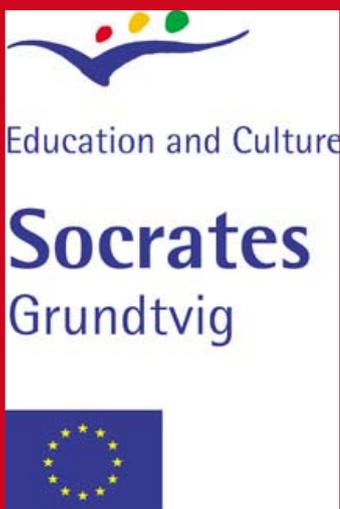


Free Space

First edition, May 2007

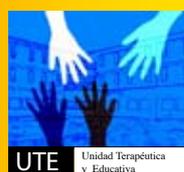
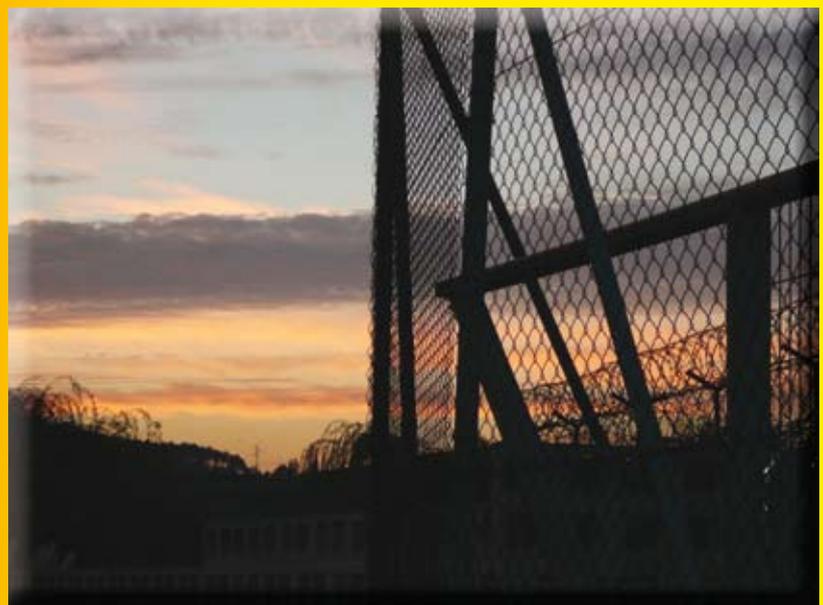
Welcome to the first issue of “Free Space”!

“Free Space” is the magazine of the Socrates Grundtvig 2 Learning Partnership Project Making spaces for change.



The Learning Partnership developing this project is composed of four institutions with experience working in the formal and non-formal dimensions of education in prisons. The project coordinator is the “Unidad Terapéutica y Educativa (UTE – Educational and Therapeutic Unit)” from the Villabona Penitentiary in Asturias, Spain. The other project partners are “Lancaster & Morecambe College” from Lancaster, United Kingdom; “Galli Group. Association for Theatre for social change” from Vienna, Austria and “Festival of Friends E.V. Preventional Theatre” from Erfurt, Germany. You are invited to know us through the pages of the magazine.

This project believes that prison education must be a triggering agent of personal change in the prisoners which will contribute to their social reinsertion in the community. Our project seeks the creation of “Educational Spaces” inside prisons, where formal, vocational and non-formal activities can be undertaken and developed.



Welcome



The main objective of the different penitentiary laws in the EU countries is, undoubtedly, the re-education and social reinsertion of the imprisoned population. Nonetheless, we often witness the useless waste of time while in prison, eventually turning it in a sort of “School for Criminality” from which offenders are returned back into community on a worse condition than on admission. The partners involved in this project firmly believe that by means of education this cliché can be defeated.

We understand that education within the penitentiary premises must comprise a whole set of vital experiences beyond the academic achievements, dealing thus, with the facts that have led these offenders to delinquency: in most of cases, circumstances linked to drug-addiction and other personal and social misbehaviours. Therefore, the formal and non-formal learning experiences must fulfil most of lifetime when in prison, counting necessarily on the commitment of both inmates and staff. The starting point should be the factual reality in each prison and the priority needs of its inmates.

Our project considers that Prison Education should trigger processes of self-awareness and personal change which facilitate the social reinsertion of offenders. We are also of the opinion that the educational experiences are essential to improve the cohabitation and the quality of life in prison.

There is no doubt that the diverse educational activities undertaken in prisons tend to humanize and enhance them. But effectiveness must be a goal too, as a means to the so much desirable social reinsertion. In order to achieve it, the actions must be carried out in an adequate environment to which they must themselves contribute; i.e. a space free from the rule of such negative aspects as violence (of any kind), drugs, and the whole lot of conducts associated to the detrimental jail subculture that chokes the life of inmates and demands an heroic effort from those seeking rehabilitation and staff trying to aid them.

We wish to work in the generation of transformative educational spaces where the inmates become active participants in their own process of personal change and staff may accomplish its duties with efficiency and a will. Hence, our project will launch educational activities and experiences aiming at the previously exposed goals; some of them are already shown in this magazine.

It is with such ambitious objectives that Making Spaces for Change was born. The magazine, “Free Space”, turns out to be the meeting point for people, inmates and staff from the different institutions taking part in the project, as well as the lively and critical forum to share consolidated educational experiences and innovative initiatives.

“Free Space” also hopes to strengthen the awareness of European citizenship, belonging to a community from which prisons cannot be excluded. Prisons and people deprived from freedom are a part of a civil society bound to look after them. This magazine will be useful to disseminate the activities of our project, the daily work of many offenders and staff who believe that another kind of prison is possible.

Many thanks to Rosa Pacios Jiménez for her excellent translations and to Francisco Yñiguez Causo for his aid and unconditional support.

Julio Fernández Rubio (Project Coordinator).
UTE. Villabona Prison. Asturias. Spain.

Contributions are always welcome: E-mail: spacesfor@hotmail.com

Spain, Asturias

Prison Villabona

THE THERAPEUTIC AND EDUCATIVE UNIT OF VILLABONA

At present the U.T.E. (Therapeutic and Educative Unit) of Villabona, basically includes four modules in the penitentiary. It exemplifies a project currently in practice not just inside our centre but also on quite a number of different Spanish prisons which are eager to follow this “other” model of therapeutic and educative intervention.

Just now, 330 inmates live together in the U.T.E., with a staff of about 60 civil servants, most of them wardens, undertaking the task of tutors, the rest of the members of the multidisciplinary team in the U.T.E., are social workers, teachers, counsellors, doctors, psychologists and occupational therapists.

Although now- a- days the U.T.E. is a perfectly established reality and a landmark in the Spanish penitentiary field, the beginnings were hard and at times the number of inmates and professionals working towards our target was scarce.

In 1992, in the former prison of Oviedo, Faustino Garcia Zapíco and Begoña Longoría, the former a counsellor and the latter a social worker, together with a small group of inmates, began to intervene in order to change the hostile reality of narcotics abuse and jail subculture. Their intervention took place there, in that environment, an environment still present on most Spanish and European prisons where you still find, real problems with living together, serious health trouble and, above all, an absence of self-respect.

In such a difficult situation it was, and still is, impossible to effectively intervene by means of educational or treatment activities, because the priorities were, and still are, to end drug-abuse, prison “law”, and to improve the quality of life in prison and the relationship among the inmates.... in brief, to turn their time in prison into a useful period instead of letting them attend a criminal-training school.

The achievement of those two colleagues and of the professionals who joined the project, was to believe in ourselves who, as prison workers, were tired of wasting our time and expectations, while observing that the circumstances of the internees did not improve. But above all the main accomplishment was to trust that both inmates and staff could work together in favour of a better, more humane prison and with better opportunities for reinsertion. And so in that way, spaces began to be freed of drugs, of former prison values and of criminal behaviour.

It was a slow but unstoppable process which more and more professionals kept joining, as well as inmates, who discovered that at the U.T.E. they could take advantage of their stay in prison because the conditions there would allow them to solve their problems of addiction or whatever other problems and so they would be able to recover their lives.

Nacho Noriega and I, both of us teachers, joined the project in 1994 at the recently inaugurated prison of Villabona, in the belief that education in that area should have a broader role than the merely academic one if we ever wanted to get to the core of the serious problems inmates had. From then on we have been working with the team and the prisoners to strengthen this whole educational model which is U.T.E. today.



Spain, Asturias

Prison Villabona

Therapeutic & educative unit

MAIN FEATURES IN THE THERAPEUTIC & EDUCATIVE UNIT



It leaves behind the existing rivalry of former times between inmates and the staff, establishing a pattern of co-management and shared responsibility of both groups.



World AIDS Day in the UTE.
December 1, 2006.



Patio of the UTE 1

❑ The unit takes into consideration the professional and humane quality of prison workers, focusing on wardens who are the majority on the staff and obviously in the front line of intervention in the prison. It evaluates the inmates as active subjects in the process of personal development.

❑ It leaves behind the existing rivalry of former times between inmates and the staff, establishing a pattern of co-management and shared responsibility of both groups.

❑ It allows the inmates to overcome the jail subculture inside the area of the prison. The U.T.E. is a drugs free, peaceful space without mafias, far from the “law of silence”, where men and women, young and older, drug-abusers or not, first offenders or backsliders, convicted or these awaiting trial, second or first degree prisoners, all, in fact, have a place there, except those convicted of sexual crimes in modules where women are assigned.

❑ Life at the U.T.E. has as its main axis the therapeutic team combined with the school, and uses formative and occupational activities as intervention tools.

❑ It enables the awareness of the inmates through their assuming the lacks and deficiencies they have lived with up to now and which have led them to criminal behaviour. Actually this is the final target of any therapeutic and educative activity which takes place in the U.T.E. making possible their assignment to the different resources already existing in society.

❑ The U.T.E. is a healthy space for all inmates, but specifically for those affected by contagious and infectious diseases. There, a healthy way of life is encouraged, as well as the involvement in medical treatments through the “Health Education” workshop.

❑ All their “time” is educational, and so is any single experience or activity they undertake.

❑ The U.T.E. is isolated from the remainder of the prison population, while it is open to society, with which it interacts not only inside the centre, but outside of it by means of different public or private institutions.

❑ It values the idea of reinsertion as a socialisation process, which may start in prison, but which goes on and ends in society through the different therapeutic resources.

❑ The U.T.E. is a preventive space as to avoid the anti-socialisation process present in prisons, when those are mere schools of delinquency. That feature is essential for first young offenders who have got the choice to entering straight into the unit, thus dodging the process of “contamination” present in other modules of the prison.

Spain, Asturias

Prison Villabona

Efficacy of U.T.E

EFFICACY OF THE U.T.E.

At present, recidivism in inmates of U.T.E. assigned to outside therapeutic centres is of a 9.09%, whereas the average recidivism in Spain is of a 60%. Furthermore, it is well-known that Villabona assigns a higher number of inmates to outside therapeutic centres than any other “Autonomic Community” in Spain. For instance a higher number than all the penitentiary centres of Madrid put together. Mercedes Gallizo Llamas, Head of Penitentiary Institutions in Spain said: “From our point of view the professional team and the staff working at Villabona, put forward an alternative model in penitentiary treatment sustained by experience and by results in terms of a low level of conflict, social integration, drop out of addictions and a low number of criminal recidivism which merits, at least, to be assessed as efficient”.



The UTE: drug free space



Excursion to “the Natural Park of Redes”. Asturias

U.T.E

Introduction, Drug Prevention

INTRODUCTION TO “THE EDUCATIVE AND THERAPEUTIC UNIT AND THE SECONDARY SCHOOL IN ASTURIAS”



IES Moreda de Aller,
Secondary School

The UTE of Villabona receives throughout each school year to about a 1000 of Asturian students of secondary education to deal with them the prevention in the consumption of alcohol and other drugs. They are boys and girls of between 15 and 17 years that share all a morning with the male and female inmates of the UTE. These offer their personal testimonies to them and they tell them what hoped to obtain from drugs and what they really found in them. The meeting is set up to make the teenagers reflect about the consumption of alcohol and other drugs, which are in the street within reach of their hand, through the experience of inmates, who accompany the teenagers during the activity. Most of the internal participants are very young, they connect very well with the students and transmit perfectly to the adolescents the serious consequences that drugs can have in their lives. This experience is very appreciated by the different secondary training centres from Asturias. The UTE's inmates feel very proud of their work and of having parents and professors' confidence to act as educators of the pupils in a so complex problem like drug abuse.

DRUG PREVENTION WITH TEENAGERS FROM THE UTE OF THE VILLABONA PRISON. HIGH SCHOOL VISITS

As every day on Tuesday, the morning starts with a certain expectation. After breakfast, the inmates, boys and girls, chosen on grounds of age and other considerations, gather in order to get everything ready for the occasion. Two teams of about 15 people who are in charge of everything, fetch chairs and get the meeting room all set, so as to accomplish an atmosphere of closeness and application.

Once every detail is in order, we have a meeting with our teachers in the main room where, later on, the experience will be held.

Although a certain tension can be felt, the general mode uses to be one of easiness when we establish the different points we should have in mind: the age of our visitors, they have been trusted to us by parents and teachers; the need to avoid certain undue or doubtful remarks which could be interpreted as an apology or defence of drugs; the necessity to keep from delivering any ethical lesson or make them feel guilty in case any of them has had an experience with dope or any negative behaviour of the kind; those and other similar ones are the indications we are presented with by our teachers and, which generally end in a series of activities and relaxing games.

At 10 a.m. the students start to come in the room where we, the mates from the U.T.E., wait for them sitting silently while they take their seats. As they accommodate they notice that we look young and healthy, maybe doubting whether we are inmates or fellow students from another school visiting the centre. It's a moment of surprise and contradiction when prejudices and preconceived notions give way to feelings of empathy and closeness among the two groups.

One of our teachers says a few introductory words telling them how the visit is going to develop and the different activities that have been planned. Then he asks the



Baltasar Díaz Querejeta
Today this inmate is in
“Proyecto Hombre”,
a therapeutic community
from Asturias.

U.T.E

Drug Prevention

student in charge to introduce his or her colleagues and the school they attend. Once everybody has met the others, we begin to make the first expositions, telling our lives and explaining how we started to deal with dope, what we were looking for and what we finally found. We always attempt a didactic and enlightening approach. On one hand it is a certain kind of therapy which allows us to exteriorize our feelings and feel a bit more of self- confidence. On the other it helps the students to learn straight from ex- drug abusers, what drugs are and what the pay-offs are. It allows us to turn into educators who speak out of their own experience.

At first the adolescents are interested and sickly curious about the prison, but gradually they forget their surroundings and begin to see human beings similar to them all around. They realize that the problem of drugs the advertising campaigns show and that they see as something fictitious or alien to them, is an actual issue, something close to them.

Drug and prison have now faces and names, our names, our faces, it is human, they realise that it is a very serious problem and that that is not a picnic.

Even though some of our stories are certainly bitter, we don't want them to feel pity for us. Our aim is that they become aware clearly and without any doubt, of what drugs really are. To achieve this target it's important that the same people, who have endured the problem, would be allowed to offer a positive opinion. Nothing useful would result from the suggestions from an actual drugs user, as besides being a negative educational experience, the young would never identify themselves to him.

After one and a half hour and six or seven stories have been presented, a more dynamic part begins, the adolescents answer questions about their week- ends and free time, focusing on alcohol and pot, not only because the damages they cause but also because as they are more accepted socially, they may lead to the use of other substances.

On the next section we set up small groups in different rooms, where the students can talk with us freely, far from the presence of their teachers though with one of our U.T.E. trainers acting as a moderator. It's here that the communication is more fluid and personal, the young then share their personal problems and worries, which in many cases are quite similar to the ones we had.

They also tell us about the relationship with their parents, their studies, friends, free time and so on.

Then we take them for a visit to the different pieces in the Unit: workshops entertaining rooms, dining room ... but what they are always eager to see are our cells.

Our main target is to give them enough information to prevent at least one of them to endure the tragic experience we have suffered with drugs. That is why, while we show them around, our tutors and the school teachers assess the visit as a whole as well as any particular case.

We end the visit with a very friendly goodbye, some of them perhaps with tearful eyes which will never forget what they have seen. But what really matters is that a few adolescents who came to see what a prison was like, leave conscious of what drugs really are, and how close to their lives the problem is.



IES DE CANDAS. SECONDARY SCHOOL



IES CARREÑO MIRANDA. AVILÉS. SECONDARY SCHOOL



U.T.E

pupils visiting U.T.E

THE THERAPEUTIC AND EDUCATIONAL UNIT AND THE SECONDARY SCHOOLS IN ASTURIAS.

Impressions of the “ Doña Jimena’s Secondary School ” pupils, who visited the UTE of Villabona the previous year.



Impressions compiled by
Cristina Lejarza. Teacher.

“Initially, what surprised me the most about the visit was the fact that the jail was so far away from any town and the stories these people told us explaining the reasons why they had ended up in such a place. But what really shocked me was the fact that we could be caught up in similar difficulties because of the accessibility to drugs we all have. I was impacted by the easiness of the mistakes which took them to such situation; I think it’s easy to make the same mistakes they did. I was very surprised to realize that they were normal people, and so, we could be involved in similar situations. I was very impressed because they were young people like us. They were dressing, acting and thinking like us. It also surprised me the politeness of the prisoners when they welcomed us, their sense of humour. They were people like us, they had behaved as we normally do (well, we did), and one ill-fated day they made a serious mistake. What impressed me the most was that some of the stories of the inmates were not only hair-raising; they prove that anyone can yield to drugs.”

“The visit affected our view of things to the point of considering that it is not worth the trouble either to try drugs or play with them because they will surely cause us trouble. The visit made us aware of many proceedings . We have to understand that life is not so pretty and that everything can change in our lives because a simple mistake and that the others can lead us the wrong way. It affected me positively because I felt that because of a familiar or any other problem, you may get yourself involved in a brawl and find yourself in jail. You have to be well aware of your doings. We tend to think that prisoners are odd people, but they could be any of us or one of our friends. We also think that we keep control but, when we start drinking, we can get mixed up in trouble. Now I think life is not a game. Drinking without control will result in unimaginable drawbacks. It’s necessary to think twice before acting. It made me think that everything has its consequences, and drugs will make us act differently from our own principles. Taking drugs isn’t good business. The visit helped me to know better the world of drugs and see its bad consequences. It reminded me of the foolishly youngsters may behave under alcohol or hashish effects. Luckily, we teenagers can do amazing things in many different activities without the use of drugs”.

“It has changed my approach about the use of my free time. I ’ll think twice before taking alcohol, though I hardly ever do. Now I use my free time taking advantage of my colleagues company, I don’t have to go immediately to a bar and have a drink. I realise now how ridiculous I was when I drunk just for the fun of it. When I go into a place where alcohol or drugs are being consumed, I’m aware of the dangers it entails. Obviously, I don’t take drugs, just alcohol, in small measure. I do things with moderation and control. I’m conscientious now that I will loose everything I have on the spur of the moment. The visit made me change the way to enjoy myself”.

“After summer I’ vet felt different feelings because everything was so shocking. It’s been a unique visit and I expect never to forget it. It has been most useful to centre myself and become conscious of what I do every weekend when I go out with friends”.

“It was useful to know Villabona inmates because it has made me realise how in no time you can destroy your life. Contact with youngsters who have had problems with drugs and to feel their suffering (not only through their faces, but through what they tell you) helps you to you take conscience of the reality of life. It was a useful experience which turned me a little more cautious. It helped me to understand that the use of drugs would’t probably destroy you physically but would do it psychologically”.

U.T.E

pupils & partners visiting U.T.E

“Maybe we can offer the inmates the satisfaction that we aren’t willing to repeat their errors. We would let them know there are people willing to listen and understand them. We can encourage them to keep on fighting. It is very difficult for them to explain and reflect on their problems and they help teenagers a lot. Doubtless they work hard. It will help them to think that a part of society believe in their social insertion. Rather they contribute with their determination to fight and to come through in spite of their past errors. They contribute with their willingness to live, to fight and come through. They contribute with our willingness to beware, take care and to protect our life. I’d tell them that despite their mistakes in the past, now they have to reinsert themselves in society and not to remorse. Because their experiences can be useful for many young people, for example, and avoiding that these, because of the drugs, enter in jail”. (No lo entiendo)

“I’d love to revisit Villabona. It was one of the best experiences I’ve ever had. For me and many other people, to have the opportunity of contacting these people has opened our minds while at the same time we have been shown the real effects of drugs on people. I look forward to returning, to have a talk with those boys and to see how life is there and to give them courage. I would like to return because it is an experience through which you learn many things at human level. Many people when hearing “imprisoned” think that it means bad people without knowing them. In my opinion they’re not bad people but people who have made mistakes, who are paying for that and, as human beings, they deserve a second opportunity”.

Teacher’s Article. Secondary School: “IES Escultor Juan de Villanueva”. Pola de Siero. Asturias.

We went to Villabona Penitentiary looking for help to prevent addiction in teens and we found a group of prisoners capable of transmitting democratic and ethical moral values to our pupils with very superior openwork so that we were able to stamp into our pupils at our institute’s classrooms such as tolerance, respect, understanding, the value of well built work, the dignity, the spirit of fight... all that we found behind bars.

We shouldn’t become teachers without the conviction that our fundamental work consists of transmitting moral values.

It would be a harsh work to debate which values would be enforced. This can be simple: the fundamental moral values are those that have linked the democratic society, those that hold the Declaration Universal of Human Rights. It is necessary to conform in the pupils those moral values for which the human being has fought during centuries. A teacher, then, should never be relativist.

But almost none of these moral values can be transmitted only with words. The values are also learnt by imitation. Thus actions need to back our teachings – or: we need to practise what we preach.

And that’s what I have found at Villabona Penitentiary. Although the people here do not have teaching as their essential commitment, they have been the best teachers of my pupils. Not only through their explanations but, and fundamentally, through their personal attitude. You hear the prisoners undress their past, their errors, with so much generosity, with so much effort, with the back-up of their classmates; You see them fighting for the desire to come through with so much will; You perceive in them the need to contribute their experience to get a more tolerant society.

These teachings, which inmates at Villabona Penitentiary offer with huge generosity, are what I’d like to bring to my classroom. There’s no teacher capable of transmitting them from a platform better than inmates do. All these values are what make this world a worthy place to be lived.



Ana Gallego’s teacher has managed to imply the parents and mothers of the students in the prevention activities. In this photo, fathers and mothers of the students of the IES “Escultor Juan de Villanueva” (secondary school of Pola de Siero) that visit the UTE of Villabona.



Ana Gallego Valdés with the inmate Baltasar Díaz Querejeta

Spain, Asturias

Prison Villabona

prison officers and inmates



José Francisco González in the patio of the UTE

Dear friends and colleagues

I would like to lay out in this article the experience that I've accumulated as a public prison warden during the time I've been working in prisons.

I'm writing from the Educative and Therapeutic Unit (U.T.E) at Villabona Penitentiary in Asturias; but previous to that stage in my professional career, many have been the constraints and many the years I've spent working as a civil servant in prisons. The job I carry out in the U.T.E., and which I had performed till I entered the Unit, was always the same, that of a civil servant prison warden, but it's important to underline certain nuances, which are both the reason and the excuse for this writing.

As I said, before I started serving in the U.T.E., I worked many years as a plain prison warden performing those tasks the Penitentiary Law, with its Notices, Directions and Instructions for the Service, prescribes in order to enable the rigorous fulfilment of order, security and discipline in the premises.

Our task was simple and mechanic: to watch, to guard and to make sure that the law ruled. There was nothing beside those basic lines.

Those were years of living in a complex, hostile and troublesome social atmosphere, pitiless with the weak; years of taking part in a "slammer" subculture which alienates man from his condition as a person, as a human being and his sensitiveness towards the others; years of stereotypes that described inmates, wardens and civil servants from the U.T.E. team; those were times of suspicions, misunderstandings, feeling that you were being assessed under your standard and that your professional and personal experience was being ignored by other professionals of higher rank, trying to deceive yourself about the professional reality surrounding you and pretending to block the great in satisfaction that such a social and work atmosphere aroused in you.

While working in Villabona, the ideas which I had elaborated as a result of my studies of Psychology were present and were even increased, as I knew of the existence of the U.T.E... I had heard of their working approach and the social atmosphere that prevailed there, and I liked it. I realised I would find my place there and I thought it would fulfil my professional demands.

Nowadays after two years as a warden in the U.T.E. I am just one member in a Multi-disciplinary Team among teachers, tutors, psychologists, advisers, doctors and so on, and, of course, wardens, here there is no place for status, for difference of treatment among us, mistrust or peevish remarks.

On the contrary, my task in the U.T.E. as regards my job, means actions which are aimed at getting the necessary order and satisfactory and flexible level of relationship, to ensure a warm enough social atmosphere which will allow us to attain the main and ultimate target ruling the U.T.E. that is, the re-education and rehabilitation of the inmates through its formative and therapy programs.

The aim is to generate a certain order and a peaceful living with others, never enforced by us the wardens, but attained through the joint partnership of civil servants and inmates.

The stereotype warden- executioner disappears and that of warden-tutor arises. We change from order and security agents, into therapeutically formed professionals who help the inmates to get their personal fulfilment, by means of the group dynamic among the inmates and self-help groups. We who were plain watch-men, become tutors and advisers about their present hope to get themselves a place in society.

The old-time groups of inmates vs. wardens concept, so different and far away, starts to become blurred, they get closer, mutual understanding develops and empathy turns

up. Stereotypes that previously restrained any possible understanding, withdraw, and new scenery, this time one of interaction, breaks through.

The “slammer sub-culture” plus its main stigma, that of the “penitentiary- fate”, makes place to a new space of rules, values and attitudes; a new approach to the prison as an open space, which assess people for their possibilities rather than for what they have done, it avoids stigmas.

We imagine the prison now as an action and co-responsibility and territory, where every one who forms the U.T.E., either civil servant or inmate, would be able to fulfil their expectations of becoming better human beings concerning ourselves and the others.

JOSE FRANCISCO GONZALEZ (UTE’s Prison officer)

JUANJO’S EXPERIENCE

My name is Juanjo, I’m 36 and I’m from Oviedo the capital city in the”Principado de Asturias”.

I am serving a 4 years sentence at the penitentiary of Villabona, in Asturias. That is my second time in prison and the first time I am in a “U.T.E.” (Educative and Therapeutic Unit).

I’m going to tell you about my experience here, and the differences between this drugs free unit, and the other modules, where what prevails is the mob law, the gang law. The “mafias” and the con attitudes rule the patio, it’s not advisable to let your weakness show, unless you want to become prey of bullies, they would immediately take advantage of it. Everyone minds his own business; nobody cares about whoever is next to him; the only target is his own well being.

In there you watch life pass; as you watch the clouds move in the sky only that it’s at ground level. There are hardly any opportunities to fight apathy, and no way to learn anything useful for your future. As a matter of fact, you are a suspected bundle cornered inside 4 walls; you are in a ghetto where every one keeps to his corner, far from the others. The experience for me was a round trip; I drew nothing positive out of it, if ever, I left the prison in a worse condition than when I came in. This pattern of prison does nothing towards the rehabilitation of the person.

Fortunately, this time I’m in a U.T.E. which has been a radical change in my life. Here you are welcome with open arms; from the first day they wrap you up in kindness. The rule here is respect for the others, only having this in consideration, companionship is possible.

Comradship and minding the others, can be felt all around; opposite to what happens in other prison units, here you are asked to expose your feelings, it’s the way to get to know yourself, identify your weak spots, personality disorders and also your merits and virtues. Then you learn to see things from a different point of view. You start to deal with all the different features of your personality; to accept and like yourself as you are.

Here we’ve got educational activities and workshops for all of us; there we get back every day’s routines, we learn to change the negative attitude and the erratic behaviour which led us here.

In other words, we train ourselves to live in a healthier and freer way, to become aware of our problems and negotiate them the right way.

It is, I’m sure, the pattern to be followed by other prisons because though, it isn’t a panacea, and think there is no such thing, I sincerely believe, it’s the best approach, if we want to help inmates so that, instead of remaining backslid criminals they’ll become law- abiding citizens.



Author: Juanjo Fernández

Spain, Asturias

Prison Villabona

first impressions

First impressions of inmates coming into the Therapeutic and Educational Unit:



Iván Ovejero: Here, We are the same people we were at other patios, taking drugs, fighting each other and making life and relationships impossible. Now, we help and care for each other. In other places money and force are the main facts which rule life, here everything is subject to the person fulfilment.



Miguel Expósito: In other modules everything is based on interest “take and give me”. What shocked me the most was that people here cares for me without expecting anything in return.



Andrés Amor: I was coming from insulation. What surprised me was the fact that it was a mixed module. I like very much the quietness that you enjoy here.



Julio Pérez: Before coming here, I never believed in human kindness but on arriving here I found that people helps each other a lot.



Feliciano Barros: what appalled me the most was the cleanliness that rules this patio.



Juan Manuel Pérez: The most important for me was the affection they welcomed me with and the feeling of being taken into consideration, moral values and the self-esteem are enhanced here.



Germán Rodríguez: This module has saved my life, it has made possible for me to forget what a real jail is like.



Carmela Llana: At this place I feel listened to; I feel that people come to me unselfishly, which never happened in other patios.

Spain, Asturias

Prison Villabona

first impressions



Mariano Fernández: What impacted me the most was that there were women and I could share the day-to-day routine with them.



Cristina Heras: People are treated here equitably, regardless of sex, race or religion.



Miguel Junqueira: What surprised me the most was the cleanliness and so many people surrounding trying to make me feel listened to.



Lázaro Blanco: the most important for me at this module is the silence at siesta's and bedtime which allows you to rest and reflect.



Armando Villanueva: what impressed me the most was everybody's manners .

Galli Group & Festival of Friends Society Introduction, Drug Prevention

EDUCATIONAL THEATRE IN PRISON ARTS EDUCATION WITH THE “SEVEN KELLERKINDER®” METHOD.

Archetypes are basic mythological characters with whom we can identify. They help us to connect with our deeper emotional levels. In 1989 Johannes Galli, actor, philosopher and founder of the Galli Method®, created the model of the „Seven Kellerkinder“ in analogy to the seven archetypes, using it for his transformational theatre work with people from various fields of education, including prison arts education. These seven archetypal energies guide all our actions. In order to be master of our actions again we have to free them - by acting them!

Then we will be able to use the seven energies for our best for:

- Understanding and intuition
- anger management and initiative
- effective communication and empathy
- self esteem and wisdom
- love and passion
- conflict resolution and organization
- friendship and bliss

While working in prison with inmates with the model of the seven Kellerkinder, we found in particular, that through the playful confrontation of the seven Kellerkinder they were able to see themselves in a different light and could see and understand from where their actions are guided. Although it was sometimes a difficult process they were very willing to accept that they suppress one or more of these Kellerkinder, which then lead to behaviours in their lives they could not control any more. The Kellerkinder theatre work helped at bringing their every-day behavior patterns and addictions into consciousness and change them through constant confrontation by acting.

The idea is that through the constant theatre work inmates are finally able to integrate the seven Kellerkinder into their every-day life and not be guided any more, but be at control of guiding them.

Educational theatre work is based on the idea that we learn through experience. Whatever children once experience they will never forget. Through acting and theatre work we learn about a healthy and responsible life. When people are acting on stage and feel free a kind of natural spontaneity appears which we call reality. This reality is far away from any morality and norm, which is usually inhibiting us from expanding our true potential.

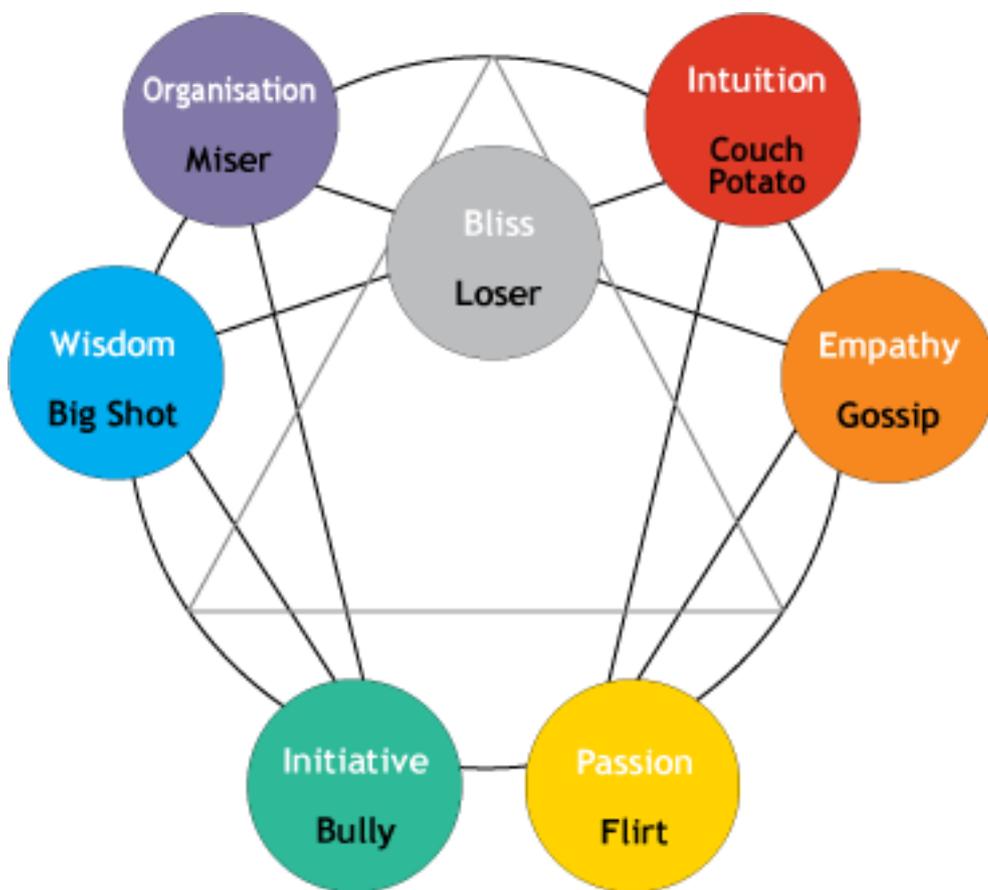
The stage is a place of confronting oneself with one's own reality. It is a place for personal development and growth. On stage we do not only meet noble and beautiful characters but also dark and horrible characters. Both sides of human nature need to be integrated in order to grow and to be prepared for a responsible and fulfilled life.

Following you find the seven Kellerkinder as playful characters and some of their analogies:

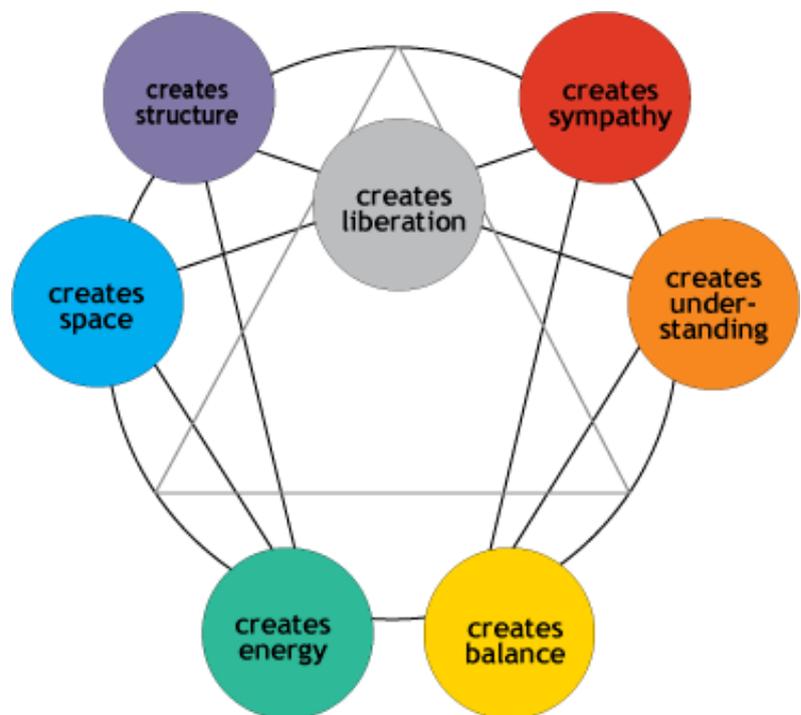
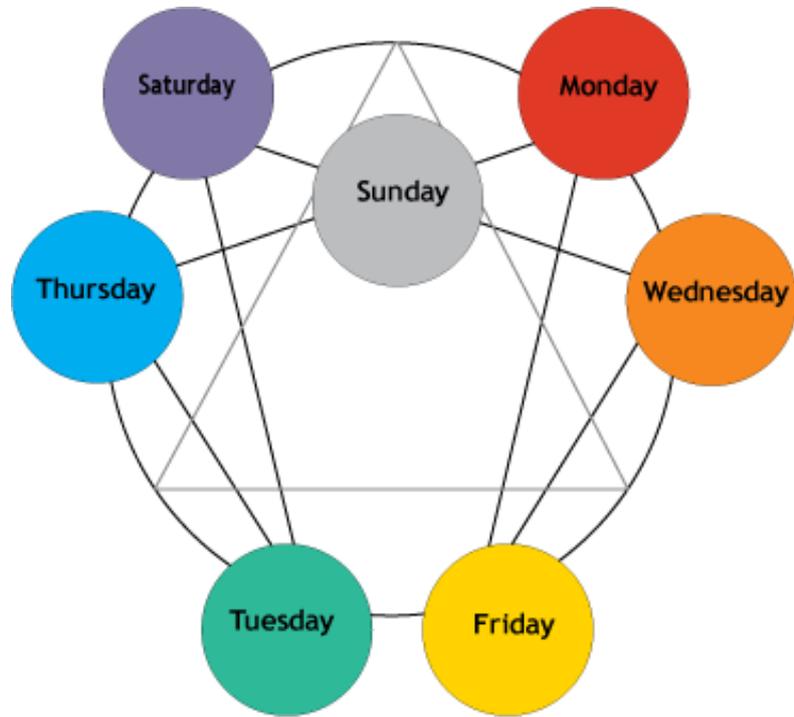


The Seven Kellerkinder®

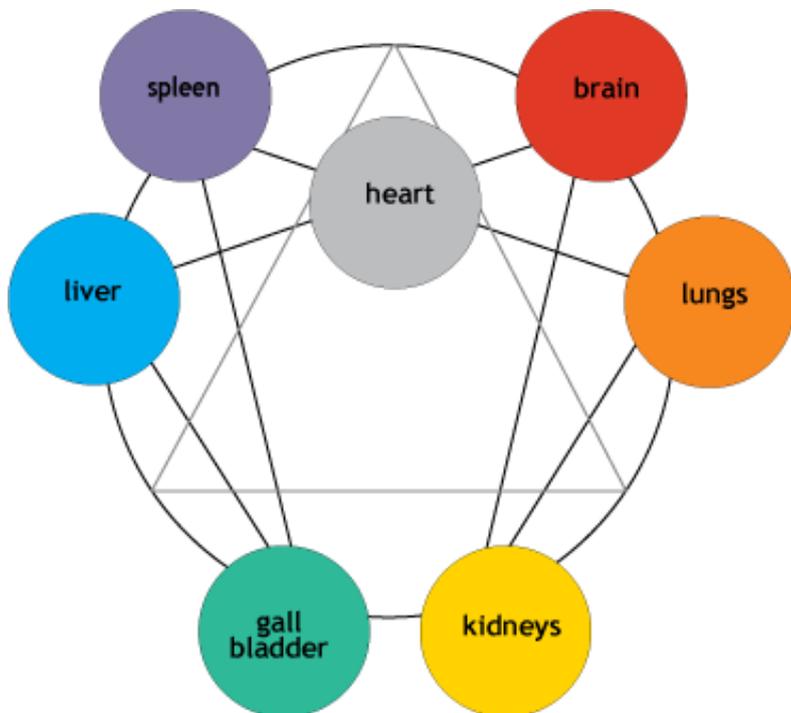
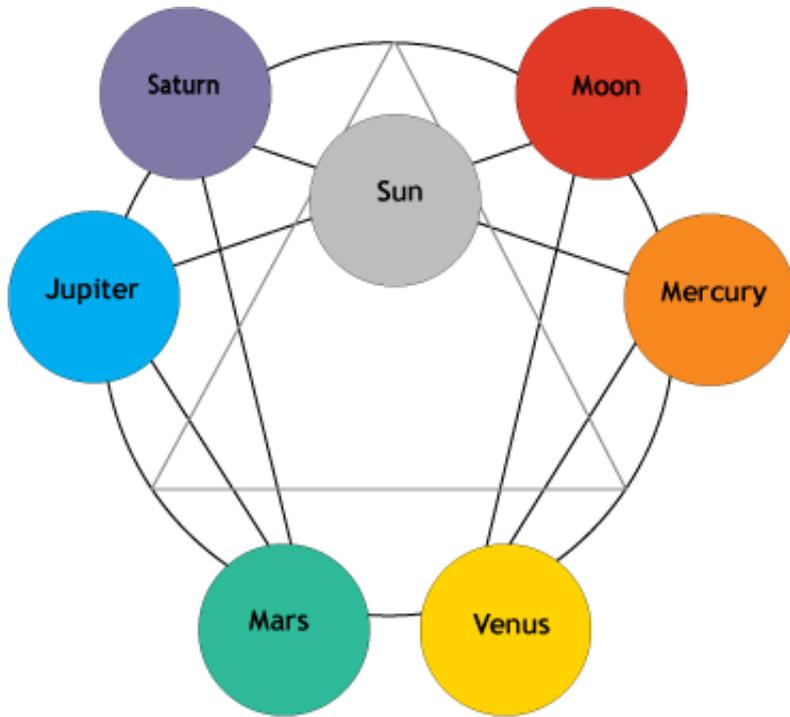
a Modul by Johannes Galli



Analogies to the Seven Kellerkider®

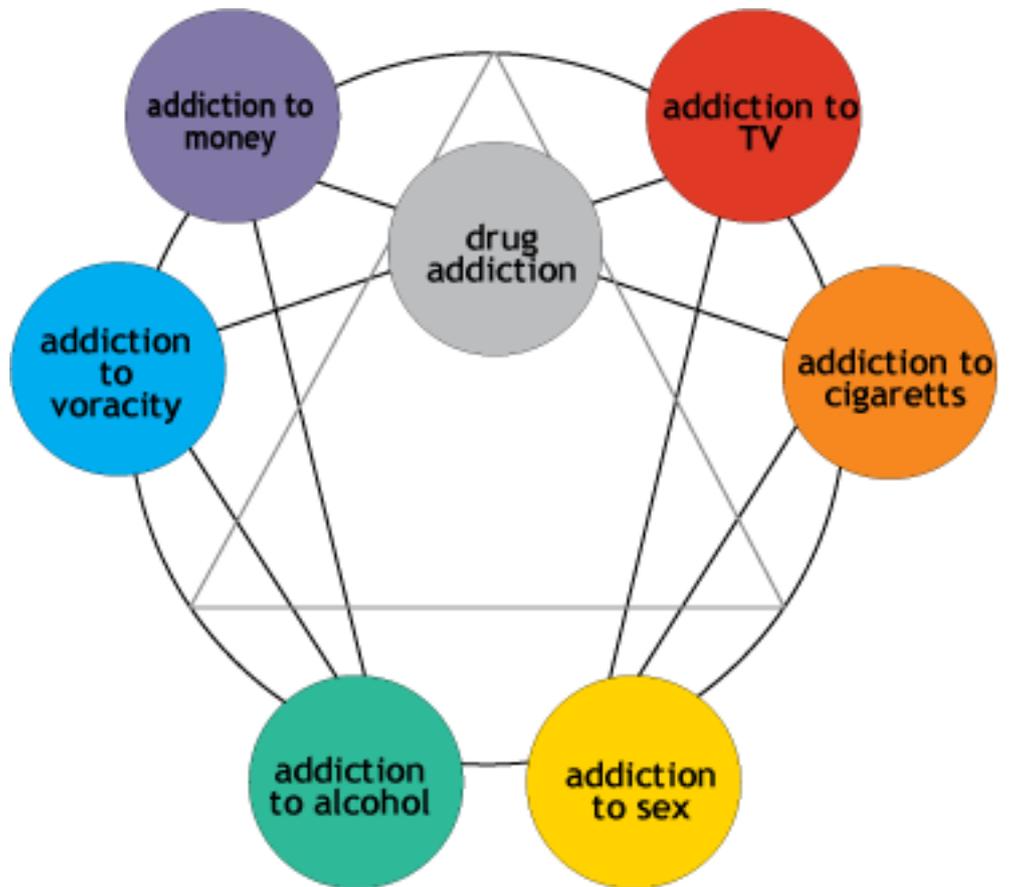


Analogies to the Seven Kellerkider[®]



Seven Adictions

according to the Seven Kellerkider®



Galli Group & Festival of Friends Society Seven Kellerkinder Workshop in the Villabona Prison

WORKSHOP “ 7 KELLERKINDER - AS SOURCE OF POWER

15 inmates of the Vollabone prison participated in this workshop. They were really receptive and asked very good questions. After the introduction round we wanted to start our Seven Kellerkinder Dance Meditation. A music journey where we are dancing each Kellerkind character. The music was supposed to be prepared but it wasn't. After 10 minutes some inmates had organised a little ghetto blaster, but this one was way too small, so they encouraged themselves to get another one. Everybody was really helping and excited, which was really a great process to see. After 20 minutes we had finally a good sound system and were able to start. First we did the warm up dance, where I introduced the “stop –game”, where they did a great job. Dancing with partners they found very funny.

Then we started with the Kellerkinder. To dance the Kellerkind Coach Potato was very difficult for them, as most of them were too active. Bully was also difficult as it seemed they held back. The energy was very high with Gossip, they had so much fun and were laughing hard and were able to dance the Kellerkind Gossip really precise. (In the whole prison I found it very obvious how much they smoke and drink coffee and also talk a lot – which all indicates the Kellerkind Gossip). Big Shot was good, some hit it, other refused it, so it was a normal mix. Flirt they also liked a lot, but it was more that instead of really flirting, the participants were busy with themselves, giving themselves a good look and watching their clothes and hair and appearance, which is a good start though. Miser was good, too. Here they got better after a while and the sound of jingling money was so typical for Miser energy. For the Loser we danced the Clown. Everybody got a clown nose and after I introduced the ritual of breathing the human being out and the clown in everybody started moving as clowns. The energy was high, some clowns cried, some very laughing and some just played – innocent as real clowns are.

The relaxation phase they took very serious and were really reflecting.

After that we continued with standard play scenes. First “The Unexpected Visit” and second “The Park Bench”. I was so surprised that so many of them wanted to come on stage and act right away. We got great scenes and with them were able to explain the Kellerkinder in daily life again. In the end they wanted Heidrun and me to act. They were applauding and cheering, we had no chance to not do it unless we wanted to really upset them. In the prison of Villanbone I figured the inmates are used that the teachers also transform into friends and companions, so we had no chance then to act. So we did and showed them an appropriate Park Bench scene. Heidrun as man and me as woman. We acted in English, but they got it and the applause was great, they were really thankful and we got their trust – as they finally got a proof of: What we are saying is really what we are doing.

I say thank you to everybody who made this Workshop in prison possible. I think it is a great way for the inmates to connect with their subconscious to figure out why they are in prison.

And in fact it can be good if you use your time – Carpe diem!

Katja Riemann
Festival of Friends Society



Lancaster, U.K.

Lancaster and Morecambe College

Lancaster and Morecambe:
The Ollass contract in Partnership with The Prison Service



Some education staff from
Lancaster Castle

Lancaster and Morecambe College became the lead provider for offender learning across Lancashire on 1st August 2005. The college caters for offenders in custody across a range of different categories of prison, including juveniles and offenders and in community. It is managed in the college by the OLASS team. In addition, each prison has an Education Manager who is supported by a team of part and full-time staff who deliver learning and skills. The OLASS vision is to provide offenders, in custody and community, access to an enhanced learning journey which recognises all offenders as potentially economically active members of their community. The learning journey will be relevant to local labour market needs and promote the necessary skills that will equip them to gain and sustain employment. The experience will make a positive and lasting difference to individual offenders.

Learning is delivered in partnership with the prison regime itself. Each of the six prisons is run by its own senior management team of Prison Service Governors. These Governors, the OLASS team and the Education Managers work very closely together to provide the very best service for the particular group of offenders in each prison. Each prison also provides courses that are run by the prison staff and other professionals.

The Home Office (Government office in charge of prisons) mission aims to reduce re-offending and protect the public by running accredited offending behaviour programmes within the prison and alongside the education programmes offered by Lancaster and Morecambe College.

At Lancaster Castle these courses include the Rehab (12 step) and P-asro (prisoners addressing substance related offending). This is because Lancaster Castle is a designated resettlement and rehabilitation jail.

The Castle is a Category C adult male jail. As far as possible, the Castle's prisoners are chosen for their suitability for the drugs courses and counselling offered to them. These drugs courses are complemented by education offered by staff from Lancaster and Morecambe College. Courses include: GOALs, art, Social and Life Skills, Skills for Life and IT.

Also in Lancaster is the Young Offenders prison; the very modern Lancaster Farms. No longer a working farm, it does offer a wide range of educational courses, which, as far as possible reflect the school curriculum. It holds young men in separate Juvenile and Young Offender (YOs) units. Juveniles are aged 15-17, whilst YOs are 18-21 years old. There are some convicted prisoners here, but the offenders are predominantly on remand. The prison itself runs: Enhanced Thinking Skills (ETS), Juvenile ETS, Short Duration Drugs Programmes, Alcohol Awareness and Restorative Justice.

we are able to provide the skills offenders need to gain employment. The college will achieve this by increasing its responsiveness to employers and developing with partners (i.e.prisons), a delivery model that ensures offenders have access to learning and skills relevant to the local labour market needs.

Lancaster, U.K.

Lancaster and Morecambe College

Further to the south of the county of Lancashire are two prisons which are close neighbours. These are Garth and Wymott.

Garth prison is a Category B adult male jail which has quite a few lifers and long term prisoners. The education programme that it provides reflects this, with Garth offering advanced and Open University courses of study. It also offers a restorative justice course through the prison.

Wymott is a Category C prison that is split into two units. All prisoners are male but are split into ordinary Cat C prisoners, and vulnerable prisoners (VPs). The VPs are kept separate for their own safety as the nature of their crimes (usually sex offences) make them vulnerable to attack from other prisoners. Wymott does have a Therapeutic Community (TC), where residents are made responsible for their own environment. As we know, TCs encourage respect for one's environment and for oneself. Kirkham is the county's Category D, or, open prison. This is a working farm and is very spacious, set out among fields. Resettlement opportunities are made available to all offenders dependent on their needs. A 'Custody to Work' scheme is operated for paid employment and community work. College placements are also arranged where appropriate.

Preston prison is another Category B adult male jail. It accepts prisoners straight from Crown Court and Magistrates Court. This means that it houses prisoners straight from the street, with all the problems this can entail. It is a dispersal jail, so that the men held there will not be there for too long, before another place is found for them throughout Lancashire or Cumbria (the county to the north of Lancashire.)

We are hopeful that with the introduction of a brand new computer system, these six prisons in Lancashire with education contracts with Lancaster and Morecambe College, will be able to work more closely together, with each other, and within the prison regime. The college is committed to working collaboratively with partners to meet the priorities of Government, the Learning and Skills Council, Youth Justice Board and the Prison Service in relation to addressing the needs of offenders. As lead provider for OLASS in Lancashire, the college is committed to ensuring that



Some education staff from Lancaster Castle visiting the Villabona prison in Spain

Lancaster, U.K.

Lancaster and Morecambe College

GOALS

Goals – Gaining Opportunities and Living Skills

Goals is a cognitive behaviour intervention strategy which aims to help participants develop a clearer understanding of how they view themselves, and recognise how this affects their lives. It is a self-development programme which focuses on self-esteem, individual responsibility, positive thinking and motivation.

The Goals programme places strong emphasis on improving psychological well-being, and on setting and achieving realistic and meaningful goals.

The course is made up of 9 sessions in total, which include: a formal interview, seven group sessions and a final one-to-one review.

All participants will also have optional access to mentor sessions if required. This course focuses on encouraging responsibility, developing self-esteem and ways of leading a successful, crime-free life. It also involves developing positive strategies for dealing with anger. Goals uses 10 keys to achieve these aims:

- KEY 1 – ACKNOWLEDGE AND COMPLETE THE PAST
- KEY 2 – POSITIVE SELF-TALK
- KEY 3 – ACKNOWLEDGE AND AFFIRM STRENGTHS
- KEY 4 – CLARIFY VISION AND VALUES
- KEY 5 – PLAN THE FUTURE
- KEY 6 – VISUALISE AND AFFIRM SUCCESS
- KEY 7 – ACT TO CREATE
- KEY 8 – RESPOND TO FEEDBACK
- KEY 9- PERSEVERE
- KEY 10 – REAP THE REWARDS

Bob C said: ‘It was quite interesting and you learnt about things you let go of in life. I was a drug addict and I didn’t have any goals in life, just where my next fix was coming from. When I did this course it opened my eyes to the things that I had missed and let go. Now that I’ve done this course I always set goals and targets out, that I know I will achieve.’

Matty T said: ‘ I found the teaching excellent and the course very interesting and motivating. I have turned my life around and find it much easier to see the positives.’

Lee Rumney, the facilitator said: ‘This course is fabulous. I’m really excited about its possibilities. Its cognitive processes can be used positively and this course will carry the weight of other courses not available at the Castle, such as ETS (Enhanced Thinking Skills). Prisoners are encouraged to do courses like these, but there has been very little availability.

The course has run twice so far with 100% pass rate both times. It is set to run again in March and June 07, and hope the course will continue in its success.



Some students in Lancaster
Castle Prison

Lancaster, U.K.

Lancaster Castle

Martin Eastcroft's article

I didn't do much at school, in fact I hardly worked at all. I used to 'dog it' and go to smoke weed and steal motorbikes and drive them around the local fields. I then started taking acid in the early '90s, then speed and ecstasy, going to raves all the time. Eventually I ended up doing coke, then valium, temazipan and then heroin. My story's like thousands of others. I used to love getting wasted all the time. Crime was the only way to fund it. The catch is though, that your life moves on. People die, people change, so when you try to stop, you discover that you've got a bit of a struggle in front of you.

I got bad on heroin and crack cocaine but tried to stop loads of times by going to re-habs. The thing is, if you're not ready to stop using, nothing anyone tells you will make a difference. I ended up getting a 5 and a half year sentence for robbery. Luckily I got one and a half concurrent, so ended up with 4 years under the old legislation.

For the first 10 months I battered the Gym to get myself built up, but soon found jail proper boring.

I then came across an article in 'The Inside Times' about how all the lifers in HMP Frankland and HMP Liverpool were spending their time studying to get a degree, to kill time and to get a decent job on release. I thought to myself: these people aren't mugs, so I followed suit and started studying myself. At first it was a struggle to get funding for outside courses so I started hammering all the prison education courses. After two years I had forty-one certificates. Maybe it doesn't mean much in here, but on the outside they're GCSE and A Level equivalent. Now I'm more educated than everyone I went to school with.

In 2006 I applied for an Open University course and found that if you can understand the big words they're not that hard. I passed 'Understanding Society, then I tried 'Understanding Social Change'. I passed that. I applied for University to see what would happen. To my surprise they all wrote back! In fact they said: 'we actually like people with real life experiences'.

They told me that if I completed another course the Open University they would offer me a place on their BSC (Hons) Psychology course.

I'd be a fool not to accept, so I start September 2007. I'd like to thank Judith Baines in Education and Darren Etherington in PS Plus, and all the rest of the Education staff for putting up with me, and helping me through education to sort my life out on release. To all you lads - why not try it? What have you got to lose? An hour a night in cell work can really change your life if you want it too. I didn't know I had a brain until I started using it.

Martin Eastcroft.



Contacs

SPAIN (Project Manager)

Unidad Terapéutica y Educativa
Centro Penitenciario de Villabona
Finca Tabladiello 33480 Villabona-Llanera
maestrosute@hotmail.com

UNITED KINGDOM

HMP Lancaster Castle
Castle Hill
Lancaster, LA5 0TX
Carmel.Flaherty@hmpr.gsi.gov.uk

AUSTRIA

Galli Group
Association for Theatre for Social Change
Schottenfeldgasse 56/2
1070 Wien
t.mayer@galli-group.com
www.galli-group.com

GERMANY

Festival of Friends Society
Waidpfad 18
99094 Erfurt
info@festival-of-friends.com
www.festival-of-friends.com