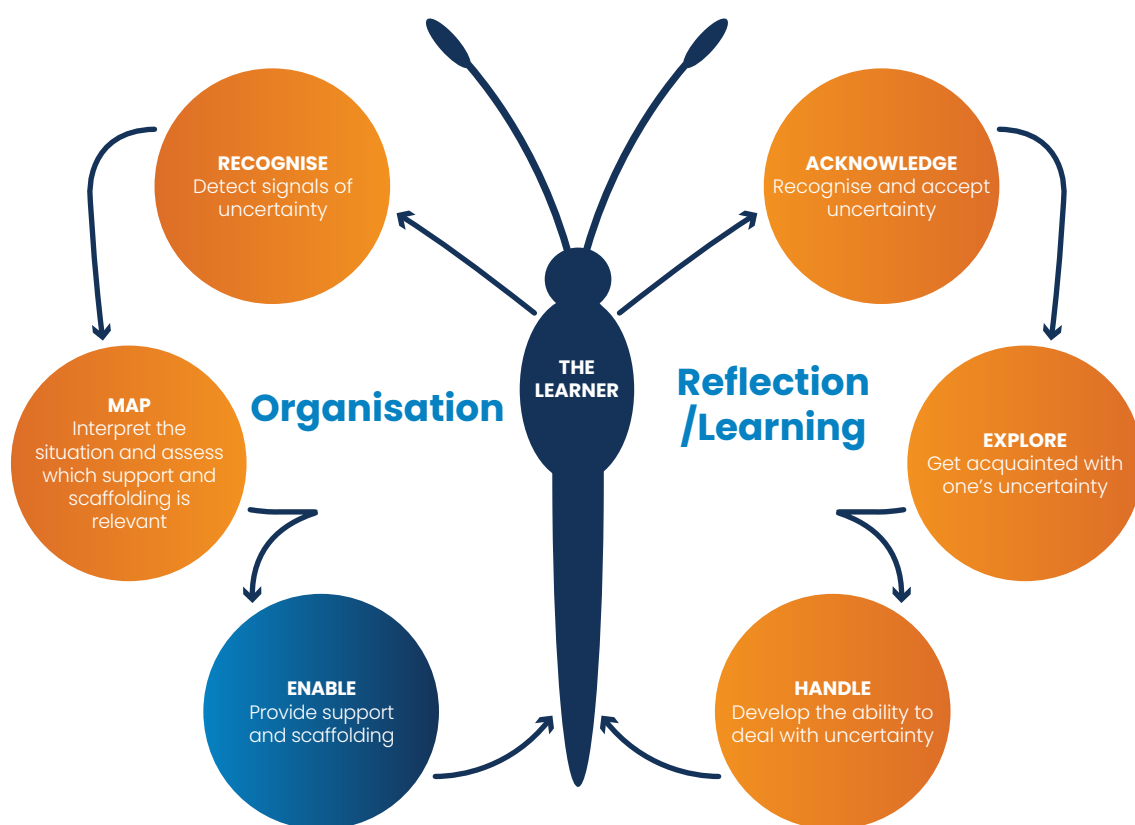


BUTTERFLY FRAMEWORK



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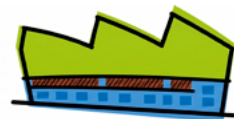


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Who is the framework for?

The butterfly framework is designed to support how **learners** and organisations work with **uncertainty** across different **transitions**. It builds on the idea of “uncertainty competence”, understood as the ability to navigate, interpret and act in uncertain situations in a constructive and productive way.

In the framework, we use the term “the learner”. This should not only be understood in the narrow sense as a student in formal education, but more broadly as a person experiencing a transition. Transitions often involve new situations, expectations, identities, relationships, or responsibilities, and therefore also involve processes of learning, reflection, and development.

The primary target group for the framework is educators, mentors, counsellors, educational institutions, and other actors whose main purpose is to support learning and human development. However, the framework can also be applied in other organisational contexts, including workplaces, NGOs, community organisations, and public services.

At the same time, organisations differ significantly in their structure, resources, and ways of working. A small local auto repair shop and a large international company with dedicated HR structures may therefore need to adapt the framework differently to fit their context, needs, and organisational practices.

The framework may also be used directly by learners themselves. However, the format and communication should be adapted to the target group and context, as there can be major differences in how uncertainty and transitions are experienced and communicated by, for example, a 16-year-old apprentice and a 26-year-old master’s student.

Learner - a person experiencing a transition. It should not only be understood in the narrow sense as a student in formal education.

Productive uncertainty
- understanding that uncertainty is a normal and expected part of work and learning, that leaving familiar environments can create both challenges and opportunities, and that engaging with uncertainty constructively can support learning, growth and new possibilities.

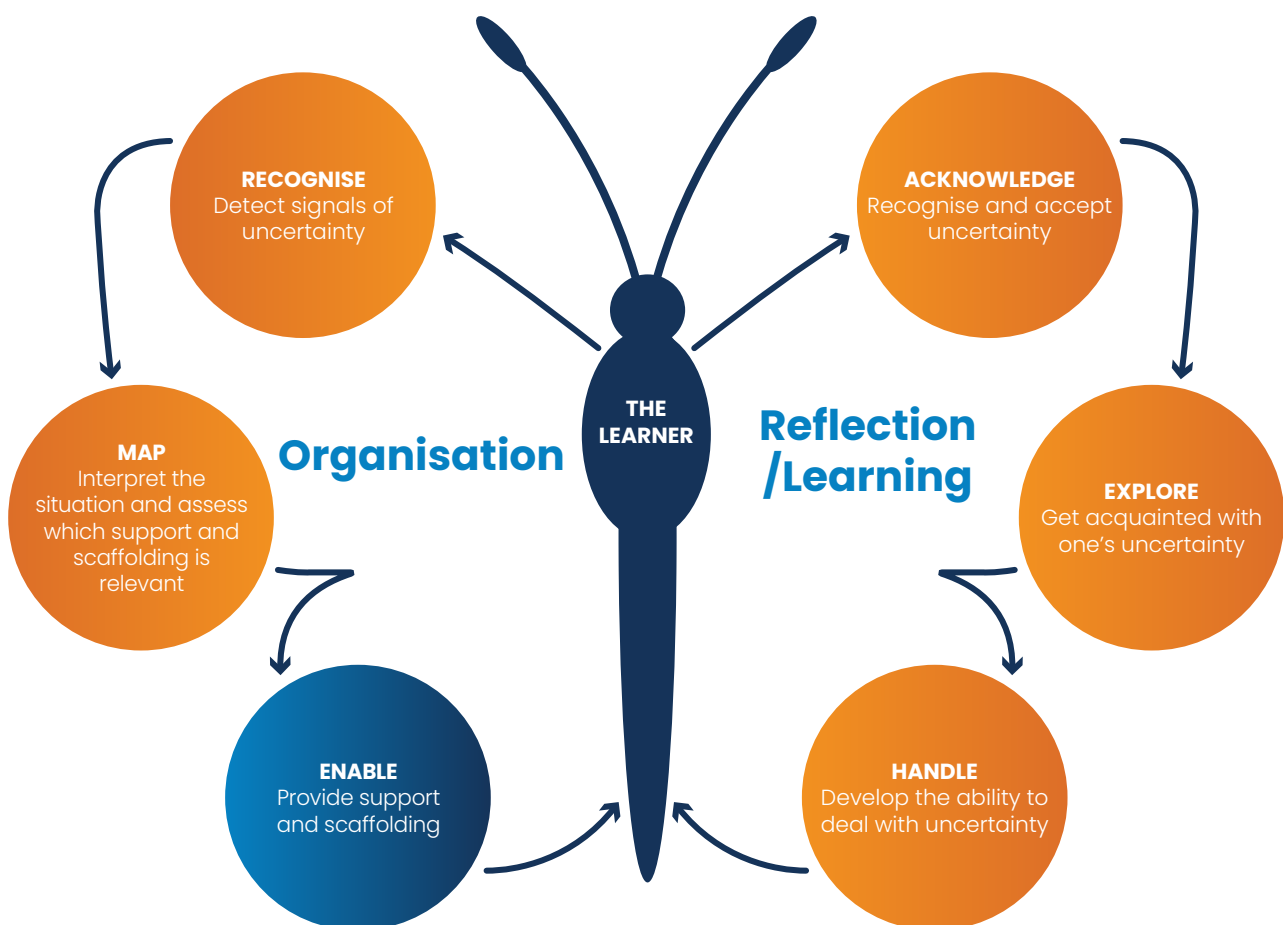
Transition – a situation where a learner transfers from one life situation to another. We focus on five specific transitions: vocational education and training (VET) to higher education (HE), school to work, work to school, culture to culture, and one life stage to another.

The butterfly

The framework is illustrated as a butterfly. At the centre is the learner, represented by the body. The learner is the starting point and focal point of the entire model. Both individual reflection and organisational support are oriented around the learner's experience of uncertainty.

The two wings are interconnected, both take their starting point in the learner. The model emphasises that working with uncertainty is not only an individual responsibility, but also a shared task between learner and organisation.

The butterfly metaphor highlights this interdependence: In order to "fly", both wings are needed. The learner's own reflection and learning must be supported by organisational practices, tools and relationships. Without one of the wings, the process is incomplete.



Knowledge, skills and Responsibility

Support and scaffolding

The butterfly menus

The orange and blue colours of the butterfly refer respectively to the knowledge, skills and responsibility **menus** and the **support** and **scaffolding** menus. In the Butterfly framework, a menu is understood as a flexible set of elements that learners, organisations, teachers, trainers, mentors, counsellors or other actors can work with to identify relevant areas for further development. The menus are not step-by-step instructions or fixed checklists, but resources that can support reflection, recognition and mapping of strengths, challenges and development needs, depending on the situation.

The framework includes core menus covering the central elements that are relevant across transitions, regardless of the specific transition context. These include recurring elements related to knowledge, skills, responsibility, support and scaffolding. In addition, the framework includes transition-specific menus for the five transitions: VET to HE, school to work, work to school, culture to culture, and One Life Stage to Another.

Knowledge, skills and responsibility refer to identifying what learners may need to know, be able to do, and take responsibility for when navigating uncertainty in transitions. Responsibility is understood in a positive sense: as the learner's opportunity and capacity to take ownership of their learning and actions. The degree of responsibility a learner can reasonably take will naturally depend on factors such as age, capacity, resources and abilities. This distinction is inspired by the European Qualifications Framework's description of learning outcomes approach (<https://europass.europa.eu/en/description-eight-eqf-levels>).

The support and scaffolding menus provide concrete ways for organisations to design and implement support that strengthens the learner's ability to reflect on and handle uncertainty. They can help identify relevant forms of guidance, feedback, peer collaboration, tools, workshops, structured learning activities or other forms of support that make uncertainty more manageable and productive. Together, the menus help connect uncertainty with concrete developmental needs and possible forms of support at individual, group and organisational levels.

Menus - flexible collections of possible elements related to knowledge, skills and responsibility. Learners and organisations can use the menus to identify which elements are relevant in a specific situation and select those that should be developed further.

Support - activities and resources provided by the organisation to help learners deal with uncertainty. This may include guidance, peer collaboration, tools and workshops. The aim is not to remove uncertainty, but to make it more manageable and productive.

Scaffolding - structuring learning activities and providing targeted guidance that helps the learner work towards a specific learning goal that that the learner cannot succeed unaided. The scaffolding is gradually adjusted and reduced as the learner develops competence and takes increasing responsibility for the learning process.

The wings of the butterfly

The butterfly has two wings, each representing a loop of processes that must work together. The first wing represents the learner's own reflection and learning process.

- **Acknowledge:** The first step is to acknowledge uncertainty and recognise that new competences may be needed or that existing ones must be further developed. In situations characterised by uncertainty, learners need to become aware of what they do not know and what they need to learn in order to move forward. This includes recognising whether they can manage the situation independently or whether they need support from teachers, peers or others.
The knowledge, skills and responsibility menu can support this step by helping learners identify what they lack and what they need to develop. It provides a language for understanding whether uncertainty is related to missing knowledge, undeveloped skills or responsibility such as low confidence.
Acknowledging uncertainty requires supportive learning environments where learners feel safe to express doubt and ask questions. Access to peers is also important, as collaboration, dialogue and feedback can help learners begin to engage constructively with their uncertainty.
- **Explore:** In the second step, the focus is on making sense of uncertainty. Learners move from 'not knowing' towards greater understanding by exploring the situation, seeking information and testing possible ways forward. The aim is not only to find answers, but to understand what can make uncertainty productive.
The knowledge, skills and responsibility menu supports this step by helping learners focus their exploration. It can be used to identify which areas need further development and to guide the process of connecting different types of knowledge and experiences.
Exploration is strengthened through collaboration and interaction with others. Dialogue, shared problem-solving and exposure to different perspectives can help learners deepen their understanding and expand their ways of thinking.
- **Handle:** The third step focuses on acting under uncertainty. Learners build on their exploration by developing strategies and strengthening their ability to respond to uncertain situations. In this step, learners begin to internalise competences so they can be used more automatically, while also continuing to reflect and improve them.
The knowledge, skills and responsibility menu supports this step by helping learners translate insights into action. It can be used to identify which elements need to be practised and strengthened to handle similar situations in the future.
Handling uncertainty is supported by learning environments that provide authentic and challenging situations, where learners can take ownership and test their competences in practice. Guidance should be adapted to the learner's needs, supporting both independence and continued development. Over time, the aim is that learners become increasingly capable of navigating uncertainty and transferring their competences across different contexts.

This loop describes how learners engage with uncertainty internally and develop their own capacity to

deal with it.

The second wing represents the organisation's role. It also consists of three steps: recognise, map and enable:

- **Recognise:** The first step is to recognise signals of uncertainty in the learner's situation. This involves paying attention to the learner, e.g. through observations of behaviour, dialogue, feedback, performance and other forms of interaction. Uncertainty may not always be expressed directly, but can appear as hesitation, disengagement, stress or inconsistent actions. In this step, the organisation acknowledges that uncertainty is a natural and expected part of learning and transitions. The task is therefore not to eliminate uncertainty, but to become aware of it and understand how it manifests for different learners in different contexts. The knowledge, skills and responsibility menu can support this step by helping teachers and organisations become more aware of what to look for. The menu provides a shared language for recognising different dimensions of uncertainty—for example whether signals relate to lack of knowledge, missing skills, or responsibility. Recognising uncertainty requires sensitivity and openness from teachers, mentors and organisations. It also requires creating environments where learners feel safe to express doubt, ask questions and show vulnerability. Without such conditions, signals of uncertainty may remain hidden or misinterpreted.
- **Map:** In the second step, the organisation interprets the learner's situation and assesses what kind of support is needed. This involves making sense of the identified signals and understanding their causes, context and implications. Here, the organisation uses the knowledge, skills and responsibility menu as an analytical tool. The menu helps to identify which elements are missing, underdeveloped or particularly relevant in the given situation. This includes assessing what the learner needs to know, be able to do, and be willing to engage with to move forward. Mapping is not a fixed diagnosis, but a dynamic and contextual interpretation. It requires dialogue with the learner and, where relevant, input from multiple actors. The organisation must also prioritise, as not all needs can be addressed at once. The outcome of this step is a clearer understanding of where support should be directed.
- **Enable:** The third step focuses on action. Based on the mapping, the organisation provides targeted support that helps the learner move forward in their process of dealing with uncertainty. In this step, the organisation applies the support and scaffolding menu, which includes concrete ways of supporting learning. This can for instance involve guidance, structured activities, tools, apps, feedback, peer collaboration and communities that create learning and development for the learner. Support and scaffolding are not about removing uncertainty, but about making it manageable and productive. Enabling also involves coordination between different actors and systems, ensuring that support is coherent and aligned with the learner's process.

This loop shows how organisations actively work with uncertainty by supporting and scaffolding the learner's process.

The six steps describe how learners and organisations can work with uncertainty. Each stage should be understood as a flexible and iterative process rather than a fixed sequence.

Together, the framework offers a shared structure for understanding uncertainty, identifying learner needs, and aligning individual learning processes with organisational support across different contexts and countries.

How to work with the butterfly framework

The framework should not be understood as a fixed sequence or step-by-step model. Users may start in either loop depending on the situation. In some cases, the process may begin with the learner's own reflections and actions; in other cases, it may begin with organisational recognition and support. It is not always necessary to move through both loops, and users may revisit the same loop multiple times as needs and situations develop.

The learner loop

Acknowledge

The learner recognises uncertainty and reflects on what feels unfamiliar or challenging. The knowledge, skills and responsibility menu can support reflection on what may need further development.

Explore

The learner explores the situation by asking questions, seeking information, testing approaches, and engaging with others. The menus can help identify relevant areas for further development.

Handle

The learner develops strategies and competences for acting under uncertainty and gradually builds confidence through reflection and practice.

The organisational loop

Recognise

Teachers, mentors, organisations, or communities identify signs of uncertainty in individual learners or groups through dialogue, observations, feedback, participation, or behaviour. The knowledge, skills and responsibility menu can support recognition and understanding.

Map

The organisation works together with learners to identify relevant strengths, challenges, and support needs. Mapping should be understood as a flexible and contextual process and may relate to both individuals and groups.

Enable

The organisation selects relevant support and scaffolding using the Support and Scaffolding menu. Support may include guidance, feedback, peer collaboration, tools, workshops, or structured learning activities. The aim is not to remove uncertainty, but to make it manageable and productive.

Examples of how to work with the butterfly framework

These examples illustrate how you can work with the butterfly framework:

Example 1: Applying the framework at the learner's level

Peter has just started at a higher education institution after completing his VET programme. He feels uncertain because the academic environment is unfamiliar: teaching is less structured, expectations are less explicit, and he struggles to understand his new role as a student and how to engage socially and academically.

Recognise

A lecturer notices that Peter is unusually quiet and less engaged in class discussions. In this phase, the lecturer draws on the Butterfly framework to interpret these signals and recognise that Peter may be experiencing uncertainty related to the transition.

Map

Peter meets with a study advisor to explore his situation more systematically. Together, they use the knowledge, skills and responsibility menu to map his challenges, strengths, and development needs, creating a shared understanding of his situation.

Enable

Based on this mapping, the institution activates relevant support. Here, the support and scaffolding menu is used to guide both the types of support offered and how the learning environment is structured to help Peter move forward.

Acknowledge

Peter begins to recognise that feeling uncertain is a natural part of the transition. In this phase, he engages with the knowledge, skills and responsibility menu to better understand and accept his situation.

Explore

Peter actively seeks to understand his uncertainty by asking questions, reviewing expectations, and engaging in dialogue with peers and teachers. Inspired by the knowledge, skills and responsibility menu, he tests different ways of studying and reflects on what works, gradually connecting his prior VET experience with new academic demands.

Handle

Over time, Peter becomes more confident in dealing with uncertainty. In this phase, he continues to draw on what he has learned about knowledge, skills and responsibility to guide his actions and develop his ability to manage new and unfamiliar situations.

Example 2: Applying the framework at an organisational level

A higher education institution becomes aware that many final-year students experience uncertainty when approaching graduation and entering the labour market. To address this systematically, the institution uses the framework steps together with the knowledge, skills and responsibility menu and the support and scaffolding menu.

Recognise

The institution identifies common patterns of uncertainty through surveys, workshops, and dialogue with students, alumni, and employers. To structure this recognition, they actively use the knowledge, skills and responsibility menu. They assess whether students demonstrate, for example, knowledge of labour market expectations and recruitment practices, skills such as articulating competences or navigating job search processes, and responsibility such as confidence, openness, and tolerance of uncertainty. This helps them move from general impressions to a more precise understanding of where uncertainty occurs and what it relates to.

Map

The institution then analyses the identified uncertainties in more depth. Using the same knowledge, skills and responsibility menu, they map which elements are underdeveloped or missing at different transition points (e.g. internships, final projects, job search phase). For example, they may find that students lack skills in translating educational experiences into work-relevant competences or responsibility such as confidence in their own employability. This structured mapping allows the institution to connect specific types of uncertainty with concrete developmental needs rather than treating uncertainty as a general issue.

Enable

Based on this mapping, the institution turns to the support and scaffolding menu to strengthen its practices. At an organisational level, this includes initiatives such as career workshops, networking events with employers, and clearer communication about career services. At the teaching level, scaffolding is integrated into the curriculum through activities such as reflection on competences, feedback on CVs and job applications, and gradual exposure to workplace expectations. In this way, support becomes more targeted and aligned with the specific knowledge, skills, and responsibility students need to develop in order to handle uncertainty in the transition to work.

Example 3: Applying the framework in the transition from one life stage to another

Emma has recently dropped out of university and is now unemployed. She feels uncertain about her future, struggles with low confidence, and finds it difficult to explain her situation to family and friends. At the same time, she is unsure about whether she wants to return to education, look for work, or take a different direction in life.

Recognise

During a meeting at a local guidance or employment service, a counsellor notices that Emma appears overwhelmed and uncertain about her next steps. Through dialogue, the counsellor recognises signs of uncertainty related to a major life transition and introduces the butterfly framework as a way of working constructively with uncertainty.

Map

Together, Emma and the counsellor use the knowledge, skills and responsibility menu to explore her strengths, challenges, and support needs. They discuss issues such as confidence, motivation, emotional wellbeing, career possibilities, and what kinds of competences or support may help her move forward.

Enable

Based on this mapping, relevant support and scaffolding are introduced. This may include career counselling, workshops on job applications, networking activities, or gradual exposure to work-related situations.

Acknowledge

Through these activities and conversations, Emma begins reflecting more consciously on her situation and the uncertainty she is experiencing. Using the knowledge, skills and responsibility menu, she identifies areas where she feels insecure, lacks experience, or needs further development.

Explore

Emma starts exploring possible ways forward by seeking information, talking with friends, family, and counsellors, and reflecting on her interests, strengths, and previous experiences. She explores opportunities such as employment, further education, volunteering, or short courses.

Handle

Over time, Emma begins taking small steps forward. She develops routines, applies for jobs, participates in guidance activities, and gradually becomes more confident in handling uncertainty and making decisions about her future.

The development of the framework

The framework was developed through an iterative and collaborative process across the partner organisations in the TRIC project.

The process began with the development of a shared methodological foundation. Initial guidelines were created for both a joint literature review and joint focus group interviews. These guidelines were presented and discussed during the project meeting in Turku, where partners provided extensive feedback. Based on this input, the guidelines were revised to ensure a common approach to data collection across countries and organisations.

Following this, each organisation conducted literature reviews (in total based on 90 sources) and carried out focus group interviews within their own contexts. In total 25 focus group interviews were conducted. Importantly, each organisation focused on one or more of the five key transitions addressed in the project:

- VET to Higher Education
- School to work
- Work to school
- Culture to culture
- One life stage to another

This ensured both contextual depth and a distributed coverage of transitions across the consortium.

The collected materials from all partners were then synthesised and analysed. The analysis was carried out in relation to each of the five transitions and structured around four key themes:

- How uncertainty is experienced
- How learners handle uncertainty
- How organisations can support learners
- How teachers and mentors can scaffold learning

Based on this transition-specific analysis, it was possible to derive key knowledge, skills, and responsibility for each transition. These categories were informed by the European Qualifications Framework's learning outcomes approach. This made it possible to structure findings in a way that is recognisable across European education and training contexts.

In addition, recommendations regarding organisational support and pedagogical scaffolding were identified and linked to each transition. This means that both competence elements (knowledge, skills, responsibility) and support mechanisms (organisational practices and scaffolding approaches) are explicitly grounded in the data collection of each transition.

Following the initial development of the framework, it has been through a review process involving all TRIC partners. All partners have read the framework and provided feedback, both in writing and through an online workshop. Based on this feedback, the framework has been revised and adjusted. Subsequently, the framework will be tested by external participants as part of the testing of the guide,

involving six external testers from each participating country. Overall, the framework reflects a combination of existing literature, empirical data, consortium-based review and external testing. It has been developed and refined through an iterative process involving both project partners and external perspectives, aligned with the project's aim of developing **uncertainty competence** as a key capability for learners and organisations.

Uncertainty Competence

– the ability to interpret and respond constructively to uncertain situations.

Menus

Core Menu

Knowledge, Skills and Responsibility

Knowledge

(How I understand myself, others, and my environment under uncertainty)

I know/ I understand/ I'm aware of...

- The importance of acknowledging and normalizing uncertainty.
- My strengths and support needs, and areas for development.
- Where to seek information and support and understand the importance of asking for help.
- How different environments function, including expectations, norms and ways of working.
- The meaning and importance of peer support, as well as the value of networking, co-operating, and finding opportunities.

Skills

Self-regulation (How I self-regulate under uncertainty)

I'm able to....

- Develop my self-regulation skills and apply coping strategies.
- Manage my time and priorities.
- Define goals, plan proactively and work hard to reach goals.
- Stay on track despite doubt.
- Reflect on and assess my progress and development.

Agency (How I act and make individual decisions under uncertainty)

I'm able to....

- Recognise and navigate uncertain situations by making informed decisions.
- Seek reliable information from multiple sources and explore different options.
- Solve problems through critical thinking in both structured and open-ended situations.
- Adapt and be flexible.

Socially embedded learning and action (How I act, learn, and receive support in social contexts))

I'm able to....

- Communicate and express my thoughts and feelings effectively in interaction with others.
- Collaborate effectively by cooperating in teamwork and understanding, accepting, and including others.
- Listen, give and receive constructive feedback, and use it to support learning and improvement.
- Build and engage in networks and relationships, including seeking support when needed.

Responsibility

(How I choose to act)

I take initiative to/I choose to...

- Be self-reflective and actively develop my self-efficacy and personal growth.
- Adapt my thinking, remain open to change, and face new challenges with flexibility.
- Accept uncertainty and setbacks as part of learning, and to experiment and learn from failure.
- Stay motivated, hopeful, and persevere when facing challenges.
- Take initiative, set goals, and take an active role in collaborative settings.
- Be empathetic, open to feedback, and use it to improve my learning, professional growth, and collaboration with others.

Support and Scaffolding

Support

Structure and Transparency

- Provide clear information on expectations, structures and pathways
- Ensure accessible services, guidance and orientation
- Offer structured transition models and support frameworks

Learning Capability and Agency

- Provide learning and personal development skills support and personal development skills
- Offer tools for planning and navigating pathways
- Enable opportunities for choice and progression

Belonging and Community

- Create opportunities for peer interaction and networking
- Provide mentoring and connections to different organisations
- Support communities and collaboration structures

Support and Psychological Safety

- Provide accessible support services and inclusive practices
- Recognise diverse learner needs and life situations
- Enable safe and supportive learning environments

Scaffolding

Structure and Transparency

- Provide clear goals, instructions and expectations in specific context
- Make processes and requirements explicit
- Guide learners into new practices step by step

Learning Capability and Agency

- Facilitate reflection on learning, goals and decisions
- Provide continuous feedback and guidance
- Adjust support and gradually increase independence
- Enable active choice and participation in learning

Belonging and Community

- Build dialogue and relationships in everyday interaction
- Facilitate peer support and collaborative learning
- Connect learning to meaningful communities and practices

Support and Psychological Safety

- Create psychological safety in interactions
- Normalize uncertainty, doubt and mistakes
- Provide individual support through mentoring and dialogue
- Support confidence, balance and persistence

Transition: School to Work

Knowledge, Skills and Responsibility

Knowledge

I understand/ I'm aware of...

- The labour market and employment conditions
- Workplace culture and professional expectations (e.g. communication norms, autonomy, teamwork, feedback, responsibility and adaptation to organisational contexts)
- That not everyone follows the same career path
- Recruitment and job-search processes
- Planning tools for transition from university to work (e.g. CVs, job search plans, and goal setting)
- My own competences and professional profile
- How to balance study, work, and family responsibilities

Skills

I'm able to...

- Adapt and be flexible when facing uncertain career paths
- Present myself through CVs, job applications and job interviews
- Articulate my competences
- Gradually build confidence through practice
- Use job-search plans, reflection templates, and structured feedback
- Translate educational experiences into work-relevant skills

Responsibility

I take initiative to/I choose to...

- Be open to non-linear career paths and tolerate uncertainty while adapting to changing opportunities
- Be self-confident combined with humility
- Have perceived employability
- Build a clear story about future career path
- Accept temporary positions
- Be open to continuous development of my competences
- Develop and use networks for career opportunities

Support - How organisations can support learners

Structure and Transparency

- Give examples of successful transition pathways
- Provide structured career guidance
- Provide structure mentoring programs
- Ensure that career services and opportunities are clearly communicated and accessible
- Offer workshop on labour market navigation

Learning Capability and Agency

- Offer workshops on CV writing
- Offer workshop on how to do job interviews
- Help learners in adjusting their plans through regular feedback
- Provide work-integrated learning

Belonging and Community

- Increase collaboration with companies/employers
- Create networking events with companies
- Provide role models
- Provide structure mentoring programs
- Provide pre-job training and special apprenticeships for young people with disabilities

Guidance, Reflection and Psychological Safety

- Provide structured career guidance (also fits here as ongoing support)
- Provide team meetings and individual transition plans and coordinated support for learners with disabilities, specific support needs or additional barriers to labour-market access

Scaffolding - How teachers/mentors can scaffold learning

Structure and Transparency

- Gradually expose students to workplace expectations (through projects, visits or internships)
- Introduce labour market knowledge and career pathways early in the curriculum
- Provide structured feedback on job applications, CVs and interview preparation
- Align between curricula and labour market needs

Learning Capability and Agency

- Support students in identifying their competences and articulating them to employers
- Provide tasks that match students' current level of competence.
- Support students in developing mastery during apprenticeships.
- Use authentic learning activities that link theory with practical applications

Belonging and Community

- Promote positive interactions with guidance services and peer communities during transitions
- Provide individual mentoring conversations to discuss uncertainty and career plans

Guidance, Reflection and Psychological Safety

- Facilitate reflection activities about career choices
- Facilitate reflection activities about strengths
- Facilitate reflection activities about future goals
- Provide individual mentoring conversations to discuss uncertainty and career plans

Transition: VET to HE

Knowledge, Skills and Responsibility

Knowledge

I understand/ I'm aware of ...

- How higher education works (assessment systems, course expectations, administrative procedures)
- Differences between VET and HE learning environments
- Academic requirements and theoretical expectations
- Academic strategies

Skills

I'm able to...

- Interpret expectations across different courses
- Adapt and refine learning strategies
- Evaluate and develop my study skills
- Identify and act on opportunities to influence outcomes
- Cope with academic pressure
- Develop a sense of belonging to study community

Responsibility

I take initiative to/ I choose to...

- Be goal-oriented
- Face new challenges
- Be able to adapt
- Be interested in others

Support - How organisations can support learners

Structure and Transparency

- Provide clear and accessible information about university expectations, structures and systems
- Ensure communication goes beyond administrative requirements to include everyday academic practices
- Arrange structured introduction activities
- Provide phased transition models
- Introduce learners to HE learning environments

Learning Capability and Agency

- Offer preparatory modules that help bridge theoretical gaps
- Gradually introduce learners to academic expectations
- Train learners in study skills
- Support learners' time management skills development
- Help learners to seek information through peers, internet and digital tools

Belonging and Community

- Create opportunities for interaction between VET learners and HE learners
- Develop mentoring and peer-support programmes
- Help learners build peer relations

Guidance, Reflection and Psychological Safety

- Strengthen transition guidance between VET and HE

Scaffolding - How teachers/mentors can scaffold learning

Structure and Transparency

- Clarify expectations regarding courses, assignments and assessment
- Ensure clear course structures
- Provide structured guidance in the early stages of transition

Learning Capability and Agency

- Gradually increase learners' independence
- Provide learners with opportunities for choice in learning tasks
- Provide continuous constructive feedback on academic performance and study strategies

Belonging and Community

- Facilitate peer support
- Develop meaningful learning activities
- Ensure teaching staff are approachable

Guidance, Reflection and Psychological Safety

- Facilitate reflection on learning approaches and academic challenges
- Provide learners with opportunities for reflection
- Engage learners in dialogue about their progress, doubts and goals
- Provide learners with constructive feedback
- Create supportive learning environments that reduce fear of failure
- Establish learning environments where learners feel recognized and supported
- Maintain constant and systematic meta level - discussion about normalizing and solving uncertainty issues with learners in daily situations

Transition: Work to school

Knowledge, Skills and Responsibility

Knowledge

I understand/ I'm aware of...

- Learning takes time
- That learning experience is built together
- That in transitions it's normal for identity, everyday life, and roles to change

Skills

I'm able to...

- Make use of work/professional experience
- Behave competence-based: self-management and structuring (planning time and energy, creating routines and balance)

Responsibility

I take initiative to/I choose to...

- Reflect on professional self-understanding and ask, 'Who am I now?'
- Avoid diminishing comparisons (self-acceptance)
- Show autonomy in learning
- Be resourceful and manage available resources effectively

Support - How organisations can support learners

Structure and Transparency

- Provide pre-entry orientation sessions and realistic expectation-setting
- Align expectations early and provide relatable role models

Learning Capability and Agency

- Support students in building a new everyday rhythm, regulating energy, and sustaining balance

Belonging and Community

- Arrange social activities facilitating connections among mature students
- Arrange peer groups for mature students

Guidance, Reflection and Psychological Safety

- Reduce uncertainty through normalization and visibility
 - Normalization ("it's okay to fail / it's normal to doubt")
 - Visibility ("someone like me has done this; I can too")
- Address structural barriers affecting adult learners

Scaffolding - How teachers/mentors can scaffold learning

Structure and Transparency

- Provide institutional guidance and clear frameworks
- Use a structured course design
- Define goals clearly
- Set explicit expectations
- Ensure transparency

Learning Capability and Agency

- Promote autonomy and flexibility in teaching
- Recognise prior learning and value adult learners' professional experience
- Provide scaffolding around digital systems and assessment formats
- Use peer practices as everyday scaffolds

Belonging and Community

- Build teacher–student relationships that foster psychological safety
- Use company visits and real-world cases
- Match students with alumni to show that success is achievable

Guidance, Reflection and Psychological Safety

- Conduct development conversations

Transition: Life stage to another

Knowledge, Skills and Responsibility

Knowledge

I understand/ I'm aware of...

- That transitions are gradual and non-linear processes that require time and adjustment.
- The loss of familiar environments may create both challenges (uncertainty, isolation) and opportunities (new learning and growth).
- The emotional, social, and institutional dynamics of transition.
- Common emotional responses to transition (uncertainty, stress, loss) and how they may affect learning and decision-making.
- How roles, expectations, and identity may change during life stage transitions.
- Strategies for managing and reducing uncertainty in new situations.
- Awareness that access to information and support may vary, and ability to identify and navigate potential barriers.
- How to judge reliable information
- That access to opportunities and support may be shaped by social, economic, and cultural factors.
- Available pathways and options
- Rights, responsibilities, and available services
- Financial implications

Skills

I'm able to...

- Focus on building skills and acting.
- Learn and adapt to the language, communication styles, and norms of the new environment.
- Navigate institutional processes and systems (education, employment, support services).
- Communicate needs, set boundaries, and advocate for appropriate support.
- Recognise the limits of one's knowledge and seek appropriate support or expertise.
- Understand how actions and decisions lead to specific outcomes.
- Generate alternative solutions and perspectives when facing unfamiliar challenges (lateral thinking).
- Manage unfamiliar problems by identifying when and how to seek additional expertise or resources.

Responsibility

I take initiative to/I choose to...

- Evaluate short-term opportunities for gaining experience while balancing long-term career goals, rights, and recognition.
- Acknowledge and plan for financial changes while seeking available support and resources.
- Consider multiple possible future pathways and alternatives.
- Develop the willingness to take informed and reasonable risks under uncertainty.
- Ask for help and support.
- Critically reflect on personal, social, and structural factors influencing the transition.
- Show self-compassion and recognise that challenges and setbacks are part of the transition process.
- Be open to redefining one's identity, roles, and expectations in new contexts.

Support - How organisations can support learners

Structure and Transparency

- Give learners a “trial day” or “internship beforehand”
- Provide flexible work structures
- Gradual increase in working hours
- Provide aftercare or vocational training assistance

Learning Capability and Agency

- Build resilience and agency through practical experiences, internships, and micro-practices
- Give more support than traditional apprenticeships, allowing learners to “take it slower”

Belonging and Community

- Provide an opportunity to build on pre-existing familiarity with staff
- Provide access to diverse role models representing varied pathways, experiences, and outcomes
- Facilitate access to inclusive and institutionally supported networks, particularly for learners with limited social capital
- Be aware that parental socioeconomic background influences trajectories and perceptions of transitions

Guidance, Reflection and Psychological Safety

- Provide respectful, autonomy-supportive engagement that recognises learners’ prior experiences
- Support opportunities through personal networks (also emotional/identity support layer)

Scaffolding - How teachers/mentors can scaffold learning

Structure and Transparency

- Provide transparency and “basic structures” such as punctuality, routines and clear expectations
- Give structured guidance through the curriculum
- Help with writing applications
- Provide instructions and help with exam preparation

Learning Capability and Agency

- Use visual tools like “competence boards”
- Facilitate smoother transition and skill development for youth through work-based education, mentoring, and dual systems
- Allow learners to “take it slower”
- Go through techniques more thoroughly

Belonging and Community

- Utilize NGOs, UNHCR, teachers, social workers, mentorship programs, and organizational systems (dual training, apprenticeships) as scaffolds
- Facilitate activities that support “finding new friends”
- Create positive atmosphere

Guidance, Reflection and Psychological Safety

- Provide respectful, autonomy-supportive engagement that recognises learners’ prior experiences
- Maintain a “real-world” reference in training
- Use external benchmarks, such as country-of-origin information to help objectify credibility assessments for refugees
- Provide a safe, supportive and patient work environment
- Provide company visits and real cases
- Develop trust through consistent support structures

Transition: Culture to culture

Knowledge, Skills and Responsibility

Knowledge

I understand/ I'm aware of...

- That uncertainty can be navigated through both destructive and constructive modes
- That everyday mental well-being is a key professional priority
- How to reflect on one's experience uncertainty in specific situations
- The importance of setting goals and knowing career opportunities
- How to build communities

Skills

I'm able to...

- Perceive uncertainty as a part of learning and working
- Navigate between the familiar present and an unknown future
- Develop intercultural sensitivity
- Overcome complex procedures

Responsibility

I take initiative to/I choose to...

- Develop intercultural sensitivity through experience, education, and reflection
- Understand my responsibility to be a productive member of a community and I know my freedom and my responsibilities

Support - How organisations can support learners

Structure and Transparency

- Communicate clearly and respectfully.
- Have stability in the learning environment.
- Give students a preparatory period to develop basic language and skills before entering regular classes.
- Focus on mental health frameworks and recovery-oriented models.

Learning Capability and Agency

- Prioritize language acquisition over academic content in the early stages.
- Use tests to tailor support to each learner's level of uncertainty intolerance.
- Encourage experiential learning and empathy development.

Belonging and Community

- Make learners feel welcome and well received by the organization.
- Provide a "soft landing" where language is the focus
- Focus on family's willingness to integrate and learn the system alongside the student.
- Provide structured frameworks to support intercultural transition.
- Use Guided Functional Peer Support (GFP).
- Create intercultural learning environments.

Guidance, Reflection and Psychological Safety

- Focus on mental health frameworks and recovery-oriented models (also here as emotional support layer)

Scaffolding - How teachers/mentors can scaffold learning

Structure and Transparency

- Provide structured guidance, clear expectations, and safe spaces
- Provide structured support
- Use assessment tools to identify individual needs, allowing tailored interventions

Learning Capability and Agency

- Involve participants actively in their learning and reflection processes
- Foster autonomy, curiosity, and experiential learning
- Use experiential learning
- "Seize the opportunity" to overcome the paralysis caused by uncertainty

Belonging and Community

- Make participants feel welcome: Receive them well by both the teaching staff and their classmates
- Use Linguistic Volunteering: Peer-to-peer support systems where local students help newcomers
- Facilitate integration
- Encourage experiential and peer-supported learning to build resilience and intercultural sensitivity

Guidance, Reflection and Psychological Safety

- Use reflective practices – Reflect on their past fears to allow them to recognize their actual progress

