Methodological summary
work document

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Content

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Preface

The Methodological summary work document result has been produced in partnership within the framework of the project **GREEN ZONE** (2021-1-HU01-KA210-ADU-000035076). The partnership consists of the coordinator Váltó-sáv Alapítváyny (Hungary) and the partner NGO Udruženje Gradjana Ostorka (Serbia). The work is innovative in the sense that general (transversal) and "green" competences are jointly and holistically reflected in the development in case of the specific target group (prisoners, especially those released from totally closed penitentiary institutions after serving their prison sentences).

In the first chapter of the results, Váltó-sáv Alapítvány presents the characteristics of the target group. It is an indisputable fact that social and labour market integration are inseparable and intertwined, one cannot exist without the other. Since the target group is indeed specific in many respects, we have tried to create innovations on the theme and in the field - a "green" project - where both segments are represented. The chapter is plastic in that it contains a number of interviews, case study excerpts and offers further alternatives from the field of culture/mainstream culture in order to better understanding and processing. The chapter also takes into account the specific knowledge and possibilities of the target group in the labour market.

Building on this, the Serbian organisation Udruženje Gradjana Ostorka in the second chapter describes in general terms the concepts of sustainable development, ecotourism and sustainable tourism, and identifies the directions that could be an opportunity for the target group in the short and long term (re)integration processes. The chapter ends with conclusions and recomandations: why it is advisable and recommended to employ the target group in the field of ecotourism.

In the third chapter, the two organisations worked together to develop a training programme on innovative employment content. The training programme consists of 5 modules, the first module is general and transversal competence development and the other four modules are a professional (ecotourism) training material: basic knowledge, skill and competence development for greeters and rangers. The training programme is 25 hours long, divided into theoretical and practical parts, and is mainly group training. For each module, we have tried to

identify specific development directions for the target group (although the training programme is not only applicable to this target group, but can be used for any other social group with barriers). The training programme is based on the standard methodology for programme development in adult education (i.e. it includes competences to be developed, module objectives, quality of facilities, personnel conditions, evaluation methods, content, etc.).

The fourth chapter describes the basics of the Sustainable Halfway House Complex Reintegration Programme. It is a complex and innovative approach that brings together work and housing in a holistic and sustainable way. It outlines how and in what ways the participation of released people in the Halfway Programme and ecotourism can be linked and can mean an added value.

The result is likely to have shortcomings, the chapters may be out of proportion, and there are many other criticisms that can be said, but one thing is certain: it is undoubtedly innovative in the topic and in the field, since while innovative solutions have clearly been developed to support the social and labour market integration of the target group, this level of development is arguably not the case in ecotourism and sustainable development, green projects. We will therefore continue to work on this topic, and the partnership and cooperation between the two organisations will not be interrupted in the future, including the creation of new projects.

The result is pioneer in the field and we believe that it goes beyond the scope of a small scale project (i.e. it is a much larger scale of development than expected in an Erasmus+ Small Scale project). We hope that our work will give new ideas and directions to those working with this specific target group (prisoners and released people), who are in a special situation and in need of support. It is also an example of how and in what ways two organisations have been able to collaborate, brainstorm and develop as experts in two different areas but could combine their expertise to create a different quality and added value. For all these reasons, we believe that not only does the partnership of similar organisations create opportunities in Erasmus+ projects, but also the very diversity of the two can create a quality and development that cannot be created by people working in similar fields, because "great minds think alike".

The partnership has enjoyed working together, has produced innovative content, the project and its development are sustainable, and there are new grant projects and projects being

worked on together - so we consider the funding and its use to have been a clear success, and we are grateful for it.

We wish everyone who reads and considers our ideas to have good and productive work and professional success.

Mészáros Mercedes and the GREEN ZONE project team

2022.

I. Target group

Váltó-sáv Alapítvány

Mészáros Mercedes, Lindner Lídia

I.1. Context

A **prisoner** is a legal term. Prisoner is the name given to a person who has been previously arrested and to a person serving a custodial sentence but who has not yet received a final judgment (for example, a first instance judgment that is not final). In prison law, the term 'prisoner' is also used to refer collectively to convicted persons and persons under prior arrest when executing a custodial sentence. [1] In vernacular, a prisoner is someone who is in prison, serving a sentence, whether final or not (pre-trial detention). Accordingly, a released person is a person who regains his or her personal freedom, i.e. is allowed to leave prison (penitentiary institution).

Around 9 million people are currently imprisoned worldwide, the largest number of people, 2.09 million, is in the United States of America. China is second on paper with 1.55 million prisoners and Russia is third with 0.76 million. The United States of America also has the highest prison population: 714 prisoners per 100,000 inhabitants (second only is Bermuda, Belarus and Russia, with 532 per 100,000 inhabitants). Officially and in terms of population, Burkina Faso has the lowest number of prisoners: 23 per 100,000 inhabitants. Overall, economic development and democracy do not necessarily mean that there are fewer prisoners in these places, just as underdevelopment and dictatorship do not necessarily mean that there are more prisoners.

Imprisonment is the most common form of punishment today and has been used since ancient times, although in far fewer cases. However, once the institution of torture - corporal punishment - was abolished, the trend in the penal system was clearly towards the spread of prisons. In the 18th century, the inhuman conditions in prisons improved greatly under the pressure of growing human rights ideas and the aim of punishment gradually became re-education, rehabilitation, or in today's terms, reintegration. Today, however, the prison population is rising rapidly, resulting in overcrowding and a resurgence of the difficult conditions resulting from the totally closed nature of the institution.

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[1] Decree 6/1996. (VII. 12.) of the Minister of Justice on the Rules of Implementing Imprisonment and Pre-trial detention, Hungary.

I.2. Prison world

"…nothing is so total in constraints, in degradation, and in its display of power, as is the prison."

(Nils Christie: Crime Control As Industry: Towards Gulags, Western Style)

"You are getting out in two years; what are you most afraid of?
To talk to a person, without them knowing; I know where I come from, and whether they can see that I come from something that is not ordinary and commonplace."

"I had to translate in sync at first, because apart from family members who came in for visitation, no one really understood what I was saying. The prison lingo stuck to me. If I said, "Dikhesz..."[2] they would look at me, 'What's wrong with you now? That's prison language for "Listen to me" or "Look". For a long time it was very strange not to have to hold my hands in my lap, because I was so used to being handcuffed, and so a friend of mine was torturing me for about an hour and a half to put apart my hands, and I instinctively put them back."

"What would you say if they told you to collect all your things and put it in a bag... and they put you in another cell, in another place... 8 years, this stuff is everything to me, it's my life..."

(Excerpt from interviews with young people in detention and released from prison)

"I'm afraid I won't be able to live without it (=prison)..."

(Excerpt from a letter from a young prisoner)

The prison is the house of the dead as Dostoevsky writes. Those who get there are usually abandoned by everyone, are considered morally dead, and very few of them succeed in "returning". Overall, it can be stated that imprisonment has a negative effect on the social relations of detainees. The essence of a totally closed institution - a prison - is that it takes the time of its members and in return provides them with an artificial world. The characteristic of total institutions is that their social interaction is limited. The essence of the resocialization of a prisoner is that he/she is isolated from the outside world, and new rules and requirements are set for him/her. He/she becomes acquainted with the specific world of values and norms of closed institutional integration, the functioning of the prison society, and is forced to adapt continuously which allows him/her to acquire a special knowledge. The closed community is stimulus-free, its range of ideas and problems are specific, not hugely varied. Everyday life is

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[2] *Dikhesz* is a term in Romani language in Hungary, which translates to "Look!".

the same, dull and extremely boring, but this also means a sense of security. Withdrawal of decision making is painful, but at the same time carries no responsibility. They are deprived of autonomy but served, decisions are made instead of and without them which, in many cases, is extremely convenient and there is no feel of responsibility. The most important "activity" is waiting for time to pass. Deprivation and frustration threaten the personalities of detainees, and detention has a demoralizing effect. As a result of the stigmatization associated with prison past their reintegration efforts are received with aversion, which triggers a further decline in self-esteem and a sense of impotence in the released person. The distance keeping of the majority society members from perpetrators is very strong. This is largely due to a lack of information, as it is a world that is closed / secluded in all respects. Rejection is also symbolically expressed in the wall surrounding the prison, i.e. closure is also exclusion. Studies analyzing the nature of prisons show that long-term exclusion from the total institution weakens detainees' self-esteem, self-evaluation, ability to live independently, and communicative and other social skills. As a result of the depletion of external relations, their chances of getting a home and a job are deteriorating, and their previous family relations and friendships are weakening or breaking down.

Demographic indicators of the target group in general: low education and income level, poor social and weak labor market status, lack of skills, addiction. In the case of the target group, high-risk behavior patterns are/could be fixed, in the totally closed world they are most excluded from the possibility of social and economic participation, their disadvantages are wide-ranging, and they are characterized by a lack of knowledge, skills and abilities.

Economy: the majority of members of the target group belong to the lower income decile. Child-related benefits account for a significant share of total household income, as do other social transfers. A significant proportion of women receive maternity grant or are full-time mothers, or may receive a nursing charge. In a significant number of cases, casual work is an important source of income, but these incomes are unpredictable, non-permanent and present a high degree of uncertainty for the family. This usually means manual labor in agriculture or construction, income often comes from black or gray labor.

"I got into crime for the money, because I saw how much better people who were doing it were living. I couldn't have earned that money in that time with a legal job. I decided after my vocal training examination that I was going to do this, I just didn't think they could catch me. If I could have found a job that would have earned me the money I made from crime, I wouldn't have done it. This way I had a car, I dressed well, and I could spend a lot of money every day. And I would have worked. But this way: it takes 10-15 years to buy a house from a decent job!" (GY5)

"The apartment we lived in was very expensive to maintain. We couldn't pay the bills." (SK2)

"Well, in order, as it should be: first the aluminium theft, then car break-ins for the tape recorder and phones, then house break-ins and robberies. It's all my responsibility: if I hadn't wanted to do it, I wouldn't have done it. Of course, if I had a stable job and my family could live normally, I wouldn't have to." (MN5)

"It's in my blood, my father was a criminal too. I couldn't stand not to eat, I had to, and there was no bread. We went (i.e. to commit a crime) to support the family. My sister also came." (SZE2)

"My parents divorced and my mother moved to XX with her four sons. Then, one by one, all four of us returned to our father in Hungary. I came first. Although my father is not my real father, I always thought of him as my real father. Before that, while we lived together, we had a very strange life. My father worked, my mother only occasionally. Basically it wasn't bad, I grew up as a street kid, I got to roam around a lot. Poverty really put a stamp on our lives. Probably that's why I started to commit crimes, because I wanted to have shoes and material goods like my classmates had." (SZ1)

"The reason I got into this criminal activity was because most of my classmates were people whose parents were very well off. I saw they had new trousers every month, new shoes, new sweaters every six months, if it was winter, 2 new coats in one winter, and not the 5,000-forint kind, but 50-60,000-forint coats, which was a big deal at the time. Brands like Nike, Devergo, Versacci, they were wearing stuff like that. At that time, I only wore what my mum and dad bought, and that was all from the Polish market and from Goodwill.

Were you ashamed?

I was just ashamed because they always chose things that they said were still good, still new, but they didn't consider how they looked like." [3]

Prisoners have scarce or completely collapsed *external and internal resources*. At the *interpersonal level* this means that the relationships that provide basic support and love are missing or that these relationships become destructive. The emotional attachment that

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[3] Csáki Anikó: *Szemelvénygyűjtemény kriminális életvezetésű fiatalokkal készített interjúkból*. [A collection of extracts from interviews with young people with a criminal lifestyle] Manuscript, Váltó-sáv Alapítvány, 2002-2003.

provides a sense of security and belonging is incomplete. In the case of prisoners, this means that the system of relationships greatly influences the individual's life path and decisions. When you try to eliminate them, you are alarmed to be left alone without your previous relationships, and this is alarming even if you already recognize their effects of holding back.

"My father died, but I never met him before. My foster father also died after I was released, I had a very bad relationship with him as a child, he used to beat me a lot, and later we had fights. I've never been on bad terms with anyone like I was with him. As adults, before he died, we made up and became really good friends, we loved each other." (SZ9)

"My father sent me one postcard in 6 years. In 6 years! A few months ago I saw my mother come in to talk to my brother - we didn't even recognize each other." (SÁ1)

"I haven't had any contact with my father since I was 3 years old. My mother didn't treat us the way she should have. She didn't show her love, she yelled at us all the time. I think it was my 'cos of my father, the nerve, she had several heart attacks. There was a bad atmosphere in the family at home; I didn't like being at home. I moved out when I was 14." (K3)

"My father was sentenced to 1 year in prison when I was 7 years old. Then my mother left with another man. Many years later she visited me, my father let her in. He waited in the kitchen. When I entered, I saw a strange woman sitting in the kitchen. I didn't recognize my mother. My father said to me, 'Aren't you going to say hello to your mother?' I wondered, gee, is that my mother? That was about it, I went about my business. I never saw her again." (GY4)

The *family relationships* of the prisoners are unstable, the single-parent model is common, and conflicts are common in the families, moreover, domestic violence and violence are overrepresented as well as alcoholism. Our 2006 research[4] found that the average number of siblings is above 3 among long-term inmates. Approximately 10% of the prison population is raised in former state care. They form a special group even within the special prisoner group, as they usually have loose outside connections, are burdened with attachment difficulties, and have accumulated a lot of negative experiences over the years. Domestic partnerships were widespread among inmates, even from a very young age.

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[4] Csáki Anikó-Kovács Klaudia-Mészáros Mercedes: Opportunities for social (re)integration of young adults released from detention. Research summary. Budapest, 2006. www.valtosav.hu

"My parents got divorced when I was 1. I went to live with my father, where I soon had a foster mother, with whom I did not have a good relationship. My father used to beat me all the time. So I went to live with my mother, but there I had a foster father, with whom I also had a bad relationship with. From the age of 11, I was constantly running away from home because of the regular cursing, scolding and beatings. I told him that until I was put out of the house, I would run away. Then I was sent to a foster home, where I calmed down a bit." (SÁ2)

"I received no love from my mother nor my father. There was a lot of fighting, a lot because of me. My father would beat me when he could, but he didn't dare because my grandfather protected me. My mother also slapped me. It's no coincidence that I had several nervous breakdowns, I went to a neurologist, I'm still seeing a psychiatrist, and I'm also taking medication." (SÁ1)

"While my father was drinking, there was a lot of tension. He would hit my mother. Since he died, there have been no problems like that." (SZE5)

"I wasn't home much; I stayed with friends and other relatives. At home, there was usually fighting, constant questions about where I was going. I started to commit crimes when I was quite young, and that caused problems. My mother was always shouting, of course I was shouting, too. I would talk back and just do my thing." (SK6)

"I lived with my mother and her partner. My relationship with my mother is neither good nor bad. From the age of 12 I went away with my brother, from the age of 13 I went out for weeks or months at a time, not really living at home, but with friends, girlfriends, in different places in the country." (SÁ5)

"There were good times and bad times. Even as a child, my relationship with my father was tumultuous. There was also a one-year low point with my mother when she turned to alcohol. I was 8 at the time. My father and my mother used to argue a lot, there were frequent fights and even beatings. My father is not a good person, he can't show his feelings. He is not like a typical father. He must have had a difficult childhood; he was probably brought up like that. Anyway, my mother's alcohol problems stopped after 1 year of treatment, but our family moved out of the village anyway." (BP3)

"I think it started when I got to the institute. I think you just learn mischief there." (MN8)

"I first got into an institution at about 12 years old. The world changed for me. They thought differently inside. I liked that life. Burglaries and stuff like that." (BP1)

A significant proportion of detainees do not live in their own home but in the housing or rented property of a family member. According to certain data, up to 70% of detainees are not expected by their families, and those in prison live in extremely closed communities, and their

external relations are reduced during detention. These people thus step out into complete insecurity after their release and have very little chance of avoiding relapse alone. The opposite situation is when "friends" are waiting for the released outside who continue to "help" him/her.

Problems at the *local community* level: A person released from prison often returns to his or her home in such a way that members of the community receive him or her with uneasiness and suspicion, as nothing happened after the crime had been committed in order to destroy the stigma attached to the individual. The excluded person, as soon as he or she begins to feel the attitude and isolation of those around him or her and the weakening of personal relationships that are vital to all, seeks to find a community that is inclusive. Furthermore, the world of prisons operates with a special system of values and norms, the values system of the inner society of prisons are highly differ to or totally opposite from the norm system expected from the official power (laws, prison headquarters). Institutions set up to curb deviance - including prisons - perpetuate / could perpetuate deviant behavior this way.

"There were one or two people in the family who tried to hint that I'd be back in a day or two. There were some mild hints. There was also someone who asked sarcastically, "So what, it's better out here?" I couldn't say anything else to him, other than, you know what, go inside and then decide if it's better outside. I couldn't think of a better answer than that, and when I think about it, I can't think of a better answer still."

"And doesn't it come to your mind that it would be easier to commit a crime?
There were a few moments when others came and reminded me, and there was even an offer. Best location apartment, BMW, apartment furnished, 4 bedrooms. It would've been all there, it would've been a very full-on extravaganza, but for a favour. Now what kind of favour would it have been to sacrifice so much? No. ...It was very hard to say no, because it's tempting for a newly released person, and not just for a newly released person, but for anybody. Anybody. I was able to say no. It was hard, but I could. And then they left me alone, and they haven't looked for me since, and I'm glad they did not. I don't go to places where they sit in the same way every day. They finally said they heard I was out and they missed me, how come I don't go and hang out with them? I said, no offence, but it's not for me anymore. I said I wanted to live, not rot inside. And finally they understood, they left me alone. I'm sure they'll find someone else who'll take it, who'll like it. But no, I said no. I admit it made me think a lot."

Addiction: The inmate population just like vulnerable young people or the homeless, for example, is a special population that requires targeted mapping. The European Monitoring Centre for Drugs and Drug Addiction (EMCDDA) places particular emphasis on examining

the drug use of prisoners. Of the various special populations, the biggest amount of information is available on the prison population: the EMCDDA has addressed drug use in prisons as a priority since 2002, and since 2004 drug use by prisoners has been included as a separate chapter in the annual country reports of Member States. Based on both the involvement of the inmate population and the characteristics of drug use, it can be considered a higher risk group compared to the general population.

Release is a crisis caused by prison socialization / prison adaptation which results from breaking away and exclusion from the social environment. It involves many tasks and difficulties, for which the released individuals are not properly prepared and they are inadequately prepared by the penitentiary institution due to their nature and civilian resources being scarce. Because of the scarcity of problem-solving supplies, the simplest paths are often chosen by the released individuals. That is, after release, many fall back as they often return to the same environment, their values are unstable and their life problems seem unsolvable.

To sum it up: in the respect of family background, value system, income situation, life style and life habits generally:
- low level of education of the family and of the person,
- lack of work experience, work socialization
- minority origin (Roma people),
- cultural and mental differences,
- deprived (in social, societal, economic, advocacy dimensions),
- troubled family background,
- socialization deficiencies, defects,
- abnormal personality development (psychic defects),
- addiction in the family,
- deviance in the family,
- negative effects of social prejudices.

FOR FURTHER REFLECTION…

When tomorrow comes, by Nanon Williams

Part 1

"It was a day after Dwight Adanandus died when I truly looked at life completely differently than what it was, or shall I say, what I wished it to be. This was the beginning of winter, and as I lay still thinking of a friend that always presented a smile when the days seemed so redundant, I felt tormented. As I gently moved, picking up the newspaper under the door, the paper told his story.

Reading about it and knowing I would never see him again felt like someone was sticking pincushions in my heart over and over again. Sometimes he would come swinging into the yard yelling, 'What's up youngster?' And I would look around me, stare back, and say, 'Man, who you calling a youngster,' and we would both start laughing because I was the youngest person on our block. And when I think of those moments now, well, it deeply saddens me, because I'll never look forward to being in the yard without Dwight being around to break the creases that riddled my face with anger.

As the years have gone by, my methods of passing time has changed, but I like to think these new methods will hopefully make me become a better man one day like Dwight became. During my moments of weakness, I always find myself wondering what Dwight would have done.

'Remember,' he would say to me, 'The system can only get to you if you let them. Make your peace with whoever your God is and start to live life the best you can and appreciate it.' Then he would continue, 'Youngster, I don't know why you're here, but I know you don't belong here…'

Part 2

'……. In fact, no one belongs here, not on death row. You have rapists, kidnappers, robbers, child molesters and sadistic people who don't give a damn about you. However, you also have caring and compassionate people who have done those very same things, but have found a way to change and I want you to always remember that,' he said to me weeks before he was executed. 'Remember this if nothing else. If you judge others how this system has judged you, it will make you no better than those who have condemned you to death!' And as those words ring in my ears now, I wonder why it has taken me so long to understand what he meant. Of course I heard what he said and it made sense, but making sense and fully grasping the meaning of those words was something totally different. I guess then I was the youngster he called me, but the truth hurts when you finally take the time to see it.

I know the confinement is all a psychological weapon of torture that builds frustration until depression sets in, but somehow the spirit and the will to continue remains in a few. For Dwight, he had that spirit no matter what he did that placed him on death row and with that spirit he changed other's lives who rot like living corpse in the

system's graveyard. 'I know it's not easy Youngster,' he would say. 'But nobody said life was easy. Take each day for what it's worth and as long as you can see a light at the end of the road, let that be the strength that guides you,' were the last words he ever said to me tearfully as he said his final good-byes. I dare not to explain what that means to me, as I guess he said it to me so I can find my own strength that sustains me through the years that have passed and probably the years to come. I have never forsaken my principles or the things that I value most in life — like my family, so more than likely that love and one day entering heavens gates, is what tomorrow really is when it comes."

Nanon Williams was sentenced to death by the State of Texas when he was 17 years old, under the charge of capital murder. He denies the charge and has spent the last nine years on Death Row.
Source: www.ccadp.org.

After reading the short story *When tomorrow comes* a) think through the questions below; b) discuss the questions below:

- What do you think of Dwight's following sentences?

1. "As the years have gone by, my methods of passing time has changed, but I like to think these new methods will hopefully make me become a better man one day…"

2. "If you judge others how this system has judged you, it will make you no better than those who have condemned you to death!"

3. "In fact, no one belongs here, not on death row. You have rapists, kidnappers, robbers, child molesters and sadistic people who don't give a damn about you. However, you also have caring and compassionate people who have done those very same things, but have found a way to change…"

I.3. Prison harms

I.3.1. Typical prison harms

<u>Prisonization</u>

Prisonization was first described by Clemmer (1940) as a process by which a person adopts the values and moral norms of prison. This is basically an adaptation mechanism that

concludes with integration. During assimilation, the individual or group becomes more and more in contact with the group to which they are forced to adjust to. It begins when the individual enters the prison and learns the language of the prison. Everyone is differentiated to a different extent along the following factors: 1) acceptance of the subordinate role, 2) acceptance of the reality of the prison system, 3) change in new daily activities - eating, sleeping, etc., 4) learning a new language, 5) desire for work. According to Clemmer, the degree of prisonization depends on the quality and quantity of contacts outside, the number of groups of inmates in the prison, the cell mates, and the acceptance of the dogmas and codes of the prison.

Most generally, therefore, it is a matter of a prisoner acquiring prison patterns of behaviour that he/she has been aware of but did not acquire practice in them, and these patterns of behaviour are punishable by law. The other aspect of prisonization is that the detainee also learns from his/her peers methods that promote the effectiveness of the crime and the possibility of escaping control by the authorities ("prison school").

Deprivation

Prison is a distinctly different social environment than free life, and this is also reflected in the fact that detainees have different assets after arrest than before. Classical deprivation affects the following areas:
- freedom as a social activity and feedback,
- autonomy,
- goods, services,
- heterosexual relationship,
- safety.

Stigmatization

In general, identity means social sanctioning (Goffmann, 1961). The released prisoner, after leaving prison, bears the disposition during his social contacts that he/she has once been in prison. To put it simply, the released prisoner will be seen as a released prisoner always, and because the stamp of shame mediated by society will be indelibly on him/her, and he/she will behave accordingly, and not because he/she is expected to do so in certain situations. G. H.

Mead stated that if the community labels an individual as "deviant", the individual will integrate this label into his sense of self.

I.3.2. Brought prison harms

Low SES
SES means socio-economic status. Research (Tittle and Meier, 1991) found an association between SES, group heterogeneity, urbanization, group stability, high crime rate, and racial composition in street groups of young people. There is an obvious link between economic activity and social life. In this way, there is also a link between economic behavior and social status. The most common crimes are against property. This is a consequence of the fact that society does not offer a legitimate opportunity for economically slower, closer social groups (families, gangs).

The detainee's economic potential will be close to zero when he is imprisoned, and since he was usually the breadwinner, the family will not be able to perform as effectively as before, and the head of the family will be burdened with support. From this point of view, the biggest victim of incarceration may seem to be the family, and the woman caring for the family, whose socio-economic status continues to deteriorate. A woman left alone with her children has to take care of her children and her own needs and therefore have to make an alliance with another man, and from this are born tragedies that continue to strike unfortunate people. The childless woman also finds an ally and leaves her partner in no more than a year and a half. These losses further worsen the SES of a man in prison, and we see an increase in the severity of the harm done as a result of incarceration.

Institutionalization
The concept means that the detainee has already been treated in another social or public institution before being imprisoned, has a career in it and is presumed to be treated after his or her release, and the detainee perceives this process in his or her private or close relative.

There may be a different aspect of institutionalization that the ethnographer Comfort (2002) raises: the wives, partners, and children of imprisoned men walk into prison as if it were

"dad's house". In prison, acts take place that would otherwise take place in free life, such as courtship, family celebrations, talking about a child's first day of school, a wedding, and so on. Imprisonment therefore affects not only the detainee but also, indirectly, his wider social environment.

1.3.3. Immanent prison harms

<u>Animalization</u>
Animalization is the act of a person in prison experiencing by some interactive definition that he/she is not a human being, but a living being of a lower rank, that is, an animal.

<u>Bad apple</u>
The concept means that the prisoner feels badly affected by other prisoners.

<u>Detrimentalization</u>
Detrimentalization means personality deteriorating and perceiving it as caused by other ill effects of prison. It is not the same as prisonization, as there the person is criminalized in some way, but in this case it does not happen, but the personality is degraded by the feeling of confinement, the brutality of the peers, the carelessness of the staff, the monotony of the agenda, and so on.

Overpopulation is one of the factors that can severely deteriorate the personality of detainees. Equally strong is the lack of programs, as it is most likely that the detainee would otherwise find himself busy in his free life and would not go into complete passivity, as in some cases he/she is forced into prison.

<u>Alienation</u>
The person perceives himself/herself as part of a machine; alienates from his/her social roles. Anything an individual does is out of character. According to some research (Thomas, 1975), inmates do not necessarily take up prison norms because of deprivation, but rather as a result of alienation, as they can only really identify with them in a given situation.

Hospitalization

The detainee loses his/her independence due to constant care. The prison is a permanent environment; everything is regulated by the guard order, the weekly order, the agenda and the rules, i.e. everything is ground by the prison machine.

Incapacitation

The prison cannot provide employment opportunities, so it does not provide opportunities for work socialization and work experience, i.e. it forces detainees to idle in the "inner world"; and in outside, in the free life, in society he/she is likely to commit further crime. "Unemployment" is one of the most significant forms of imprisonment. The prison system does not activate inmates, i.e., inmate programs are missing.

Incarceration

Incarceration means experiencing the stages that a person who is being prosecuted and detained in a penitentiary institution goes through during the measures. The following phases appear/may appear:

- interception

- arrest

- imprisonment (custody, prison)

- conviction

- movement within the prison system

- relapse (recidivism)

- return (reconviction).

Isolation

Isolation means separation, or that the person becoming aware of that. The basic ideology of imprisonment is that the behavior of a prisoner is harmful to society, so the person should be taken out of free life, locked up behind walls and bars, because society is not interested in it and does not want to come into contact with it. Isolation therefore means social isolation and a lack of information. It is not a coping strategy, but a forced obedience to the definition of deviance in the majority society. But:

1) The prisoner as a citizen is just as much a part of the machinery of society as the police officer who captures him/her, the judge who convicts him/her, and the prison guard who supervises him/her.

2) The prisoner as a person is part of society, he/she has not withdrawn and does not want to withdraw. He/she doesn't feel like an incalculable mentally ill and has no intention of suicide. It is arguable, of course, how mental illness and suicide are linked to the pressure of majority society, but in any case, the imprisonment of a detainee undermines the dignity of at least one person.

3) The prisoner, as a family member, a friend, a lover - that is, a person with a social role - is part of several smaller groups that are also part of the society. These groups do not want to get rid of the inmate, i.e. they do not have the same opinion as the majority society. Their interests are not served by isolation, but by those who are opposed.

4) Isolation of a prisoner may result in further marginalization of members of this group (e.g., a family-maintaining father is imprisoned). Such groups are more frequently observed in social groups with already worse socio-economic status. These communities tend to be segregated in society, meaning they live in a different geographical location than the majority society. These groups can define themselves as being persecuted by society with its laws, media, and actions.

Negativism

Negativism is a bad adaptation that is considered conscious. A person tries to take action against stigma and, in order to maintain his or her balance, presents himself or herself in a negative image by 1) evaluating himself or herself negatively, 2) expressing regret, or 3) making someone else feel bad for him or her.

Reluctance

Reluctance is the perception of the blindness of the staff or a detainee. It may also apply to the perception of the negligence of society in general. Reluctance is a prison harm that is superior to other prison harms; for there must be a prison harm to which reluctance contributes to.

<u>Retribution</u>

Retribution is the general attitude of prison staff towards detainees. The retributive person experiences the tempers of the past in the present on the vulnerable, i.e. the guards "dislike" the prisoners.

FOR FURTHER REFLECTION…

The following interview excerpt concentrates on the prison harms and the general problems of prison:

"It really took a toll on me. Especially that **we are treated like little kids or like animals.** There are a lot of young guards that are **very bossy, or spiteful**, or they believe that we are so. **There is no humanity. I think that it should be taken into account that everyone is an independent human being, person**." (A12)

The deprivation of detainees from autonomy can be clearly seen from the text, which means that in prison the detainee loses his/her independence because the staff dictates everything to him/her. Animalization as well as hospitalization in prison can be seen. The essence of the latter is that the detainee loses his independence as a result of constant care, or at least the prison staff in many cases strives to ensure that their independent decisions (on really important issues) do not appear. Less "scientifically", this process is called infantilization after many, many years of prison experience. As a result, detainees are not able to make their own decisions on even the simplest issues that deeply affect their destiny, and are usually postponed to the extreme because they are afraid of taking responsibility. The phenomenon of retribution is also tangible in the text: the general attitude of the prison staff towards the detainees, which manifests in a negative attitude towards the vulnerable person (detainee). All these are rejected by our interviewee (Csáki-Márton-Mészáros, 2009.) [5]

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[5] Csáki Anikó-Márton Andrea-Mészáros Mercedes: *Fogvatartott drogfogyasztók jellemzői*. [Characteristics of drug users in prison] Bp., 2009. Manuscript

I.4. The four principles of the operation of prisons

1. <u>The principle of violence</u>

Informal groups have a hierarchical structure; the place of the individual in the hierarchy is primarily determined by violence. Prisoners who are stronger, fight better, are placed in higher statuses than the weaker ones. Of course, other factors also contribute to determining an individual's position within the group, e.g. intelligence, social skills, prison experience, prison socialization, severity of crimes committed, etc. (Boros, 1995). The experience is that the effective use of violence is not enough for leadership positions; it also requires good intelligence, social skills and prison experience.

There are two important values in the subcultural values that allow and even require the use of violence in some cases. The first value is power and independence, the content of which is a motivation that encourages detainees to try to get as high a position in the subculture as possible, thereby gaining more power, more independence. High status makes it possible to alleviate the pain of deprivation, allows for a greater share of wealth through exploitation, reduces heterosexual deprivation through sexual violence, provides greater competence, peer control, and positivizes self-esteem.

The other such value is masculinity, which encourages less violence than power, helps to endure the hardships of prison life, prescribes masculine standing in problematic situations, and encourages the help of others. It only requires the use of violence in cases where your own person or friends are attacked.

The principle of violence contributes significantly to the fact that deprivation includes insecurity, which means that any prisoner can be attacked at any time by any of his or her companions for the purpose of possessing material possessions, sexual violence, or simply gaining their status.

2. <u>The principle of exploitation</u>

In a subculture based on violence, behavior is dictated by a system of defined rights and obligations. This means that the higher-status, stronger convict has the right to exploit, the

right to take away the goods of the weaker, or to use sexual violence against them, to give orders, to control them. It is the duty of the low-status inmate to pierce this, to serve the higher-status inmate. Belonging to a subculture is clearly profitable for a high-status inmate, but it is questionable what motivates a low-status inmate to do so, as his or her role is mainly to serve the stronger inmate in all respects.

The answer may be that on the one hand, a high-status prisoner is willing to protect the weaker from external attacks in return for services, and on the other hand, the order and organization of the subculture prescribes clear behaviors for the low-status, thus reducing their insecurity. As a reward for his services, a low-status prisoner can sometimes get extra food or other goods through "bosses, coolers". Last but not least, his loyalty to the subculture evokes approval from his/her peers, giving him/her opportunity to positivize his/her self-image.

If the prisoner does not accept his/her low status and try to "leave" the group, he/she will fall out of defense and even expose himself/herself to attacks, his/her insecurity will increase in various prison situations, and he/she will not be able to get a "premium stuff" and his/her self-esteem will not improve.

The principle of exploitation reduces security deprivation.

3. The principle of solidarity

The principle of solidarity is one of the most important norms for the functioning of the subculture, in the first place of the informal system of values and norms. Solidarity expresses resistance to the prison staff, which, in the opinion of the detainees, is responsible for the deprivation of prison life. Solidarity is the internal norm of prisons, valid only here, not in a free society, or only in certain cases, e.g. against the police.

The harder and more closed the prison system is, the stronger the deprivations are, the stronger the solidarity between the detainees is, which can ultimately increase to disobedience and rebellion. Of course, the opposite is also true, in more open prisons deprivations are weaker, there is a significant reduction or disappearance of solidarity, the relationship between prison staff and the detainee develops, convicts dare to ask for help from the

supervisor, cooperate with the educator/reintegration officer, the "double life" vanishes (or fades).

Solidarity between prisoners helps to restore self-image.

4. The principle of status quo

The principle of status quo means that there is a balance between supervision and detainees, according to which supervisors do not want to intrude on the internal life of the subculture, which is based on violence and exploitation; in return the prisoners tidy up, they go to work, they keep their cells and hallways clean, they report regularly when they are inspected. They do not put the supervisor in an awkward position in front of his superiors by having a mess in the cell or treating him with disrespect. And the superintendent does not literally demand that prison rules be enforced; he/she turns a blind eye to minor irregularities, in some cases letting the offender be punished by his peers according to the internal rules of the subculture. This requires a flexible, adaptive attitude where achieving the goal is important, not the literal accountability of the rules.

The principle of the status quo helps to maintain balance in prison, helps prisoners to operate the subculture in calm conditions, helps supervision because the prison is working, imprisonment is being carried out - in relative calm.

FOR FURTHER REFLECTION…

Which prion harm or prison operation principle can be observed in the following interview excerpts?

"We start the day with the morning news. (What does that mean?) We watch TV. Every day it's News TV and morning news programmes. They start at 6 – 6:30. After that, a coffee with the cellmates, getting up, a little washing up. (How do you manage the coffee?) We have a kettle and usually we buy coffee together. We don't discriminate because we are good friends. Then we wait for breakfast. After breakfast we might play a game of chess and then we can go for a walk. We walk for an hour, either walking around or sunbathing a bit, or as much

as we can if the sun is shining. (What time is this walk?) Around 9:30. After the walk we have another coffee to pass the time. We turn on the TV to see if there's a good show on, or play a few games of chess again. Then some of us go to bed, some of us do puzzles, like me. I've just taken some books out of the library and I'm studying them. (What book did you take out?) About juidical correction and another book like that. I was really interested in psychology, but there was no such book downstairs, so I searched for something similar." (A4)

"(How is your relationship with the other inmates?) Inside the cell, it's good. Minor arguements are everywhere, but they can be eliminated. Outside, in the corridor I don't really care about anyone ... I leave everybody alone and they leave me alone." (A6)

"(How is your relationship with the other inmates?) Good. I find a three-step distance with everyone." (B6)

"If you have a brain, you fill your days. I get up in the morning - I'm in a cell for 6 people - 3 people go to work early in the morning. The rest of us start cleaning up after that, then coffee, inspection, breakfast, then watching video channels. We are scheduled for the whole day." (B15)

"It's good with the prison guards. We're not on different sides, we're on the same side, but that's their job... if the prisoner is like that, they'll allow more things. They like the rogues[6] better than the rats[7]. As the rats not only snitching about the inmates, but about the guards as well. They don't like that. If nobody picks on them, they don't pick on anybody. They regularly talk to us, fool around, have fun with us..." (SK6)

"Varying. Some saw us as human beings and others just as prisoners. This also determined my attitude towards them." (SZ7)

"My husband and I once had a home visitation[8] but that upset me even more. We got half an hour, plexiglass, phone, and when it was over we couldn't touch each other. I'm very scared that we will grow apart during this long period." (K4)

"Q: What are the situations you fear the most or are most worried about after your release?

Maybe a relationship that is serious. I would be afraid to get into that. Because here people are deprived of a basic biological need. I'm not making this up, it's real. To deprive people of that, I don't think that's fair." (K5)

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[6] 1. Prisoners generally. 2. *Here*: tough prisoners.

[7] A prisoner who provides information to prison staff about other inmates in return for payment. One of the most important prison maxims is snitch prohibition, i.e. the rat/snitch is unwanted and hated by other prisoners and in their value system.

[8] If the convicted person's relative is also serving a custodial sentence or is in pre-trial detention, they can meet each other in a so-called home visitation. A "home visitation" is a meeting between the prisoner and his/her family member who is also in prison, while a regular visitation is for visitors who aren't serving their sentence.

"I didn't work in prison because there was no work that I found meaningful (e.g. broom making, ball sewing). I wasn't going to ruin myself for 5,000 forints. These jobs are only good for hurting your hands. Since I quit cigarettes and coffee, I didn't need much money. One either works in prison for the money or for boredom." (SZ4)

I.5. Methods, communication – helping work in prison

Our basic principles are: **person-centredness, each person/human being is a value in himself/herself, self-acceptance, listening to each other, acceptance, trust, openness, honesty, love; helping the development of an independent, viable personality**. Support is provided starting from the individual person. Our aim is to help people develop independent life projects and life plans through a synergy of supportive and educational elements. The aim is to help the development of a rational, conscious and adult personality with emotional life and human relationships.

Our work is characterised by a **bottom-up approach**, **responding to the needs of the target group, person-centredness**, and **providing an appropriate atmosphere** to formulate and address problems. The *key factors* are: partnership, human relations and communication between clients and professionals; a non-punitive approach and attitude; clear goals and expectations between clients and professionals. *Staff practice - factors*: ability to listen; ability to accept; recognise and appreciate clients' experiences; authenticity; non-punitive attitude; knowledge and information about prisons, minority and subcultural world; working without prejudice and preconceptions; the staff's self-awareness, constant and conscious development of their own personality.

Our work is not focused on one method, but on a wide repertoire of **methodologies** according to the needs of the individual and person-centredness: individual care, group work, **learning/education**, constant and continuous communication, "open door, open house" method, **training**, "pollination", formulation of self-help skills and other conflict management techniques (e.g. face-to-face, mediation, etc.).

I.5.1. Practical questions in helping work, helper-helped relationship

There are some important written-unwritten operating principles that define our relations and communication with prisoners and released prisoners.

1. The helper always has to stand by the client.

2. Helping conversations also require some distance. The helper cannot identify fully with the client, because then he/she actually moves away from the client, since from then on he/she starts to deal with himself/herself, not the client or the problems of the client. Confusing the boundaries between helper and helped is dangerous in several ways, including that the helper cannot support the client properly and effectively.

3. The helper shows his/her boundaries accurately and constantly, communicating them visibly to the client. Getting close is important, but getting too close is difficult to maintain and operate, partly because it can lead to intimate sphere crossings and the resulting disruption for both parties. Being close enough to the other, but not yet too close, is a delicate balance, the task of finding and maintaining it is for the helper.

4. One of the most important goals of a helping relationship is for the other to talk, to have the opportunity to raise questions and concerns. The helper should be wary of labeling at first, as every problem undergoes a qualitative change simply because it has been verbalized and from the fact that the person who approached us had the opportunity to formulate or to talk out what has been oppressed. What matters is not (especially in the beginning) what the helper is curious about, but what the other wants to say. The client knows his own problems much better, so he/she will tell him what is important to him/her, so it should be important to us as well.

5. You only start talking when you find someone to listen to. Being able to listen is one of the most difficult tasks in helping work. The ability to listen is not a passive activity, but an understanding, active listening that encourages the other to boldly say and accept what is important or problematic for them.

6. It is very important to create the right atmosphere, which is also the job of the helper. The right atmosphere means that the client feels/can feel as safe as possible, and this atmosphere is suitable for formulating or can formulate his/her questions and problems.

7. During the helping relationship, it is important that the helper does not become morally upset about what he/she has heard. This is true even if you become aware of

something that is very shocking. The helper must behave without prejudice, or at least strive to do so, in all situations (this also means that each helper must be aware of his or her own prejudices and be able to handle this). In all situations, the helper must overcome his or her personal feelings, perhaps his or her resentments or his tactless curiosity. Everything or anything can happen in any situation - this is a valid item for a helping conversation.

8. The helper does not take part in power struggles. He/she knows the possibilities of misunderstandings and pitfalls in conversations. He/she knows that the complaints mentioned by the detainee are desperate signs of an internally wounded person. The task is not to get involved in this on the level of facts, but the task is to help in finding a solution.

9. The helper must not be in the service of a foreign interest. The helper can help in communication between people, can mediate between two people in the right ways, but can't act e.g. representing the interests of prison headquarters. Of course, in the same way, he/she does not uncritically represent the interests of his/her client before others.

10. The helper should be aware that the issues first mentioned in the conversation are usually not the most important and not the most substantial. Therefore, the helper should unequivocally indicate to the client whether he or she is willing to have further, deeper conversations with him or her.

11. It is important to unwaveringly remain silent to others about what the detainee has been talking about in confidence - this should be taken for granted. It is very important that our clients find that nothing is used against them, that third or fourth people never tell us about their lives, their mistakes and failures, and other confidential things, although this was certainly not easy for them at first.

12. Humor is often healing, as is laughter. It can and should be applied, of course, being careful not to make fun of the client or be cynical.

13. In the work of a helper, we believe that it is essential for the helper to love life and people in general.

I.5.2. Assitance in obtaining a job. Barriers to employment and finding a job for the target group

In our society, work is identified with jobs, with employment, with the activity providing income. Work is an activity that is a socially accepted way and means of satisfying human needs. We speak of a necessity when the activity is mechanical, monotonous, inappropriate to the individual's ideas and abilities, and work is motivated by the need to make a living. Regardless of motivation, it is capable of providing the basis for the individual's needs and his or her relationship with society.

Work is important for all people because:
- the lack of it can make you ill (no meaningful time structure, feeling of "uselessness" in the unemployed individual);
- income from work provides material goods;
- it provides one's social connections (human relationships);
- it is a possible way of self-fulfillment;
- it stimulates the person's development (motivates continuous achievement in physical, intellectual and social terms);
- the occupational role is an essential part of an individual's self-definition, identity, which significantly influences his/her social and economic position in society.

One of the most important parts of preventing recividism is helping people to get into work, to find a job. The following summarises the barriers and opportunities for doing so.[9]

BARRIERS

- lack of qualifications
- self-assertion in a non-formal way
- conflict management problems
- socialization problems

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[9] Csáki Anikó-Mészáros Mercedes: HEFOP 2.3.2: *Fejlesztésközpontú alternatív munkaerő-piaci szolgáltatások. Fogvatartásból szabadult fiatalok társadalmi és munkaerő-piaci (re)integrációs esélyeinek növelése.* [Development-oriented alternative labour market services. Increasing the social and labour market (re)integration chances of young people released from detention] Budapest., 2009. Manuscript. The chapter was compiled based on this study.

- isolation

- lack of information

- adverse effects of prison socialization

- reinforcement of anti-socialization norms

- prejudices

- lack of social network

- lack of sheltered work

- lack of halfway houses and other accommodation possibilities (housing problems)

- Roma origin

- lack of motivation

- low frustration tolerance level (inability to delay, wait for desires to be met, e.g. use a job as a stepping stone)

- lack of planning, systemic thinking, future orientation, long-term thinking

- unrealistic expectations from the client group:

  o they want to be leaders in their workplace

  o starting their own business

  o unrealistically high - unattainable – salary expectations

  o the ways of earning money imagined by them is not accepted by the majority of society.

In our experience, it is often the case that people who have been released from prison take a job and work, but **it is not worth it** for them to work with a work contract (lack of future orientation). The reasons for this are:

- they get a higher salary "here and now"

- there is a real problem in providing for physical needs, so it was necessary to get a relatively quick source of money (after release, even in an optimal case, one has to wait for at least a month after finding a job for the first salary)

- because of his or her crime, he or she is sentenced to a fine that is almost impossible to meet, so it is better for his or her livelihood if he or she is employed without a work contract.

K. Cs. is a 44-year-old man who contacted the Foundation in July 2007. At the time, Cs. and his family - his wife and his 8-year-old daughter - were living with his mother-in-law, but the family could only stay temporarily, as the tiny apartment was crowded with 10 people. The Cs. family was expecting their second child

in August. Cs. asked the Foundation to help him find work and accommodation, but at the same time he worked in the black market, making drawings for a tattoo parlour, which was not a bad income, earning over HUF 100,000 (without taxes) per month. Since the family's livelihood from tattooing was relatively secure, Cs. did not want to take "any job for any amount", he thought he could choose, looking for a night job as a driver, one that would earn him at least HUF 100,000 after tax per month. However, he thought that because of his Roma origin he would not be hired for such a job, so he did not apply for jobs that would have been suitable for him. After a few weeks, he started thinking about starting his own tattoo business, and to make it happen he took actual steps: he bought a tattoo machine, had a flyer made, and looked for an accountant.

After the family's accommodation problem was solved - a temporary hostel was found for the whole family - Cs. broke off contact with the Foundation and stopped contacting us.

P.T., a 35-year-old woman, found a job in a factory, 2 shifts, minimum wage, about 2 months after her release - after checking several job offers. After about a month she went on sick leave because, she said, she was no longer able to go to work. On the one hand, she was physically tired, as she had to lift boxes weighing 8-10 kgs a lot, and on the other hand, she found the atmosphere at work terrible: her boss spoke to them in a degrading and inhuman way, constantly threatening to fire them. The standard was very difficult to achieve, and there was little time to rest at work. The working conditions and atmosphere made her vomit regularly and she took sedatives. T. worked there for about 1.5 months and then resigned, but with no other job options, the only job available was seasonal agricultural work, which was undeclared, but could earn HUF 90,000 per month (tax-free). This was more than the minimum wage. Since their house needed renovation and T. had previously accumulated National Tax and Customs Administration debts, the higher salary was definitely more attractive to her than a lower-paid but still declared job. In addition, her partner was also working for minimum wage.

P.H., a 32-year-old woman, started working immediately after her release and was allowed to continue working at her previous job. She was sued for embezzlement by a Hungarian service provider, and together with four other accomplices was found to owe around HUF 70-80 million. Their flat, because it was partly in H.'s name, was seized as a debt. In addition, H. had a previous loan debt and a large unpaid bill with a telephone company. After her release, H. found herself haunted by her previous "businesses" and, although she wanted to change her previous lifestyle, it was almost impossible for her to do so while still being able to make a living. For months H. worked very long hours, often at night, with little time off. However, she had very little left from her monthly salary of about HUF 120,000, and only HUF 10,000-20,000 to pay off debts and maintain her home. She lived with her mother in a one-room apartment of 40 sqm; in other words, her overall situation was hopeless, she was often in a bad mood and was increasingly fed up with everything. When she was informed by the executor that up to 33% of her salary would be blocked to pay off her debts, she decided to leave Hungary and go to Western Europe to look for work and try to make ends meet there.

Strengths and weaknesses of the target group from a labour market perspective

Strengths	Weaknesses
- practicality *(Tasks and jobs where you have to "make something out of nothing". During detention, many objects and possiblities are prohibited, so prisoners can cook using only two wires - no exercise machines, they develop exercise equipment, etc. - link to creativity.)* - overcontrol (in the case of people with long sentences) *(Over long years they learn to control their feelings, emotions. They are well suited to jobs where this is or could be very necessary.)* - strong tolerance of monotony (in the case of people with long sentences) *(Prison life is extremely monotonous. It is also security for them. Therefore they develop a strong monotony tolerance - so jobs where this is necessary, suitable for them, they can handle them well.)* - precision (in the case of people with long sentences) *(A certain degree of "compulsiveness" also develops during the long years in prison. Jobs where extreme precision is required are also suitable for them.)* - advocacy skills *(Advocacy, manipulation, communication are the basis of a criminal's career.)* - special knowledge, skills *(E.g. security instruments or other special knowledge necessary to commit and prevent crime: property fraud, car break-ins, burglaries, etc.)* - systemic thinking and creativity *(Essential for committing certain crimes; or for women, who were mainly involved in caring for several children and running a household.)* - communication (manipulation) skills	- low tolerance for rules and commitments - a strong tendency to avoid failing (even giving up good opportunities quickly just not to fail) - high degree of prejudice - low planning and decision-making skills - low and exaggerated self-esteem, together (unrealistic self-image, self-awareness and self-evaluation) - lack of a broad, mobile network of contacts (they are virtually excluded from the hidden labour market) - high adaptability skill - not representing their interests if they want to change their previous criminal lifestyle

- speed; quick reaction *(This is essential in certain situations. However, it is also not always well thought through.)* Further tips for employers to "win over" the target group: - do not look weak - be nice, confident and knowledgeable together - non-patronising communication, style - firm, clear instructions and boundaries, consequences (playing these is the main hobby of released people) - knowledge on the subculture, the prison world - naivety – is a no-go for the employer, this can be very negative in the eyes of the target group	

Movie recommendations

The Shawshank Redemption (1994) Directed by Frank Darabont

Dead Man Walking (1995) Directed by Tim Robbins

Yamakasi – Les Samouraïs des temps modernes (2001) Directed by Ariel Zeitoun

Camping à la ferme (2005). Directed by Jean-Pierre Sinapi

Gone Baby Gone (2007) Directed by Ben Affleck

We Need to Talk About Kevin (2011) Directed by Lynne Ramsay

Wild Roots (2021): Directed by Kis Hajni

II. Possibilities of employing ex-detainees in the ecotourism system

Udruženje Gradjana Ostorka

András Ricz, Izabel Lanji Hnis

II.1. Preface

The ecotourism system offers many opportunities for employment, regardless of gender, education and age. One of the most difficult tasks for prisoners (who face many challenges in everyday life after their release) is to find a job suitable for their skills and qualifications and to keep it long-term.

Ecotourism can also be an opportunity to reintegrate into society for those who do not have a primary focus on metropolitan life or who have the skills or the foundations that will make them generally suitable for work and possibly for future entrepreneurship.

In the following, we have summarized all the basic information that is important from the point of view of ecotourism and other tourism branches closely related to it, we have defined ecotourism, and interpreted it on a systemic level with regard to the European Union, Hungary and Serbia. We have summarized the opportunities that ecotourism and related activities offer to our target group, and we have also expanded on the different types of ecotourism. Based on all of this, we have set up the education, training and business framework that is necessary for someone to find a position in the ecotourism service industry, in a full-time or part-time position, or start a business in this field. Closely related to this, we also examined the necessary motivational background in a long-term perspective in order to ensure that the target group obtains a secure employment opportunity, but also that the service portfolio is of constant quality.

By summarizing all these topics, at the end of our work, we developed a package of recommendations necessary for the effective employment of the project's target group, which, if implemented, can be used to move forward after the theoretical processing of the topic in the direction of practical implementation.

II.2. Theoretical definition of ecotourism, concepts

Ecotourism is a complex concept, a form of recreation that relates to the relationship between guest/visitor traffic and the environment and includes sustainable tourism. In the literature, several definitions characterize this tourism branch, taking into account different aspects.

1.   **International Union for Conservation of Nature (IUCN) definition**[10]:

"Environmentally responsible visiting of relatively unspoilt natural areas, in order to enjoy and appreciate nature (and any accompanying cultural features - both past and present), that promotes conservation, has low negative visitor impact, and provides for beneficially active socio-economic involvement of local populations". (Hector Ceballos-Lascurain, Tourism, Ecotourism and Protected Areas, IUCN, 1996).

2. **The International Ecotourism Society definition**[11]:

„Ecotourism is now defined as "responsible" travel to natural areas that conserves the environment, sustains the well-being of the local people, and involves interpretation and education". Education is meant to be inclusive of both staff and guests.

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[10]https://en.wikipedia.org/wiki/International_Union_for_Conservation_of_Nature
[11]https://ecotourism.org/what-is-ecotourism/

Principles of Ecotourism

Ecotourism is about uniting conservation, communities, and sustainable travel. This means that those who implement, participate in and market ecotourism activities should adopt the following ecotourism principles:

- Minimize physical, social, behavioral, and psychological impacts
- Build environmental and cultural awareness and respect
- Provide positive experiences for both visitors and hosts
- Provide direct financial benefits for conservation
- Generate financial benefits for both local people and private industries
- Deliver memorable interpretative experiences to visitors that help raise sensitivity to host countries' political, environmental, and social climates
- Design, construct and operate low-impact facilities
- Recognize the rights and spiritual beliefs of the Indigenous People in your community and work in partnership with them to create empowerment

3. **The definition used by the Hungarian Ministry of Environment and Water (operated between 2002 and 2010)**[12]:

Ecotourism offers a complex solution for managers of protected natural areas to keep visitor traffic within a controlled framework, so that local communities, in addition to nature conservation organizations, can benefit from the benefits of the developments to the mutual satisfaction of the parties. (...) ecotourism means both a general concept and a perspective. As a collective term, it means the different forms of tourism that are based on the sustainable use of natural-biological resources within the carrying capacity of the given ecosystem. Ecotourism also means an approach that aims to make all forms of tourism sustainable, so that tourism contributes to the preservation or restoration of the ecosystem and does not have negative effects on natural and cultural resources.

All the definitions presented have common points that basically define ecotourism and summarize the following concept:

- directed to natural areas
- a complex concept, much more than a nature walk
- contributes to the preservation of local values
- minimizes the negative environmental, social and cultural impacts of tourists and

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[12]https://en.wikipedia.org/wiki/Ministry_of_Environment_and_Water_(Hungary)

enhances the positive impacts

Ecotourism and nature tourism are different. Both concepts are related to nature, but they are not the same. Ecotourism and nature tourism include visiting natural attractions.

Ecotourism is responsible travel that is concerned with preserving the environment and respecting the culture of the local human community.

Nature tourism is any trip with a focus on natural areas. However, nature tourism is only a trip to picturesque locations, to enjoy the beauty of nature. Nature tourism includes natural attractions aimed at visiting geographical or biological features that have a special attraction in the tourism market. The intentions and activities of nature tourism differ from ecotourism. Nature conservation and the effort to minimize use are not related to nature tourism. Thus, tourists who visit these places do not pay attention to nature conservation.

Both belong to the tourism sector, common natural attractions: forests, rivers, lakes, sand and loess ridges, beaches, caves and rocks, as well as the observation of unique flora and fauna in these places (birds, reptiles and autochthonous plants). Some natural attractions may be close to cities, while some others are far. At the same time, connecting landscapes from cities to protected areas are also interesting for tourism.

Another key concept of the topic is **sustainable tourism**. Sustainable tourism is an economic branch that has a minimal impact on the environment and local culture, while promoting income generation, creating new jobs and protecting local ecosystems. It is about responsible tourism, which has a direct relationship and positive impact on the natural and cultural heritage. This enables the renewal of resources used in a natural way.

II.3. Additional basic concepts of the topic

Ecological footprint: human impact on the biosphere, the Earth. The ecological footprint is a value used in resource management and social planning, which expresses how much land and water a human society needs to sustain itself and to absorb the produced waste with a given level of technological development.

Environmental awareness: a form of behavior that prompts the individual to behave responsibly in the implementation of tasks serving the sustainability of the livable environment, as well as in the preservation of natural values.

Greeters: in tourism, are local residents and volunteers, regardless of occupation, age, or gender, who act as tour guides, in urban environments or in nature, because they know all the characteristics and interesting features of the given area. They are not certified tour guides; they do not take a special exam according to the laws of the country in question. They do not lead tourists according to a predetermined plan and program like tour guides. They have extra free time, they adapt to the wishes of tourists. Tourists can get to know interesting details and anecdotes, they can show places that the tour guides do not show. They often have similar interests as tourists. They do not charge for their work, but tourists can "reward" them for their efforts.

Rangers: are modern nature conservation guards in tourism today, most often in nature protected units, who can be foresters and hunters at the same time. They are most often employed by public companies that manage protected natural values. They go around the area, collect garbage, and check people's safety and the biodiversity. They have all-terrain vehicles and the necessary equipment. The word has many other historical meanings.

Animator: in tourism, is the person who plans and executes leisure programs related to sports-recreation, entertainment and cultural-social content for tourists.

II.4. The system of ecotourism in the EU, Hungary and Serbia

In the member states of the European Union, ecotourism has been developing very stably for years. In this aspect of tourism, the infrastructure (buildings, roads, information signal systems also within protected natural areas and nature parks) is constantly developing, and in addition to all this, a very wide range of services for visitors has been developed.

The European Union strategy adopted in 2021 defines ecotourism and identifies the new trends in which ecotourism is highlighted as a separate sector.

The development of the EU Strategy for Sustainable Tourism (2020/2038(INI)) was necessary because:

A. Tourism is a comprehensive economic activity that has a significant impact on the environment and the climate, as well as on the economy of the Union as a whole, in particular on the economic growth, employment, social and sustainable development of the regions.

B. In the field of tourism, new trends have emerged mainly thanks to digitalization and the development of alternative forms of tourism such as ecotourism, agro- and village tourism, and health tourism.

The role of time spent in nature is very important for tourists, families, various associations and club members. This demand stimulates the development of a nature-centered way of thinking, environmental, nature and habitat protection, as well as the protection of various

animal and plant species. For this to happen, the first step is to generate interest. In order to protect a particular animal, plant or habitat, one must admire its beauty and learn about its values. The true experience of nature and its recharging capacity can only be truly experienced through direct experience.

A significant number of tourists call themselves eco tourists/green tourists. Eco tourists have their own characteristics. Eco tourists usually have higher education and income, and are typically residents of developed countries. The issue of environmental awareness mostly concerns the middle-aged population (over 35 years old), but nowadays whole families are also oriented towards ecotourism.

Eco tourists are characterized by exploring nature, hiking, and observing flora and fauna. It can be noticed that the characteristics of hard ecotourism appear among tourists when they visit the wildlife, but comfortable accommodation and delicious food are important to them, which can be classified as soft ecotourism. They protect nature, but they also like minimal comfort and cleanliness.

←	*The Ecotourism Spectrum*	→
HARD **(Active, Deep)**		**SOFT** **(Passive, Shallow)**
↓		↓
Strong environmental commitment		Moderate environmental commitment
Enhancive sustainability		Steady state sustainability
Specialised trips		Multi-purpose trips
Long trips		Short trips
Small groups		Larger groups
Physically active		Physically passive
Physical challenge		Physical comfort
Few if any services expected		Service expected
Emphasis on personal experience		Emphasis on interpretation
Make own travel arrangements		Rely on travel agents/tour operators

Characteristics of hard and soft ecotourism. Source: Weaver and Lawton (2002),

https://www.researchgate.net

Ecotourism could be a strategic sector for Hungary and all landlocked Central European countries, as sustainable tourism is experiencing a renaissance in Western Europe and the region as well. The aforementioned EU strategy includes the development of small regions, employment of the local population, vulnerable target groups of the population at the local level, preservation of traditional knowledge and skills, local agricultural production and business related to nature.

Tourist group types, creating demand within the framework of ecotourism:

- *Occasional eco tourists***:** during their trip they usually visit natural attractions and behave as ecotourism expects of them. They are characterized by experience orientation.

- *Active eco tourists***:** their goal is to play sports and engage in activities in nature, during which they also learn about the environment. Environmentally conscious, responsible travelers looking for authentic values and experiences.

- *Committed eco tourists***:** during their trip they want to actively contribute to the preservation of natural and cultural values. Their main goal is to visit the given natural value and learn about the specifics of the place. Minimizing negative environmental impacts is important to them.

By the end of the 20th century, it became obvious that mass tourism was not sustainable and had negative social and environmental effects. Other forms of travel had to be sought, one of which is ecotourism, the positive feature of which is that by opening visitor centers and nature exhibition sites, it can employ many locals, thus reducing unemployment and supporting the local economy.

EU policy makers have developed a system of four indicators that can be used to measure the results of ecotourism and sustainable tourism:

1. **Economic indicators**:
   - Seasonal nature of tourist traffic
   - Utilization of accommodation capacities
   - Coefficient of local tourism growth

2. **Tourist satisfaction indicators:**
   - Repeated visits by tourists to a tourist center or destination

3. **Cultural indicators:**
   - The ratio of accommodation capacity to the number of the local population
   - Intensity of tourism

4. Social indicators

- Participation of tourism in the local net social product
- Independence of the local tourism industry.

"Human beings are at the centre of concerns for sustainable development. They are entitled to a healthy and productive life in harmony with nature." (Rio Declaration), the basic principles of which are:

➢ integration of environmental issues into development policies;

➢ internalization of environmental costs, the polluter/user pays,

➢ the participation of all social stakeholders in decision-making, through processes, consultations and dialogues, as well as the creation of partnerships,

➢ access to necessary services and financial resources, meeting basic needs.

These principles and indicators are part of a tourism model that enables a responsible relationship with nature and local communities.

Advantages and benefits of ecotourism:

✓ limits the number of visitors and private vehicles,

✓ stimulates activities without disturbing effects,

✓ creates sustainable infrastructure,

✓ stimulates the creation of new jobs and the revitalization of local economies (rangers, foresters, veterinarians, tourism providers, local artisans employed on a permanent and casual basis)

Ecotourism, as a specific market niche and as part of the broader concept of sustainable tourism, is a responsible form of travel in the area of natural and cultural values that supports the well-being of the local population. Serbia's tourism offer is based on the diversity of natural and other resources, the preservation of the natural environment, the wealth of cultural and historical monuments, and the hospitality and friendliness of the population. Adopting the concept of sustainable development and management of ecotourism, using the experiences of other countries, can contribute to the proper positioning of Serbia as an ecotourism destination in the international tourism market.

One of the basic competitive advantages of the development of tourism in Serbia is the well-preserved nature. The diversity of natural resources, sustainable tourism developments, and a consistent and long-term approach to achieve sustainability together result in the development of ecotourism. The country has 418 natural resources - 5 protected national parks; 19 nature parks; 9 areas endowed with exceptional properties; 71 nature conservation areas; there are 322 natural attractions and 45 natural attractions with historical and cultural features.

In addition, 215 plant and 427 animal species are protected for various reasons, all of which can be the basis of ecotourism in the country.

Possibilities of ecotourism regarding the target group of the project

The target group of the project is people sentenced to imprisonment, who after their release have to deal with a significant number of problems in the process of reintegration into everyday life. Getting a job and reintegrating into the world of work involves many obstacles and difficulties. Contact with nature during work can help these people a lot. Ecotourism is a branch of tourism that offers many opportunities, as there are employment opportunities for those who do not have a profession or do not want/cannot find a job after release. In ecotourism there is a relative lack of jobs, especially in less populated, small-village areas considered economically disadvantaged.

Some employment opportunities for the target group:
- Nature parks, protected areas, parks
- Viewpoints, visitor centers
- Eco-campsites, sports facilities, nature conservation areas
- Green hotels and village accommodations
- Locations for the maintenance and construction of communal infrastructure
- Control and protection services
- Venues for local production and processing of vegetables, fruit, herbs, forest fruits, honey, flowers
- Animal care
- Local and traditional crafts
- Employment in small shops and markets
- Production of ecological gifts
- Briquette, pellet production

- Waste collection and sorting

- Ecotourism scenes of related additional services

"Ecotourism can provide a solution for many areas where no economic sector can be created apart from tourism, and its survival can only be attributed to this type of tourism. If ecotourism takes hold in these areas and the infrastructure develops, tourists will increase the development of local traditional economic activities by consuming local products, thus keeping them alive." (Zoltán Kelemen: Ökoturizmus [Ecotourism]).

The interests of local communities include profit orientation and the need to cover costs (the costs must be covered by the income from tourists), but part of the income can also be used for the development and preservation of protected natural areas.

"The favorable economic effects of tourism-ecotourism can be the following (Puczkó - Rácz: The effects of tourism, pg. 201):
- job creation
- service expansion
- support of traditional activities
- regional development
- involvement of external sources
- multiplier effect
- infrastructure development
- taxes, increase in sales revenue
- structural changes in the economy."

The listed effects require a lot of human/living labor, which favors the employment opportunities of the target group. The members of the target group - whether with or without professional knowledge - can find work useful for them and for the community.

Not all undeveloped areas are ideal for ecotourism developments. An undeveloped area does not always have to be ecological, but it is possible to develop ecotourism with investment in undeveloped areas, which can ensure benefits and prosperity. Village tourism is not ecotourism, but its individual elements help ecotourism. New jobs are needed for such areas, as for all new investments. Many jobs can be found in such areas as well. Village tourism can

primarily create jobs until ecotourism is fully developed in the given micro-region. Ecotourism does not have to be limited to a relatively undisturbed natural environment, because it can also take place in culturally modified landscape(s).

Ecotourism stimulates the creation of jobs among the local population, and the employment of the target group can also be included in the operation of local small businesses, such as:
- Grocery stores and other craft businesses owned by local residents
- Development of accommodation options - hotels, restaurants and other businesses owned by local residents
- Businesses that provide clean public facilities used by both tourists and local residents, such as public showers and toilets
- Businesses that organize local festivals and events and thus promote their cultural heritage
- Businesses that create destinations for outdoor recreation - bicycle paths, forest paths, which are used by the local population and, of course, by tourists

4. Branches of ecotourism

Branches of ecotourism

→ Green hotels, eco houses

→ Active tourism

→ Research tourism

→ Event tourism

→ Organic farming

→ Monitoring biological diversity
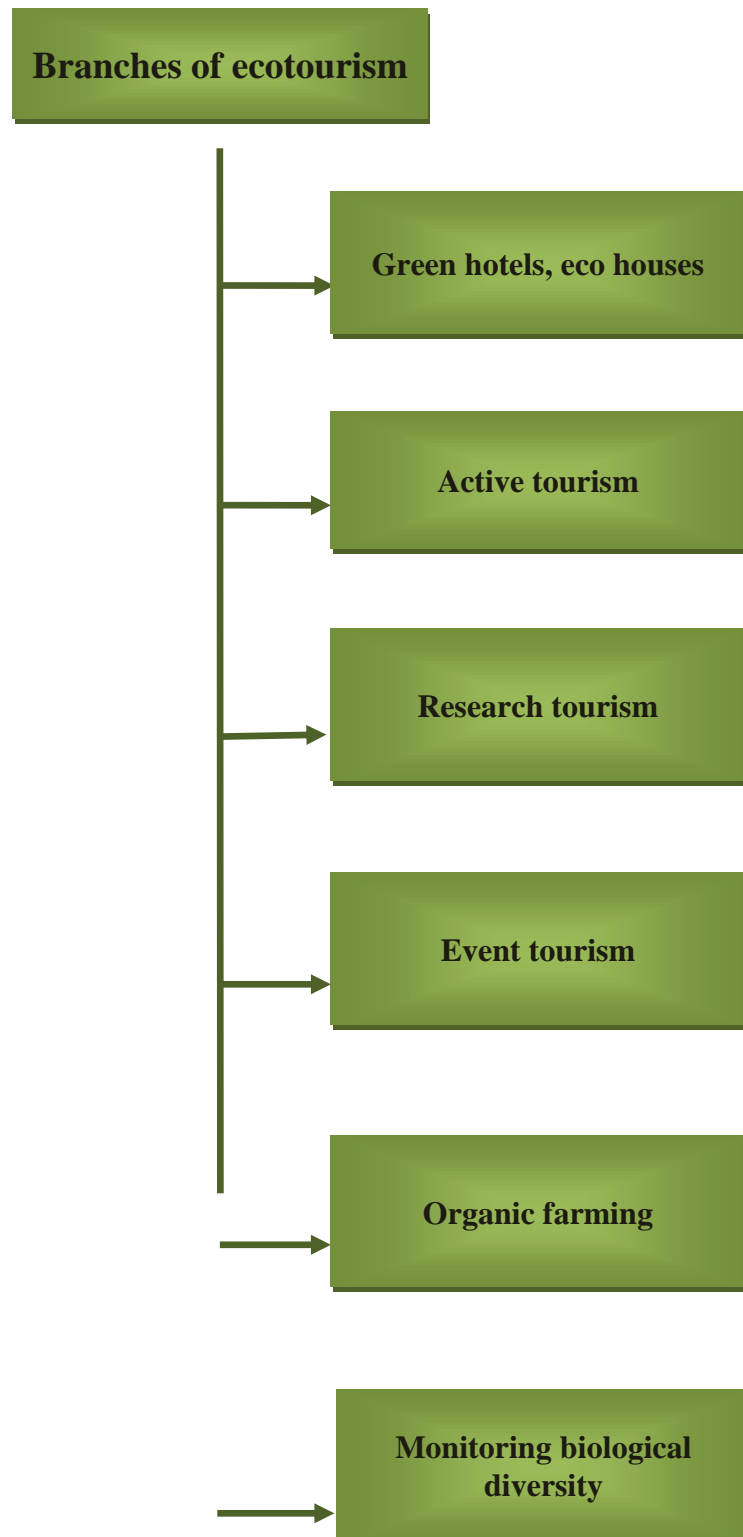
Ecotourism has many points of contact with other types of tourism, but also with other areas and sectors of the economy, such as catering, village tourism, agro tourism, ecology, transport, agriculture, clean energy use - and quite a few more. Many types of tourism have developed based on the principles of ecotourism, such as green hotels, chalets and rest houses. In this area, minimal energy is used, both for public utilities and machinery. The equipment of each object is designed in such a way that it follows environmental protection guidelines. Natural, locally produced/manufactured raw materials are used to generate energy. The resulting communal waste is reduced to a minimum, sorted, and where possible, household items are also made from recycled materials.

Active tourism recognized the recreational opportunities in protected natural treasures, parks, forests, meadows and other natural environments, partly in keeping up with the requirements of health preservation in harmony with nature, and partly in compliance with the requirements of minimal environmental impact. The rules and principles of ecotourism are particularly strict in this type of tourism. All equipment accompanying active tourism must be made of natural materials, which can be used reliably and safely, and which require continuous, efficient maintenance due to increased use.

The demonstration ecotourism is part of the local milieu, where gastronomy and traditional products are marketed, with a specific cultural and entertainment program. Everything takes place in nature - on a river bank, a lake shore, a forest clearing, in a cave, - concerts, theater shows and other performances can be additional parts of these elements.

Consumers often combine the types of tourism: demonstrating and active ecotourism - cycling in the forest, orientation and the discovery of biodiversity, but in all cases the emphasis on ecotourism principles and rules of conduct is of utmost importance. Ecotourism has its own set of ethics and rules of conduct that define the tourist, whether he/she is an eco tourist or just an ordinary recreationalist who walks in nature and has no interest in preserving it.

For organic production, areas bordering protected natural areas are ideal, as it is necessary that these areas be protected, to be surrounded by a so-called buffer zone, after which agricultural production can be carried out, but not of a classical nature, but of a special kind of production that preserves the diversity of biodiversity. Such can be those that preserve the animal world (for example: growing coffee in the shade to preserve birds; which is therefore

much more expensive than classically grown coffee/, preserves flora /grasses and flowers are not eradicated from the soil/, the related procedure e.g. soil treatment with biological fertilizer). The aspiration is to obtain nutritionally valuable products, without the production exhausting and polluting the soil. Many eco tourists are happy to participate in this kind of work. This can also be picking herbs, collecting seeds, mowing. Organic production can be further developed into agricultural tourism, which comprehensively rounds out the tourist offer (integrated tourist product). This includes accommodation rentals, gastronomy and the entire ecotourism offer. With this method, we can organize agricultural ecotourism on a farm or in a village.

The most common branch of ecotourism is observing biodiversity:

- Bird watching

- Photo safari

- Dissemination of information on the rarities of biological diversity, image and video galleries on the Internet

- Observation of insects and butterflies

- Observation of animals and their behavior

- Studying and recording plants

- Drawing and painting flowers

- Identifying trees

- Participation in the protection and care of nature, feeding animals
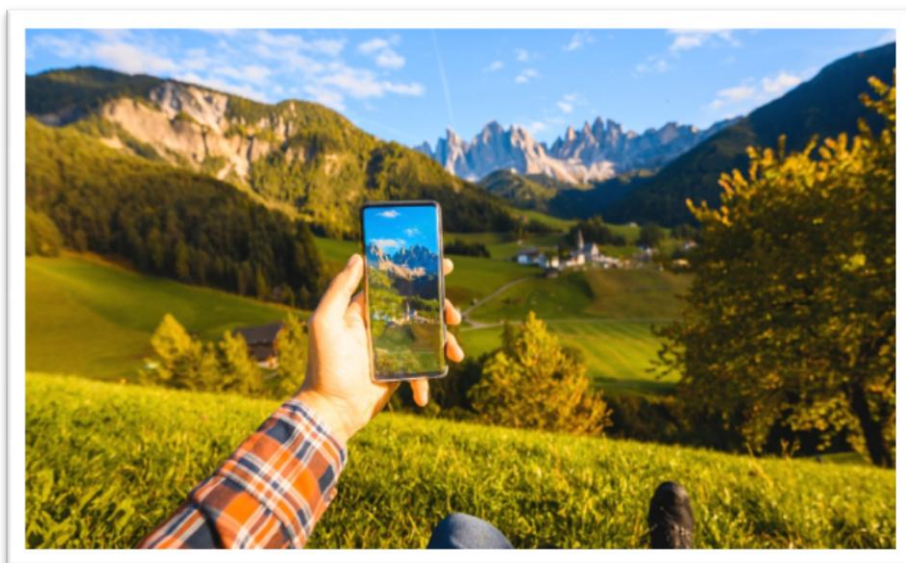
II.5. The training framework necessary for ecotourism service providers and employees

Tourism provides many job opportunities for a wide range of professions, skills and knowledge, but it has both negative and positive sides from the employee's point of view.

In general, it can be said that the negative aspects of working in tourism are: there is a high turnover of the workforce, even a low level of education is sufficient to fill a specific position, especially in the field of physical work and maintenance. Interdisciplinary knowledge is necessary. There is an increased shortage of rangers and greeters, there is a lot of living labor and the presence and activities of multiple shifts, as well as in some cases extended working hours, overtime, which is associated with an insufficiently paid job. The negative side is also strengthened by the increased and rapid exposure to problem solving during work with tourists and management, and the expected quick reaction to various crisis situations e.g. weather, tourists' personality, etc., or solving unexpected situations related to them (e.g. illness, wasp stings, accidents, getting lost, traffic conflicts).

At the same time, the positive aspects of tourism are the following:
- constant work dynamics
- the opportunity to meet many different people
- the acquisition and expansion of personal experiences and knowledge
- the feeling of freedom through contact with nature
- the feeling of importance when guiding visitors
- the possibility of part-time work and independent work
- the involvement of different occupations and professions in the tourism economy
- the beauty of travel
- a positive attitude towards the development of one's own personality and self-motivation

World trends in tourism create different types of occupations and professions, according to the development of tourism types and marketing aspects.

For the target group of the project, the focus is on sustainable development and ecotourism, for whom the world trend shows that the development of sustainable tourism and ecotourism is the most important.

There are few professions of sustainable tourism that rely on knowledge of sustainable tourism development. The perspective of self-employment and specialization in this area is obvious.

Ecotourism worldwide is growing by at least 30% every year. A new type of ecotourism is emerging – urban ecotourism, which is visiting cities that minimizes negative impacts on local cultural heritage and contributes to its further protection and preservation. When building the facilities (green hotels), special emphasis is placed on the need (nothing was destroyed, not even a branch was broken in the forest). There is a wide range of opportunities for employment in various professions, as well as the creation of the conditions for being an entrepreneur.

What are the job opportunities for professionals in ecotourism?

For those who do not have the appropriate education, sufficient skills or have very low levels of skills, but who can be employed through further training or by learning the minimum processes and skills development:
- physical tasks: maintaining the cleanliness of any type of infrastructure, interior and exterior decoration
- physical work at waste sites: cleaning, maintenance, sorting; collection of waste in nature
- physical work for animal care and biodiversity,
- physical works for minor repairs,
- cleaning of visitor centers, observation centers, mountain houses, rest areas, beaches, information boards, walking paths, pools and fountains, bird and other animal houses, physical tasks of their maintenance, etc.

Jobs that require any kind of profession, craft, skill or knowledge, with the possibility of further qualification, are the following:
- gardeners, herbal and mushroom experts, nursery garden jobs
- foresters and field rangers, forest rangers

- habitat and species protection

- nature guards

- animal caretakers, veterinarians

- qualified tour guides

- greeters/local tour guides who know the area and all the interesting things about it, i.e. those who guide the tourists on site (even in secondary employment)

- animators

- craftsmen, especially the keepers and practitioners of old crafts

- taking care of guests' pets

- suppliers and maintainers, mechanics

- sports equipment rental and storage

Many of these jobs are seasonal, semi-professional or additional occupations. From all of these professions, it is possible to establish a micro-enterprise, during and after mastering the work processes of the given job.

In order for the target group of the project to understand the range of jobs available to them in ecotourism, they need to familiarize themselves with the activities they want to perform in the given job, as well as the educational topics related to certain jobs. In ecotourism, there are general educational topics for all jobs, which form the basis of the ecotourism service, and this is supplemented by additional special competences related to each occupation, which the employees acquire based on the basic professional knowledge.

The basic idea of the project presupposes an innovative approach, which means the reintegration of the released in a natural environment is completely different from what they were used to. It is extremely important to build and maintain relationships with people, which, as in all branches of tourism, must be followed here as well. For this, it is necessary to use innovative methods during training in order to develop both professional and communication skills, as well as to keep motivation at a high level for the target group.

It is extremely important to retain jobs, as the target group is sensitive in this respect and if they learn the necessary basic knowledge, and use it, there is an opportunity for a long-term employment relationship.

Possible general educational topics for the project's target group:

1. The system of ecotourism, presentation of successful practical examples in ecotourism, the possibility to try out some work tasks

2. Assessment of the student's skills, after getting to know the potential jobs, the opportunity to choose between individual jobs, related individual counseling

3. The process, method and rules of the work, creation of training material in which practical education plays an important role and not only theoretical training, in an appropriate proportion

4. Presentation of the basic concepts of ecotourism - the basics of tourism, eco, sustainable tourism, sustainability, environmental protection, market players,

5. Basic rules of eco- and sustainable tourism; sustainability and the main ethical rules, issues in the field of green tourism, legal frameworks for the given country

6. Knowledge of the landscape, knowledge of local culture, knowledge of local flora and fauna or knowledge of natural and built cultural heritage

7. Communication, language skills – languages of the countries that typically send tourists from the surrounding area, as well as world languages, English and German, effective communication techniques, handling unexpected situations

8. Basic business knowledge (legislation, bookkeeping, marketing, sales, finance)

9. Green tourism management (how to run an ecotourism business)

10. Thematic route

11. Operation of local green tourism attractions

12. Basic health knowledge, accident prevention

13. Ecotourism for people with disabilities and other obstacles

It is particularly important to define the thematic units of education for the qualified tour guides, greeters, animators. Related topics:

1. visiting and getting to know natural and cultural historical attractions; the qualified guides also uncovering connections that often remain hidden from individual visitors, which present the sites of natural heritage in an experiential way

2. attention is also drawn to rarely visited, but no less stunning locations

3. using their local knowledge, they also draw the attention of visitors to natural treasures invisible to the uninitiated eye and ear

4. new, hidden destinations that cannot be reached by traditional bicycle or car are also possible

5. they present the wildlife of the reed beds, canals and inland lakes found in lakes, backwaters, and rivers

6. equipment for trips, it is important to take care of: comfortable clothing adapted to the weather, protection against insects

7. communication skills

8. e-marketing, funds

9. field trips, regional and demonstration tours

There is an opportunity for nature conservation tour guides to be innovative entrepreneurs in the field of protected natural resources, providing various services as instructors and teachers. Nature conservation tour guides must also deal with technical issues such as:

- checking the hiking route before starting the hike

- supplying participants with drinking water

- limiting the number of persons allowed

- demonstrating the use of the compass to the group members

- disposal of the generated waste

- first aid

- handling crisis situations, control and conflict avoidance

- monitoring the physical condition of the people in the group

They should know the rules and restrictions that are presented to the group to preserve protected areas, such as:

- you cannot pick herbs in the area

- you have to bring back the plastic and glass packaging

- you must not deviate from the designated path (risk of trampling plants and grass, or breaking the branches)

- you must not cause an avalanche

- you are not allowed to throw away cigarettes

- you must not light a fire, etc.

Proposal for a training module for greeters and rangers:

Module 1 – protected areas and local economy; important information about the climate,

Module 2 – behavioral rules in nature and in highly protected areas,

Module 3 – the role and behavior of greeters and rangers in nature, practical information about the needs and behavior of tourists, legal solutions,

Module 4 – the area's natural/cultural/historical heritage, data and tourist information,

Module 5 – entrepreneurial ideas, developing your own business, mentoring,

Module 6 – practical training:

- the use of edible plants from nature
- knowledge and use of mushrooms
- bird watching
- flora and fauna of the area
- local customs and architecture
- local gastronomy supplemented with cooking school
- geological heritage
- adventure and other tours

These topics depend on the area and climate of the tour route, so these topics are different for each region and are modified based on the conditions.

In addition to greeters and rangers, other jobs employed in ecotourism are animators, who deal with guests in a general way, so in our opinion, in addition to having a wide range of expertise in the field of tourism and event organization, the whole day's program must also be provided for tourists.

Animators need to develop communication skills, creativity, helpfulness and patience when working with people. They must be in good psychological and physical condition for sports activities. The psychophysical and physical characteristics of an animator are: pleasant and orderly appearance, optimal age, interest and commitment, professionalism, natural talent, attentiveness, artistic inclination, confidentiality, positive orientation, rationality, good health, energy and enthusiasm, easy verbal expression, emotional resilience, ability to remember.

The activities of the animators can be divided into three main groups: daytime, evening and children's activities. Animators organize and carry out specific activities. The themes of the daily activities are sports, entertainment activities and children's entertainment, as well as separate evening programs.

6. Motivation for ecotourism work, long-term perspective

For the target group of the project, the motivation to work in ecotourism has a very significant role. It is often said that nature heals, because it has numerous positive effects on human health and mental health.

Nature provides different emotional states for the individual:
- tranquility and peace, relaxation
- the feeling of freedom
- a sense of beauty and simplicity/unambiguity
- simplicity in certain work processes
- a sense of usefulness and encouragement for further success
- a sense of connection with oneself and one's goals
- lots of dynamics and movement
- creativity
- much less negative challenges than in urban areas
- a sense of easier communication and assistance with the local population
- working hours, which do not always have to be fixed
- a less disordered lifestyle

Work motivation can be of several types, but the simplest division can be seen in the following schema:

Work motivation			
Financial		**Non-financial**	
directly	**indirectly**		
Regular income, salary success awards, travel expenses	Social benefits: pension, health insurance, education, social and life insurance, sick leave, annual and shorter holidays, meal.	Interesting tasks Challenges A sense of responsibility Self-affirmation Education Feeling of accomplishment Relationships Carrier building	Working conditions Flexible working hours A shorter work week Division of work, better life status, colleagues at work, job security.

Adapted from/source: Bahtijarević-Šiber, F., Management human potential, Golden marketing, Zagreb, 1999.

pg. 608

II.6. Conclusions and recommendations

1. Within the framework of ecotourism, there are a wide range of jobs and other opportunities for the employment of the target group of the project, from completely unskilled labor to highly skilled and self-taught workers.

2. The expertise and experience gained in ecotourism, after a certain period of time, makes it possible to start and operate your own micro-enterprise.

3. Working in nature has a very positive effect on the life and mental health of the project's target group.

4. For some types of work in ecotourism, it is recommended to create several levels of training materials.

5. Ecotourism has a high labor turnover and often requires a variety of jobs, from the simplest to the artisanal.

6. Ecotourism shows a growing trend, which means that there is a long-term, continuous demand for employment.

7. The target group of the project can solve their existential needs relatively successfully and quickly.

8. The motivation to work in ecotourism is tangible, because the results of the work done are immediately visible.

9. Further research into the employment opportunities of ecotourism is recommended so that concrete advice can be given to the target group of the project.

10. The wide range of job opportunities in ecotourism gives the target group of the project the opportunity to further study, get a job, and start a business.

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III. Training programme
Greeters and rangers in ecotourism

Váltó-sáv Alapítvány

Udruženje Gradjana Ostorka

Lindner Lídia, Mészáros Mercedes, Pósa Kornél (Váltó-sáv Alapítvány)

András Ricz, Izabel Lanji Hnis (Udruženje Gradjana Ostorka)

Module I: Developing transversal competences necessary for work

Objective of the module:

The objective of the module is to promote social and labor market integration, the development of social and life skills, as well as other transversal competences (skills of communication, learning to learn, ability to acquire and process knowledge, problem solving, ability to work in teams, etc.).

Competences to be developed:

- transversal competences (learning to learn, communication, problem-solving, reasoning, leadership/management skill, creativity, teamwork, cooperation);
- learning to learn independently, social competences, cooperative activities, critical thinking and reflection; 'learning to learn'; basic knowledge on learning methodology.

Conditions for participation in the program:

- commitment to attend the whole training, voluntary commitment to apply and join the training;
- educational level - literacy (skill-level reading and writing), i.e. the expected prior skill is literacy skills;
- not linked to any professional qualification;
- not linked to any professional experience.

Planned training duration:

Number of theoretical lessons: 1 lesson

Number of practical lessons: 3 lessons

Number of evaluation lessons: 1 lesson

All lessons: 5 lessons (one lesson is 45 minutes).

Training form:

Group training

How to track participation:

Daily/training attendance sheets signed by the participating individuals

Methods of the training:

- group processing - plenary work
- small group processing
- individual processing
- situational exercise/role play
- presentation, frontal work
- interactive discussion
- brain storming

Maximum number of participants: 10 persons

Target group focus: the module is designed to develop general but basic competences for a target group in a specific situation on the labour market.

Content:

Theoretical materials

Use of own, edited and compiled aid material.

The following topic areas are suggested to be processed:

- Self-knowledge, self-assessment, self-reflection - who am I? (life path graph, SWOT analysis, etc.)
- Desires, goals, plans. Values in my life (value map, Five Values exercise, Value Tree, etc.)
- Mapping positive resources - mobilizing external and internal resources (resource map, positive affirmations)
- What is communication? Assertive, aggressive, submissive (passive). Identifying and becoming aware of our own communication style
- What is conflict? My conflict management strategy
- How do we learn? The key role of attention in learning (scope, quality, arousal, maintaining, focus); memory development (short-term and long-term memory); vocabulary development. Characteristics of live speech

Practice:

Learning and deepening the theoretical material through practical exercises.

– Discussion as a method

– Using debate as a method and tool

– Reflection as a working method

– Using tests and worksheets

– Individual, pair or group work

Quality of infrastructure and personal conditions:

Providing teaching materials, aids, assistive tools, presentation equipment (computer/laptop, projector, screen, drawing board, markers) is necessary to achieve the aim of the module, and providing the materils in printed or copied form in sufficient quantity for the participants.

A room with movable furniture (1.5 sqm/person) suitable for the group and the trainers. The lighting in the room must meet health and safety and ergonomic standards. The room must be able to accommodate both circular and sectional seating.

Minimum equipment required: movable desk with a work/table surface appropriate to the number of participants, a chair and a whiteboard (with flipchart paper or traditional writing utensils) appropriate to the number of participants (max. 10 + 2 persons).

2 assistants with a university degree in any humanities field are needed to run the training. For the trainers, the prerequisite is: min. 1 year of professional experience (as a facilitator, group leader), min. 1 year of teaching experience, min. 1 year in adult education.

Assessment:

– The assessment will take place at the end of the module.

– The assessment is understanding and recognizing a situation and formulating a response

– Also individual questioning

– Group reflection

– Topic proccessing

Requirements:

- Be able to understand a given task/situation and respond appropriately.
- Be able to recognise, select and use the appropriate form of communication and problem-solving strategy for the situation.
- Be able to process information as appropriate to the situation and to ask for help when stuck.
- Be able to act in a controlled and appropriate manner, making decisions and advocating for the situation.

Module II: Local protected areas and the economy associated with them

Goal of the module:

To increase the students' knowledge and understanding of local protected areas and related economic activities in order to increase the labor market opportunities and possibilities of the participants in the development by providing them with information on the basics of an innovative employment segment; to gain experience in practical activities on protected areas in the area, their care, maintenance and development; and to have a competent, professional basis on the economic potential of the protected area.

Competences to be developed:

The participant will be able to recognize and identify protected and non-protected areas, their characteristics, significance and differences.

He/she will have an understanding of the protected area and related management, which he/she can apply.

Will be able to apply the knowledge acquired during theoretical and practical sessions.

Recognizes and understands the needs of visitors and provides appropriate answers to those needs.

- Will be able to mobilize the following competencies in a given situation: - skill-level knowledge on the subject, communication, problem solving, quick situation recognition, reaction, i.e. meeting any needs of visitors and solving unexpected situations.

- Will be able to competently, sensitively and colorfully present the ecotourism destination, as well as the economic activity of the nature conservation area;

- Will be able to give relevant answers to the questions, taking into account the rules of conduct and with his/her competent knowledge;

- Will be able to provide relevant and quick help in case of unexpected events.

Conditions for participation in the program:

Reading and writing at skill level, appropriate text comprehension, active participation in practical activities. Medical fitness: general fitness, adequate mobility; the module is not recommended to people with mobility and mental disabilities.

The four modules are built on each other, and in order to master a module the participant must attend all the theoretical and practical sessions. In case of absence from a specific module, the student must be provided with the possibility of a personal consultation, so that his/her progress is not limited. Absences or failure to complete more than 25% of the modules will result in exclusion from the training.

Planned training duration: 5 hours, from this 3 hours of theory and 2 hours of practice. The classes are 45 minutes long.

Target group focus:

The academic career of the target group is unsuccessful, so positive reinforcement is highly recommended. They are not very aware of their own personal resources, which are necessary for learning and acquiring knowledge, so the program should also identify, expand and develop these resources. The rules of behavior should be improved in particular (rules of etiquette, including: greetings, introductions, polite phrases, greetings, formulating criticism using the so-called sandwich technique, non-qualifying, non-personal communication).

Content:

1. What does the concept of protected area mean? Its peculiarity, characteristics. The most significant are Hungarian and Vojvodinan, as well as Serbian protected areas.
2. Regulation of local protected areas - regulation of the given country, region, province.
3. The general characteristics of the local protected area, as well as its historical, natural and architectural characteristics, degrees of protection.
4. Basic knowledge of flora and fauna related to the local protected area.
5. Climate and weather characteristics of the local protected area; description of the micro climate (temperature, air humidity, typical winds, wind directions, cloudy and sunny periods, number of days, precipitation characteristics, etc.).
6. Possible places of assistance/help closest to the local protected area. Their purpose, tasks, characteristics (what can they help with?).
7. Economic activities authorized in the area (detailed description and presentation of the segments).
8. Greeters and rangers, their tasks, roles, characteristics and competences.

Applied method: plenary discussion, the target group is actively involved in the delivery of the material in the framework of group work, solving tasks together.

The assessment also takes place in group work by presenting a practical example, a case study.

Maximum number of participants: 10 persons

Theoretical materials: own, edited and compiled auxiliary material.

Basic concepts when processing the module: local protected area, degree of protection, rules for using protected areas, management along protected areas.

Questions helping to process the module:

- What level of protection exists in IUCN (International Union for Conservation of Nature) natural areas in relation to the types of protected natural area?

- Basic information about the natural features and the region (history, access, where to find what, what visitors should look out for, what is specific to the region, what is the region known for? Are there any special natural features, e.g. caves, waterfalls, groundwater, streams, soil conditions, vineyards developed on the periphery, etc.).

- Which local legislation applies to a particular protected nature conservation area, public property, biodiversity protection?

- Environmental and landscape features (types of parks, their characteristics and differences, ruins: from which period, by whom, how and of what they were built, whether and how old are the sites found, whether remains are visible, what defines the landscape (steppe, sand, woodland, rocks, grassland)?

- Major protected specimens of flora and fauna (illustrate with pictures and explain their characteristics, etc. / e.g.: when do they bloom and what kind of fruit do they bear, is it edible? / or what do they feed on? when is the mating season)?

- How to call for help?

- Which of the listed economic activities is located in the local protected area?

- picking medicinal herbs
- collecting mushrooms
- collecting indigenous plants, tree seedlings and seeds
- collecting dried out/dead branches
- placeing out beehives during flowering season
- organic fruit cultivation

- collecting forest fruits

- afforestation

- decorative plants

- planting grass and flowers

- What kind of economic activities take place on the edge of protected natural values and areas? (e.g.: services that visitors need - only basic information: what do the residents living along the natural areas do, which companies are located nearby, are there shops, food and beverage services, where is the nearest settlement, asphalt road, ambulance station, bus, post office?)

Material and personal conditions:

Presentation tools (computer/laptop, projector, projection screen, drawing board, felts) are required.

1 ecotourism expert with a university degree in theory and at least 5 years of experience, 1 practical instructor working in the field of nature conservation with at least 3 years of experience as a tour guide or adult education instructor.

The trainer must have experience in teaching/training the target group dealing with difficulties (economic, social, socio-economic and learning difficulties) or have someone with experience in this field, because the target group requires specific knowledge and competences in training.

Assessment:

Oral, practical assessment, case study, presentation of a fictitious protected area based on natural, climatic, cultural and economic aspects. The assessment takes place in the last phase of the practical education.

Requirement to complete the module:

- Ability to use and apply concepts correctly,

- Ability to make a coherent oral presentation after learning about the specifics of the local protected area,

- To know and present the economic activities related to the given local protected area (even with a presentation),

- Capability of controlled and conscious behavior appropriate to the situation (communication situation), decision-making, and its representation.

Module III: Behavioral rules in nature and in highly protected areas

Goal of the module:

To increase students' knowledge, skills and competences in the protected areas; the rules of behavior during the visit, specifically in relation to ecotourism; to gain first-hand experience of the practical activities and the systems of rules of behavior they have to follow in their work while guiding visitors in the protected area.

Competences to be developed:

- transversal competences (communication - situational use of verbal expression and non-verbal communication at work, self-awareness, problem solving, conflict management, listening and observing behavior);
- recognizing and understanding the needs and requirements of tourists (self and peer awareness, situational awareness, quick and appropriate reactions/responses, problem solving);
- developing learning competences (interpreting signs and symbols, developing memory and recalling).

Conditions for participation in the program:

Reading and writing at skill level, appropriate text comprehension, active participation in practical activities. Medical fitness: general fitness, adequate mobility; the module is not recommended to people with mobility and mental disabilities.

The four modules are builton each other, and in order to master a module the participant must attend all the theoretical and practical sessions. In case of absence from a specific module, the student must be provided with the possibility of a personal consultation, so that his/her progress is not limited. Absences or failure to complete more than 25% of the modules will result in exclusion from the training.

Each subsequent module requires the completion of the previous module.

Planned training duration: 5 hours, from this 4 hours of theory and 1 hour of practice. The classes are 45 minutes long.

Target group focus: in the case of the target group, the focus is specifically on knowledge and exact compliance with the rules: knowledge of the rules, compliance with the rules, communicating the rules to others and demanding compliance with the rules. Understanding and compliance with the code of ethical conduct.

Content:

1. Special behavioral rules for the given protected area:

 - preservation and reduction of air, water and soil pollution (avoidance of negative effects);

 - preservation of biological diversity and natural heritage, maintenance of biodiversity;

 - raising awareness of the importance of respecting nature (e.g. minimum visitor impact on the site);

- the correlation between the degrees of natural protection (degrees I-IV) and rules of conduct.

2. The rules of the ethical code of conduct:

- cleaning, washing

- traffic, parking

- noise making (listening to music, etc.)

- route tracking

- how to treat and behave with plants and animals

- use of waters, fishing

- camping

- lighting a fire

- littering

- house pets in nature.

3. A practical example of presenting the rules of conduct: through a case study.

4. The authority to impose fines and the mechanisms for imposing fines:
   - management of problems and conflict situations related to visitors,
   - collecting and managing fines (e.g. invoicing, cash and/or credit card),
   - the duties and responsibilities of greeters and rangers in the event of infringements, their powers and responsibilities.

5. Meaning and location of information boards and pictograms in use in the area:
   - the use of information boards, pictograms, route plans,
   - presentation of the values representing biological diversity, as well as the sanctions imposed on those who break the rules.

Applied method: plenary discussion, the target group is actively involved in the delivery of the material in the framework of group work, solving tasks together.

The assessment also takes place in group work by presenting a practical example, a case study.

Maximum number of participants: 10 persons

Theoretical materials: own, edited and compiled auxiliary material.

Basic concepts to be covered in the module: local and operator-level regulations, basic ethical rules in nature protection areas, competences for fines and prohibition and warning symbols.

Material and personal conditions:

Presentation tools (computer/laptop, projector, projection screen, drawing board, felts) are required.

1 ecotourism expert with a university degree in theory and at least 5 years of experience, 1 practical instructor working in the field of nature conservation with at least 3 years of experience as a tour guide or adult education instructor.

The trainer must have experience in teaching/training the target group dealing with difficulties (economic, social, socio-economic and learning difficulties) or have someone with experience in this field, because the target group requires specific knowledge and competences in training.

Assessment:

Oral, practical debriefing, during which the participant will present a case study on the specific rules in the field, the code of conduct, the procedure for fining. Pictograms/symbols regularized in nature are processed. We process this on the one hand during the theoretical training, and on the other in practical field work. The assessment takes place in the last phase of the practical education.

Requirement to complete the module:

- Ability to use and apply concepts correctly,

- Ability to recognize the offense and the category of penalty to which it belongs;

- To know and display the pictograms and symbols associated with a local protected area;

- Capability of controlled and conscious behavior appropriate to the situation (communication situation), decision-making, and its representation.

Module IV: The role and behavior of greeters and rangers in nature, practical information about the needs and behavior of tourists; legal solutions

Goal of the module: description of the use of attractions operating in the given area that are not closely related to natural attractions; also learning the necessary behaviors and basic rescue skills in the event of an emergency, as well as presenting the legal regulations for the use of nature conservation areas.

Competences to be developed:
- Ability to read and decode the legal regulations for the use of a nature reserve, i.e. a comprehensive knowledge of a law;
- Rescue knowledge and basic competences (quick recognition of the situation, adequate and correct responses that do not presuppose further injury, etc.);
- Ability to prevent accidents (prevention tasks); respectively for the use of intervention in the event of accidents;
- Can recognize which areas of assistance he/she can or should be able to provide on his/her own and which areas he/she needs help with; and can choose the appropriate form of assistance;
- Choosing the appropriate behavior for the situation and consistently following it;
- Representation of the correct use of the attractions that appear in the nature conservation area, primarily with high adrenaline.

Conditions for participation in the program:
Reading and writing at skill level, appropriate text comprehension, active participation in practical activities. Medical fitness: general fitness, adequate mobility; the module is not recommended to people with mobility and mental disabilities.

The four modules are built on each other, and in order to master a module the participant must attend all the theoretical and practical sessions. In case of absence from a specific module, the student must be provided with the possibility of a personal consultation, so that his/her progress is not limited. Absences or failure to complete more than 25% of the modules will result in exclusion from the training.

All subsequent modules require completion of the previous module.

Planned training duration: 5 hours, from this 3 hours of theory and 2 hours of practice. The classes are 45 minutes long.

Target group focus: defining the concept of help for the target group (primarily in the social-psychological and cultural-historical sense), or self-awareness and self-reflection work on "Why do I help?" to process the issue. Help, support, solidarity, mercy, receiving and giving help, accepting help, the social-psychological situation of the person in need of help, or understanding it - is all part of the processing.

Content:
1. Basic competencies of the participants in the training:
- responsiveness (quick, adequate);
- adopting an attentive and caring attitude;
- adequate verbal communication;
- competent knowledge, quality interpretation and transfer of information;
- resourcefulness, problem solving;
- knowledge of the terrain and potential risks;
- mental and physical fitness, stamina (and its development).

2. The tourist attractions offered by the area and how they are used:
   - guided tours in nature;
   - knowledge of the terrain, as well as emerging and possible risks in the terrain;
   - the ability to interpret ecotourism resources;
   - the basic principles of sustainable tourism;
   - enforcement of the responsible behavior of tourists.

3. Use of the equipment needed to use the attractions

Greeters and rangers also need to ensure the safety of visitors and equipment when using equipment to explore nature. They should have information about the target visitor group to adapt to their needs, depending on:
- the age of the visitors (young people, families, small groups or individuals visiting individually);

- what interests them in terms of biodiversity;

- what leisure activities they are interested in;

- what safety precautions to follow in nature or during an activity, both for their own safety and for the sustainability of nature;

- how much time visitors spend on the route (which can be a few hours or even several days);

- which local attractions are important to them, can they meet the local population, is there a need to participate in local events.

Once the above listed questions have been answered, the operator will be provided with the appropriate tools and equipment to facilitate safe recreation, and will be shown how to use them, and will also have basic remedial knowledge and skills in the event of a breakdown in the field.

4. Rescue and first aid knowledge - based on relevant questions:

- what crisis situations may occur during the visit?

- how to respond to crisis situations?

- where are shelters, help points, etc. in the area?

- how to get to the nearest place of assistance?

- how to notify rescue units and medical institutions?

- and the basics of first aid.

5. Legal regulations that guides must know when working in nature

- the Nature Conservation Act, adequate and relevant legislation on the use of nature conservation areas;

- the law on national tourism, especially the part concerning guided tours;

- decisions and rules, instructions and regulations adopted by the given municipality, the public company managing the area or the organization authorized to take care of the natural resource, valid in the protected natural resource;

 - the internal rules of the managing organization (i.e. the user rule book, the code of ethics for visitors, etc.).

Applied method: plenary discussion, the target group is actively involved in the delivery of the material in the framework of group work, solving tasks together.

The assessment also takes place in group work by presenting a practical example, a case study.

Maximum number of participants: 10 persons.

Theoretical materials: own, edited and compiled auxiliary material.

Main content: how to use the area, inventory of basic attractions, technical description of the use of equipment, rescue and first aid skills and tasks; legislation.

Material and personal conditions:

Presentation tools (computer/laptop, projector, projection screen, drawing board, felts) are required.

1 ecotourism expert with a university degree in theory and at least 5 years of experience, 1 practical instructor working in the field of nature conservation with at least 3 years of experience as a tour guide or adult education instructor.

The trainer must have experience in teaching/training the target group dealing with difficulties (economic, social, socio-economic and learning difficulties) or have someone with experience in this field, because the target group requires specific knowledge and competences in training.

Assessment:

Oral, practical debriefing, a case study, a fictitious situation in which the area is demonstrated, along with the use of assistive devices and a simulated accident to help those in distress, with a demonstration of legal solutions.

The assessment takes place in the final phase of practical training.

 Requirement to complete the module:

- to have the right basic competencies to do the job;

- ability to lead a tour in the given area;

- to demonstrate the use of equipment;

- ability to provide first aid to a tourist in trouble;

- ability to recall the laws that are necessary in the course of his/her work.

Module V: The area's natural/cultural/historical heritage, data and tourist information

Goal of the module: In addition to the development of individual competences, the transfer of skills without which it is not possible to provide in-depth information on the area, the presentation of specific tourism opportunities to students.

Competences to be developed: self-awareness, individual and transversal competence development in relation to work (receiving visitors, guiding, obtaining information, thematizing, etc.). Management of different groups of visitors.
- The participant is able to understand and share the written and read text necessary for guiding visitors, and to connect it with the field.
- He/she is able to lead a group of visitors colorfully, plastically, interestingly and with the right amount of information.
- Can formulate adequate and relevant answers to questions.
- Ability to direct interested visitors to content for further information.

Conditions for participation in the program:
Reading and writing at skill level, appropriate text comprehension, active participation in practical activities. Medical fitness: general fitness, adequate mobility; the module is not recommended to people with mobility and mental disabilities.

The four modules are built on each other, and in order to master a module the participant must attend all the theoretical and practical sessions. In case of absence from a specific module, the student must be provided with the possibility of a personal consultation, so that his/her progress is not limited. Absences or failure to complete more than 25% of the modules will result in exclusion from the training.

All subsequent modules require completion of the previous module.

Planned training duration: 5 hours, from this 4 hours of theory and 1 hour of practice. The classes are 45 minutes long.

Target group focus: developing a speaker's communication style, acquiring the skill to ensure that information, interest, facts and stories are available in the right proportion and quality during a given presentation. Creation and development of a plastic, easy-to-consume, interesting presentation.

Content:

1. Developing individual competencies

In this module, the development of individual competences is particularly important, including transversal competences, like:

- understanding, processing, essential and critical reading;

- decoding of information from language signs, i.e. text comprehension, highlighting the essential;

- connecting the field and the interpretation of the written-read text;

- themed inventory of sights from the given area (clear, simple, interesting, followable account, guide);

- handling visitor requests for additional information (including the need to prepare for situations that are unknown to the greeter/ranger, i.e. he/she does not know the correct answer to the question asked);

- recommendations for additional content (web interface, books, articles, etc.).

2. Acquiring basic knowledge about the particularities of the given area.

Geeters and rangers need to know:

- the natural characteristics of the climate (geographical points of interest: steppe, muddy soil, forest type, waterfalls, geothermal water, use of natural materials);

- flora and fauna: plants and animals in the area, protected species, specialties and curiosities;

- customs of local residents (local and religious holidays, weekdays and holidays - customs, etc.);

- curiosities and specialties from local social life (e.g. crafts, traditions, customs, rites, etc.);

- local folklore (dance, music, costumes, embroidery, dressing, construction, apartments/houses/interiors, etc.);

- local gastronomy (famous foods/drinks, tastings, etc.);

- cultural events (exhibitions, village day, festivals, fairs, etc.);

- interesting things, attractions, information related to religion (patron saint, masses, religious customs, denominations, churches, houses of worship, etc.);

- historical objects, archaeological sites

- historical facts and curiosities (anecdotes, myths, famous historical figures, legends, etc.);

- history, culture, famous people (writers, musicians, scientists, outlaws, charismatic and special people/personalities from the given area).

Applied method: plenary discussion, the target group is actively involved in the delivery of the material in the framework of group work, solving tasks together.

The assessment also takes place in group work by presenting a practical example, a case study.

Maximum number of participants: 10 persons.

Theoretical materials: own, edited and compiled auxiliary material.

Basic competences when processing the module: the repository of situational exercises linked to individual competences, a basic and more detailed description of the characteristics of the region, with interesting stories, anecdotes and additional information that may also be relevant for professional interested parties.

Material and personal conditions:

Presentation tools (computer/laptop, projector, projection screen, drawing board, felts) are required.

1 ecotourism expert with a university degree in theory and at least 5 years of experience, 1 practical instructor working in the field of nature conservation with at least 3 years of experience as a tour guide or adult education instructor.

The trainer must have experience in teaching/training the target group dealing with difficulties (economic, social, socio-economic and learning difficulties) or have someone with experience in this field, because the target group requires specific knowledge and competences in training.

Assessment:

Oral, practical assessment, a case study, a presentation of a fictitious protected area from natural, climatic, cultural and economic points of view, in shorter and longer versions. The debriefing will take place in the last phase of the practical training.

Requirement to complete the module:

- holistic presentation of a given area with a presentation and the use of learned methods and content.

IV. Sustainable Halfway House Complex Reintegration Programme

Váltó-sáv Alapítvány

Udruženje Gradjana Ostorka

Lindner Lídia, Mészáros Mercedes, Pósa Kornél (Váltó-sáv Alapítvány)

András Ricz (Udruženje Gradjana Ostorka)

From 01.12.2019, Váltó-sáv Alapítvány is continuously implementing its Halfway Housing Complex Reintegration Programme in the capital city in 3 phases.

The aim of the Programme is to reduce the risk of re-offending and increase the relative sense of security of the majority society. The aim is to enable the released participants of the programme to become self-sufficient as soon as possible by adopting the values and norms of the majority society, to find work in the open labour market, to have their personal documents in order and to be able to manage their life tasks in person and online by themselves. The Programme is therefore primarily a labour market programme, which goes hand in hand with housing.

Factors justifying the creation of this programme: an important factor in preventing recividism is the creation of secure housing as an objective factor for social reintegration. Released prisoners in general (especially in relation to the length of their sentence) often lack supportive family and human relationships (who are representing the values of mainstream society), their housing after release is often unresolved or they are placed in the social care system (homeless care), making the social reintegration of released prisoners with complex and specific problems difficult, often impossible. The creation of secure housing/jobs is a key element of social and labour market reintegration. After imprisonment, services are needed to provide reintegration opportunities for released persons with multiple disadvantages and marginalised positions. One way of doing this is to provide complex services through the Halfway House / Halfway Flat programmes, which have already been operating abroad with many positive examples (Greece, Poland, Latvia, Lithuania, Germany, etc.). The positive effects of the reintegration aspects of housing and work are forward-looking and significantly reduce the risk of re-offending.

The HALFWAY programme currently provides housing and other related and relevant services to the target group in the capital city. The location defines the target group: those who have already lived in a (large) urban setting, or who are (or may be) comfortable with it, or who are willing to try it. At the same time, we met a number of applicants who, although they would have liked to participate in the programme, were not familiar with living in the capital (they are familiar with and have lived in the countryside and do not wish/are not willing to change), or who would like to work in a rural environment (agriculture, crop

production, livestock farming, breeding), or simply want to do these activities around the house.

The Professional Programme developed for HALFWAY[13] is proving to be effective for those released people who agree to cooperate with the organisation (Váltó-sáv Alapítvány) as part of the programme. The methodology and services developed (job search, job coaching, supportive relationship, development services: communication, digital competence development, English language, common semi-structured leisure programmes, etc.) are suitable for another site too, but it would be useful to incorporate other elements into the programme or adapt it slightly for a rural site, or to include sustainable development.

The concept, the elements of the services and the methodological basis of the Halfway Housing Complex Reintegration Programme are as follows:
- aims to reduce the risk of reoffending by helping prisoners whose reintegration into society is not resolved;
- the prisoner receives accommodation, meals and basic equipment (e.g. toiletries) to start his/her life, travel support, but no money;
- providing complex services: housing, human relations, labour market services, development/group activities and learning, management of life problems and stuckness, practical management (administration), health promotion;
- psycho-social support and care, as well as support work, are emphasised;
- providing experiences through structured and semi-structured leisure programmes, thus promoting self-awareness and personal development, and providing experiences of success (showing the client areas of life and opportunities that were not available to him/her before);
- in the case of the present development, to provide specialised vocational (non-state-recognised) training and (sheltered) employment (greeters, rangers, ongoing provision and development of sustainable housing).

Basic conditions, basic elements of its operation: due to the release from a totally closed institution, our concept includes basic principles that increase the possibility of dealing with human dignity, autonomous, responsible, stuck (unresolved housing, release crisis) life paths, but also the chance of a motivated person/ality to move on and change, thus:

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[13] For the professional procedures of the Halfway House Complex Reintegration Programme of Váltó-sáv Alapítvány, see Methodology options of protected and half-way accomodations. Methodology / guidelines (Non-formal learning and method): http://www.unlocked.hu/assets/unlocked_io9.pdf

- building/part of a building/apartment(s)/house(s) suitable for the purpose, with a maximum capacity of 6 persons (neither the appearance nor the functioning of the site should be reminiscent of a prison cell or a homeless care facility) - in the case of this development, a detached house with garden area;

- bedrooms, single, double or triple (all three options could work, in fact the decreasing numbers are a step forward);

- required communal space: living/communal space, kitchen, dining room/communal space, bathroom, toilets, corridor - appropriate spaces for the Programme to operate;

- the living space should provide a certain level of autonomy, personality, expression of individuality, free interior design, keeping one's own objects, etc. represent the value of freedom;

- the rules of community coexistence must be respected;

- developing the personality, key and transversal competences of released prisoners, supporting their skills and opportunities on the labour market;

- the organisation of structured and semi-structured leisure programmes;

- the possibility of reparation programmes and voluntary work (which also increases the sense of freedom of choice and sense of social usefulness);

- creating a future-oriented climate for change, i.e. a climate where problems and obstacles can be faced and articulated, but where there is adequate inspiration and support (professional and locally) to change and move forward;

- to ensure that life crises and obstacles are addressed;

- positive choices and moving on are definitely supported.

The rural sustainable scene offers the following opportunities:

- construction, maintenance - purchase, design, installation, maintenance and upgrading of equipment needed for a sustainable house (e.g. solar panels, furnace, etc.);

- creation, maintenance of a kitchen garden;

- maintenance of the natural area;

- processing and preserving the crops produced; communal cooking and meals;

- carrying out seasonal gardening work next to working;

- taking care of the animals (certainly dogs and cats) belonging to the house;

- carrying out work and activities specifically related to detached house-type housing on an ongoing basis;

- garden-related community-building activities (communal outdoor barbecues, meals, celebrations; hosting residents of the Budapest Halfway House Programme, etc.);

- developing and running a "well-kept yard, clean house" type internal programme;

- active participation in the community life of the nearest village, town, extension of welfare programmes (assistance to the elderly, people in need, mainly through work, activities, etc.);

- providing long-term integrated services for ecotourists (meals, accommodation, programme);

- greeters and rangers: training and operation in the natural area of the released target group - hospitality, presentation of the site, introduction of the attractions to visitors, continuous development and maintenance;

- organisation and development of small exhibitions on local history, natural history, economy, etc;

- providing local gastronomic experiences (e.g. oven-baked scones, bean goulash, etc.);

- providing local accommodation (for 6 people);

- providing experiential activities (provided by greeters, rangers, animators; making souvenirs from natural materials - e.g. craft activities).

The Sustainable Halfway House Complex Reintegration Programme is based on the development of the target group's resilience.

What is Resilience? Resilience is the ability to bounce back from difficulties and to learn from obstacles and stressful situations. It is a combination of values, beliefs and positive attitudes that leads to improved individual performance and allows the prevention of undesirable and excessive stress.

Resilience brings benefits in several areas in the lives of the special situation of the released target group, the most important of which are:

- Resilience helps to deal with rejection, frustration, criticism and negative influences.

- Resilience enables more effective and efficient group work.

- Resilience facilitates flexibility to adapt to changes in the environment, while ensuring progress.

- Resilience has a positive impact on health, performance, work-life balance and personal relationships.

Resilience factors:

1. Reconciliation with the past and emotional stability
2. Realistic optimism
3. Problem-solving skills
4. Make good use of one's skills
5. Self-discipline
6. Awareness and passion
7. Healthy relationships.

All seven factors are crucial for the development of the target group.

As a Dutch study shows, people working in agriculture and nature are more resilient, for the following reasons:

a) they do not have a direct superior,
b) no subordinates,
c) no co-workers,
d) they have a high degree of autonomy and autonomy of decision and are intrinsically motivated,
e) they have a regular but varied and challenging job,
f) they are passionate about their work, which they see as meaningful,
g) they are active and spend a lot of time outdoors.

Even though they work much more than 40 hours a week in nature/agriculture, they are still much more balanced - proving that it is not the amount of work that matters, but the quality of the work and the working environment. [14]

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[14] Paul Ch. Donders: Resilience: Live healthier, perform better, Xpand, 2015.

For all these reasons, the Sustainable Halfway Housing Complex Reintegration Programme is justified, innovative and has a clear positive impact, which makes it an attractive alternative method and solution to support the social and labour market integration of the target group.

We have a concrete vision for the site, which is illustrated in the pictures below. [15]

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[15] Ásotthalom, Serbian-Hungarian border. The land area is the property of the Serbian organization.