



The higher education in prisons. The first steps of Ecuador

La educación superior en las cárceles. Los primeros pasos de Ecuador

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Abstract

Achieving Good Living is not possible without solving the social exclusion problems that require the expansion of the freedoms of historically marginalized groups, such as the people deprived of liberty, many of them, before committing criminal acts, they lived in an environment of violence and poverty, situation that in punitive jail is conceived as an institution of punishment and denigration, intensifies, accentuating antisocial behaviors that create vicious circles which rupture is achieved, among other things, by providing them new functions and capabilities, so that inclusive education in the same quality as offered in free life but with specific curricular and methodological designs that guarantee the effective transfer of knowledge to this group, it is key, constituting itself in the exercise of a human right that dignifies at the same time that it rehabilitates, being the higher education the one with the greatest transformer impact. Ecuador began a first pilot giving scholarships to a group of prisoners to access to university studies in the context of confinement, a plan that must overcome various obstacles requiring interinstitutional coordination and the commitment of society in order to yield the desired results, contribut-

ing to convert the prisons in real Social Rehabilitation Centers and to the Social Rehabilitation System in a promoter of the human rights and Good Living.

Keywords: Good Living, capabilities, freedoms, higher education, human rights, jail.

Resumen

Alcanzar el Buen Vivir no es posible sin solucionar los problemas de exclusión social que requieren de la expansión de las libertades de grupos históricamente marginados, como lo son las personas privadas de libertad, muchas de las cuales antes de cometer actos delictivos vivieron en un entorno de violencia y pobreza, situación que en la cárcel punitiva concebida como una institución de castigo y denigración, se intensifica, acentuando conductas antisociales que crean círculos viciosos cuya ruptura se logra, entre otras cosas, proporcionándoles nuevos funcionamientos y capacidades, por lo cual la educación inclusiva en igual calidad que la ofertada en la vida libre pero con diseños curriculares y metodológicos específicos que garantizan la transferencia efectiva de conocimientos hacia este grupo, es clave, constituyéndose en el ejercicio de un derecho humano que dignifica a la vez que rehabilita, siendo la educación

superior la de mayor impacto transformador. Ecuador inició un primer pilotaje otorgando becas a un grupo de presos para acceder a estudios universitarios en contexto de encierro, plan que debe superar diversos obstáculos requiriendo de la coordinación interinstitucional y del compromiso de la sociedad para que rinda

1. Introduction

It is recognized that education increases the ability to function, expanding the freedom of individuals to achieve the life they value, bringing people and society closer to achieving Good Living (London and Formichella, 2006).

Its benefits are multiple, encompassing the economic dimension, creating human capital, improving individual and national income; politics, encouraging citizen participation and public expression in democracy; and social, forming the collective conscience, social cohesion and improving access to basic services such as health and formal education; therefore, it is considered an intangible asset that contributes to the reduction of the intergenerational transfer of inequality, and even more important, a fundamental human right whose exclusion leaves the person outside development and society (Iturralde, 2005).

Because of its importance, UNESCO in 1990 raised the challenge of providing quality education for all, which was well received by member countries who have designed strategies in cooperation with public and private, national and international actors, to expand coverage to marginalized groups who have not been able to exercise this right, and although the results between the years 2000-2015 show progress, it is noted that there is still much to be done (UNESCO, 2015).

Among the excluded groups are people deprived of liberty (PDL), who are held in social rehabilitation centers (SRC), and although they have lost their ambulatory right, they still hold most of their rights, such as access to quality education (Scarfó, 2003).

los resultados deseados, contribuyendo a convertir a las prisiones en verdaderos Centros de Rehabilitación Social y al Sistema de Rehabilitación Social en un promotor de los derechos humanos y el Bien Vivir:

Descriptor: Buen Vivir; capacidades, libertades, educación superior; derechos humanos, cárcel.

In Ecuador, the Constitution recognizes education as a fundamental right, and quality education for all is crystallized in the development objectives of the National Plan for Good Living (PNBV), since it is a necessary condition to achieve the vision of national development, this is “the attainment of the good living of all; the expansion of their liberties and potentialities in peace and harmony with nature; and the indefinite prolongation of human cultures” (Correa, 2008, p.43).

These guidelines have allowed institutions such as the Ministry of Justice, Human Rights and Worship (MJDHC), the National Secretariat of Higher Education, Science, Technology and Innovation (SENESCYT), among others, in cooperation with educational institutions of different levels, to create spaces so that the PDL exercise their right to education and increase their capacities in order to affect their future social reintegration.

This article invites us to reflect on the constitutive and instrumental importance of higher education in the expansion of capacities and freedoms of excluded groups, specifically of PDL; thematic that is approached from the perspective of equity and social justice and that requires considering the ethical and solidarity principles that conform to the spirit of human rights and the vision of Good Living.

2. Good living, capacities and education

Good Living, skills and education are three concepts so deeply related that one cannot conceive of the existence of one without that of the others.

Good Living is understood as “the satisfaction of needs, the attainment of a dignified quality



of life and death, the love and being loved, and the healthy flowering of all, in peace and harmony with nature and the indefinite prolongation of human cultures “(Ramírez, 2008, page 387), a vision that is contemplated in the Constitutions of Ecuador and Bolivia, and that places the State as a promoter of development, responsible for directing the social construct towards the expansion of capacities and operations of the population, designing policies that consider distributive justice to mitigate the serious problems of exclusion (Celis and Sepúlveda, 2012).

The second term comes from the capabilities approach of Amartya Sen, Nobel Prize in Economics, who argues that the capacity of a person is reflected in the freedom to achieve valuable operations, and the set of capabilities represents their freedom to achieve what they value; becoming determinants of the quality of life from the extension or restriction of liberties (Urquijo, 2014). To understand this approach, it is necessary to be clear about the following concepts:

Functioning. It refers to the state of a person and the actions he accomplishes during his existence, so that welfare cannot be measured by the possession of a good or the level of income, but by the lifestyle that is carried with them, which depends on the individual's state (Sen, 2000). To illustrate this, two people, A and B, who obtain a scholarship to study abroad, will be assumed. Regrettably, B is accused of a crime and is given preventive detention. For these agents, the scholarship is valuable for what they can be or do with it, for that reason, on the date of the trip, although both have the air ticket and the funds that finance the study, it is only useful for A.

Capacidades. Es el conjunto de funcionamiento, es decir, las habilidades físicas, legales e intelectuales que les dan la posibilidad de realizar actos para conseguir la vida que valoran, esto es, el bienestar potencial (Flores, 2005). Following the previous example, it is assumed that a year has passed, B has resolved his legal problem and now fights against the physical, psychological, economic and social

consequences caused by confinement, having fewer options than before losing his freedom. B has become impoverished. Simultaneously, A returned from his studies with more knowledge that has increased his labor, economic, political, cultural and social options, since his new operations give him greater capacities and freedoms to create the life he wants. A has developed himself.

The philosophy of Good Living picks up Sen's proposal recognizing that development cannot be conceived without the expansion of capabilities and opportunities, adding that freedom, understood as the realization of human capacities, is conditioned to the realization of the potentialities of society (Ramírez, 2008).

Social justice demands that the freedom of the people does not depend on the conditions in which they were born or of the unfavorable circumstances of their environment, being the State responsible for creating an equitable environment in favor of the less favored, where education plays a relevant role.

Education, as a necessary condition for development, requires public intervention to guarantee its quality at all levels: primary, secondary and higher, as well as its universal coverage, including historically discriminated groups, such as the PDL, allowing them to be true actors of their own progress, giving them a voice, a critical thinking and the ability to transform the reality that surrounds them into something constructive; and higher education, through the process of transferring knowledge, skills and abilities that lead to specialized operations, is the level of education that contributes the most to integral development, contributing to breaking the link that keeps the excluded tied to poverty.

3. Breaking the cycle of violence

The neoliberal policies implemented in Latin America between the 80s and 90s, cracked the



Welfare State creating inequality and poverty on large human groups who were excluded from the benefits of progress, democracy and the full enjoyment of their rights, forcing them to live below the threshold of dignity and increasing crime rates, since without equity there can be neither efficiency nor security (SENPLADES, 2012).

The obstacles to development correlate with violence in such a way that crime can be explained by economic factors (low growth, concentration of wealth, unemployment, poverty), demographics (discrimination by race, gender, urbanity, migration), educational (illiteracy, low level of schooling), social capital (individualism, little solidarity, distrust) complemented by dissuasive factors (Obando and Ruiz, 2007).

Part of these marginalized whom, while free, lived on the threshold of poverty characterized by unemployment, lack of social skills, poor access to education, among other violations of their rights, sometimes aggravated by untreated mental problems such as anxiety, depression, etc., in many cases associated with childhood traumas because they come from dysfunctional homes where they suffered physical, psychological and even sexual abuse; when committing criminal acts, they were captured and agglutinated in prisons, virtually disappearing them from society, and in this way, partially hiding the deplorable social results of the model (INEA, 2013).

In prison, the “most delirious and violent field of tension in the power apparatus” (Parchuc, 2015, p.20), the conditions of these marginalized people are exposed to the physical and psychological shock of confinement, forced coexistence and the intensification of the violation of their rights. This “unwanted” population initiates a process of desocialization, isolation, family breakdown, emotional restriction and a brutal impoverishment that increases their fears, anxieties, aggression and drug use, further reducing their self-esteem and their abilities (Scarfó, 2008).

After the punishment, the prison returns to society to a worse state than the initial one, with marked antisocial tendencies, who will suffer because of his criminal background of greater marginalization reproducing the circle: victim (social) -victimizer(delinquent) - victim (of the prison), which is not conceivable from the perspective of Human Rights or from the philosophy of Good Living.

The rupture of this cycle, which begins with a deficit of the human right followed by a deficit of human security, requires three necessary conditions (although they may be insufficient):

Provide new operations to the excluded, increasing their capacities and freedoms, which is achieved through Education, because its intrinsic and instrumental value is the key to all human capacities (Nussbaum, 2006). The methodology for the transfer of knowledge must be custom-made, recognizing the particularities of this population.

Accompany with assistance and institutional support the ex-PDL that are reinserted into society; they face personal challenges of a social, economic and psychological nature that motivate criminal recidivism, such as: changing social circles to get away from the criminal world, paying debts acquired for their legal defense as well as assuming the fines that the State imposes on them for crime; return to a dysfunctional home, have lost their home and even have no physical place to return to; among others.

Modify the current culture that creates stereotypes that devalue the PDL and ex-PDL before society, stigmatizing them (Pérez, 2013).

The reintegration of the PDL into society, without granting them a minimum threshold of skills and operations that allow them to exercise agency and overcome the causes that drove them to crime, is not ethically or socially just, they would be excluded and the probability of system failure would be almost a certainty.



Access to education in prisons is key, not only because of its therapeutic nature as a re-inserter, re-socializing and rehabilitating element, but also because it is the exercise of a right that reduces the situation of vulnerability, and must be approached from two perspectives: inclusive, so that the PDL enter a process that allows them to achieve equality; and social, to democratize knowledge by encouraging citizen participation when they regain their freedom.

Considered a non-negotiable service, because it must be inclusive regardless of the resources or status of the beneficiaries (Dias, 2008), education as a right is enshrined in different political and legal instruments, among which are:

- The American Declaration of the Rights and Duties of Man, states that every person has the right to education under the principles of freedom, morality and solidarity (OAS, 1948).
- The Convention Concerning the Struggle against Discrimination in the Sphere of Education, stated that universal access to education is a priority responsibility of the State (UNESCO, 1960).
- The International Covenant on Economic, Social and Cultural Rights adopted by the United Nations, committed States to ensure the availability, accessibility, acceptability and adaptability of education, without discrimination (PIDESC, 1976).
- The American Convention on Human Rights, known as the San José Pact of Costa Rica, came into force in 1978, forcing the State to create the necessary regulations for the exercise of human rights, including Education; complemented with the Protocol of San Salvador (1988) where it was added that the State must guarantee the exercise of the right to education for all (OAS, 1988).
- The Second Meeting of the World Declaration on Education for All of UNESCO (1990), indicates that the excluded are those who most need support to overcome their educational and social disadvantage, making the action of the State necessary.
- The participating States of the Regional Education Project for Latin America and the Caribbean (PRELAC) accepted to be guarantors and regulators of the right to quality education for all, recognizing it as a public good that should be more intensely targeted to the excluded (UNESCO, 2007).
- The Universal Declaration of Human Rights prays for access to quality education for all, without exclusion by social condition, race, gender or others. (UNESCO, 2008).
- The World Conference on Higher Education (UNESCO, 2009) stressed that the expansion of access to higher education is the responsibility of all, in particular of governments; having to respond to objectives of equity, relevance and quality; trying to include the less favored.

Therefore, the PDL must enjoy the same education as a person in freedom, in substantive equality and without discrimination, understanding as non-discrimination the guarantee that everyone, with an emphasis on the marginalized, can access under similar quality standards, any educational level, including higher education.

Educating the poorer to learn to know, to do, to live together and to be, is perhaps one of the most relegated missions in society despite being one of the most valuable, due to the positive externalities it generates, such as: growth, deepening of democracy, increase of productivity and family income, greater social cohesion, development of science and technology, intergenerational benefits, reduction of fertility, improvement of nutrition and health standards, etc. ; however, it also contributes to the mitigation of negative externalities, such as: reduction of pollution, reduction of child morbidity and mortality, reduction of unemployment and poverty, reduction of crime, among others (Iturralde, 2005).



The multiple benefits of education are not limited to the individual, but are expanded to the community, so it is desirable that everyone, including the PDL, have access to a quality education in such a way that the knowledge and values that are transmitted in educational institutions outside prison are also transferred within its walls.

Providing higher education to prisoners is a way to break the victim-victimizer-victim circle into a win-win strategy, in favor of the PDL and society, since the new capabilities would generate future opportunities, improve democratic participation and it would enrich as people, creating a commitment to the construction of peace, communal development and respect for human rights (Valenciano, 2009).

4. Ecuador takes its first steps

The 2008 Constitution marks a change in the model, which required structural reforms that sought to create a more just and supportive society, recovering the role of the State as a promoter of development and promoting participatory planning from the vision of Good Living.

It recognizes Education as a right throughout life, an inescapable and inexcusable duty of the State and a priority area of public policy and state investment, ensuring inclusion and equality in access and quality being one of the areas that make up the National System of Inclusion and Social Equity, which includes Higher Education that is considered essential for the construction of the right to Good Living (LOES, 2010).

The Magna Carta, in articles 5, 203 and 341, recognizes the right to education of the PDL and orders the execution of educational plans in the SRC, noting the State as the actor responsible for the social and economic reintegration of this vulnerable group.

The criteria of inclusion, social justice and equity that prevail in the current regulations, create the framework to develop inclusive policies that address rehabilitation and social reintegration with a view beyond punitive, following the guidelines

of the Inter-American Convention on Human Rights, the Set of Principles for the Protection of All Persons Subjected to Any Form of Detention or Prison and the International Covenant on Civil and Political Rights, which highlight the importance of socially rehabilitating inmates.

The Comprehensive Criminal Code, in Article 704, adds that the Social Rehabilitation System (SRS) must promote Higher Education by signing agreements with institutes or universities; strategy that seeks to make effective the pillars that constitute the prison model: deprivation of freedom-treatment-freedom (Messuti, et al., 2014).

Consistent with the vision of Good Living, the PNBV outlines development objectives that direct public action, in the penitentiary sphere, towards the capacity building of the PDL and the strengthening of the SRS, indicating as responsible and co-responsible, among other actors, the MJDHC and SENESCYT, with the University as an observer. Among the development objectives, policies and strategic guidelines that pursue this purpose, the following stand out (Chart 1):

Seven years after having created the normative framework to provide Higher Education to the PDL, it initiated the pilot plan to offer university studies within the prisons granting 435 scholarships, equivalent to less than 2% of the prison population, and whose distribution did not respond to criteria of equity between SRC.

This pilot program is an interinstitutional effort between the MJDHC, who administers the SRC, facilitating logistics, infrastructure and technologies, SENESCYT, which manages the training process and the ENES test, as well as allocating the scholarships to the PDLs and the Education Institutions. Superior (IES) in charge of teaching, assigning professors, designing teaching methodologies and evaluating knowledge.

The PDL, to access the scholarships, had to be high school graduates and pass the ENES exam. When the number of PDL that meet both criteria exceeded the offer of scholarships, preference was given to those who obtained higher qualification in the ENES allowing them to



choose their career first. Therefore, there were PDL who chose a career that was not their first choice because there were no places they wanted, while others could not access the university due to insufficient scholarships.

Chart 1. Development objectives, policies and guidelines to give capacity to the PDL

Development Goal	Policy	Strategic guidelines
Consolidate the transformation of justice and strengthen integral security, in strict respect of human rights	Consolidate the transformation of the SRS	b. Protect the rights of PDL ...
		e. Promote social reintegration actions for released people
Sponsor equality, cohesion, inclusion and social and territorial equity, in diversity	Guarantee equality in access to quality health and education services for individuals and groups that require special consideration due to the persistence of inequalities, exclusion and discrimination	
Strengthen the capacities and potentials of citizens	Achieve universal access to early, basic and high school education, and democratize access to higher education	f. Generate access mechanisms to the education system for the historically excluded population ... PDL ... through affirmative actions
	Promote the completion of studies at all educational levels	h. Promote scholarship programs ... to promote access, permanence and reintegration of the priority population and/or vulnerable.

Source: (SENPLADES, 2013)

Elaboration: the author

The beneficiary PDL, upon regaining their freedom, keep the scholarship and continue their careers at the HEI where they were assigned when they were deprived of freedom, these are: the Polytechnic Higher School of the Army (ESPE), the Salesian Polytechnic University (UPS), the Catholic University of Santiago de Guayaquil (UCSG), and the Simón

Bolívar Higher Technological Institute (ISTSB), as shown in chart two.

The model of penitentiary management that is tried to be implemented, has a different conception of the punitive model, reorienting the system towards rehabilitation, being the access to quality education one of the fundamental pillars of the process.

Chart 2. Careers, year of beginning of classes and number of scholarships by University and SRC

Institution	Careers	SRC	Star year	Scholarship
ESPE	Telematics, Logistics and transport	SRC Cotopaxi and SRC Latacunga	2014	168
UPS	Business Administration, Accounting and Auditing	CRS Guayaquil N° 1	2015	75
	Business Administration	CRS Turi	2016	64
UCSG	Administration, Law, Administration of tourism and hotel companies, Accounting and auditing, Marketing, Social work and human development	Regional Guayas SRC	2015	102
ISTSB	Industrial mechanics	Regional Guayas SRC	2015	26

Source: MJDHC, 2015

Elaboration: the author



5. Final reflections

Crime is a social problem that has been mistakenly tried to solve with the simple deprivation of freedom of the offender, action that is sometimes socially accepted, despite being a form of violence against the LPP that leads to the extension and worsening of the negative situation (Lutz, 2005).

Conceiving prisons as Pandora boxes that concentrate the evils of humanity, is not only incorrect, but also incompatible with Human Rights and the vision of Good Living. Changing the name of the prison to that of SRC is not simply discursive, but involves a profound institutional change to create a real social added value instead of becoming a reproducer of evils.

It is accepted that social exclusion limits the development of capacities that allow the exercise of rights, violating individual liberties, which is a relevant variable when studying crime; however, by itself it is insufficient given that people who suffer from exclusion should not be considered *ipso facto* delinquents.

To place a person in a punitive jail is to expose him to an aggressive social isolation, adding him to a community of marginalized people with very diverse cultures in a forced coexistence where the socially accepted values do not predominate, motivating him to the use of drugs, without having access to treatments for real psychological disorders or psychiatric diseases that he may suffer, forcing him to subsist in a environment where environmental sanitation is scarce and diseases abound, fragmenting the home from where it comes from; in short, subjecting it to a level of violence that erodes its capabilities, no matter how developed they are, further obstructing the exercise of their freedoms that are flagellated from the “formality of an institution”, and surely will continue to be in freedom.

Regarding the last point, it must be taken into account that the PDLs make heavy expenses for their defense, and if they are found guilty, they must pay fines and compensation when they reach their freedom, a period in which they cannot access

work or are given access without remuneration, generating economic pressures on their homes, because there are still costs for the education of their children, food for the family, etc., leading in many cases to over-indebtedness that the PDL will have to face upon leaving prison, returning to a home that has changed during his imprisonment, and trying to reintegrate himself into a community that rejects him because of his criminal record.

Frequently, in order to confront crime, a sort of social revenge has been incurred that crystallizes in punitive jail, which erroneously tries to modify the criminal behavior based on the image of people motivated by fear instead of constructive factors, resulting in the promotion of criminal recidivism (Larrauri, 1998); not knowing that the perpetrators were initially victims, focusing on the direct action of the crime through an inexorable judicial system, often lacking in credibility, and not in the background that led him to perform such acts that are and must continue to be rejected.

Rejecting the act, and not the human being who commits it, is fundamental at the moment of exercising justice, since it is not wished to destroy the person who commits the crime (that is why in Ecuador the death penalty is not accepted) but it is desired that those criminal acts should be minimized until they are nullified, the motivations that influenced their commitment must be eliminated, and at the same time, the inmate must be given new capabilities and operations that make this mission feasible, which was expressed by Nelson Mandela in this way: “Nobody is born hating ... people have to learn to hate, and if they can learn to hate, they can also be taught to love, love comes more naturally to the human heart than its opposite” (1995, p.144)

Then, prisons should tend to social inclusion through the exercise of rights and the development of capabilities, a perspective that attempts to be embodied in the model of prison management where inclusive education has a leading role and covers Higher Education.



Regarding the offer of Higher Education in prisons, the MJDHC initiated a pilot plan that consisted of granting 435 scholarships to interns of different SRC in the country who, being high school graduates, had to obtain more than 600 points in the ENES exam, but many of them, although they met both requirements, were excluded because the number of scholarships was insufficient and the best scoring inmates were given priority.

The project is conceptually correct, adjusting to the objectives of development and the vision of Good Living, aiming to potentiate the capacities of the beneficiaries, and if were to succeed, will increase their freedoms by reducing recidivism; but its implementation is not an easy task, since it requires the committed action of several actors, in the long term, to be able to overcome the deep-rooted barriers of the environment, among them, the differences of missions and visions that derive in the confrontation: security vs. rights, and punishment vs. rehabilitation, which are the product of the inertia of the old model that is opposed to the one that we want to establish.

Although a baseline was not created, it is known that the beneficiaries of the plan are a heterogeneous group that presents different difficulties, being PDL with master degrees and others who have not studied in years, many without efficient study habits and without knowing all the benefits that higher education provides, all overwhelmed by the stress of confinement, which could reduce their participation in the process. Therefore, the teaching-learning methodology is key and should be evaluated continuously. The formation of support groups among PDL students, as was done in the SRC Guayaquil Varones during the process prior to performing of the ENES exam that allowed it to be the prison with the largest number of inmates who passed the test, was a successful strategy so its reactivation, to promote the culture of study, is pertinent.

The provision of teaching materials has not been completely resolved, causing difficulties,

since the PDL can not perform acts as basic as buying a spherogram, and are dependent on being provided of them; in addition, there is a marked difference in the infrastructure and technology of the university offer within the prison with respect to the existing outside of it, but there are also differences between centers, making it difficult to transfer knowledge equally.

There has not been a thorough monitoring of the problems faced by the scholarship holders in topics related to drug addiction, food, health, among others; nor has the reasons for desertion been studied, both in the context of confinement, and those who obtained their freedom but gave up the scholarship; preventing taking the pertinent corrective measures so that this serious inefficiency does not continue.

To put in context the complexity that arises in trying to provide education in prisons, we can use the hypothetical case of a prisoner who has not studied in more than 20 years, has habits that are not beneficial for the study, is addicted to drugs and lacks good health, also suffers from untreated psychopathy, is poorly nourished and does not sleep well because he is losing his family; but the educational institution demands that he concentrate and do homework although he lacks notebooks because he exchanges them for drugs, and if they give him new ones, he would surely do it again.

It is enough for one of these events to occur so that the implementation of the plan is a challenge, but when there are more than two and different students with different combinations of these and other negative factors, their effectiveness becomes impossible without the accompaniment of other actors such as the Ministry of Health, the National Police, NGOs, relatives of the inmate, etc that is to say, that it requires the entire prison community and not only university professors or several officials of the Ministry of Justice, who may have the best intentions and be empowered by the project, but even their greatest efforts would be insufficient in the face of such a great task. Characterized by a changing and hostile context, where advances can be slow but setbacks aggressive.



The full compliance of the human rights of the PDL, both in physical aspects such as proper nutrition, health care, elimination of unhealthy conditions and overcrowding, etc.; and emotional aspects such as the support of their loved ones, dignified treatment, among others; it is a necessary condition that is not enough for the SRS to work, and with it, the emblematic projects such as the provision of Higher Education in prisons.

The initiative, new in Ecuador but not in Latin America, is theoretically consistent, and although coverage is limited, it has generated positive expectations about its possible products. Overcoming the multiple obstacles is impossible without objective and multidisciplinary monitoring, which should preferably be carried out by exogenous agents but generating spaces so that the direct actors, not only public agents but also the PDL and their families, duly represented, have a voice; allowing the timely identification of deviations as well as the generation of corrective measures, constituting an important mechanism for the success of the plan.

Ergo, the participatory design and the co-implementation of monitoring and evaluation tools, can be executed not only by the governing Ministry, but also by a Penitentiary Observatory that would emerge as a relevant alternative to measure the results, both of this project and of the global implementation of the SRS, addressing the phase of confinement of the PDL and their subsequent reintegration, evaluating the results and impacts, that is, the change in the lives of the beneficiaries and the community once the inmates recover their freedom, revealing in what measure the system fulfills its purpose contributing to the vision of Good Living.

Laws and discourses do not change realities, but the direct action of the actors, directed by a shared objective whose result is desired by all. Accepting the challenge, Ecuador has created the framework, constituted by the norms that legitimize the action, the canvas has been placed through the central planning and the devel-

opment objectives, and the first strokes have been given with the pilot plan that includes the MJDHC, SENESCYT and the University; however, the final picture is not finished yet.

The economic costs of these programs will hardly be greater than the social costs of crime, for which the attention to the PDL is necessary and urgent, even more so considering that within the framework of Good Living, there is no room for exclusion, as well as in the era of knowledge, true inclusion is inclusion in knowledge (Aguerrondo, 2008).

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