



RESTART

RESTORING EMOTIONAL AND
PSYCHOLOGICAL WELL-BEING IN
AND BEYOND PRISONS

LEARNING PATHWAYS

Project No. 2024-1-NO01-KA220-ADU-000244906

[HTTPS://ERASMUS-RESTART.EU/](https://erasmus-restart.eu/)



Co-funded by
the European Union

CONTENTS

03 **Introduction**

04 **The Partners**

07 **Implementation
Guidelines**

08 **learning pathways**
Active Listening

13 **learning pathways**
Employability and future planning

09



1. INTRODUCTION

The RESTART project aims to promote emotional well-being and support social reintegration processes through the development of personal, social and professional skills. Recognising the challenges associated with the transition to life in freedom, the project adopts a person-centred approach that combines practical learning with the strengthening of socio-emotional aspects.

As part of this project, learning pathways have been developed to support participants and professionals in acquiring practical tools for building more stable and sustainable life paths. These pathways address key areas such as communication, employability, personal management and emotional well-being.

This document brings together the various learning pathways, structured to ensure their applicability in diverse contexts. The aim is to provide a practical, accessible and transferable resource that contributes to the promotion of autonomy, social inclusion and new opportunities for development.



2. THE PARTNERS

Coordinator:
Norway



Jessheim Upper Secondary School is a secondary school in Norway that includes a department for education within the prison system, responsible for providing education to prisoners at the Romerike and Krogslrud prisons. In collaboration with the prison service, it offers secondary education and vocational training, promoting qualifications, employability and social reintegration, whilst also addressing challenges relating to the well-being and mental health of participants.

Partner:
Portugal



Form2you is a non-profit organisation based in Portugal, dedicated to adult education, social inclusion and the development of personal and professional skills. With experience in Erasmus+ projects, the organisation develops practical, person-centred approaches that promote emotional well-being, employability and the reintegration of vulnerable groups.



2. THE PARTNERS

Partner:
Italy



Approdi is an NGO founded in 2017 in Bologna, comprising a multidisciplinary team of professionals in the fields of mental health, education and social work. The organisation supports people with a migrant background and individuals in vulnerable situations through psychological support, professional training, research and inclusion activities. Since its inception, it has provided support to over 200 people exposed to situations of trauma and social exclusion.

Partner:
Netherlands



C&C is an organisation founded in 2012 that develops educational programmes and training courses using the arts and creative media to promote personal and professional skills. It works with vulnerable groups, including prisoners, at-risk young people and socially excluded individuals, focusing on the development of soft skills, employability and self-esteem through non-formal learning methodologies, co-creation and innovative digital solutions.



2. THE PARTNERS

Partner:
Netherlands



Click F1 is an organisation based in the Netherlands that uses art, culture and digital media to promote the personal and social development of young people and adults. With over 20 years' experience, it develops innovative educational programmes focused on inclusion, digital literacy and empowerment, including initiatives in at-risk settings and within the youth justice system, thereby contributing to reintegration and active participation in society.

Partner:
Italy



STePS is an organisation that operates at national and European level to promote educational innovation, developing projects and training resources based on participatory and learner-centred methodologies. With extensive experience in European programmes, the organisation works to develop skills, promote social inclusion and improve teaching practices, collaborating with a wide network of institutions and contributing to the creation of innovative and sustainable educational solutions.



3. IMPLEMENTATION GUIDELINES

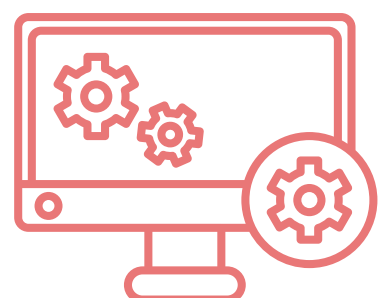
The learning pathways developed as part of the RESTART project have been designed to be applied flexibly in different contexts, with a particular focus on adult education settings and contexts where participants are most vulnerable. Their implementation should take into account the specific characteristics of the participants, namely their individual backgrounds, educational attainment, motivations and emotional needs.

It is recommended that sessions be led by facilitators with experience in non-formal education and an understanding of how to develop social and emotional skills, ensuring the creation of a safe environment based on trust and mutual respect. The teaching approach should prioritise active listening, empathy and participant engagement, promoting active participation and critical thinking.

The learning pathways can be delivered in individual or group sessions, with an adaptable duration, ideally between 90 minutes and 2 hours per session. The methodology should prioritise a practical and experiential approach, combining moments of reflection with concrete activities that allow knowledge to be applied in real or simulated situations.

It is essential to ensure that the content is adapted to the specific implementation context, particularly in prison settings, where logistical, institutional or emotional constraints may exist. Flexibility and the ability to adapt are key elements for the successful implementation of these pathways.

It is recommended that the process be continuously monitored through evaluation and feedback sessions, in order to tailor activities to participants' needs and maximise the impact of the interventions.



4. LEARNING PATHWAYS

1- ACTIVE LISTENING:

- **SKILLS FOR BETTER COMMUNICATION FROM HEARING TO UNDERSTANDING**

OBJECTIVES

- Enhance communication skills by improving the ability to listen attentively and respond thoughtfully.
- Improve emotional regulation through mindful listening to reduce misunderstandings and conflicts.
- Develop empathy and interpersonal skills essential for effective collaboration and relationship building.

TARGET GROUP

Inmates, ex-prisoners

MAIN COMPONENTS & ACTIVITIES

Structure of the learning path:

- 1) Cognitive dimension (it provides knowledge in a learning pill)
- 2) Socio-emotional dimension (fosters skills)

THEMATIC AREA: ACTIVE LISTENING

1) Cognitive dimension: LEARNING PILL “What does active listening mean”

Knowing how to listen is a fundamental skill for managing communication and relationships with others. Listening means concentrating on the interlocutor, understanding their point of view, making sure you understand what they are communicating to us and in turn formulating a communication suitable for those who are listening. It is a complex process, which involves the ability of reasoning and recognizing emotions.

ACTIVE LISTENING:

The different levels of listening:

- Passive listening: it is that function that is limited to the perception of sounds and messages, but which does not really grasp the meaning of a message or what the speaker intends to convey.
- Selective listening: it is that form of listening in which we are listening to those who communicates, but we understand through the filters of our point of view.
- Active listening: it is that form when we are in full contact with the interlocutor. In active listening, one's judgments are suspended and an attempt is made to acquire the point of view of others in order to fully understand what they want to communicate. It includes both the exchange of content through language and listening to non-verbal communication.

How to practice active listening?

- Listen in silent: it is only if we stop talking that we can listen to the interlocutor. When you are tempted to anticipate the speaker's words, let's stop. Wait for the other to express they mind & own way of observing and describing the world.
- Focus on the other: devote all the attention available to your interlocutor, avoid getting lost in your thoughts.
- Suspend judgment: when the interlocutor communicates something that appears strange, wrong or different to us, we stop our mind. Do not immediately judge, label the person. Let's give they time to express themselves, they motivations, preferences, believes.
- Be open: do not assume that only your point of view is right. Everyone has their own vision of things and it is not certain that there is only one possible point of view.
- Verify the understanding of what you have heard: use the feedback as a way to check together with your interlocutor if you have grasped they point of view. This is done by summarizing what we have understood, asking the interlocutor if that was what they intended to tell us.

ACTIVE LISTENING:

Use active listening - listen without prejudice

Listening requires the ability to put ourselves in the shoes of others to welcome their worldview. One of the main causes of misunderstanding between people is that we start from different points of view, confusing facts and opinions.

Facts are descriptions, observations of reality. They can be measurable and possibly verifiable through testimonies. Opinions are judgements, they live in the person who formulates them and are related to the mental models. Faced with the exact same situation, two different individuals may have different opinions, depending on their personal convictions.

2) Socio-emotional dimension (fosters skills)

ACTIVITY: Use active listening - listen without prejudice. Read the case carefully. Reflect on the situation. Focus on understanding both perspectives and the reasons behind their opinions. Practice Active Listening

- Imagine you are Paola listening to Antonio: What emotions and concerns might he have?
- Imagine you are Antonio listening to Paola: What motivates her and why does she find the system encouraging?
- Focus on empathizing, not debating or judging.

Share your observations with the group.

Real-life situation: “Paola and Antonio work in a company that incentivizes employees based on their achievements. Paola is very satisfied with this approach because having goals to achieve motivates her to improve continuously. Antonio, on the other hand, experiences objectives as a source of pressure and finds this company policy too stressful. Neither of them is wrong; they simply have two different opinions stemming from the same fact (the incentive policy).

If Paola and Antonio discuss this issue, they are unlikely to reach the same conclusion. However, Paola will be able to listen to and empathize with Antonio’s frustration, and Antonio with Paola’s need for motivation”

ACTIVE LISTENING:

ACTIVITY: Is it a fact or an opinion? Try reading these statements from typical workplace scenarios. Indicate whether they are fact or opinion.

Fact or Opinion

1. Yesterday there was a very pointless meeting.
2. I filled out the holiday plan by the deadline and am waiting for a reply.
3. All my colleagues are united against me. I can tell by the fact that they do not reply to my e-mails.
4. The boss has his favourites and I am not one of them. In fact, he did not give me any bonuses this year.
5. Yesterday's meeting lasted almost two hours.
6. A meeting that lasts three hours is too long.
7. The performance evaluation was very bad. I got 4 out of 5. That is too low rating.

Check the correct answers (see below). Activity: Is it a fact or an opinion?

Statement

1. Yesterday there was a very pointless meeting./**Opinion. Try asking yourself: pointless for whom? Based on what do you call it useless? Could it have been useful for someone else?**
2. I filled out the holiday plan by the deadline and am waiting for a reply./ **Fact. This is a matter of objective data.**
3. All my colleagues are united against me. I can tell by the fact that they do not reply to my e-mails./**Opinion. In a case like this, the fact (they do not reply to my e-mails) should be better specified.**
4. The boss has his favourites and I am not one of them. In fact, he did not give me any bonuses this year./**Opinion. We know that the person did not receive the bonus, but the boss's motivation is not stated (that I am not among his favourites is my guess).**
5. Yesterday's meeting lasted almost two hours./**Fact. Duration is an objective fact.**

ACTIVE LISTENING:

6. A meeting that lasts three hours is too long./Opinion. It depends on the type of meeting and the reason for it.

7. The performance evaluation was very bad. I got 4 out of 5. That is too low rating./Opinion. What leads you to say it is bad? What are the consequences of this score? Too low compared to what?

STAKEHOLDERS INVOLVED

To be implemented by Prison staff (educators, psychologists, guards).

Directly addressing inmates.

EXPECTED OUTCOMES & IMPACT

- Reduced conflicts and misunderstandings: Emotional regulation improves as participants respond thoughtfully rather than react impulsively.
- Better teamwork and collaboration: Active listening fosters a more supportive and productive group environment.
- Enhanced problem-solving skills: By truly understanding issues, participants can contribute more effectively to solutions.

EVALUATION

Self-Assessment: After completing the activity, compare your answers with the answer key.

Peer Review (Optional):

- Discuss your answers with the group. Explain your reasoning for each choice.

Facilitator Assessment:

- Review participants' answers and provide feedback

4. LEARNING PATHWAYS

2- EMPLOYABILITY AND FUTURE PLANNING

OBJECTIVES

- Support participants in preparing for job interviews by simulating real-life situations and developing communication and self-presentation skills.
- Develop practical skills for writing CVs and cover letters, tailored to the job market and each participant's personal profile.
- Promote basic financial literacy, focusing on personal budget management through practical exercises and everyday case studies.

TARGET GROUP

Inmates, ex-prisoners

MAIN COMPONENTS & ACTIVITIES

Cognitive dimension: LEARNING PILL “How to prepare for life after prison: skills for employability and personal autonomy”

- Successful social reintegration does not depend solely on finding a job, but rather on developing a set of skills and attitudes that enable individuals to plan, act and adapt autonomously to life in freedom. This module is based on the principle that knowledge is a tool of power: understanding how the world of work functions, how to communicate effectively, how to manage a budget or organise time can transform the way someone looks at their future.
- “Personal management” involves recognising one's own resources (emotional, financial, social) and the ability to organise them with a view to well-being and stability. In turn, “employability” is a broader concept than having a job: it is being prepared to seek, maintain and evolve in a professional career – whether formal or informal.



EMPLOYABILITY AND FUTURE PLANNING

Key components of knowledge (levels):

1. **Preparation for working life:** Understanding the world of work, its codes, employers' expectations and the rights and duties of workers.
2. **Developing employability tools:** Knowing how to write a simple and effective CV, create an honest cover letter, identify your skills (even those acquired in prison), simulate interviews, and think about your personal and professional path.
3. **Basic financial literacy:** Understanding what a budget is, distinguishing between needs and wants, knowing how to plan monthly expenses, avoiding debt and understanding the importance of saving, even small amounts.
4. **Personal organisation and goal setting:** Developing simple strategies for planning the week, organising tasks, managing free time and setting concrete goals for the first few months after release.

How to practise personal management and employability?

- Self-assessment: Reflect on your skills, interests and limitations.
- Planning: Define an action plan for the first few months after release, including realistic goals.
- Practical training: Mock interviews, writing documents, budgeting exercises, role-playing.
- Guided reflection: Discuss real situations, ethical dilemmas at work, financial decisions, and previous experiences in a group setting.
- Constructive feedback: Listen to opinions from peers and facilitators about your preparation and attitude.



EMPLOYABILITY AND FUTURE PLANNING

Socio-emotional dimension (promotes cross-cutting skills and attitudes):

- Employability and life management do not depend solely on knowing how to write a CV or understand how a budget works. It is essential to work on emotional and social skills that support conscious decisions, internal motivation, and the ability to deal with difficulties or frustrations. This dimension seeks to strengthen confidence, empathy, self-control, and the ability to ask for and accept help, which are crucial elements for those who are rebuilding their lives.

Key social-emotional skills developed:

1. **Self-awareness and self-esteem:** Recognising one's strengths, accepting the past and identifying future opportunities. Working on self-esteem is essential to believing that one deserves a second chance.
2. **Motivation and resilience:** Learning to deal with frustration, rejection, delays, or difficulties in accessing work. Developing the ability to persevere, readjust plans, and not give up in the face of obstacles.
3. **Interpersonal communication and assertiveness:** Practise how you speak and listen. Express opinions and needs clearly, without aggression or submission. Simulate interview contexts or interactions with public services.
4. **Stress management and emotional control:** Recognise signs of tension, anxiety, or impulsiveness. Learn simple breathing techniques, pausing, and reflecting before acting. Important for dealing with interviews, criticism or urgent decisions.
5. **Decision-making and critical thinking:** Develop the ability to weigh pros and cons, predict consequences and make informed decisions – whether choosing a course, a job or managing money.
6. **Cooperation and teamwork:** Even in difficult contexts, learn to collaborate, share responsibilities and contribute to common solutions.

EMPLOYABILITY AND FUTURE PLANNING

Practical example of socio-emotional application

- Imagine that a participant writes a good CV but feels embarrassed to present it. Through emotional work, they understand the source of their insecurity, practise how to present themselves, and realise that their life experiences have also given them valuable skills: such as resilience, adaptability, and conflict management.

ACTIVITIES:

COGNITIVE DIMENSION

Activity 1: CV writing – ‘My story counts too’

- With the help of a simple CV template, participants identify tasks they have performed (e.g. cleaning, cooking, group management, supporting other inmates) and translate them into useful skills (e.g. teamwork, responsibility, punctuality).
- Each participant builds their CV with the support of the trainer, receiving written and oral feedback.
- In a group, they discuss different CV styles and how to adapt the document to the type of job they are seeking.

Activity 2: Motivation letter – “Why me?”

- Participants learn the basic structure of a motivation letter.
- They identify their strengths, explain their motivation and simulate responses to possible questions from employers (e.g. gaps in their career, time spent in prison).
- The letters are read and shared, promoting peer support.

Activity 3: Financial literacy – ‘If I earned 600€...’

- A practical case study is presented with a fixed monthly income.
- Participants, in small groups, distribute the amount among categories: food, accommodation, transport, health, leisure, savings.
- Decisions are compared and priorities and healthy choices are reflected upon.
- The concept of “emergency savings” and small financial goals is explored.

EMPLOYABILITY AND FUTURE PLANNING

SOCIO-EMOTIONAL DIMENSION

Activity 1: Interview simulation – “Tell me about yourself”

- Participants receive a script with common questions (e.g. What experience do you have? How do you deal with conflict?).
- In pairs, one simulates the interviewer and the other the candidate.
- The group observes and gives constructive feedback.
- After each round, they share their emotions, difficulties and strategies for improvement.

Activity 2: Plan for the first 30 days – ‘My Roadmap to the Future’

- Each participant draws up a timeline with concrete actions: documents to be dealt with, people to contact, places to visit (e.g. job centre, support associations).
- They identify possible obstacles and ways to overcome them.
- Plans are shared within the group, promoting a sense of commitment and mutual support.

Activity 3: Role play – “Budget in Crisis”

- Each group is given an unexpected scenario (e.g. fine, health problem, loss of temporary job).
- They must adjust their previously prepared budget, explaining the cuts and choices made.
- The emotional impact of money management and the importance of external support (e.g. social services, support networks) are discussed.

STAKEHOLDERS INVOLVED

To be implemented by Prison staff (educators, psychologists, guards).

Directly addressing inmates.



EMPLOYABILITY AND FUTURE PLANNING

EXPECTED OUTCOMES & IMPACT

Expected outcomes for participants:

- Increased confidence in facing job interviews and presenting themselves positively: By simulating real interviews, participants learn to deal with nervousness, communicate their experiences better and value their skills, which contributes to a more secure and confident image in front of future employers.
- Ability to write a realistic and well-structured CV and cover letter: Practical exercises allow participants to create personalised documents that truly reflect their background and ambitions, while respecting the formats and expectations of the current job market.
- Development of basic personal financial management skills adapted to reintegration: Through practical budgeting and planning cases, participants learn how to manage their money, avoid debt and make more informed financial decisions, which is essential for stability in life outside prison.

Medium and Long-Term Impacts:

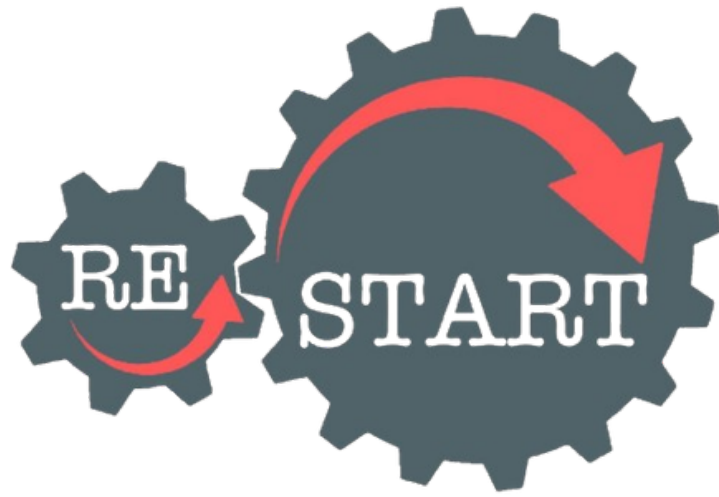
- Better preparation for entering the job market or accessing training: Strengthening professional and personal skills makes participants better prepared to apply for jobs or enter training programmes, increasing their chances of integration after leaving.
- Reduced risk of reoffending thanks to the creation of realistic life plans: With a structured life plan, concrete goals and practical tools, participants are more likely to stay on a positive path, reducing the risk of relapsing into behaviours that lead them back to the prison system.
- Strengthening autonomy and motivation to build a future outside the prison context: By feeling that they have useful tools, choice and some control over their path, participants become more autonomous and motivated to pursue their personal and professional development after imprisonment.



EMPLOYABILITY AND FUTURE PLANNING

EVALUATION

- **Guided self-assessment:** Participants complete a simple reflection grid at the end of each session, identifying what they have learned, how they felt and what they consider useful for the future.
- **Direct observation by trainers:** During simulations and exercises, trainers observe participants' engagement, progress, and difficulties, noting key indicators such as active participation, clarity of communication, and autonomy in problem solving.



THANK YOU.

**QUESTION &
INFORMATION**



jessheimvgs@afk.no



www.reallygreatsite.com