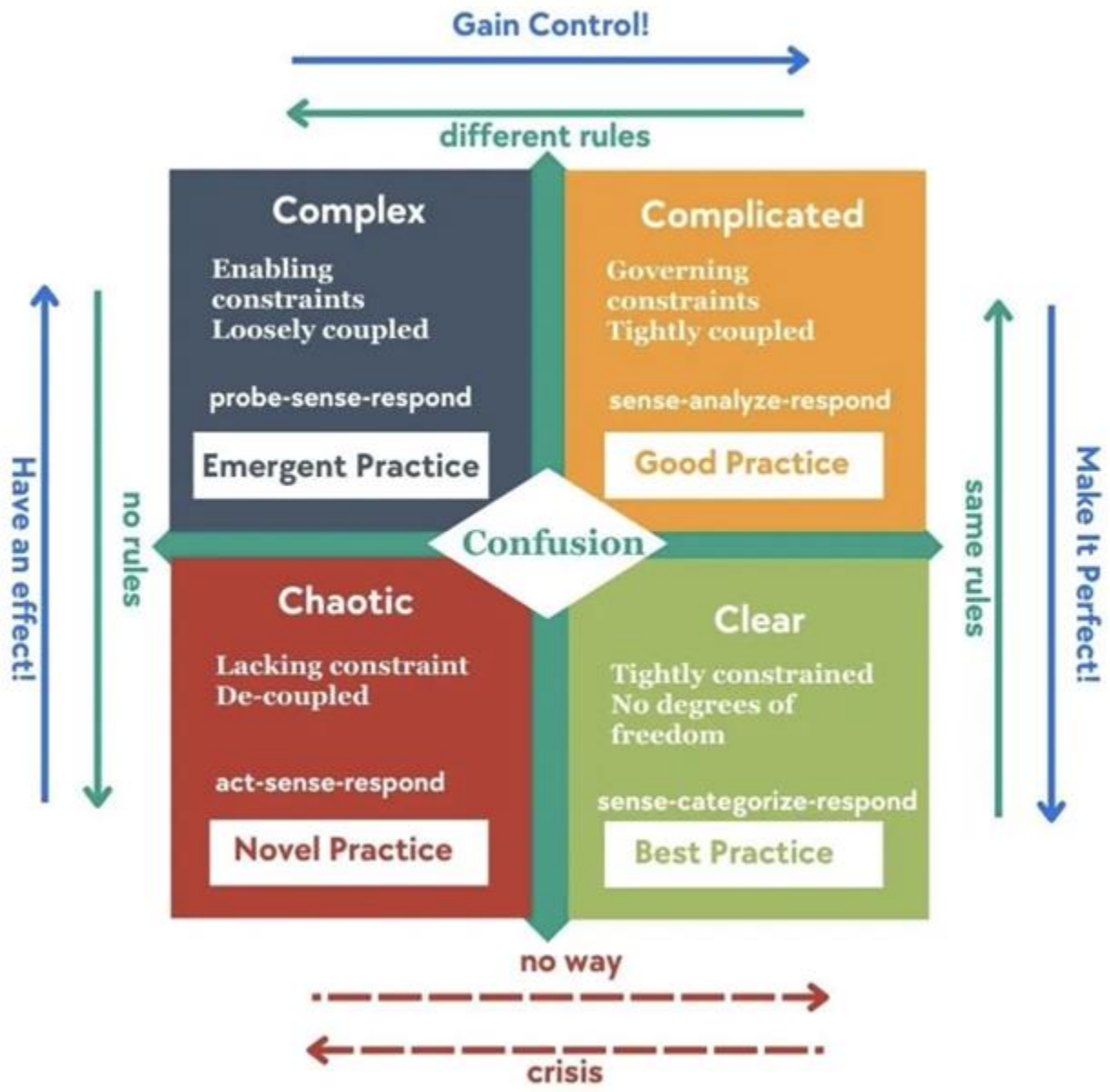
Key Strategy: Deconstruct the problem into smaller parts and assign each part to its correct domain (Clear, Complicated, Complex, or Chaotic).

Goal: Reduce cacophony and move toward context-appropriate decision-making.

Impact:

- Biggest risk: wrong approach
- Solution: break problem into parts and assign domain

Illustration of Cynefin model



Picture:
https://medium.com/@volochkov/problem-solving-decision-making-framework-cynefin-a2d40ba5981a

Key impact questions

When you interact and communicate **use the language your audience is most comfortable with**. We want people to make sense and understand, so adjust your language accordingly. Remember that people need to have possibilities to experience and share emotions, understand how things happen and what needs to be done, to ponder the ethical dimensions, figure out logic and shape of things and processes and find scientific evidence and reliable facts.

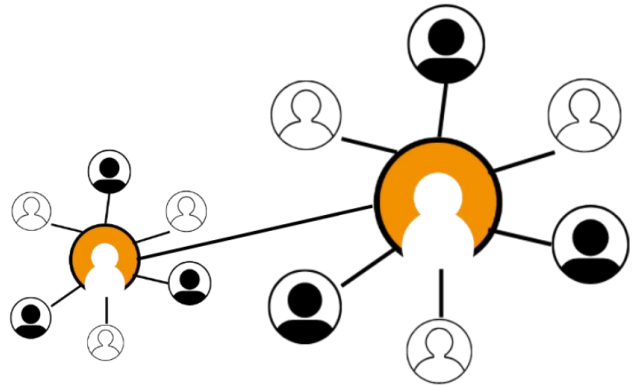
Who changes because of TRIC?
(teachers, learners, organisations, policymakers)

What do they do differently?
(teach differently, make decisions differently, collaborate more)

What is better as a result?
(resilience, wellbeing, adaptability, inclusion)

Will this continue after the project?
(community, tools, practices still in use)

Sociocracy and holacracy - Organising decision making and management in TRIC



Why is sociocracy important for TRIC impact?

Sociocracy is highly relevant for TRIC impact creation because it provides a governance and decision-making model that aligns with the project's core principles: **collaboration, co-design, and working effectively** in uncertainty.

At its core, sociocracy is based on **consent-based decision-making, distributed leadership, and inclusive participation**, ensuring that all voices in a system are heard and considered. This is essential in TRIC, where multiple partners, sectors, and countries must work together to create meaningful and lasting change.

One of the key reasons sociocracy supports impact creation is its ability **to harness collective intelligence.** By involving all relevant stakeholders in decision-making, it increases **engagement, ownership, and commitment** to outcomes.

In TRIC, this is critical because **impact depends** not only on producing tools, but on their **adoption and use by educators**, organisations, and communities. When stakeholders are part of shaping decisions, they are more likely to implement and sustain results.

Why is sociocracy important for TRIC impact?

Sociocracy also **strengthens inclusivity and equity,** ensuring that **diverse perspectives** are integrated into the process. This is particularly important in TRIC, which operates across different cultural and institutional contexts. Inclusive decision-making leads to more robust, context-sensitive solutions and helps avoid one-size-fits-all approaches

Another important aspect is **adaptability**. Sociocracy supports continuous learning and improvement by encouraging f**eedback loops** and **iterative decision-making**. This aligns closely with TRIC's focus on navigating complexity and uncertainty, where fixed plans are insufficient and adaptive approaches are required.

Finally, sociocracy enhances **transparency, accountability, and clarity of roles**, which are essential for coordinated impact across multiple partners. By structuring collaboration through clear processes and shared responsibility, it enables TRIC to move from fragmented activities to a coherent, system-level impact.

Why is holacracy important for TRIC impact?

Holacracy is important for TRIC impact creation because it provides **a governance model** that matches the project's need for flexibility, collaboration, and distributed responsibility across multiple partners and contexts.

TRIC operates across Europe in complex and uncertain environments, where traditional hierarchical structures can slow down decision-making and limit innovation. Holacracy addresses this **by replacing** rigid hierarchies with self-organising teams and distributed authority, allowing **decisions to be made closer** to where knowledge and action exist. It offers ways to organise actions in complementary ways to engage with uncertainty.

One of the key contributions of holacracy to impact creation is **increased agility**. In TRIC, impact depends on the ability to adapt tools, methods, and communication strategies to different countries, stakeholders, and learning environments.

Holacracy enables teams to **respond quickly** to emerging needs because authority is decentralised and roles are flexible. This makes it easier to experiment, adjust, and scale solutions—essential in complex systems where outcomes cannot be fully predicted in advance. In TRIC we learn skills collectively in our community to engage in uncertainty with the power collective power.

Why is holacracy important for TRIC impact?

Holacracy also **strengthens ownership and accountability**. Instead of relying on top-down management, individuals take responsibility for clearly defined roles and contribute actively to shared goals. This **increases engagement** and **ensures** that dissemination, community building, and impact activities are not dependent on a few central actors but are embedded across the whole consortium. For TRIC, where impact requires adoption and use of tools by many stakeholders, this distributed ownership is critical.

Another important aspect is **transparency and clarity**. Holacracy defines roles, responsibilities, and decision-making processes explicitly, reducing confusion and duplication of work. This supports coordination across work packages and partners, helping TRIC move from fragmented activities to a coherent impact strategy.

Finally, holacracy **supports innovation** by creating space for initiative and continuous improvement. By empowering individuals and teams to act, test ideas, and learn from feedback, it aligns closely with TRIC's approach to navigating uncertainty. In this way, holacracy is not just a governance model but an enabler of systemic, sustainable impact.

Part 4. Case examples

Contents in Part 4

This part presents **concrete examples** from TRIC partners that illustrate how impact has been created in different contexts and through different approaches.

The purpose of these examples is to show that impact can take many forms and that **there is no single model** for success. The cases highlight both scale and depth, as well as different ways of embedding impact into everyday practice.

You can use this section:

- as inspiration for your own work,
- to support group discussion or workshops,
- to reflect on what works in different organisational contexts.

Tric
Making Uncertainty Productive

TRIC Impact: Concrete examples

A workshop is a good way to **make sense about impact** and **actions** around it in your own group, organisation or network. The following examples were collected from TRIC partners during an Impact Workshop. During the workshop concrete practices and results were shared that have produced impact in different ways.

Next examples are presented to illustrate meaningful impact. You can follow our workshop model to find out

1) Previous successes (and failures) in creating impact
2) What is the desired impact in your organisation
3) How could your organisation (with your stakeholders) achieve this impact
4) Thinking about your local situation in your organisation (and wider stakeholder community), what are the obstacles to good impact or what should be removed so that impact can be realised?
5) What should be changed in your local reality to create impact in what TRIC tries to achive?
6) When we want to create impact through TRIC and we want to help students, professionals and citizens to be able to maximise their impact in making uncertainty productive, what should an impact workbook contain?

You can always make your own questions that create a good dialogue and sense making in your group, organisation or network.

Good case examples in producing good impact from TRIC partners

INTEF: The Future Classroom Lab (Aula del Futuro)

What was done? It introduced adaptable classroom zones and trained teachers to use student-centred, technology-supported approaches.

What was achieved?

Teachers improved digital and pedagogical skills, while students gained more engaging, collaborative learning experiences and 21st-century competences.

Why was this successful?

Because it integrates space, pedagogy, and technology, and supports hands-on experimentation and collaboration across Europe.

SINCOE: Impact embedded in everyday studies

What was done? SINCOE was an Erasmus+ funded project coordinated by Turku UAS (2022-2025) Its activities were designed so that students could participate in them as part of their normal studies, rather than through a separate project. There was a strong structure for including students directly in everyday educational practices.

What was achieved? During the project lifetime, SINCOE activities reached over 600 students.

Why was this successful? Impact was created by integrating project activities into existing study structures, ensuring they were taken into real use as part of everyday learning rather than remaining isolated project actions.

Good case examples in producing good impact from TRIC partners (2)

The PUNC Project focused on strengthening civic participation and inclusion through participatory storytelling and co-creation with local communities.

What was done?
The project engaged diverse and often underrepresented groups in workshops, discussions, and creative processes where participants shared their lived experiences. Using storytelling and digital media, participants co-created narratives about their communities. These were then shared through public events and dialogue with researchers and stakeholders.

What was achieved?
PUNC increased participants' confidence, visibility, and ability to engage in civic life. It helped individuals articulate their perspectives and contribute to public discussion. The project also built bridges between communities and institutions, while producing practical knowledge on participatory and inclusive methods.

Why was this successful?
Its success came from a genuinely participatory approach that treated participants as co-creators, not subjects. Storytelling made participation accessible and meaningful, while safe and supportive environments encouraged engagement. Strong facilitation and ethical practices ensured real impact rather than tokenism.

Key message
Inclusive democracy requires meaningful participation, not just access. When people are supported to share their own stories, they become active contributors to their communities and democratic life.

Desired Impact of TRIC at Organisational Level

In TRIC, the desired organisational impact is about **moving beyond isolated project activities** towards lasting change in everyday practice. Uncertainty competence and related approaches are meant to become part of normal teaching, learning, and organisational routines, rather than remaining separate project elements.

This means that TRIC results are embedded into:

- curricula, training programmes, and institutional structures,
- daily teaching and learning practices,
- practical tools and models used by educators and learners in real work contexts.

Desired Impact of TRIC at Organisational Level

Broader effects of organisational impact

Organisational change supports wider improvements in how learning, wellbeing, and inclusion are addressed. Educators are better equipped to apply innovative pedagogical approaches, while learners benefit from more supportive and inclusive learning environments.

Over time, this contributes to:

- **stronger** transversal and uncertainty-related skills,
- **improved** inclusion and equity for diverse and underrepresented groups,
- **better** support for study-to-work transitions,
- **sustainable** use of results beyond the project duration,
- **contribution** to more resilient and adaptive societies.

How organisations can achieve impact through TRIC?

Organisational ways of working

Achieving impact requires deliberate changes in how organisations work with people, practices, and knowledge. Impact is strengthened when TRIC approaches are developed and applied together with those who use them, and when existing networks are actively used.

Key elements include:

- **co-design** with students, educators, and other stakeholders from an early stage,
- **use of** existing internal and external networks to support adoption,
- **integration** of TRIC tools and methods into core activities and support services.

Leadership, engagement, and learning

Leadership and engagement play a central role in sustaining impact. When decision-makers actively support integration and long-term commitment, impact work becomes part of organisational responsibility rather than individual effort.

At the same time, organisations benefit from:

- **encouraging** shared ownership and participation,
- **supporting** experimentation and piloting in real-life settings,
- **using** learning and reflection to adapt approaches,
- **planning** sustainability and scaling beyond the project period.

Obstacles to good impact

Practical and organisational obstacles

Impact is often limited by everyday constraints. New approaches can be difficult to integrate into daily routines, especially when staff face high workloads or limited resources. Lack of time, funding, or technical support may prevent sustained use of tools and methods.

Common challenges include:

- **difficulty embedding** new practices into existing structures,
- **overly complex or unclear solutions** that reduce usability,
- **organisational structures** that limit access to key target groups.

Obstacles to good impact

Behavioural and systemic barriers

In addition to practical issues, behavioural and systemic factors shape impact. Low engagement from leadership, limited incentives for participation, or weak communication can significantly reduce uptake.

Wider barriers include:

- bureaucratic and regulatory **constraints**,
- **short-term funding logic** that conflicts with long-term impact,
- **cultural attitudes** where uncertainty is not recognised as a learning opportunity,
- **limited collaboration and shared ownership** across organisations.

Key changes needed to create impact through TRIC

Structural and practical changes

To create impact, organisations need to make **targeted changes** to structures and everyday practices. TRIC approaches should be embedded into existing systems rather than treated as temporary project activities.

This includes:

- **integrating** tools and methods into degree programmes and organisational routines,
- **simplifying** solutions and **providing** clear guidance for use,
- **allocating** sufficient time, resources, and support for implementation,
- **recognising and valuing** participation in impact-related work.

Key changes needed to create impact through TRIC

Cultural change and collective action

Lasting impact also depends on changes in organisational culture. Open discussion about uncertainty, safe spaces for sharing experiences, and a shift towards collective responsibility help embed new ways of working.

Impact is strengthened when organisations:

- **support continuous engagement** rather than one-off activities,
- **build long-term collaboration** across sectors,
- **develop governance and ways of working** that enable shared sensemaking, experimentation, and learning beyond the project lifecycle.

References and links

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