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Modelling the PICTURES



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1 Introduction

The PICTURES project is an initiative that aims to address the critical need to professionalise practitioners working with emerging adults (aged 18–25) in correctional settings across Europe. Strategically formed by a multidisciplinary partnership of organisations from ten countries — Bosnia and Herzegovina, Bulgaria, Croatia, Greece, Italy, Montenegro, North Macedonia, Portugal, Romania, and Serbia — the project seeks to establish a comprehensive, innovative, and standardised framework for correctional pedagogy. This framework aims to empower practitioners with the pedagogical tools necessary to address the unique challenges of emerging adults in correctional environments while fostering systemic improvements in vocational education and training (VET) and higher education (HE).

"Modelling the PICTURES" encapsulates the project's methodological culmination, delivering a model designed to systematically define and integrate correctional pedagogy parameters. These parameters include processes, functions, services, and skilled workforce competencies tailored to correctional settings. Central to this model is the alignment with environmental, social, and governance (ESG) factors, which are crucial in ensuring the model's sustainability, relevance, and adaptability to diverse contexts. The incorporation of ESG principles ensures that the proposed framework is responsive to societal expectations, sustainable development goals, and ethical standards across the correctional ecosystem.

The PICTURES model is built on a foundation of innovative and multidisciplinary approaches to teaching and learning in correctional environments. It introduces pedagogical methodologies that were previously non-existent or insufficient within the European context, focusing on fostering effective knowledge exchange between stakeholders, including higher education and VET institutions, correctional practitioners, employers, and policymakers. The model also leverages digital learning environments and ESCO-based self-assessment tools to facilitate the ongoing professional development of practitioners, ensuring their competencies remain aligned with evolving sectoral needs.

The modelling process, presented in this document, provides a detailed framework to standardise and professionalise correctional pedagogy across Europe, identifying the key parameters for implementation. By prioritising ESG considerations, the model contributes to the creation of sustainable, inclusive, and effective systems for the training and upskilling of correctional practitioners. The PICTURES model is an

important step in establishing a shared European standard for correctional pedagogy, ensuring the upskilling process is responsive to both practitioner needs and employer expectations.

In conclusion, as the PICTURES project seeks to build a cohesive European community of correctional practitioners equipped with innovative pedagogical tools, fostering shared knowledge, experiences, and best practices, the PICTURES model will serve as a pioneering yet structured experimental base for professionalising correctional pedagogy and strengthening the overall competency of correctional education systems, ensuring they meet the complex demands of working with emerging adults in correctional settings.



2 Defining the Purpose and Scope of the Model

A. Purpose

The purpose of the PICTURES model is to address the urgent need for a cohesive and standardised framework that integrates Environmental, Social, and Governance (ESG) principles into the professionalisation of practitioners working with emerging adults in correctional settings. This model seeks to create a structured and sustainable approach to correctional pedagogy that aligns with the diverse needs of professionals, employers, and stakeholders while addressing the complex realities of working with this distinct population.

Emerging adults in prison represent a vulnerable group with unique developmental, social, and educational needs. Despite their overrepresentation in the justice system, there is no unified or comprehensive approach across Europe to equip practitioners with the necessary competencies to support this demographic effectively. The PICTURES model bridges this gap by defining key parameters such as processes, products, functions, and workforce skills while ensuring alignment with ESG principles. This approach not only supports the professionalisation of practitioners but also establishes a foundation for sustainable and impactful correctional pedagogy.

It is recognised that the correctional sector operates within a context of perpetual organisational change, often characterised by structural instability and evolving expectations of staff. This reality necessitates a proactive and dynamic approach to professionalisation, equipping practitioners not only to respond to crises but also to anticipate, manage, and direct change effectively. Across European prison systems, ongoing reforms have profoundly influenced the roles and responsibilities of staff, requiring a transformation in traditional organisational cultures. The PICTURES model addresses these challenges by providing a framework that prioritises adaptability, accountability, and innovation among practitioners at all levels.

By adopting strategies that reflect the realities of dynamic institutional environments, the model underscores the importance of empowering those who engage directly with emerging adults in the correctional system. It fosters a culture of initiative and responsibility, enabling staff to contribute meaningfully to the continuous development of correctional practices. This approach not only enhances the effectiveness of correctional pedagogy but also cultivates a workforce that is well-prepared to navigate and shape the evolving landscape of organisational change.

The model specifically addresses the fragmented nature of professional training in the correctional sector, where the lack of coordination among employers, practitioners, and training providers has resulted in significant competence mismatches. By providing a unified framework, the model ensures that practitioners from diverse fields — educators, healthcare professionals, legal professionals, prison staff, psychologists, social workers, socio-cultural facilitators, and technicians — can develop and apply shared competencies to support emerging adults in a consistent and effective manner. It also seeks to harmonise the employer-employee dynamic, offering clarity on required competencies while fostering collaboration among stakeholders.

By embedding ESG considerations, the model promotes sustainable practices, inclusivity, and ethical governance within correctional pedagogy. These principles

are essential to creating a framework that is responsive to societal expectations and aligned with global sustainability goals. For instance, the model integrates transparent governance structures to ensure accountability, while also prioritising social inclusivity by addressing the specific needs of emerging adults, such as trauma-informed care, cultural competence, and age-appropriate interventions.

The PICTURES model further facilitates the co-creation of knowledge and collaborative strategies among stakeholders, including higher education institutions, vocational training providers, policymakers, and employers. This collaborative approach enables the development of adaptive learning systems and ESCO-based self-assessment tools, ensuring that training programmes remain relevant to the evolving demands of the correctional sector. By fostering innovation and inclusivity, the model contributes to building a more connected and effective ecosystem for correctional education.

Ultimately, the purpose of the PICTURES model is to provide a transformative and evidence-based framework that supports the professionalisation of practitioners working with emerging adults in correctional settings. It addresses the severe competence mismatches in the labour market while establishing a shared vision for training and professional development. This model not only enhances the quality and relevance of correctional pedagogy but also contributes to reducing recidivism, supporting reintegration, and promoting social inclusion, making it a vital tool for improving outcomes for both individuals and society as a whole.

B. Scope

The scope of the PICTURES model focuses on clearly defining its main areas of action, including the challenges it addresses, the specific strategies it employs, the stakeholders it engages, and the results it aims to achieve. This structured approach ensures the model's alignment with the specific demands of correctional pedagogy for emerging adults and its broader relevance across Europe.

The primary focus of the scope is to address the lack of standardised training and competencies for practitioners working with emerging adults in correctional environments. By tackling this gap, the model aims to create a cohesive framework that integrates Environmental, Social, and Governance (ESG) principles, promoting sustainable, ethical, and inclusive practices. It prioritises the professionalisation of practitioners across different fields, ensuring they are equipped to meet the developmental, social, and educational needs of this vulnerable population.

Through targeted actions, the PICTURES model establishes practical strategies to harmonise and improve correctional pedagogy. These actions are designed to build

capacity, enhance accountability, and drive innovation within correctional systems, ensuring the model's adaptability to changing institutional needs.

Stakeholder involvement is central to the scope of the model. By identifying who will be impacted or involved, the model can better direct efforts to improve pedagogical practices for practitioners, such as educators, prison staff, healthcare professionals, psychologists, social workers, among others, as well as employers, policymakers, and training providers. Emerging adults themselves remain the focal beneficiaries, as the model seeks to address their reintegration and developmental challenges.

The outcomes expected from the scope include measurable improvements in professional competencies and the establishment of sustainable, collaborative ecosystems within correctional systems. This well-defined scope highlights the PICTURES model's transformative potential to address critical challenges in correctional pedagogy while delivering lasting impact across multiple domains.

Main Focus

The main focus of the PICTURES model is to provide a robust design for the upskilling process, strategically targeted at practitioners within the European correctional system. This addresses the critical need for a standardised, evidence-based framework for professionalising those working in the correctional sector. The model incorporates Environmental, Social, and Governance (ESG) principles, integrates the New Competence Framework developed under D3.4, "*Chart of PICTURES Competences: Definition of the Core Competences for the New Curricula*", and leverages the support of Vocational Education and Training (VET) and Higher Education (HE) systems. This multifaceted approach ensures the process is comprehensive, adaptive, and responsive to the evolving needs of emerging adults in correctional environments.

Key Components of the Upskilling Process

1. Integration of Environmental, Social, and Governance (ESG) Principles

ESG principles form the foundation of the upskilling process, ensuring its alignment with ethical, inclusive, and sustainable practices.



- o **Environmental:** Promotes environmentally sustainable practices within correctional institutions by encouraging resource efficiency, waste reduction, and alignment with broader sustainability goals.

- **Social:** Addresses the unique social and developmental needs of emerging adults, including trauma-informed care, restorative justice practices, cultural competence, and targeted interventions to support reintegration and reduce recidivism.
- **Governance:** Implements transparent systems for competency assessment, certification, and quality assurance, ensuring accountability and equity in professional training and development.

2. The New Competence Framework

The New Competence Framework serves as a central tool for standardising the knowledge, skills, and attitudes required for practitioners across the correctional sector.

- **Core Competencies:** Focus on the practical and theoretical knowledge needed to support emerging adults, such as soft skills (empathy, communication, active listening, conflict resolution), legal knowledge and procedural understanding, and interdisciplinary collaboration.
- **ESCO Alignment:** Aligns with the European Skills, Competences, Qualifications and Occupations (ESCO) system, enabling practitioners to self-assess their competencies and identify skill gaps.
- **Transversality:** Tailored to the diverse needs of correctional practitioners, including educators, healthcare professionals, legal professionals, prison staff, psychologists, social workers, cultural facilitators, and technicians.

3. Adaptive Learning Systems

The upskilling process incorporates adaptive learning technologies to deliver flexible, personalised, and efficient training solutions.

- **Digital Platforms:** Provide accessible online learning modules, virtual simulations, and digital resources to accommodate varying schedules and needs of practitioners.
- **Real-Time Feedback:** Utilises dynamic assessment tools to offer immediate feedback, helping practitioners refine their skills throughout the training process.
- **Blended Methodologies:** Combines digital learning with face-to-face workshops, masterclasses, case studies, and peer-to-peer collaboration to create a holistic training experience.

4. Collaboration with VET and HE Systems

The role of VET and HE institutions is pivotal in delivering the upskilling process and bridging the gap between academic knowledge and practical application.

- **Reflection Hubs:** Establishes transdisciplinary incubators within educational and training institutions to support innovation and collaboration. These hubs provide practitioners and future professionals with opportunities to collectively address unique challenges in correctional settings, fostering professional growth and adaptability in diverse environments.
- **VET Contribution:** Focuses on hands-on, skills-based training that directly aligns with the operational needs of correctional institutions.
- **HE Contribution:** Provides theoretical and research-driven insights into correctional pedagogy, fostering innovation and long-term capacity building.
- **Partnerships:** Strengthens collaboration between VET and HE providers to ensure seamless integration of competencies, continuous professional development, and sustainable impact.

Technical Features

The upskilling process includes a robust technical framework to ensure consistency, quality, and scalability across partner countries.

- **Microcredentialing:** Implements a structured system for recognising “small qualifications” through Individual Learning Agreements (ILAs) and microcredentials. Based on the competence-based curricula developed in the New Competence Framework, this system sets clear objectives, learning outcomes, and evaluation criteria, allowing practitioners to earn formal recognition for their incremental achievements during face-to-face trainings, work-based learning (WBL), and other professional development activities.
- **ESCO-Based Tools:** Standardised tools for competency mapping and certification ensure harmonisation across diverse correctional systems.
- **Quality Assurance Mechanisms:** Regular evaluations and stakeholder feedback loops to maintain the relevance and effectiveness of the training process.
- **Data-Driven Insights:** Integration of data analytics to track practitioner progress, evaluate training outcomes, and inform future iterations of the framework.

Outcomes

The design of the upskilling process aims to deliver measurable and transformative outcomes, including:

- The professionalisation of correctional practitioners through standardised, evidence-based training.
- Enhanced ability of practitioners to address the complex needs of emerging adults, promoting their reintegration and reducing recidivism.
- The establishment of sustainable, inclusive, and collaborative ecosystems within the correctional sector.
- Alignment with global standards for ethical and sustainable practices, positioning the correctional sector as a progressive and impactful domain.

By embedding ESG principles, creating a comprehensive Competence Framework, and leveraging the capabilities of VET and HE systems, the upskilling process ensures practitioners are equipped with the competencies and tools needed to transform correctional pedagogy across Europe.

Key Actions

The PICTURES model is anchored in a series of deliberate and targeted actions aimed at addressing critical challenges within correctional systems, particularly those related to professionalising practitioners and embedding sustainable, inclusive, and ethical practices. By aligning with Environmental, Social, and Governance (ESG) principles, these actions ensure a comprehensive and forward-thinking approach to achieving meaningful and measurable outcomes.

Embedding ESG Principles into the Correctional Sector

ESG factors analysis seeks to integrate environmental, social, and governance considerations into the correctional system. The goal is to transition from a fragmented approach to ESG to a holistic framework that shapes operational policies, procurement processes, and strategic planning, enabling the sector to act as a driver of sustainable development. Key actions include:

- **Environmental Sustainability:** Correctional institutions are encouraged to adopt environmentally sustainable practices such as reducing carbon emissions, enhancing biodiversity, and aligning their operations with global sustainability frameworks, including the UN Sustainable Development Goals (SDGs) and the Paris Agreement. Specific initiatives could include energy-

efficient infrastructure, resource optimisation, and waste management programmes.

- **Social Responsibility:** Addressing the unique social and developmental needs of emerging adults is central to the ESG agenda. The focus is on embedding trauma-informed care, promoting social mobility, and fostering inclusion and diversity within the correctional system. These efforts aim to address systemic inequities and improve reintegration outcomes for incarcerated individuals.
- **Governance Excellence:** Establishing robust governance frameworks is critical for ensuring transparency and accountability within correctional operations. This includes implementing competency-based assessment systems, improving procurement transparency, and fostering equitable decision-making processes. These governance practices aim to build trust and ensure that the correctional sector operates as a model of ethical and efficient service delivery.

By embedding these ESG principles, the model not only aligns the correctional system with broader societal goals but also strengthens its capacity to deliver sustainable, equitable, and impactful outcomes for all stakeholders.

Standardising Competencies and Professional Development

An essential component of the PICTURES model is the development and implementation of the **Competency Framework**, designed to standardise the knowledge, skills, and attitudes required of practitioners across the correctional sector. This framework encompasses **key competencies**, ensuring consistency, quality, and effectiveness in service delivery, particularly for emerging adults. The competencies include:

1. **Soft Skills Development:** Empathy, communication, active listening, and conflict resolution to foster effective interpersonal interactions and create supportive environments.
2. **Specialised Knowledge in Adolescent Psychology and Criminology:** Insight into behavioural patterns and social influences affecting emerging adults, enabling tailored interventions.
3. **Technology Integration in Correctional Education:** Leveraging secure digital tools and simulations to enhance learning outcomes while respecting security protocols.

4. **Trauma-Informed Practices:** Recognising and responding to trauma-related behaviours to create safe and nurturing environments for learning and rehabilitation.
5. **Communication and Interpersonal Skills:** Enhancing inter-departmental collaboration to foster holistic support for individuals in correctional settings.
6. **Continuous Professional Development:** Encouraging lifelong learning through access to resources, peer exchanges, and mentorship opportunities.
7. **Legal Knowledge and Procedural Understanding:** Navigating human rights principles and institutional protocols to advocate for equitable practices.
8. **Crisis Management and Security Protocols:** Preparing practitioners to handle high-stress scenarios while maintaining rehabilitative objectives.
9. **Cultural Competence and Diversity Awareness:** Addressing the needs of diverse inmate populations, promoting inclusivity, and respecting cultural differences.
10. **Instructional and Facilitation Skills:** Equipping practitioners to design and deliver effective training programmes aligned with correctional pedagogy.
11. **Restorative Justice Practices:** Promoting accountability, repairing harm, and fostering community reintegration.

The PICTURES model's key actions aim to achieve measurable outcomes, including enhanced professional competencies and the establishment of sustainable ecosystems within correctional systems. These actions ensure the model remains relevant, impactful, and adaptable across Europe.

By implementing these actions, the PICTURES model provides a clear and effective framework for professionalising practitioners, aligning their work with global standards for ethical, sustainable, and innovative correctional practices.

Stakeholders

The **PICTURES model** encompasses a wide array of stakeholders whose roles and contributions are integral to the professionalisation of practitioners within correctional systems. These stakeholders, directly or indirectly involved, ensure that the upskilling processes, pedagogical practices, and competency frameworks align with the dynamic demands of the justice sector.



Key Stakeholder Groups

1. Prison Staff

- **Roles:** Correctional officers, prison police officers, prison guards, social workers, and administrative staff.
- **Impact:** Professionalisation through enhanced training modules addressing operational duties, crisis management, and cultural competence.
- **Participation:** Direct engagement in the implementation of upskilling initiatives tailored to correctional realities. They are central to bridging the gap between educational frameworks and day-to-day correctional operations.

2. Justice Sector Professionals

- **Roles:** Legal advisors, probation officers, lawyers, judges, prosecutors, court administration staff, local community employees, and other justice-related roles.
- **Impact:** Provision of competency-based frameworks that standardise skills such as legal knowledge, governance and restorative justice practices.
- **Participation:** Collaborating in multidisciplinary training programmes and competency alignment initiatives to enhance service delivery within the justice system.

3. Educational Professionals

- **Roles:** Educators, teachers, professors, trainers, and curriculum developers.
- **Impact:** Equipped with specialised pedagogical tools and updated training methodologies for teaching emerging adults in correctional settings.
- **Participation:** Development of educational content and participation in VET and HE integration efforts to ensure relevance and adaptability.

4. Healthcare Professionals

- **Roles:** Psychologists, nurses, and medical staff within correctional systems.
- **Impact:** Enhanced understanding of trauma-informed care and the mental health needs of incarcerated individuals.
- **Participation:** Providing input for multidisciplinary approaches and benefiting from training that integrates health and education in correctional settings.

5. Government Agencies

- **Roles:** National and regional ministries, including Justice, Education, and Health, across partner countries.
- **Impact:** Supporting the integration of educational initiatives by ensuring alignment with existing policies.
- **Participation:** Facilitate the application of competency frameworks and coordination between involved parties.

6. Research Institutes

- **Roles:** Universities and specialised centres conducting studies on correctional education.
- **Impact:** Providing evidence-based insights for the development of innovative training methodologies.
- **Participation:** Leading educational content, evaluations and ensuring alignment between research findings and pedagogical practices.

7. Nonprofit Organisations and NGOs

- **Roles:** Organisations focusing on advocacy, crime prevention, and social reintegration.
- **Impact:** Contributing perspectives on practitioner needs and supporting the development of inclusive training programmes.
- **Participation:** Partnering in training design and policy advocacy to ensure alignment with justice sector goals.

8. Private Companies and Social Enterprises

- **Roles:** Developers of educational tools, technological platforms, and reintegration pathways.
- **Impact:** Introducing innovation and resources to enhance correctional pedagogy and practitioner training.
- **Participation:** Collaborating on curriculum development and providing practical training opportunities.

9. Emerging Adults in Correctional Settings

- **Roles:** Indirect beneficiaries of professionalised practitioner efforts.
- **Impact:** Improved access to quality education and support tailored to their developmental needs.
- **Participation:** The central focus of training initiatives aimed at their rehabilitation and reintegration.

Contributions to the PICTURES Model

By aligning the efforts of these stakeholder groups, the PICTURES model ensures:

- **Upskilling Excellence:** Comprehensive training frameworks standardising practitioner competencies.
- **Enhanced Pedagogical Practices:** Development and delivery of innovative educational tools and methodologies.
- **Sectoral Impact:** Improved justice sector operations through professionalised and well-trained personnel.

The PICTURES model fosters a collaborative ecosystem where stakeholders across the educational, prison, and justice sectors work together to professionalise practitioners and enhance pedagogical practices. This synergy ensures sustainable, impactful outcomes that address the needs of both professionals and the

individuals they serve, positioning the correctional sector as a driver of innovation and reintegration.

Expected Results

The PICTURES model is designed to achieve tangible, meaningful results across the correctional education ecosystem. By focusing on professionalising practitioners, enhancing pedagogical practices, and fostering collaboration among key stakeholders, the model ensures improvements that are both measurable and sustainable. The expected results include:

A. Upskilling Practitioners in the Correctional System

Practitioners, including educators, healthcare professionals, legal professionals, prison staff, psychologists, social workers, socio-cultural facilitators, and technicians will acquire advanced competencies through tailored training modules, ensuring they are equipped to address the complex needs of emerging adults in correctional settings. This upskilling process ensures improved service delivery and alignment with modern pedagogical standards.

B. Enhanced Quality of Pedagogical Practices

The integration of competency frameworks will lead to more structured and effective educational programmes within correctional facilities. Practitioners will adopt innovative teaching methods, supported by digital tools and evidence-based practices, improving educational outcomes for individuals in custody.

C. Improved Coordination Among Stakeholders

Strengthened collaboration between prison establishments, government agencies, educational institutions, and organisations for social innovation will create a unified approach to correctional education. This ensures resource optimisation, policy alignment, and consistency in delivering educational initiatives.

D. Integration of ESG Principles

By embedding Environmental, Social, and Governance (ESG) principles into correctional practices, the model promotes sustainability and ethical decision-making. This includes reducing environmental impacts, fostering inclusion, and ensuring governance transparency across educational initiatives.

E. Future-Oriented Correctional Ecosystem

The introduction of updated occupational profiles will address current challenges and anticipate future needs, ensuring the correctional education system remains adaptable and responsive to societal changes. This includes preparing practitioners for emerging trends and technologies.

F. Increased Reintegration Opportunities

While the model focuses on upskilling practitioners, the indirect benefits include enhanced support for persons deprived of their liberty, leading to better preparation for reintegration into society. This contributes to reduced recidivism rates and improved long-term outcomes for emerging adults.

G. Sustainable Impact Across Partner Countries

The PICTURES model ensures that the outcomes are not only impactful but also replicable and scalable across partner countries. By aligning with international standards and national contexts, the model guarantees that the justice sector becomes a pillar of sustainable development and innovation.

H. Capacity Building in Correctional Education

A comprehensive ecosystem of trained professionals updated pedagogical practices, and collaborative networks will enhance the capacity of correctional education systems, ensuring they effectively address the unique challenges of their environments.

By achieving these results, the PICTURES model redefines correctional education as a cornerstone of professional development, societal reintegration, and sustainable innovation.

3 Key Components of the Model

A. Processes

- **Environmental**



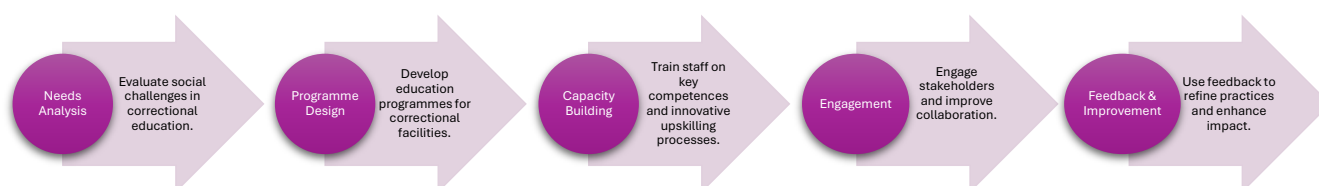
The Environmental Workflow integrates ESG principles into correctional pedagogy by prioritising sustainable practices within the correctional education system. This approach involves a critical assessment of current practices, leading to the development of policies that align with ESG objectives, such as climate resilience and resource efficiency (Odintsova, 2024).

Training programmes tailored to educators foster sustainability-focused skills and values, enabling them to incorporate environmental awareness into their teaching. Moreover, regular monitoring and evaluation ensure adherence to environmental goals and enhance accountability.

By embedding these practices, the model reflects the Council of Europe's emphasis on holistic education that considers the social, economic, and cultural contexts of learners (Costelloe & Warner, 2014).

This synergy between sustainability and transformative pedagogy positions correctional institutions as catalysts for broader societal change.

- **Social**



The Social Workflow focuses on addressing key social challenges in correctional education by building the competencies of educators through innovative upskilling processes.

This begins with a thorough needs analysis to evaluate current social challenges within the system, followed by the development of education programmes tailored to correctional settings.

Training initiatives aim to equip educators with the skills needed to meet evolving demands, enhancing their capacity to engage with learners effectively (Odintsova, 2024). Stakeholder engagement ensures that these programmes are relevant and foster collaboration across sectors.

This approach aligns with the Council of Europe's emphasis on lifelong learning and the professionalisation of practitioners in correctional pedagogy, ensuring that education serves as a transformative tool for both learners and educators (Costelloe & Warner, 2014).

By integrating upskilling processes and collaborative feedback, this workflow bridges the gap between professional development and the dynamic needs of correctional education systems.

- **Governance**



The Governance Workflow establishes a structured framework to integrate ESG principles into governance practices within correctional education. Stakeholder mapping and competency framework development ensure alignment with institutional policies and governance objectives (Odintsova, 2024).

These frameworks are systematically applied to foster accountability, with a robust review mechanism to ensure compliance and continuous improvement. This aligns with the Council of Europe's principle that education in correctional settings should reflect broader societal values and promote democratic engagement (Costelloe & Warner, 2014).

By implementing these governance processes, the model increases transparency and effectiveness, laying the foundation for sustainable and equitable educational practices.

B. Functions

Stakeholders and Their Roles

The correctional education ecosystem is supported by a diverse group of stakeholders, each playing a critical role in implementing effective educational strategies within correctional settings. These stakeholders contribute to the enhancement of pedagogical tools and methodologies, ensuring alignment with vocational and higher education standards. Below, the roles and responsibilities of these stakeholders are defined:

1. Prison Staff

- **Roles:** Correctional officers, prison guards, prison police officers, and administrative personnel.

- **Responsibilities:** Facilitate the application of competency frameworks, implement daily operations, and ensure alignment between educational training and correctional practices.

2. Justice Sector Professionals

- **Roles:** Legal advisors, lawyers, probation officers, judges, prosecutors, police officers, and court administration staff.
- **Responsibilities:** Collaborate in the development of competency-based frameworks and enhance the integration of governance, restorative justice, and legal knowledge in correctional pedagogy.

3. Educational Professionals

- **Roles:** Teachers, professors, trainers, pedagogues, social educators, and curriculum developers.
- **Responsibilities:** Develop specialised educational content, design innovative training methodologies, and support the integration of vocational education and training (VET) and higher education (HE) into correctional settings.

4. Healthcare Professionals

- **Roles:** Psychologists, nurses, neuropsychiatrists, and healthcare staff in correctional settings.
- **Responsibilities:** Provide expertise in trauma-informed care, address mental health needs, and promote the integration of health-focused strategies in educational programmes.

5. Socio-Cultural Facilitators

- **Roles:** Socio-cultural animators, cultural mediators, and heads of social work sectors.
- **Responsibilities:** Facilitate cultural inclusivity in correctional education, foster community engagement, and support activities that promote social cohesion within correctional environments.

6. Technicians and Operational Staff

- **Roles:** Technicians in justice systems, project managers, supervision technicians, and database operators.

- **Responsibilities:** Manage technological platforms and logistical frameworks that enable the implementation and monitoring of educational initiatives.

7. Government Agencies

- **Roles:** Ministries and regulatory bodies in justice, education, and health sectors.
- **Responsibilities:** Oversee policy alignment, allocate resources, and facilitate collaboration between sectors to ensure systemic improvements in correctional education.

8. Research Institutes

- **Roles:** Universities, think tanks, and specialised centres focused on correctional education and pedagogy.
- **Responsibilities:** Conduct research to inform training methodologies, evaluate programme effectiveness, and ensure evidence-based approaches are integrated into correctional systems.

9. Nonprofit Organisations and NGOs

- **Roles:** Advocacy groups, crime prevention organisations, and social reintegration entities.
- **Responsibilities:** Provide perspectives on inclusion and training needs, advocate for improvements, and support policy alignment with correctional education objectives.

10. Private Companies and Social Enterprises

- **Roles:** Developers of educational tools, reintegration programmes, and technological innovations.
- **Responsibilities:** Enhance training delivery methods, contribute resources, and support the development of competency-based curricula and real-world applications.

11. Community-Based Organisations

- **Roles:** Local advocacy groups and social support organisations.
- **Responsibilities:** Support reintegration initiatives, provide localised training opportunities, and assist in bridging gaps between correctional institutions and communities.

12. Emerging Adults in Correctional Settings

- **Roles:** Indirect beneficiaries of training and education programmes.
- **Responsibilities:** Engage with professionalised practitioners in education and rehabilitation initiatives tailored to their developmental and reintegration needs.

Collaborative Impact

These stakeholders collectively shape an ecosystem that ensures the professionalisation and empowerment of practitioners while addressing the evolving needs of correctional systems. Their roles span the creation of competency frameworks, the provision of multidisciplinary training, and the integration of innovative pedagogical tools. This collaborative approach is crucial to achieving sustainable improvements, fostering inclusivity, and meeting the objectives of the PICTURES project in enhancing vocational and higher education within correctional environments.

C. Skilled Workforce

• Horizontal competencies

1. Empathy and Emotional Intelligence:

Empathy and emotional intelligence (EI) are essential for building trust and promoting rehabilitation in correctional settings, particularly for emerging adults. Empathy helps practitioners understand the unique challenges faced by individuals, while EI equips them to manage emotional dynamics effectively, ensuring constructive interactions even in high-stress environments.

2. Active Listening and Reflective Communication:

These skills enable practitioners to engage meaningfully with individuals, validate their perspectives, and foster mutual understanding. Active listening involves decoding underlying messages, while reflective communication ensures that individuals feel heard and understood, creating a supportive framework for rehabilitation.

3. Conflict Mediation and Resolution:

Effective conflict resolution involves addressing disputes constructively, balancing institutional policies with individual needs. Skills in mediation and resolution help practitioners reduce tensions, promote accountability, and equip individuals with tools to manage future conflicts independently.

4. Trauma-Informed Pedagogy:

Practitioners must adapt educational strategies to address the impact of trauma on learning capacities. This competency involves fostering safe, supportive environments that prioritise resilience and mitigate barriers to learning.

5. Adolescent Psychology and Criminology Knowledge:

Understanding developmental and criminogenic factors helps practitioners design targeted interventions that address the root causes of behaviours in emerging adults, promoting long-term rehabilitation.

6. Digital Literacy in Correctional Education:

Proficiency in digital tools enhances accessibility and engagement in correctional settings. Practitioners must integrate secure, adaptive technologies to support personalised learning experiences and reduce the digital divide.

7. Socio-Emotional Learning (SEL) Facilitation:

SEL equips individuals with self-awareness, emotional regulation, and interpersonal skills. Practitioners foster growth through collaborative activities and techniques such as mindfulness and cognitive reframing.

8. Cultural Competence and Inclusion:

Addressing diversity and systemic barriers, cultural competence ensures that educational interventions are inclusive and relevant to learners from varied backgrounds. This involves recognising intersectional challenges and adapting teaching methods accordingly.

9. Restorative Justice Practices:

Focusing on accountability, reconciliation, and reintegration, these practices encourage offenders to understand the impact of their actions and contribute positively to their communities.

10. Interdepartmental Collaboration:

Effective teamwork among educators, social workers, healthcare professionals, and other stakeholders ensures integrated, holistic support for incarcerated individuals. Clear communication and aligned objectives are key.

11. Professional Ethics:

Ethical practice encompasses safeguarding human rights, promoting equity, and navigating complex dilemmas with integrity. Practitioners must advocate for fair treatment while maintaining confidentiality and respect.

12. Crisis Management Expertise:

This involves assessing and addressing emergencies efficiently, ensuring safety, and maintaining educational continuity. Skills in de-escalation, collaboration, and resilience are critical.

13. Leadership and Team Coordination:

Practitioners must inspire and guide teams while managing collaboration dynamics, ensuring that institutional goals align with rehabilitative and educational efforts.

14. Mental Health Literacy:

Recognising and addressing mental health challenges ensures that educational programmes remain accessible and effective, supporting the rehabilitation of individuals with psychological vulnerabilities.

15. Resilience and Stress Management:

Practitioners must balance empathy with professional boundaries, using stress management techniques to maintain well-being and effectiveness in high-pressure environments.

16. Innovation and Pedagogical Adaptability:

Flexibility and creativity enable educators to respond to resource constraints and diverse learner needs. Adaptive methods ensure inclusivity and promote sustainable reintegration.

17. Data-Informed Decision-Making:

Using evidence-based approaches, practitioners can evaluate programme effectiveness, refine strategies, and ensure accountability in achieving educational and rehabilitative goals.

18. Environmental, Social, and Governance (ESG) Alignment:

ESG principles guide sustainable practices, social equity, and ethical governance within correctional education. This includes integrating environmental stewardship, cultural inclusivity, and accountability into pedagogical frameworks.

19. Specialised Knowledge in Behavioural Analysis:

Practitioners analyse behavioural patterns to develop tailored interventions and risk assessments, enhancing rehabilitation and reducing recidivism.

20. Lifelong Learning and Professional Growth:

Continuous development ensures that practitioners remain adaptable and informed, equipping them to address evolving challenges in correctional education and support their own well-being.

• Sector-specific skills

1. Prison Staff

Roles: Correctional Officers, Prison Guards, Administrative Staff, Prison Police Officers

Skills:

- **Crisis Management Expertise:** Essential for maintaining safety and stability during emergencies, ensuring the well-being of staff and inmates.
- **Conflict Mediation and Resolution:** Key for de-escalating disputes and fostering accountability among incarcerated individuals.
- **Cultural Competence and Inclusion:** Promotes equitable treatment of diverse populations within correctional facilities.
- **Leadership and Team Coordination:** Enables the organisation and effective operation of multidisciplinary teams in high-pressure environments.

2. Justice Sector Professionals

Roles: Legal Advisors, Judges, Prosecutors, Lawyers, Police Officers, Court Administrative Staff

Skills:

- **Restorative Justice Practices:** Supports reconciliation and accountability, shifting from punitive measures to rehabilitation-focused outcomes.
- **Professional Ethics:** Ensures alignment with human rights standards and judicial integrity.
- **Data-Informed Decision-Making:** Guides evidence-based judicial and policy decisions to enhance societal outcomes.

- **Interdepartmental Collaboration:** Fosters effective communication and cooperation between legal entities and other correctional stakeholders.

3. Educational Professionals

Roles: Educators, Teachers, Professors, Pedagogues, Trainers, Instructors

Skills:

- **Trauma-Informed Pedagogy:** Adapts teaching methods to support learners affected by trauma, creating inclusive and effective learning environments.
- **Digital Literacy in Correctional Education:** Enables the integration of secure and adaptive technologies for personalised learning experiences.
- **Innovation and Pedagogical Adaptability:** Encourages creative teaching methods to overcome resource constraints and engage diverse learners.
- **Adolescent Psychology and Criminology Knowledge:** Aligns educational strategies with the developmental needs of emerging adults.

4. Healthcare Professionals

Roles: Nurses, Neuropsychiatrists, Medical Staff

Skills:

- **Mental Health Literacy:** Facilitates early detection and support for psychological challenges among incarcerated individuals.
- **Trauma-Informed Pedagogy:** Enhances care strategies for individuals affected by trauma.
- **Crisis Management Expertise:** Prepares healthcare providers to handle medical and psychological emergencies effectively.
- **Cultural Competence and Inclusion:** Ensures culturally sensitive care and equitable health outcomes.

5. Socio-Cultural Facilitators

Roles: Socio-Cultural Animators, Cultural Mediators, Heads of Social Work Sectors

Skills:

- **Cultural Competence and Inclusion:** Promotes equitable engagement across diverse cultural and social groups.

- **Socio-Emotional Learning (SEL) Facilitation:** Encourages emotional regulation and interpersonal skill development among incarcerated individuals.
- **Conflict Mediation and Resolution:** Addresses interpersonal disputes to build harmonious community interactions.
- **Restorative Justice Practices:** Supports community-focused reintegration through dialogue and shared accountability.

6. Psychologists

Roles: Inspector Psychologists, Psychology Graduates

Skills:

- **Trauma-Informed Pedagogy:** Utilises specialised strategies to support individuals impacted by trauma, creating safe and inclusive environments that encourage meaningful participation in rehabilitative and educational programmes.
- **Mental Health Literacy:** Identifies, assesses, and addresses complex psychological needs, promoting mental well-being and enhancing the effectiveness of rehabilitation and reintegration processes.
- **Crisis Management Expertise:** Provides immediate psychological interventions during emergencies, mitigating the impact of high-stress situations on both individuals and the broader correctional environment.
- **Adolescent Psychology and Criminology Knowledge:** Develops tailored interventions that align with the cognitive, emotional, and social developmental needs of emerging adults, fostering personal growth and reducing recidivism.

7. Social Workers

Roles: Reintegration Specialists, Social Work Inspectors, Educational Programme Coordinators

Skills:

- **Empathy and Emotional Intelligence:** Builds trust and understanding to support reintegration and rehabilitation.
- **Adolescent Psychology and Criminology Knowledge:** Guides interventions that align with developmental and social needs.

- **Crisis Management Expertise:** Addresses urgent reintegration or behavioural challenges effectively.
- **Restorative Justice Practices:** Facilitates reconciliation between offenders and their communities.

8. Technicians

Roles: Technicians in Justice System Settings, Project Managers, Database Operators

Skills:

- **Data-Informed Decision-Making:** Supports the efficient collection and analysis of data to improve programme outcomes.
- **Digital Literacy in Correctional Education:** Ensures secure and effective use of technology in correctional operations.
- **Crisis Management Expertise:** Enables swift responses to operational disruptions, maintaining institutional stability.
- **Innovation and Pedagogical Adaptability:** Encourages the development of flexible tools for enhanced service delivery.

4 Model Framework

LAYER 1: ECOSYSTEM STAKEHOLDERS

- **Government Agencies:** Ministries of Justice, Education, and Health, policy creators and resource providers.
- **Educational Institutions:** Universities, vocational training centres, curriculum developers, teachers and educators.
- **Healthcare Professionals:** Psychologists, nurses, neuropsychiatrists, integrators of mental health into pedagogy.
- **Social Workers:** Reintegration specialists, project/programme coordinators, socio-cultural facilitators.
- **Justice Sector Professionals:** Legal advisors, judges, probation officers, advocates for restorative justice.

LAYER 2: ESG ALIGNMENT

- **Private Companies and NGOs:** Technicians, developers of educational tools, and community reintegration programmes.
- **Prison Staff:** Correctional officers, prison police, guards, administrative staff, implementers of daily operational practices.
- **Emerging Adults: Beneficiaries:** central focus of educational and rehabilitative efforts.

Environmental:

- **Government agencies** are pivotal in implementing eco-conscious facility policies, such as energy-efficient infrastructure and waste reduction measures, reflecting the European Council's emphasis on green transitions (European Commission, 2022). **Educational institutions** integrate sustainability into curricula, embedding themes like recycling, renewable energy, and sustainable resource use, fostering lifelong habits and values for sustainability (Odintsova, 2024). **Private companies** contribute by providing eco-friendly educational tools and sustainable technologies tailored for secure correctional settings, in alignment with ESCO's emphasis on green skills (ESCO, 2023).

Social:

- **Justice sector professionals** promote restorative justice practices, addressing the complex social needs of incarcerated individuals and fostering their reconciliation with communities (OECD, 2018). **Social workers** design reintegration programmes that consider cultural and socio-economic diversity, ensuring inclusivity for vulnerable populations (Hawley et al., 2013). **Healthcare professionals** enhance equity in correctional settings by providing trauma-informed care and mental health sensitive to diverse cultural backgrounds, a key to holistic rehabilitation (Odintsova, 2024).

	Governance: - Government agencies ensure transparent and accountable program evaluation systems, fostering trust and compliance with human rights standards (ESCO, 2023). Educational institutions develop evidence-based curricula with measurable outcomes to maintain relevance and integrity, addressing diverse learner needs (Montanari et al., 2023). Prison staff uphold ethical operational standards and contribute to fostering a culture of trust and accountability within correctional systems (European Commission, 2022).
LAYER 3: FUNCTIONAL INTEGRATION	1. Collaboration Across Disciplines: Social workers, healthcare professionals, and educators collaborate to design trauma-informed, inclusive curricula. 2. Policy and Practice Integration: Government agencies and educational institutions align national education policies with ESG-focused training. 3. Technology and Innovation: NGOs and private companies provide digital literacy tools and innovative pedagogical resources to enhance accessibility. 4. Feedback Loops: Continuous feedback from stakeholders (e.g., educators, emerging adults) refines programmes to ensure relevance and efficacy.
LAYER 4: OUTPUTS	ESG-Aligned Training Programmes: Tailored training modules integrate sustainability, inclusivity, and governance principles, reflecting the European Council's directive on learning for green transitions and social equity (European Commission, 2022). Updated Occupational Profiles: Revised occupational profiles incorporate competencies necessary for effective ESG integration, ensuring relevance to contemporary correctional roles (ESCO, 2023).

Evaluation Metrics: Comprehensive tools measure programme impact, including recidivism rates and participant feedback, supporting evidence-based policy refinement and alignment with the OECD's holistic competency approach (OECD, 2018).

Sustainable Practices Implementation: The adoption of eco-conscious policies, such as energy-saving measures and waste management systems, transforms facilities into sustainable ecosystems, a priority outlined in the European Council recommendations (European Commission, 2022).

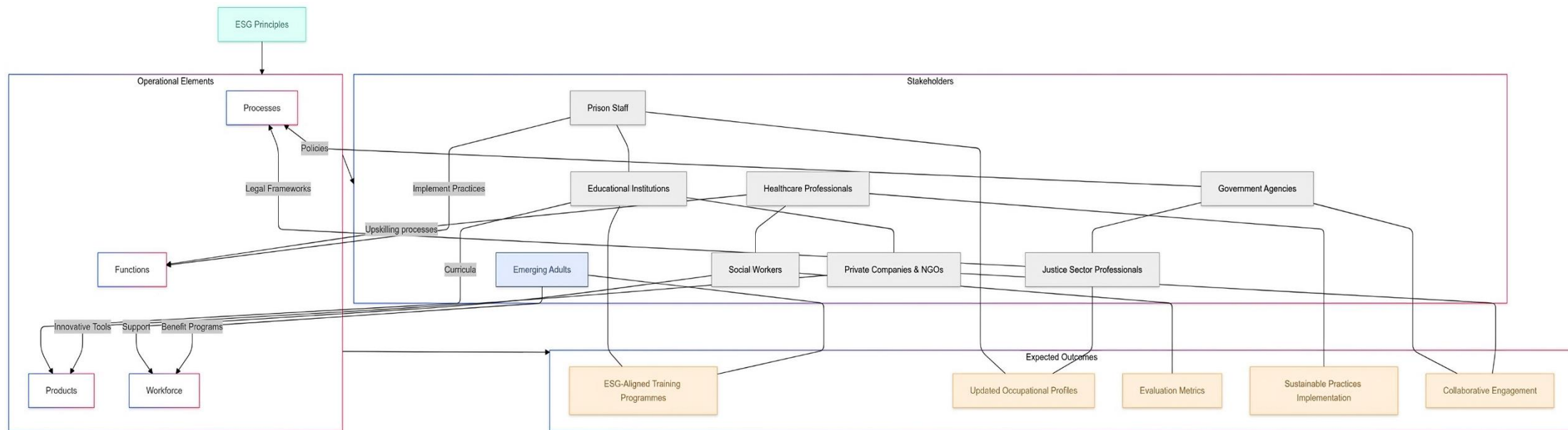
Stakeholder Collaboration Reports: Detailed reports document interdisciplinary collaborations and highlight best practices for improving correctional education. These insights, rooted in frameworks by Odintsova (2024) guide systemic improvements. (See below)

MATRIX OF COMPETENCES FOR SUSTAINABLE DEVELOPMENT

Elements of competence	Domains	Group of competences from Framework	Refined key competences/ Knowledge
Attitudes and Values	Being Acting	Embodying sustainability values	Mindset Values-thinking
Skills	Thinking Becoming Acting Interacting	Embracing complexity in sustainability Envisioning sustainable futures Acting for sustainability	Systems thinking Futures-thinking Values-thinking Strategic thinking Interpersonal/ collaborative competency Integrated problem-solving. Implementation Intrapersonal Competency
Knowledge	Knowing		Economy Management Finance Governance Law Engineering Environment and ecology Education Sociology Psychology

				Digital technologies	
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5 Model Diagram



6 References

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