ERCCI MANUAL

Empowering Interprofessional Training in Residential Child Care

1. Creating educative and therapeutic relationships	2. Promoting participation in education and care	3. Transforming crisis and conflicts into opportunities
4. Involving the family of origin	5. Evaluating RCC quality and outcomes	6. Developing reflexivity and calibration

Foreword

Around 340,000 children are roughly estimated to live in residential care across the EU (Lerch and Severinsson 2019). In different child welfare systems, there is serious concern about the capability of residential agencies to protect and care for this group of children and youth. This concern is directly linked to the (insufficient) training background and (in)stability of the residential childcare (RCC) workforce. There is significant variety in the professional training, titles and terms, responsibilities and required competencies of RCC staff across Europe.

To tackle this lack of targeted training, the ERCCI project has developed a massive open online course (MOOC) for residential staff in core competency areas. The purpose of this manual is to introduce the overview of the e-learning pedagogy, learning modules and study material in order to support the accessibility and scalability to uptake the ERCCI MOOC accordingly in higher education institutions (HEIs) both in Europe and worldwide.

All learners with a variety of training backgrounds are welcome to study on this course. The flexibility of the MOOC makes it a perfect learning resource for any student or professional who is interested in better understanding care and education work in RCC. Learners can either do one session per week or take longer to go through all the resources. The course will be open and available for access at least until the end of 2026 so there is plenty of time to go through each of the learning modules.

With an innovative on-line pedagogy, our purpose is to invite workers to explore and update their knowledge base and practices in order to support making the best use of their potential. The three-year project (2018–2021) involves experts and students from five universities in five European countries. It also involved professionals and practitioners involved in RCC across five countries who were willing to share their experiences, be interviewed and provide feedback on this course.

We have been fortunate to bring together a great consortium of international teams with a broad range of expertise and a shared commitment to developing an exciting intercultural learning resource.

The five partner institutions and the country they are based in are:

· Finland: Turku University of Applied Sciences, Faculty of Health and Well-Being (coordinator)
· Germany: University of Kassel, Department of Social Work and Social Welfare
· Italy: University of Milano Bicocca, Department of Human Sciences for Education
· Lithuania: Mykolas Romeris University, Institute of Educational Sciences and Social Work
· Spain: University of Oviedo, Faculty of Psychology

To support the aim and to influence policymaking, we have produced a comparative analysis of residential care – a 5-country multiple case-design study (James et al. 2021) that draws on the learning about residential child care in the five participating countries and outlines the context and content of residential care in each country, thereby building a foundation for meaningful comparisons and a deepened understanding of each system's inherent logic. Within the context of global deinstitutionalisation efforts, the study also aimed to understand factors that hinder or enhance the transformation of residential care across Europe.

Introduction to MOOC

The ERCCI massive open online course (MOOC) is gathering the main theoretical and practical aspects that research has identified into pedagogically organised set of learning resources   and opportunities. Using e-learning pedagogy, the ERCCI MOOC consists of six (6) learning modules, which are interlinked and capture competencies, which are believed to be essential to residential childcare (RCC) work. The project's assumption is that children and families involved with RCC benefit when RCC workers are well trained. ERCCI should help to identify areas for development and encourage striving towards continuous improvement in learners' knowledge and skills. It aims to promote a common understanding of what is expected from all RCC professionals when providing care and delivering services and interventions in RCC.

The ERCCI MOOC is designed as a self-learning course for both professionals who are already engaged in RCC and for students interested in RCC or child welfare practice more generally. Assessment focuses on RCC competencies and professional development: a learner-centred approach will be followed. The course offers a range of activities – such as short lectures, case studies, video interviews, readings and reflection exercises – that students can go through at their own pace. The various activities in each of the learning modules are designed to stimulate thinking on RCC, to reflect the challenges of RCC work and the workers' own attitude, to impart knowledge and to encourage skill development in multiple areas. The learning process can be engaged with individually or in discussion and exchange with other students or colleagues.

There are several adoption features of the MOOC:
- easy to integrate to curricula and variety of degrees as well as continuing training
- can also be utilise as reflection material for professional teams in residential facilities
- useful as introduction material for newcomers in RCC work

AN OVERVIEW OF THE MOOC

Introduction

1. Building educative and therapeutic relationships
2. Promoting participation in education and care
3. Transforming crises and conflicts into opportunities
4. Involving the family of origin
5. Evaluating RCC's quality and outcomes
6. Developing reflexivity and calibration

The modules can be done in any order, although it is suggested to start each module with the introduction and follow the numbered order, concluding with the final reflection unit.

How to study on the itslearning platform

ERCCI is transforming learning and teaching digitally; all course activities are done online. You will find a video about how to use the platform on the first page of the MOOC and also in the Introduction section.

Library of Open Educational Resources, you can search for and share open educational resources (OER).

You can find ERCCI learning and teaching module here:

https://aoe.fi/#/materiaali/1976

Please feel free to get in touch with us,
in order to find out more about the MOOC and
to discuss how we can support RCC training together!

MODULE 1. BUILDING EDUCATIVE AND THERAPEUTIC RELATIONSHIPS

Developed by the ERCCI Team at the Faculty of Health and Well-Being at Turku University of Applied Sciences, Finland:

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Maiju Salonen; also Reetta Timonen, BA student in Education and Social Services

Residential child care is defined as an intervention that takes place in the *interaction* between children and care workers; thus, building a reciprocal and trustful adult–child relationship is a key component of RCC work. Such interaction includes relation-orientated encountering, in which a residential worker is *in service of growth*: Creating educational, emotional and trusting relationships based on the attitude that every child is unique and has special needs. For both a positive self-image and self-confidence, children need to perceive themselves as worthy of care and emotional concern.

This module presents social pedagogy, as well as some other care and educative models, in order for you to understand the pedagogical keys behind the professional encountering and to see the worker's tasks and actions when building good trustful relationships. At the end, this trustworthy bond is a tool with which to secure the child's well-being in a foster home with peers and adults, but it is also a medium with which to advocate for the child's best interests and wishes in wider contexts of school, hobbies and leisure, other welfare services etc.

The module is structured into six (6) units:

• **UNIT 1.1.** The social pedagogical programme model

• **UNIT 1.2.** Secure a positive child–educator relationship

• **UNIT 1.3.** Understanding trauma and traumatic experiences

• **UNIT 1.4.** Building a relationship is a process

• **UNIT 1.5.** A trustworthy bond – a medium for social advocacy

• **UNIT 1.6.** Final reflection

1. BUILDING EDUCATIVE AND THERAPEUTIC RELATIONSHIPS

Unit	Description	Learning Objectives
1.1. The social pedagogical programme model	This unit describes the skills and knowledge required for a worker to understand the key concepts of the social pedagogical programme model.	To understand the key aspects of the social pedagogical program model.
1.2. Secure a positive child–educator relationship	This unit describes the skills and knowledge required for a residential worker to 'use' herself/himself, a person, as a tool in building relationships.	To get an understanding of the basic principles of creating mutual trust To identify your personal self within a professional boundary.
1.3. Understanding trauma and traumatic experiences	This unit describes the skills and knowledge required for an RCC worker to understand trauma in order to be able to promote a child's positive sense of self.	To recognise the impact of trauma behind a child's behaviour. To be able to understand the child's capacity to respect and accept help.
1.4. The process of building a relationship	This unit describes the skills and knowledge required for a RCC worker to build and maintain a good relationship when delivering the care and education.	To learn how to find space, place and time to build and maintain relationships in everyday life.
1.5. A trustworthy bond – a medium for social advocacy	This unit describes the skills and knowledge required for a RCC worker to advocate for children's rights, personal interests and wishes with the context of school and their hobbies and community-based services, as well as in wider society.	To be able to map all educative and therapeutic relationships around a child's life To see the role as a key actor in promoting a child's well-being and rights to receive support and help.
1.6. Final reflection	We will close this module by reflecting on your possibly developed attitude reached new concepts and attitude that you have learned in building relationships.	To be able to see the difference in your skills related to building and maintaining good and trustworthy relationships after studying all 5 units.

MODULE 2. PROMOTING PARTICIPATION IN EDUCATION AND CARE

Developed by the ERCCI team at the Institute of Educational Sciences and Social Work, Mykolas Romeris University, Lithuania

Brigita Kairiene, PhD, Professor in MA Social Work programmes

Alina Petrauskiene, PhD, Asst Professor in BA and MA Social Work programmes

Jolanta Pivoriene, PhD, Asst Professor in MA Social Work programmes

One of the pre-conditions for a child's welfare is the participation of the child in making the decisions that are important for the child and relate to him or her (UNCRC 1989).

The aim of this module is to develop learners' understanding of the participation of children and youth in decision-making, which is considered a key element influencing the present and future decisions, the quality of services provided and the goal of care: preparing young people for independent living in society.

Why involve children and youth in residential care in decision-making?

Effective participation in residential care settings:

• Shows children that they matter and are valued
• Improves decision-making and the quality of care
• Improves safeguarding
• Enhances relationships and reduces conflict
• Makes services child-centred

The module is structured into five (5) units:

• **UNIT 2.1.** Youth participation in RCC

• **UNIT 2.2.** Inclusion in education and training

• **UNIT 2.3.** Decision-making and well-being

• **UNIT 2.4.** Informal sexuality education

• **UNIT 2.5.** The transition to adulthood

2. PROMOTING PARTICIPATION IN EDUCATION AND CARE

Unit	Description	Learning Objectives
2.1. Youth participation in RCC	Understanding the principles of children's participation in the daily life in RCC and challenges for implementing it. The concept of participation, opportunities, challenges, and facilitators of participation. Developing participation strategies.	You'll get better understand of the principles of children's participation in the daily life in RCC. You'll get knowledge about participation concept and to make opportunities for young people to participate. You'll get the ability to reflect on your experience while implementing participation tasks.
2.2. Inclusion in education and training	Children living in RCC have many educational difficulties due to their previous experiences and it is important for support professionals to not only look for opportunities to solve young people's educational difficulties but to also involve them in the process of helping them in everyday practical activities. Only by being active participants will young people have the opportunity to analyse their learning failures, understand the importance of learning and make decisions that are useful to them.	To learn about the situation of children in residential care and the factors that affect their education. To learn about the education problems of children in residential care and about the autobiographical education approach.
2.3. Promoting decision-making and increasing well-being	This unit describes the strategies for promoting the mental well-being of children in care and decision-making related to young people's health care.	To get a better understanding of the strategies professionally involve adolescents in participation related to increasing well-being. To get a better understanding about enhancing healthy adolescent development and using strategies in practice.

Unit	Description	Learning Objectives
2.4. Informal sexuality education	The informal sexuality education of adolescents in care.	To get a better understanding about the expression of adolescent sexuality and young people's needs concerning sexual development. To get knowledge about the principles of applying sensitive pedagogy and sexuality education.
2.5. The transition to adulthood	The aim of this unit is to introduce and enlighten the main principles of participation and its importance in the transition to adulthood. Leaving the care system is an important phase both for young people and the service providers. Leaving care is a major life event that involves a process of transitioning from childhood dependence in a care setting to adulthood.	To be able to consider the transition to adulthood in accordance with the standards of care leavers. To be able to plan the support and follow up in order to guarantee the continuity of the previous interventions.

MODULE 3. TRANSFORMING CRISES AND CONFLICTS INTO OPPORTUNITIES

This module has been developed by experts from the Child and Family Research Group of the University of Oviedo, Spain:

> Amaia Bravo, PhD, Senior Lecturer of Psychosocial Intervention

> Also, the following PhD students from the Child and Family Research Group helped with the development: Alba Águila-Otero, Laura García-Alba, Silvia García, Carla González-García and Federica Gullo.

The aim of this module is to support care workers' assimilation of strategies that promote the resilience of foster children and youth, and the management of crisis situations as learning opportunities.

In most countries, residential care has specialised its purpose to foster children and adolescents with emotional and behavioural problems so care workers need to improve their competences related to managing difficult situations because of the specific needs of these children. In this module, we discuss the specific needs of children in care and the different strategies that professionals can use to deal with these situations and respond to them as a learning opportunity.

The module is structured into five (5) units:
- **UNIT 3.1.** Understanding the young person's needs
- **UNIT 3.2.** Promoting resilience by therapeutic interventions
- **UNIT 3.3.** Remembering the keys of the learning theories
- **UNIT 3.4.** Developing communication skills
- **UNIT 3.5.** Managing crisis situations

3. TRANSFORMING CRISES AND CONFLICTS INTO OPPORTUNITIES

Unit	Description	Learning Objectives
3.1. Understanding the young person's needs	Intervention with children and young people in care requires a good understanding of the specific and individual needs of this population. The challenging behaviour of young people may be due to different reasons, and the strategies and context of intervention must be adapted to these specific needs.	To get a better understanding of the young person's needs in RCC. To be aware of the diversity of young people living in RCC.
3.2. Promoting resilience by therapeutic interventions	Intervention objectives must be focused on promoting resilience. Interventions must be trauma-oriented, paying attention to overcoming every difficulty that a child has and promoting the child's self-esteem, social skills, identity, positive experiences of attachment and skills with which to recognise and express emotions.	To know strategies with which to promote resilience by promoting therapeutic objectives.
3.3. Remembering the keys of the learning theories	Learning theories have developed fundamental strategies for care workers to promote positive behaviour and create motivating contexts, and the skill to use them properly is very relevant to preventing conflict situations and promoting positive skills in children and young people in care.	To know about the positive and negative effects of reinforcement and punishment strategies. To identify strategies with which to observe and register behaviours and design interventions based on learning theories.

Unit	Description	Learning Objectives
3.4. Developing communication skills	Communication skills change the nature of relationships and care workers should master these skills for establishing good relationships with children and other professionals.	To be aware of your communication skills and the impact of your interventions. To learn how to identify common errors in communication.
3.5. Managing crisis situations	Care workers must me trained to cope with challenging situations and manage them as a learning opportunity. Crisis situations allow one to face difficulties and fears, and it is important to manage them with skills.	To be able to map all educative and therapeutic relationships around a child's life To see the role as a key actor in promoting a child's well-being and rights to receive support and help.

MODULE 4. INVOLVING THE FAMILY OF ORIGIN

Developed by the ERCCI team at the Department of Social Work and Social Welfare at the University of Kassel, Germany

Sigrid James, PhD, Prof.

Juri Kilian, M.A., Doc. Candidate

The following students of the University of Kassel participated in developing the module: Marina Scholand, B.A., Laura Liebetrau, B.A., Marianne Graw, B.A., Lukas Wilczek, M.A., Vivien Steffens, M.A., Pauline Schröder, B.A., Annette Lochki, B.A., Arabella Kabarcik, B.A.

The primary client in RCC is the child or youth who enters a programme for a range of reasons, including reasons such as child abuse and neglect, family violence and severe parental pathology. Given that conditions related to the youth's family of origin may be a primary reason for referral to RCC, it is not surprising that the engagement of the family, as well as their active involvement in the youth's care and treatment while in a RCC programme, has been controversial, and despite legal requirements to involve families of origin, many programmes continue to struggle to do so. However, family involvement has been associated with more positive outcomes for both the child and the family, and the right of parents to be involved in the lives of their children while in RCC is increasingly supported by child welfare legislation.

This module aims to present current and evidence-based information on involving families of origin in the context of RCC.

The module is structured into five (5) learning units:

• **UNIT 4.1.** The meaning of family

• **UNIT 4.2.** Reasons for involving the family of origin in RCC

• **UNIT 4.3.** Methods and strategies for involving the family of origin in RCC: Operationalising family involvement and introducing innovative practices

• **UNIT 4.4.** Methods and strategies for involving the family of origin in RCC: Addressing and overcoming barriers

• **UNIT 4.5.** Methods and strategies for involving the family in an intercultural/transnational context

MODULE 4. INVOLVING THE FAMILY OF ORIGIN

Unit	Description	Learning Objectives
4.1. The meaning of family	This unit is foundational and is meant to have you think about the meaning of family – how it is defined, what functions it has and how it has changed over time and across cultural contexts. It also addresses the question of what we know about the role of the family in shaping the development of a child and what this means in terms of the significance of the family of origin. This unit addresses two learning objectives and is meant to help you develop a posture / attitude that explicitly keeps the family of children and youth in RCC in focus.	To be able to understand the meaning and function of family in diverse contexts. To be able to understand the significance of the family of origin for the child's development.
4.2. Reasons for involving the family of origin in RCC	This unit aims to have you think about the reasons for involving families in RCC. It will connect to material presented in the first unit and provide further reasons (legal, ethical, theoretical and empirical reasons) for building a rationale for family involvement in RCC.	To be able to provide legal, ethical, theoretical and empirical reasons for involving families of origin in the context of RCC.
4.3. Methods and strategies for involving the family of origin in RCC: Operationalising family involvement and introducing innovative practices	This unit will provide an introduction to 'family-engaging methods,' having you think about different ways of involving families and providing specific examples of best practices and exemplary/ innovative programmes.	To be able to operationalise family involvement and participation in the context of RCC. To be able to identify different methods and strategies for involving the family of origin in the context of RCC.

Unit	Description	Learning Objectives
4.4. Methods and strategies for involving the family of origin in RCC: Addressing and overcoming barriers	Challenges and barriers to family involvement are introduced and considered from different perspectives. Possible solutions and strategies are presented. Specifically, this unit will consider what happens when parental contact breaks down and how fathers can be engaged The unit further addresses what it takes to build a family-centred programme	To be able to identify barriers and challenges when working with families of origin and how to overcome them To be able to identify how to work from a family-centred/family-driven perspective and how to build organisational structures that support this perspective
4.5. Methods and strategies for involving the family in an intercultural/transnational context	This unit will provide knowledge on methods and strategies with families in an intercultural/transnational context	To be able to identify challenges when involving the family of origin in intercultural/transnational contexts, as well as methods and strategies for doing this.

MODULE 5. EVALUATING RCC QUALITY AND OUTCOMES

This module has been developed by experts from the Child and Family Research Group (https://www.grupogifi.com) at the Faculty of Psychology at the University of Oviedo, Spain:

Jorge Fernández del Valle, Full Professor of Psychosocial Intervention

Also, the following PhD students from the Child and Family Research Group helped with the development: Alba Águila-Otero, Laura García-Alba, Silvia García, Carla González-García and Federica Gullo.

The aim of this module to make practitioners aware of the need of doing an evaluation of the services and the job they are doing with children and young people, facilitating a conceptual framework and methodological tools to be integrated in their daily practice of RCC.

The module is structured into five (5) units:

• **UNIT 5.1.** What is programme evaluation and why should you do it?
• **UNIT 5.2.** How can you evaluate the quality of your work by young people's satisfaction?
• **UNIT 5.3.** How can you use quality standards?
• **UNIT 5.4.** How can you assess objectives' achievement?
• **UNIT 5.5.** How can you assess long-term outcomes (impact)?

MODULE 5. EVALUATING RCC QUALITY AND OUTCOMES

Unit	Description	Learning Objectives
5.1. What is programme evaluation and why should you do it?	Programme evaluation is an essential part of the social intervention of any programme that attempts to improve the quality of life and well-being of the community. Programme evaluation is not an optional activity, nor a sporadic activity; it is a process that is part of the intervention and is applied systematically during the intervention. Programme evaluation is essential because by evaluating the intervention we detect elements of improvement and correct aspects that are not working well. In residential care, evaluation is essential because we have the obligation to provide the best possible service, especially to vulnerable children and young people.	To become aware of the connection between planification-intervention and evaluation.
5.2. How can you evaluate the quality of your work by young people's satisfaction?	Quality is a key concept of any service, and it is measured in very different ways. In this unit we will see an example of assessing the satisfaction of the people who receive the services. It is important that the team working in residential care is motivated and concerned about evaluating the quality of their intervention and thus being able to improve it.	To know how to engage children and family views in evaluation.

Unit	Description	Learning Objectives
5.3. How can you use quality standards?	Quality can be assessed by means of standards of quality. Fortunately, in residential care there are a good number of countries that have them. We will present some concepts about standards as well as international examples, including the Spanish version.	To know the relevance of quality standards in residential care as a guide for practice and evaluation.
5.4. How can you assess objectives' achievement?	In order to know if you have reached your intervention objectives with each case, with each young person, you will need to have previously designed an individual plan specifying concrete and measurable objectives, as well as the resources and activities necessary to achieve them. Working individually and in a planned manner with each youth based on the specific needs of each youth is essential in residential care. An essential part of the evaluation of programmes is to check whether these objectives or desirable results have been achieved and to be able to calibrate the intervention according to the achievements that are being obtained. In residential care, the objectives to be achieved with young people are very broad and we need a very accurate and systematic method to assess them. In this unit we will present a monitoring system developed in Spain to assess objectives achievement.	To know how to use some tools for the individual need assessment of young people.

Unit	Description	Learning Objectives
5.5. How can you assess long-term outcomes (impact)?	Evaluating impact means the assessment of long-term effects. In this unit we will see some examples of evaluation research and the main conclusions. Finally, in this unit we will finish by summarising some important ideas about the use of evaluation by residential workers, including the evaluation of programmes as a permanent and systematic activity of the teams of professionals in residential care. On the one hand, the team will be able to make decisions for change and improvement based on the data obtained from their evaluations, and on the other hand, working with shared goals and with methods that require everyone's collaboration helps to create a spirit of participation and teamwork that is beneficial both for the programme and for the well-being of the professionals.	To be able to transform outcomes and impact by using indicators. To know how to work as a team to improve both your programme and sharing values.

MODULE 6. DEVELOPING REFLEXIVITY AND CALIBRATION

Developed by the ERCCI team at the Department of Human Sciences for Education at Milano Bicocca University, Italy:

Laura Formenti, PhD, professor of General and Social Pedagogy

Alessandra Rigamonti, PhD, researcher in General and Social Pedagogy

The following student professionals enrolled in the MA Course in Pedagogical Sciences helped: Davide Bertini, Giada Costa, Monica Dosa, Gaia Kasseroler, Marcella Lisi, Martina Marziani, Giorgia Mazza, Martina Paoli, Ida Parrotta, Chiara Pollacchi, Marcella Radi, Margherita Ronconi, Ludovica Sebastiano and Matteo Tiraboschi.

Reflexivity is a meta-competence that combines many kinds of knowledge, personal attitudes and feedback from the other and the environment that allows you to calibrate your professional action in complex relationships and situations

Reflexivity connects reason, heart, body, practice and imagination; we will use stories (a narrative aesthetic approach) to invite you to come on a reflexive journey about yourself and your actions, the others who are involved in care, the organisation wherein you work and the larger social and cultural system.

This module will help you to develop your reflexivity and your capacity for critical thinking and self-positioning. You will feel empowered by using knowledge, emotional self-awareness and feedback to act effectively as a professional in complex, uncertain relational situations.

Reflexivity connects reason, heart, body, practice and imagination in a process of adaptation and calibration. It is not only individual, it entails communication and interaction with others, with your organisation and with the larger social world.

This is why we use stories, writing, drawing and imagining as tools to enhance your capacity to position yourself in relation to others and to concrete situations.

The aim of educational care in child protection is to open possibilities for everybody by participating in interactive sequences of reciprocal communication, sustained by the professionals' capacity to act and grow in self-awareness, reflection, reflexivity and research.

The module is structured into five (5) units:

• **UNIT 6.1.** Responsivity and calibration

• **UNIT 6.2.** Interdependence in relationships

• **UNIT 6.3.** Communication, emotions and conflict

• **UNIT 6.4.** Multiplying stories

• **UNIT 6.5.** Tracking and sustaining the cycle of intervention

• **UNIT 6.6.** Final reflections

MODULE 6. DEVELOPING REFLEXIVITY AND CALIBRATION

Unit	Description	Learning Objectives
6.1. Responsivity and calibration	Responsivity is the basic attitude – or sub-competence – that brings to reflexivity and it is a personal and relational disposition of ongoing attention, embodied action, emotional tuning, context reading and interpersonal intelligence. Responsivity is based on feedback that entails self–other listening and caring; to develop this basic competence, you need to constantly train your aesthetic sensitivity and communication skills. Calibration is the capacity to act effectively in complex situations, appropriately responding to feedback.	To be able to develop your responsivity and calibrate your actions in complex situations as a relational disposition of attention, embodied action, emotional tuning, context reading and interpersonal intelligence.
6.2. Interdependence in relationships	The second basic sub-competence of reflexivity is recognising circularity in relationships as an ongoing dance of reciprocal positionings within a specific situation or context. Remember that your position is never neutral and you bring to the relationship your perspectives, habits and ways of doing that were biographically learnt and depend on your gender, class, age, culture and previous experiences. In residential care, there are many actors who are constantly positioning one towards the other and to the group as a whole.	To be able to use your awareness of the relationship with others (children, parents, colleagues) and the reciprocal positioning (i.e. the positions of awaiting, taking refuge, intentionality and/or giving up control) required to foster transformation.

Unit	Description	Learning Objectives
6.3. Communication, emotions, and conflict	Communication is a fundamental relational competence for all human beings, and it can build realities, create meanings, transform conflicts and emotions. Communication always sustains learning (even unwanted, unconscious, and also dangerous learning). Reflexivity to the way you communicate is needed for all the actions described in this MOOC. Learning active listening (which goes beyond empathy, which can be thin and naïve) and accepting that the other's experience cannot be fully understood entails learning meta-communication and awareness of your frameworks of meaning, and this will bring you to recognise, enrich and transform your social and cultural lenses, your habits and your established ideas.	To be able to manage conflicts in a creative and transformative way by using emotional self-awareness, active listening, and communication as relational competences.
6.4. Multiplying stories	When you work with many different people, groups and professionals, you will be professionally empowered by both your capacity to connect with them on their own terms and by the possibility to recognise and combine the different versions of reality (stories) that different persons can bring into their conversations. Together, diverse people can create systemic hypotheses, merging stories and finding new ones in order to facilitate the possibilities to collaborate and nurture reciprocal trust, overcoming ideological truths, binary thinking, and monologic closed stories with the aim to pursue the most desirable outcomes for everybody.	To be able to multiply descriptions of reality and make hypotheses in order to work with families and groups, developing reciprocal trust, overcoming ideological truths and seeking desirable outcomes for everybody.

Unit	Description	Learning Objectives
6.5. Tracking and sustaining the cycle of intervention	Reflexivity about the whole cycle of intervention links the description of the process (based on the educational individualised plan) and the assessment of its outcomes (not least, the measurable ones) with a participatory approach, collecting multiple descriptions and perspectives (especially those of children and families) in all the phases of work and fuelling an imaginative creative approach wherein aesthetic and expressive languages combine with words and numbers to gain a richer and more equitable view.	To be able to track and sustain the cycle of intervention, connecting individualised educational planning with logical and rational thinking and a participatory, imaginative, and creative approach.
6.6. Final reflections	The best way to close this module is by doing qualitative and reflexive self-assessment: what did you learn by listening and doing these exercises?	To be able to reflect on your own experience of learning and take a position towards the general competence of 'reflexivity'.

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[see additional readings and resources in the individual learning units]