

# Usage of Technology for Prisoner Distance Learners: Anadolu University OEF Case

Ugur Demiray\*

Sezen Unlu

Serap Sugur

Incila Cangoz

Esra Pinar Uca Gunes

## Abstract

Around the world, various correctional jurisdictions are struggling to enable the delivery of higher education into prisons. At a time when universities are moving increasingly online, very often access to the internet is restricted or disallowed in correctional environments. Three universities, all leading distance education providers in the countries in which they are based, are delivering higher education into prisons using technology to varying extents.

This paper reports on regional differences in the provision of distance education into prisons, particularly using technology, in Australia, UK and Turkey. In these three jurisdictions, there are significant differences in prisoner access to computer hardware, personal devices and to the internet. How these differences impact on the delivery of distance education is explored with an examination of various learning initiatives and lessons learned.

**Keywords:** Distance Education, prisoner, using technology, Turkey.

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\* Anadolu University, Eskisehir, Turkey

## **Introduction: Anadolu University**

Anadolu University Open Education Faculty established in the 1982-83 academic year with the Economics and Business Administration undergraduate programs, by aiming high standards of higher education and equality of opportunity in education for Open and Distance Education System began the first school providing education services.

The first year 29.500 students registered to the Economics and Business Administration undergraduate programs, Anadolu University, Open and Distance Learning System today training its total of 12 licenses (university degree), with 46 undergraduate (associate degree and many certificate programs beyond national borders, North Cyprus Turkish Republic, Turkey and several Kazakistan (Ahmet University), Azerbaijan and a leads the education service for Turkish citizens living in West European countries, with contemporary.

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Open and Distance Education System has 1.9 million active and 2 million passive students and over 2 million graduates. Almost again 2 million students graduated from Anadolu distance education system since 1987. The first graduates were about 10.000 (nearly 2.500 from Economic department and 7.500 were from Business Administration Department) of the first enrolled 29.500 students.

The average Anadolu University distance learning student is in his/her mid-twenties; 65% of the students are metropolitan-based, 70% have jobs, 40% are married, 42% are female and 1.5% has some disability. In regular, Anadolu University has also aimed to give an education service its student by using latest technology at the moment it has. Most of Anadolu University's academics are follow technology and research how adopted new technologies in his/her study materials or search how more rentable usage of this new technology. I hope 80% they success and reach their aims.

Undoubtedly Anadolu University Open Education Faculty wishes all technical possibilities they have in their educational practices given in

each level, and thus to bring to all the prisoner students registered "the right to "be educated," the fulfillment of both "equal opportunities in education" want to use to perform.

Anadolu University located in Eskisehir where the Central Anadolu Region by surrounding the cities Bursa, Ankara & Afyon, Bilecik, Kütahya & Konya. Today, population of Eskisehir is 685.135. Eskisehir is well known middle level industrial and University City of Turkey.

### **Prisoner in Turkey**

CHP (Social Democrat Party) Ankara deputy and Human Rights Investigation Commission, Member Sinan Aygün, a press release, "the number of prisoners held in prisons and penal institutions in Turkey has increased by 177.3 percent since 2002," and "in custody in prisons and penal institutions in 2002, 55 929 and the number of inmates that come 165.033 in March 2015".

He noted that in the same period increased by only 16.5 percent of Turkey's population reminding Aygün, according to the population number of detainees and prisoners must be questioned stated that the reason for the increase is 10 times faster. Order half of the increase in this crime and criminals, also stated that he thought due to the known problems of the justice system Aygün, said that race is known for its authoritarianism in the country with statistics about Turkey's prisons.

According to Turk Stat data, the age of the convicted prisoners within the prison is higher than the average over the age of 30, that is, half of the 30 convicts. In 2008, with the highest number of convicts received an average age of 35 and 36.

The rate of illiteracy among convicts is quite low, and this rate has remained around 1% in recent years. The proportion of primary school graduates increased rate of primary school graduates convicts decreased significantly within 10 years, which is a decrease of graduates of secondary schools and vocational schools. This is due to the differing definitions of compulsory education. Increase of higher levels of education are observed (2009-2013 data sources are different, this should be taken into account) Civil case of convicts, which is higher than the proportion of married; the rate is around 30% as never married.

According to media type of crime in the last decade as well Bankruptcy Code opposition, fraud, assault and theft crimes are the crimes most committed. The rate of sexual offenses 1.9% in 2004 and rise to 2.6% in 2013. (but this rate has been 1.7% or 0.9% on the penalty convicts that have not innocent). Theft environment in the last decade of

5.9%; the lowest level in 2007 and 13.8% in 2013. (<http://zete.com/turkiye-tutuklu-ve-hukumlu-sayisinda-rekora-kosuyor> , retrieved on 29.10.2015 and also available from <http://zete.com/turkiye-tutuklu-ve-hukumlu-sayisinda-rekora-kosuyor> .

## **Regulation Rules for Distance Learners**

### **Educational Service in Prison by the Ministry of Justice**

Ministry of Justice has to provide an educational service for prisoners up to finish their penalties. This education service rules are selected and regulated by Dated on 27.07.2007 and Numbered as B.03.0.CTE.0.00.09.00/010.06.02/12 of General Directory of Prison Young and Adult Prisoners Education and Betterment of Prisoners Operations and Other Provisions Circular letter Numbered No: 46/1 and Section 2 is regulated by mentioning of the Education Rules right and in prison as:

1. The necessity and benefit of prisoners and detainees of physical and educational activities for spiritual development has been recognized by the whole world. These actions, as well as the most effective means of recruitment, discipline and order as required by the corporate regime of living systems is the best fit.
2. They are expected to work for education; the correct behavior of prisoners and detainees, adopting attitudes and habits, to prevent re-offending to gain moral values, zooming in corporate life to normal life, these people are released afterward to facilitate their adaptation to society and external events, patient against driving is to bring resistant and cold-blooded case.
3. The Council of Europe Committee of Ministers R (89) 12 on “Education in Prisons Authority” on the recommendation of the adoption by member states on education in prisons proposed the following basic principles are followed;
  - i. All prisoners, vocational education, creative and cultural activities, physical education, sports, have been designed to include a social education and library facilities, training will be provided.
  - ii. The training will be given to convicts and prisoners to the outside world in the education provided to the same age group and area that will provide the same learning opportunities will be as wide as possible.

- iii. Training in penal institutions; person's social, economic and cultural conditions in mind will aim to develop it in its entirety.
- iv. All of the institutions that govern the execution of penal institutions and criminal participants in the management of education systems to support more and will facilitate as much as possible.
- v. Prisoners, make every effort to all aspects of education to promote the active participation will be shown.
- vi. The trainer of penal institutions, development programs will be provided to ensure the adoption of appropriate adult education methods.
- vii. Those with special difficulties with literacy problems to prisoners and detainees, and in particular will be given special attention.
- viii. Vocational education, as well as individuals to the development of a broader, will be held taking into account the needs of the job market.
- ix. Convicted and imprisoned at least once a week should be able to go to a library well organized.
- x. Convicts and detainees to participate in physical education and sports activities should be encouraged to do the work.
- xi. Will be given a key role in the creative and cultural activities. Because of these activities has a special potential of prisoners and detainees in self-expression and development.
- xii. Social education, in order to facilitate the return to society, prisoners and the administration should take to ensure that the applicable elements into the daily life of prisoners in penal institutions.
- xiii. Whenever possible, prisoners should be allowed to participate in education outside of prisons.
- xiv. Should be given in case of prisons Education should be support from outside agencies.
- xv. After release of convicts and prisoners to enable them to continue their training measures should be taken.
- xvi. Prisoners financial resources to enable them to receive appropriate training, tools, equipment and teaching staff should be ready.

And the same Circular letter, Section 4 Item B, is regulated educational services for distance Education learners in prison for Open

Primary School (OPS), Open High School (OHS) and Item C regulated educational services for distance Education learners in prison Anadolu's Open Education Faculty (OEF). Section 4, Item says that:

### **Open Primary School and Open High School**

1. Persons with the following conditions to be able to apply the Open High School and Open Primary School:
  - i. Open Primary School, adult II. Grade education achievement certificate of achievement after completing the course, graduates of Primary, middle 1,2,3. 6,7,8 or Primary school. Leaving the classroom, secondary school leavers who enrolled the young and adults can apply for external final exam. Therefore, by determining the status of all prisoners and detainees from learning institution, providing information about the Open Primary Schools with reference to the above-mentioned conditions will be encouraged to attend school.
  - ii. The Open High School, graduated from Primary or secondary school 1.2.3. Young and adult prisoners and detainees separated from class may apply. Open High School to provide information about the application meets the requirements mentioned above will be encouraged to attend school.
2. Providing all kinds of services in free Open Primary School. In the Open High School diploma goes outside will not be charged.
3. To schools for reference, education original of the certificate showing or after the original institution certified copies to be sent, ID card copy or newly drawn one with a certified photocopy of the passport photo will be sent.
4. Registration process can be done by one of his close students. The registration process in which the students found that the institution is bound by provincial/district will be held in. In case of failure of transactions carried out by relatives of the student enrollment, administration institutions by a staff member appointed by the provincial/district offices will be carried out through public education.
5. Students are mailed to the address books by school administrations. Registration applications and provincial/district offices will be made over the internet through public education. The staff will take care of recording and encoding application.

6. If prisoner registered any one of distance education institution such as Open Primary School (OPS), Open High School (OHS) and Item C regulated educational services for distance Education learners in prison Anadolu's Open education Faculty (OEF), not subject to audit their books or printed educational materials.
7. The examination will be held to determine the centers and the examination of documents and records that are new students attending school to be submitted shall be determined by screening period before the exam to be held within the organization.
8. Participate in the examination of decentralized agencies that contains information about students Adult and Young Public Primary School Convicts or Status Notification Form (Annex 1-A and Annex 1-B No. Form), Adult and Junior OHS of Convicts Status Reporting Form (Appendix 2-A, Appendix 2-B No. Form) and participate in examinations of the institutions testing center organized shows a list of the number of students from the date of the exams twelve days will be sent to be the General Manager. Students will be allowed by the General Directorate in order to ensure their participation in the examination. In addition, students who wish to attend as a day to test the statement "Daily" will not necessarily be indicated.
9. Examination of the institutions that will participate in the exam center students, specifying only the number of names shall be notified to the Directorate General. These students will be sent a written permission from the General Directorate for accession for participation in the exam, the exam will be provided by the institution directly participate in the administration.
10. With the Ministry of Justice General Directorate of Social Assistance and Solidarity Minister of State attached to the protocol signed between the examination fees of the prisoners were found to be in poor condition will be provided from the Social Assistance and Solidarity Fund. Protocol contains that the financial situation of insufficient open university, open high school and signed a protocol related to open primary schools to meet the prisoners continued their exam fee.
11. According to the protocol, open faculty of Prisons and Detention Centers, will report to open high school or elementary school open to students continuing good financial situation of prisoners who do not have Social Assistance and Solidarity Foundation, headed by the place they were found. On behalf of prisoners for Social Assistance and Solidarity Foundations of test expenses will be credited to the relevant account.

12. The Agency if it is new from convicts; In institutions where to take the examination to show the list of the number of students participating in the exam organized form containing information on students who need referral to another agency, the first thing the week before exams, at 12: 00 until notification can be made, received after this date, students will take the test, the replacement box. The accuracy of the students who take the test, answer the spare box of paper to write their student number and code will be checked to ensure examination by the personnel responsible institutions.
13. Examination, which will be sent to the penitentiary institutions designated as examination centers will be made by the examination commission.
14. If distance learner in military and convicts in prisons and detention centers, military prisons and detention centers in the petition related to the subject they wish to take the test each examination period of at least two months before (considering the evacuation possibilities) must apply to the Ministry of National Defense.
15. Ministry of Justice and Ministry of Defense is the list of who will take the exam in place to inform the Anadolu University students take the exam in prisons or detention centers are not addressed in this list.
16. In addition, prison administrations and students directly related to the prosecution of the Anadolu University, their application to the relevant faculty or OEF offices in the province are receiving treatment.

Examination central institutions which, in order to conduct regular examinations and recording of provincial education directorate and provincial/district education directorates will be done with the cooperation of the people. Let's have look for now how Anadolu's Open Education Faculty uses technology for its prisoner students in prisons in all over Turkey?

#### **Which Technologies are Using for Distance Learner in Prison: Anadolu University OEF Case**

As mentioned above, the main education components of the Anadolu University Open Education Faculty are printed materials, TV and Radio programmes and academic counseling. Beside these main components Anadolu University is trying to use latest technology for preparing and serving distance education study materials for its distance learners as



well as have such internet-based, computer-based, mobile-based and eLearning-based technologies are using too for delivering educational service its students such as.

The program integrates a wide variety of learning media, teaching, and assessment strategies including print materials, e-Books, e-Course, e-Seminar e-Consultancy, e-Certificate, e-Exam, iTunes U via asynchronous and synchronous interactions, virtual experiments, face-to-face lab activities in the summer term, weekly assignments, multiple choice and open-ended tests.

Exams and student services centers are more than 100 office in Turkey, NCTR, West European countries which are about 20), Face to face Academic Advising Services (in more than 100 center, more than 2000 academics, television programmes which over 5.000 programmes, books are over 8 million copy.

Versus traditional components of Anadolu' Open Education System produced course software is delivered on the Internet via the web server park of CBE Center. Nearly, 1000-2500 units multimedia courseware for labs, CD-ROMs and internet by content designers for computer-based education since 1990s.

Today, these labs are transformed the Internet cafes and the students can use these centers to access the e-learning applications in the Internet by taking appointment, students can interact with the multimedia environment to study their courses in these labs.

In this project, the new computer labs were founded in the 15 different cities. E-learning applications in Open Education were started to produce computer-based education software and service the distance students from different cities via the established computer labs. The produced CD-ROMs were installed the computers in the labs to serve students. Having own her/his own computer had increased obviously among the open education students.

By taking of this improvement, open education multimedia course software was produced with coming together e-textbooks copies and the digital videos of TV programs on the CD- ROMs. Both through interactive books were prepared by using the e-learning technology and served in e-learning portal with test questions very effectively.

With TV programs, the most important feature of the open education multimedia software can integrate different learning environment, such as textbooks, TV programs, drill and practice software, trial exams, etc., multimedia CD-ROMs (2000-2001) in the CD-ROMs, students do not have to watch TV at the determined times and they have find chances to watch them a lot of times when they want. Internet-Based Drill &

Internet-based drill and practice software project was founded in Open education Faculty by the computer based education center since 2002-2003 academic years. <http://dersler.anadolu.edu.tr> <http://dersler.aof.edu.tr>. Anadolu University is the biggest e-learning project in Turkey in terms of the quantity of the provided contents.

The Internet based drill and practice software project of the open education system of Anadolu University is the biggest e-learning project in Turkey in terms of targeting and reaching numbers of students. Therefore, the students can easily access the textbooks and TV programs. <http://tv.anadolu.edu.tr> <http://tv.aof.edu.tr>

Since 2003-2004 academic years, the textbooks and TV programs are delivered on the Internet. Students can access the courses from their works or Internet cafes, and also have a chance to watch TV programs, study with multimedia software, test themselves via trial exams, and examine). The computer based education center was completed all investments for the Internet substructure to meet this demand effectively. It is observed that a huge demand to access the trial exams, drill and practices software, textbooks and TV programs delivered on the Internet, especially before the exams week.

### **Dimensions of Technical Education Service to the Prisoners, Provided by Anadolu's OEF**

As well known that continuous professional development activities and refreshing work place addressing instructional ICT use can be helpful to improve with regard to Teaching-Learning Methods, Learning Communities, E-learning and E-interaction. Providing pre-service teachers with meaningful and instructional ICT use experiences carries importance since they cannot be expected to implement what they did not experience. In addition, rather than the quantity of PC experience, type of ICT experience matters. Finally, administrative precautions can eliminate the negative findings observed in technical and social issues (Akbulut, 2008). OECD countries, the expectation for ICT use in Education were mostly left unfulfilled and ICT investment made by the public sector did not result in improved performance, quality, or access to a better Education. The lesson learnt from these attempts in OECD member countries led researcher to focus on the concern over the return on ICT investment (Ozdemir, 2010).

Unfortunately, Anadolu University does not use all these opportunities which are technologically prepared all education service channels for its distance learners who are in prison by the reason some

limitations under prison conditions such as prisons regulations by ministry of Justice, impossibility of technological limits, nature of living way of prison life, timing and some exact forbidden rules. For example Live TV panel session which is broadcast one week before midterm final, make-up exams. There is no enough opportunity for watching activity this Live TV session which are containing questions from students and answering by academics lively instantly.

For the rules of prison, the prisoners can be busy such as they can be in counting activity, maybe in dinner or other process of the prison during broadcasting time. Another limitation of the prisoners is using computer at any time via internet connection. They can use their computer for studying PDF formatted course books or any registered study materials.

However, according to the circular of prisons is indicated that every prison has to have "Prison Teacher" if they have prisoner distance education learner as OPS OHL or OEF. Prisoner students realize their registration or re-registration process beside their relatives through this prison teacher. Prison teachers can get their registration or re-registration process forms from the Open Education Faculty Student Center, than after filling in the required information, including information slips through prison teacher still can perform their re-registration process.

These prisoner students obtain their books, lecture notes and other study materials or any documents that can be taken from the prison teacher through the open education faculty offices in the province. These prison teachers also help to the prisoner student for using internet, mobile phone and other technological equipment, when they need by asking or requesting for the prison teacher help. Again, this prison teachers are responsible for to realize and monitoring mid-term, final and make-up exams three times in a year.

Prisoner students' exam papers are reach in a separate package to the director of the prison and prison teacher province under the responsibility of the exam coordinator start regular exams period to prison time delivered and exams are with prison teacher by the rules to fit the performing provincial exam coordinator couriers through.

Their exam papers are evaluated in Anadolu University Computer Research and Application Center, around two weeks period and then results are sent to the prisoner students by posting.

### **Some Literature and Anadolu-Oef's Prisoner Students**

Education and training can be provided in a multitude of arenas, prisons being one of them. Prisons form a very specific learning environment with distinct challenges differing from those faced in the mainstream education and training sector. Firstly, prison education and training is provided in overcrowded institutions with an average occupancy rate of 105% across the EU-27. Secondly, the prison populations are becoming increasingly. The report titled as "Prison Education and Training in Europe" shows "how education and training for prisoners help reduce the social costs of crime and support the rehabilitation of prisoners and their reintegration into society".

By using the technology, the possibility of distance education is becoming necessary and urgent for the prisoners who have already done some studies and choose the experience of postgraduate or lifelong education.

For these reasons, prisoners could be favorably treated if they miss an examination period because of a trial, taking into account the difficulty the prisoners have on the one hand to cover the student fees and on the other the need, for psychological reasons, for examinations to take place in a location not exposed to other students (Linardatou & Manousou, 2015).

The conclusions identify key elements for efficient and effective education and training provision in prisons as well as specific needs for further research on the complex interplay between education and criminal behavior.

Distance education provides many opportunities with its learner-focused approach for lifelong learning due to the flexibility it offers for teaching and learning at a distance.

A review of the other European projects about prison education shows that many have paid attention to the need to use multimedia technologies for teaching and learning at penitentiary institutions.

Virtual European Prison School (VEPS) project run by EPEA (European Prison Education Association) by aimed at the exchange of penitentiary teaching materials of different subjects such as language, arts and e-learning. In the framework of this Lifelong Learning Program Grundtvig Multilateral Project, the module system and distance learning have been preferred for a flexible and learner-centered approach.

The report also says that prisons are all too often negative learning environments-or environments for negative learning- and there is a risk that a prison sentence could actually aggravate the factors associated with re-offending. Challenges currently faced by prison staff and educators are manifold.

These include the diversity and ever-changing profile of the prison population; the need to keep pace with changes in mainstream education and training systems; and the adoption of new technologies for learning, which presents particular challenges in relation to security issues in the prison environment. Furthermore, with growing prison populations across Europe-there are currently around 640,000 prisoners in the EU Member States (Hawley, et. al., 2013).

The thesis which completed by Linardatou & Manousou, 2015, in Hellenic Open University, titled as *The Role of Open and Distance Higher Education in Detainees in Greek Detention Facilities* concluded that the role of HOU was found to be pivotal in the ability to provide educational opportunities to this target-group of socially excluded people.

It is a necessity so that prisoners can deal with the conditions of their confinement on a psychological level, especially in the case of a life sentence. Internet access for prisoners enrolled in tertiary distance education is a prospect which HOU would be advised to include in the implementation strategy of distance education for prisoners, taking into account the existing security system in Prisoner Centers (Linardatou & Manousou, 2015).

Lionarakis (2010), points out as concerned the Open University of Great Britain, by Shipley (2003) that “the support and guidance for prisoner students receive from the network of Regional Centers as well as professors-counselors are essential for the academic success of the institution” To better inform prisoners, it would also be beneficial to provide them brochures about the HOU curricula and their attendance options (Linardatou & Manousou, 2015).

Another Project study which Anadolu University were partner of this Project that focus on role and function distance education for the language problems of prisoner in EU countries prisons.

The idea behind the project is that the initiation of communication between the staff and prisoners in the mother tongue of the prisoner may facilitate rehabilitation of the latter group and increase their motivation to learn the language of the host country and lead to an interest for adaptation and integration.

Project concluded that ELBEP created an e-learning environment to provide Russian, Polish, Spanish, Greek, and Turkish language skills to the prison staff in EU member countries (Belgium, Germany, and Greece).

The project was designed to meet the requirements for ALTE A1 standards in order to produce a reliable and efficient ICT-based environment that can be certified and accredited in the future in many European countries without serious concerns on the credibility issues.

A second language e-Learning portal in the ODL format, addressing the European prison staff, was developed and delivered to meet the language needs of the target.

The main objectives of the project included promoting Education of guards and other penitentiary authorities within a perspective of lifelong learning; creating an environment conducive to mutual understanding and learning; improving understanding of the difficulties and cultural backgrounds of foreign prisoners so as to prevent prejudiced attitudes from arising; improving the communication within prisons by helping to prevent prejudice and intolerance; and improving services such as consultation, guidance, and health service provided to prisoners.

The choice of an e-learning environment as the main delivery method provided innovative ICT-based content, pedagogy, and service as a lifelong learning opportunity.

Considering the limitations based on the nature of the profession, flexibility and accessibility provided by ODL could be essential to create effective and efficient learning environments suitable for such target populations (Barkan, M., et. Al., 2011).

When we browse for prisoners in Turkey, who are still registered in different Anadolu University Distance Education programmes and attending to their higher education we meet with some interesting map. When we back to last three-year records we will see that number of prisoner is slightly increasing around 10-11% yearly, such as:

Table 1  
Number of the Prisoner Students Who Have Taken June Term Final in Between 2012-2015 Academic Year, Number of the Exam halls and increasing percentage

Academic Year June Term Final Exams	Numbers of The Prisoner Students Who Have Taken June Term Final Exams	Increasing Percentage of Prisoner	Numbers of Exam Hall	Increasing Percentage Of Exam Hall
2012-10213 Academic Year June Term Final Exams	1777	-	103	-
2013-10214 Academic Year June Term Final Exams	1962	10.4%	133	29.1%
2014-10215 Academic Year June Term Final Exams	2196	11.9%	163	22.5%

Source: BAUM (2015). Anadolu University Computer Research and Application Center, Data obtained by BAUM on 23-24 October, Eskisehir Turkey.

When we look at this table from point of gender distribution in 2014-2015 academic years, table 1 Show us that men prisoner is five times more than women prisoner.

Table 2

Distribution number of the prisoners according to gender in 2014-2015 academic years

Gender	Number of the prisoner	Total
Man	2089	2196
Woman	107	

Source: Baum. (2015) Anadolu University Computer Research and Application Center.

Table 3

Distribution number of the prisoner according to degree level in 2014-2015 academic years

Degree Level	Total
University degree	1260
Associate degree	936
Total	2196

Distribution number of the prisoners according to degree level in 2014-2015 academic year Anadolu's prisoner students are mostly come from four-year University degree student

Table 4  
Numbers of the prisoner, according to the regional distribution in 2014-2015 academic years

Region	Women	Man	Total
Akdeniz (Mediterranean Region)	10	226	236
Doğu Anadolu (East Anadolu Region)	5	153	158
Ege Region (Aegean Region)	12	225	237
Güneydoğu Anadolu (Southeastern Anadolu)	6	179	185
İç Anadolu (Central Anadolu Region)	25	306	331
Karadeniz Region Black Sea Region	13	369	382
Marmara Region (Marmara Region)	36	631	667
Grand Total	107	2089	2196

Associate degree students are around 1000 when bachelors 1260. Turkey has 7 regions geographically. Mostly these regions show differences according to the some criteria such as education level economic level, industrial differences, climate, customs etc.

Table-5  
Distribution number of the prisoners according to their attending and registered programme and in 2014-2015 academic years in the context of woman and man

Title of Programme	Woman	Man	Total
Justice (Jurisprudence)	9	165	174
Banking and Insurance			21
Office Management and Executive Assistant Training	3	13	16
Call Center Services	-	2	2
Labor Economics and Industrial Relations		29	29
Foreign Trade	2	20	22
Electric Power Generation, Transmission and Distribution		19	19
Real Estate and Real Estate Management	2	44	46
Home Management		4	4
Philosophy	1-	27	28
Photography and Camera Operation	-	10	10
Public Relations and Advertising	-	1	1
Public Relations and Publicity	2	53	55
Economy	2	52	54
Theology	7	165	172
Human Resources Management	1	3	4
Business	10	302	312



Business Management	-	21	21
Gendarmerie Professional Training	-	1	1
Public Administration	11	233	244
Army Professional Training	-	1	1
Accommodation Business Administration	2	61	63
Cultural Heritage and Tourism	-	3	3
Laboratory Assistants And Veterinary Laboratory	2	56	58
Logistics	1	19	20
Finance	3	32	35
Brand Communication	1	6	7
Media Communication	3	12	15
Accounting and Taxation Applications	-	11	11
Early Childhood Teacher Training	1		1
Private Protection and Security	-	1	1
Retailing and Store Management	-	6	6
Police Professional Training	-	2	2
Radio and Television Program Production	3	17	20
Management of Health Institutions	6	48	54
Health Management	-	1	1
Social Sciences	1	5	6
Social Services	7	40	47
Sociology	13	229	242
Sport Management	3	33	36
Agriculture	-	31	31
History	-	55	55
Tourism and Hotel Management	-	24	24
Tourism and Travel Services	-	3	3
Turkish Language and Literature	3	33	36
International Relationships	8	150	158
International Trade and Logistic Management	-	1	1
Local Governments	-	24	24
Grand Total	107	2089	2196

Source: BAUM. (2015). Anadolu University Computer Research and Application Center, Data obtained by BAUM on 23-24 October, Eskisehir Turkey.

When we try to closer looking to the Numbers of the prisoner, according to the regional distribution in 2014-2015 academic year, the table says us that Marmara Region has higher number prisoner as total and according to the gender (36 women, 631 men Totally 667 prisoners) than the regions. One of the reasons should be that Istanbul (the biggest city of Turkey placed in Marmara Region, even Bursa City too). Secondly women are a bit more in Central Anadolu Region and men are in Black Sea Region.

Distribution number of the prisoners according to their attending and registered programme and in 2014- 2015 academic year in the context of woman and man shown in the table 5.

Anadolu's prisoner students are mostly come from Business programme and Human Resources Management programme as women and man.

Than in the second rank Sociology and in the third rank in International Trade and Logistic Management programme than theology and International Relationships programmes are coming.

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