

The Influence of Public Educational Policies on Crime Prevention in the Inmates of the Bellavista Social Rehabilitation Center (CRS) in Santo Domingo de los Tsáchilas: Analysis from the Rehabilitation Perspective

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ABSTRACT

The document analyzes data collected through surveys in the educational system and its relationship with crime in Ecuador. It compares educational aspects between Finland, New Zealand, and Ecuador, highlighting that the state budget does not seem to be decisive in the educational differences between the countries. The surveys examine prison duration, preschool, early, primary, secondary, and university education, as well as family criminal backgrounds. The majorities of respondents have committed serious crimes and will spend more than three years in prison, suggesting that educational programs in prison could facilitate social reintegration. Additionally, it addresses the influence of early education on crime prevention and discusses the importance of completing educational levels to reduce criminal recidivism. The results also reveal data on family backgrounds, friends with criminal histories, and the ethnic identification of the respondents.

Keywords: Education; Crime; Rehabilitation; Budget; Prison; Crime prevention

INTRODUCTION

Public policies are fundamental tools for governmental intervention in society, addressing the needs of the people and seeking solutions to public issues. In this context, this research focuses on the implementation of policies aimed at eradicating crime, with a direct focus on prevention. It addresses the relationship between educational level and criminal behaviour, highlighting that education can expand legitimate job opportunities, thereby reducing the propensity to commit crimes. Additionally, it analyses the opportunity cost of depriving individuals with higher formal education of their freedom. This study centres on the Ecuadorian educational system and its comparison with developed countries like Finland and New Zealand, renowned for their safety and high educational standards.

A field exploration is conducted at the Bellavista Social Rehabilitation Center in Santo Domingo de los Tsáchilas to investigate if educational level is related to the commission of criminal acts. A mixed qualitative-quantitative methodological approach is employed, with closed surveys administered to a

significant sample of male inmate population. The research aims to understand if public educational policies influence crime prevention, considering variables such as economic income, social environment influence, ethnicity, and crime prevention policies.

Data on primary and secondary education of the respondents are analyzed to assess if completing these educational levels impacts criminal behavior. Furthermore, inquiries are made regarding participation in crime prevention policies related to education and the awareness of close family members about these policies. This study aims to provide relevant information for designing comprehensive public policies that promote crime prevention through education, acknowledging that investing in education may be more effective and cost-efficient than other traditional crime prevention strategies.

The Bellavista CRS serves as a microcosm where the intersection of public educational policies, rehabilitation efforts, and crime prevention strategies converge. In this context, the efficacy of educational initiatives extends beyond traditional academic

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pursuits, encompassing physical rehabilitation programs that play a crucial role in the holistic rehabilitation of inmates.

LITERATURE REVIEW

Integration of physical rehabilitation

The Physical rehabilitation, encompassing therapeutic exercises, occupational therapy, and sports programs, forms an integral component of the inmate rehabilitation framework at Bellavista Social Rehabilitation Center (CRS). These programs not only promote physical well-being but also serve as avenues for skill development, self-discipline, and social integration among inmates Bellavista CRS. These programs not only promote physical well-being but also serve as avenues for skill development, self-discipline, and social integration among inmates.

The research is divided into three specific objectives. The first objective is to conceptualize the levels of education in Ecuador, exposing the country's educational reality. The second objective is to conceptualize the types or levels of formal education received by individuals in countries with low crime rates, specifically in Finland and New Zealand. The third objective is to establish the level of education received by the Individuals Deprived of Liberty (PPL) of the Bellavista CRS in Santo Domingo de los Tsáchilas.

To achieve this third objective, two surveys are applied to a sample of 58 PPL between January 30, 2023 and February 7 of the same year. The results show that among the main common characteristics of the respondents is the absence of a university degree. Additionally, other shared factors are found, such as family incomes below the legal salary and the desire to obtain a university degree.

At Bellavista CRS, the integration of physical rehabilitation within the inmate rehabilitation framework is paramount. By incorporating therapeutic exercises, occupational therapy, and sports programs, the institution fosters a holistic approach to rehabilitation. These initiatives extend beyond mere physical recovery; they cultivate essential life skills, instil self-discipline, and facilitate social integration among inmates.

Therapeutic exercises aid in restoring mobility and functionality, essential for individuals recovering from injuries or managing chronic conditions. Occupational therapy empowers inmates by teaching them practical skills for employment and daily life tasks, enhancing their prospects for reintegration into society upon release. Additionally, sports programs provide opportunities for physical activity, teamwork, and healthy competition, contributing to inmates' overall well-being and mental health.

By integrating physical rehabilitation into the wide range rehabilitation framework, Bellavista CRS not only addresses the physical needs of inmates but also nurtures their psychological and social well-being, thereby enhancing their prospects for successful reintegration into society, fostering a positive and productive post-release life.

DISCUSSION

The main discussion of the document focuses on the relationship between educational level and the commission of criminal acts by individuals deprived of liberty at the Bellavista Social Rehabilitation Center in Ecuador. It emphasizes the importance of education in reducing criminality considering that the acquisition of basic skills such as reading and writing is fundamental in preventing criminal behavior [1-3]. Additionally, it analyzes how public educational policies can influence crime prevention, with a specific focus on the educational level of the PPL surveyed [1]. The research is based on data obtained through surveys applied to a significant sample of the male prison population, aiming to determine if there is a relationship between educational level and the commission of criminal acts. It examines aspects such as the completion of primary and secondary education by the respondents, as well as the availability of educational programs within the prison that allow them to access accelerated studies.

The analysis from a rehabilitation perspective sheds light on the multifaceted benefits of physical rehabilitation in crime prevention. By fostering physical health and well-being, these programs contribute to reducing stress, aggression, and tension within the correctional environment, thus mitigating potential triggers for criminal behavior. Furthermore, physical activities instill a sense of purpose, self-esteem, and personal growth among inmates, bolstering their motivation for positive change and reintegration into society upon release.

The results reveal that while the majority of the respondents completed primary education, there is a significant proportion that did not, suggesting that access to education can be a relevant factor in crime prevention. Additionally, it addresses how certain antisocial behaviours can be adopted by young people to belong to a group, highlighting the role of educational institutions in mitigating such behaviours [4]. It is concluded that the loss of values and psychosocial disturbances can contribute to criminal behaviour, emphasizing the importance of providing psychological support to families and promoting educational interventions to reduce juvenile delinquency [4,5]. In summary, the document discusses how educational level can be a determining factor in criminal behaviour, exploring how public educational policies and school institutions can play a crucial role in crime prevention and the social reintegration of individuals deprived of liberty. Effective implementation of physical rehabilitation programs necessitates a collaborative approach involving correctional authorities, healthcare professionals, educators, and community stakeholders. By fostering partnerships and leveraging resources, Bellavista CRS can enhance the accessibility, quality, and sustainability of physical rehabilitation initiatives, thereby maximizing their impact on crime prevention and inmate rehabilitation [6,7].

Despite the evident benefits, challenges such as resource constraints, staff shortages, and logistical hurdles may impede the full realization of physical rehabilitation programs within correctional settings. However, these challenges also present opportunities for innovation, resource mobilization, and

capacity-building efforts aimed at overcoming barriers and enhancing program effectiveness.

The analysis from the rehabilitation perspective underscores the pivotal role of physical rehabilitation in crime prevention among inmates at Bellavista Social Rehabilitation Center in Santo Domingo de los Tsáchilas. By integrating physical rehabilitation within the broader framework of public educational policies, stakeholders can address the complex dynamics of crime, promote inmate rehabilitation, and foster safer, more inclusive communities. Although the majority of respondents completed primary education, there is still a considerable proportion that did not, suggesting that access to education can influence crime prevention.

CONCLUSION

The acquisition of basic skills such as reading and writing is considered fundamental in preventing criminal behavior. Studies have shown that illiteracy is one of the main causes of criminality, emphasizing the crucial role of education in reducing crime. The importance of developing comprehensive public policies that promote crime prevention through education is highlighted. The research suggests that investing in educational and social rehabilitation programs may be more effective and cost-efficient than other traditional crime prevention strategies.

Despite most respondents not having family members convicted of crimes, it is observed that the social environment, including

friends with a criminal history, can influence criminal behavior. However, family members are ruled out as a determining factor in criminal behavior. The study emphasizes the crucial importance of education in crime prevention, highlighting the need for effective public educational policies to address the underlying causes of criminality and promote successful reintegration of individuals deprived of liberty into society.

CONFLICTS OF INTEREST

None.

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