

AN ANALYSIS OF CORRECTIONAL EDUCATION PROGRAMS IN TURKISH  
PRISONS: PERCEPTIONS OF CORRECTIONAL EDUCATORS AND INMATES

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PRISONS: PERCEPTIONS OF CORRECTIONAL EDUCATORS AND INMATES

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An Analysis of Correctional Education Programs in Turkish Prisons:  
Perceptions of Correctional Educators and Inmates

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## Thesis Abstract

Hakan Ergin, “An Analysis of Correctional Education Programs in Turkish Prisons: Perceptions of Correctional Educators and Inmates”

This study aims to explore the perceptions of correctional educators and inmates about the correctional education programs in a men’s and a women’s prison in Turkey and compare these perceptions of correctional educators and inmates to each other.

Two groups, namely, correctional educators and inmates, participated in the study. Ten correctional educators, five from each prison, formed the first group of the participants in the study. Twenty inmates, ten from each prison, formed the second group.

The data were collected through interview, a data collection technique of the qualitative method. A semi-structured interview form was developed. Both groups’ interviews included fourteen questions and the data gathered from the interviews were analyzed by the content analysis method.

The findings of the study revealed that correctional educators are not as satisfied with taking place in correctional education environment as inmates are. However, it was further revealed that both correctional educators and inmates have similar perspectives about the factors that facilitate or complicate inmates’ success in correctional education programs, the necessity that all inmates should be provided with professional skills during their incarceration, the existence of the in-prison and after-prison positive effects of the correctional education programs on inmates and the existence of the problems in correctional education environments and the ways of solving these problems as well.

In the light of the findings, recommendations for correctional educators, authorities and the entire society were made for the sake of improving the correctional facilities in Turkish prisons.

## Tez Özeti

Hakan Ergin, “Türk Cezaevlerindeki Eğitim Programlarının Bir Analizi: Cezaevi Eğitimcileri ve Cezaevi Sakinlerinin Algıları”

Bu çalışma, Türkiye’deki bir kadın ve bir erkek cezaevindeki eğitim programları hakkında cezaevi eğitimcileri ve cezaevi sakinlerinin algılarını keşfetmeyi ve bu algıları karşılaştırmayı hedeflemektedir.

İki grup katılımcı, cezaevi eğitimcileri ve cezaevi sakinleri çalışmaya katılmıştır. Her bir cezaevinden beşer olmak üzere, toplamda on cezaevi eğitimci ilk grup katılımcıları oluşturmuştur. Her bir cezaevinden on olmak üzere, toplamda yirmi cezaevi sakini ikinci grup katılımcıları oluşturmuştur.

Veri toplanmasında, yarı yapılandırılmış görüşme uygulanmıştır. Her iki grubun görüşmeleri on dörder soru içermiş ve görüşmelerden elde edilen veriler içerik analizi yöntemiyle analiz edilmiştir.

Çalışmanın bulguları, cezaevi eğitimcilerinin cezaevi sakinleri kadar eğitim programları ortamında yer almaktan memnun olmadıklarını açığa çıkarmaktadır. Ayrıca, hem cezaevi eğitimcileri hem de cezaevi sakinlerinin, cezaevi sakinlerinin eğitimlerindeki başarısını kolaylaştıran ve zorlaştıran faktörler, cezaevi sakinlerinin tutuklulukları süresince mesleki becerilerle donatılmasının gerekliliği, sadece cezaevi içinde değil, tahliye sonrasında da cezaevi eğitimlerinin cezaevi sakinlerine olumlu etkilerinin olacağına olan inanç, ıslah eğitimleriyle ilgili sorunlar ve bu sorunların çözüm yolları gibi konular üzerinde benzer bakış açılarına sahip oldukları da ortaya çıkarılmıştır.

Bulgular ışığında, Türk cezaevlerindeki ıslah faaliyetlerinin geliştirilmesi adına, cezaevi eğitimcilerine, yetkililere ve toplumun tamamına öneriler getirilmiştir.

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*To my father Ömer Ergin*

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## ABBREVIATIONS

BWP	: Bakırkoy Women’s Prison
EU	: European Union
ISMEK	: Istanbul Metropolitan Municipality Art and Vocational Education Courses
GDPDH	: General Directorate of Prisons and Detention Houses
MMP1	: Maltepe Men’s Prison Number 1
MMP2	: Maltepe Men’s Prison Number 2
MNE	: Ministry of National Education
NCSDAE	: US National Council of State Directors of Adult Education
PEC	: Public Education Center
UN	: United Nations
UNICEF	: United Nations Children’s Fund

# CHAPTER 1

## INTRODUCTION

### Background

Weiss (1990) indicates the definition of learning as “a relatively permanent change in knowledge or skill produced by experience” (p. 172). It can be concluded from this definition that learning includes an intellectual or behavioral permanent change. It could be believed that this permanent change is acquired just at a school. However, lifelong learning could be argued as an opposition to this view. As is evident from its name, lifelong learning has the message in it that learning isn’t something limited to the specific time and place; but as it can be concluded from Smith and Spurling (1999) that it lasts throughout the entire human life.

In the discussion of the scope of learning, the concept of andragogy is worth mentioning. It was defined by Knowles as “the art and science of helping adults learn” (1980, p. 42) and described as "the best known 'theory' of adult learning" by Merriam and Caffarella (1999, p. 249). By this concept, the idea that adults can learn as young learners can do was underlined. Beside defining the concept of andragogy, by giving his book the name of “The Adult Learner: A Neglected Species”, Knowles (1973) possibly tried to explain how he was far from the idea that adults don’t need to learn.

If learning is beyond the border of time and place and if it is true that not just school kids, but anybody can learn anything anywhere and in any way; then it can be possible that prisons run as schools and inmates in them learn something during their

incarceration. As can be concluded from Vacca (2004), prisons should also have the function of correcting inmates. Parallel to this mission, it could be argued that being incarcerated in a prison cannot be an excuse for not being able to access the right to education.

Correctional education is “educational classes and/or training within the penal institution” (Hall, 2006; p. 10). Correctional education programs are arranged because inmates are in need of them. That is, as prior research (Visher & Travis, 2003; Austin and Hardyman, 2004; Klein et. al., 2004) reveals the literacy level of inmates are too low. In addition, these programs are necessary as they help inmates increase their self-esteem, confidence, and self-awareness (Tootoonchi, 1993). Furthermore, decreasing the risk of inmates’ returning to prison, these programs contribute to inmates after their release from prisons (Clark, 1991; Batiuk, 1997; Seiter & Kadela, 2003).

Foucault (1979) states that there is a connection between punishment and disciplinary society. That is, until the recent past, punishment –especially on the body- was regarded as a tool of controlling and he adds that until the recognition of modern law systems, the body continued to be the target of punishment. Based on his argument the employment of modern law systems could be regarded as a turning point in the style of punishment. Today, by several international acts such as the Universal Declaration of Human Rights (UNICEF, 2011), the Standard Minimum Rules for the Treatment of Prisoners (UN Office of High Commissioner for Human Rights, 2011), the Universal Declaration of the Child Rights (CRMC(a), 2011) and the Basic Principles for the Treatment of Prisoners (OHCHR(b), 2011), a legal ground for correctional education has been generated.

Correctional education includes teaching-learning processes in prisons. When prisons with correctional education programs are regarded as schools, it could be argued that in order to better understand the processes in them, the insiders' – teachers' and learners'- are of vital importance. As previous studies (Bechtel & Reed, 1998; Campbell, Edgar & Halstead, 1994) indicate, the use of the feedback that is gathered from students is essential to improving a school. In this sense, it wouldn't be wrong to conclude that it could be valuable to get feedback from inmate students to find out the strengths and weaknesses of correctional education programs. On the other hand, getting feedback from correctional educators could be vital to have a multiperspectival understanding. So that, not only correctional education programs, but also the profession of correctional educators could be improved.

As a research setting for a study which seeks for the perceptions of correctional educators and inmates about correctional education programs, Turkish prisons could be studied. This is because as Saldırım (2004) indicates, by law, correctional education programs, including literacy, vocational, social-cultural classes and religious services, are regularly provided in prisons in Turkey.

There are 127,831 inmates in 384 prisons in Turkey (CTE, 2011). Although it could be hard to make generalizations to such a large population, a modest understanding of such great national correctional education system could be achieved through exploring the perceptions of correctional educators and inmates about correctional education programs in a men's and women's prison.

## Statement of the Research Problem

Today, education of inmates is actualized by correctional education programs such as literacy, social-cultural and vocational classes. In these classes, inmates are taught similar to any adults who are taught in any adult education programs outside. For a better understanding of correctional education programs, it would be meaningful to examine the views of both inmates and correctional educators on these programs. In this sense, this study aims to explore the perceptions of correctional educators and inmates about the correctional education programs in a men's and a women's prison and compare these perceptions of correctional educators and inmates to each other.

## Research Questions

The questions and sub-questions for which answers are sought in this study are as follows:

1. How do correctional educators perceive correctional education programs?
  - 1.1. What are the views of correctional educators on being a correctional educator?
  - 1.2. What are the views of correctional educators on the reasons for inmates' participation in correctional education programs?
  - 1.3. What are the views of correctional educators on the changes inmates experience via correctional education programs?
  - 1.4. What challenges do correctional educators face during correctional education programs?



- 1.5. How do correctional educators compare the educational environment in prison to an educational environment at an ordinary school outside?
- 1.6. What are the views of correctional educators on inmates' achieving success in correctional education programs?
- 1.7. What type of correctional education programs do correctional educators find most contributing to inmates?
- 1.8. What are the views of correctional educators on the effects of correctional education programs on inmates during and after the incarceration?
- 1.9. What expectations do correctional educators have for a better education environment in prison?
2. How do inmates perceive correctional education programs?
  - 2.1. What does education mean for inmates?
  - 2.2. Why do inmates participate in correctional education programs?
  - 2.3. How do inmates describe learning in a prison?
  - 2.4. What are the views of inmates on the changes they experience via correctional education programs?
  - 2.5. What challenges do inmates face during correctional education programs?
  - 2.6. What are the views of inmates on their achieving success in correctional education programs?
  - 2.7. What type of correctional education programs do inmates find most contributing to themselves?
  - 2.8. What are the views of inmates on the effects of correctional education programs on themselves during and after the incarceration?

- 2.9. What expectations do inmates have for a better education environment in prison?
3. How do correctional educators' and inmates' perceptions about correctional education programs compare to each other?

### The Significance of the Study

Correctional education programs, including literacy, vocational, social-cultural classes and religious services are arranged in prisons in Turkey (Saldırım, 2004). However, in order to explore the processes in these programs, few academic studies have been conducted yet. As an illustration, we can turn to the number of the master's theses and doctoral dissertations about this topic in the official web site of Turkish Higher Education Council Official Thesis Center, (2011).

According to this database, up until 2011, eighty three masters' theses or doctoral dissertations about prisons have been written. Among them, two focus on all types of correctional education programs including literacy, vocational and social-cultural. One (Unluhisarcikli, 1993) examined the perceptions of correctional educators and workshop officers about correctional education programs in seven prisons. On the other hand, the more recent one (Ayyildiz, 2008) examined the perceptions of inmates about correctional education programs in eleven prisons. However, neither examined and compared the perceptions of both correctional educators and inmates about correctional education programs. Thus, this study will explore and compare the perceptions of both correctional educators and inmates about correctional education programs.

It is expected that this study will reveal the ‘correctional’ aspect of prisons. That is, the educational processes both inmates and correctional educators go through in Turkish prisons will be explored. The findings are expected to contribute to raising the awareness of the whole society about the necessity of educating inmates and re-organizing correctional education policies.

### Definition of Terms

The terms are defined as follows for the purposes of this study:

#### Prison

“...the facility where prisoners live, work, and take educational courses while incarcerated” (Hall, 2006; p.9).

#### Incarceration

“Confinement to a penal institution while awaiting trial for an offense or as punishment for an offense” (Hall, 2006; p.9).

#### Recidivism

“Return to a penal institution as a result of commission of an additional criminal offense or violation of conditions of parole (Hall, 2006; p.10).

### Inmate (Prisoner)

“One who has been remanded to a penitentiary / prison / correctional institution as punishment for a criminal conviction (Hall, 2006; p.9).

### Correctional Educator

“A teacher or instructor who teaches in a prison setting” (Hall, 2006; p.10).

### Correctional Education

“Educational classes and/or training within the penal institution (prison)” (Hall, 2006; p.10).

### Vocational Education

“Programs focused on training adults to perform a specific task (ex: welding, pipe fitting, farming) in preparation for performing that task on a job site” (Hall, 2006; p.10).

### Participant Correctional Educators

Correctional educators who took place in this study as participants.

### Participant Inmates

Inmates who took place in this study as participants.

## Organization of the Study

This study includes five chapters. Chapter two reviews the literature about correctional education in the world and in Turkey. Chapter three explains the methodology of the study, providing information about research design, research settings, research participants, data collection instrument, data collection procedures and data analysis. Chapter four includes the demographic and interview findings of the study. The final one, chapter five, includes a summary and a discussion of the findings, limitations, conclusion of the study and recommendations for the related audience and for future researchers.

## CHAPTER 2

### LITERATURE REVIEW

This part is organized under two subheadings: ‘Correctional Education’ and ‘Correctional Education in Turkey’. In the former, correctional education as a type of adult education, the need, and the legal and philosophical bases of correctional education, characteristics of inmates and correctional educators and their views on correctional education are dealt with.

In the latter one, the historical overview on correctional education in Turkey, national and international bases of the field and the current situation in Turkish prisons according to the most recent statistical information by the Turkish Ministry of Justice are included.

#### Correctional Education

Gaol, jail, prison, penal institution and correction house are the words that are used interchangeably to name the institutions where the arrested, suspects or the criminals are kept. Among them, one has a pedagogical focus: correction house.

In the procedure of education, to make intentional changes in some aspects of a person is included (Tyler, 1950; Taba, 1962). ‘Correcting’ something could be regarded as changing it as well. This is because a systematical correctional procedure might be regarded as educational. Based upon this idea, a correctional house is an educational house as well, which is parallel to the inference that can be made from Vacca (2004) that prisons should have the function of correcting inmates.

Accordingly, inmates are provided with correctional education, which can be defined as “educational classes and/or training within the penal institution” (Hall, 2006; p. 10).

For example in the US, there has been such a rapid increase in the intensity of providing correctional education that according to the US Ministry of Justice Bureau of Justice Statistics (2011), the total number of the people under correctional supervision has been increasing day by day. That number was 1,840,400 in 1980, while it was nearly four times more with the number of more than seven million in 2009.

Correctional education could be regarded as a subfield of adult education. In this sense, adult education –as an umbrella term- will be discussed first. Then the field of correctional education will be analyzed in detail through the subheadings of respectively the need for correctional education, the bases of correctional education, inmates’ characteristics, correctional educators and research on inmates’ and correctional educators’ perceptions about correctional education.

### Adult Education

While defining adult education, it is inevitable to touch upon the concept of ‘andragogy’, which is "the best known 'theory' of adult learning," to Merriam and Caffarella (1999, p. 249). They value it so much that they argue “it has also caused more controversy, philosophical debate, and critical analysis than any other concept/theory/model proposed so far" (pp. 249-250). Knowles (1980) defines andragogy as “the art and science of helping adults learn” (1980, p. 42).

Okcabol (2006) states adult education is related to educational activities for people over the school age. He further states the content of adult education differs according to the learners, instructors, organizations and countries.

Rather than providing a definition for adult education, Geray (1978) lists the criteria that are necessary to refer an educational activity as adult education activity.

These are as follows:

An educational activity needs to,

1. Address to the ones whose job is not to go to school, but who have some social responsibilities or can have any; or, who are at the age of compulsory education, but participating in these activities out of school time,
2. Include a teacher-student, in other words, an instructor-participant relationship to improve learners' skills, behaviors and attitudes,
3. Have systematical, regular and planned - not arbitrary- relationships between the teacher and learners (p. 2, own translation).

It is possible to conclude from these views that adult education is a field that includes educational, planned and systematic processes for the people who are over school age or deprived of formal education or who want to add up more on their current educational potential.

Today, adult education activities are provided by private, public and non-governmental organizations in Turkey. However, Turkey is among the countries, whose adult education activities are mostly organized by and under the control of a ministry, in other words, public sector (Duman, 2007). Accordingly, Duman's (2007) argument can be supported with the fact that one of the most widespread adult education centers in Turkey is Public Education Centers (PEC) under the control of the Ministry of National Education (MNE). That is, in 966 PECs, more than three



million adults participated in a vocational, social-cultural or literacy class in 2008-2009 academic year (CYGM, 2011).

### The Need for Correctional Education

Although there is no agreement on just one definition of education; there is some on the continuity of it. In his almost a hundred year old article, Buttrick (1925) claims that education cannot be something that has an ending. According to him, education is not limited to a specific part of one's life; but to the whole of it. Therefore, an educated person should not find himself / herself educated enough. Even a diploma or certificate is not the end of an educational process.

Nearly a century later, Gorard (2006) provides a similar perspective. Describing education as something interesting, he argues that although not many people can explain what the purpose or contribution of education to them is; many of them see having more education as something that solves problems. As the continuity of education throughout human life has been reported in early and current researchers, it is possible to conclude that education doesn't and cannot include a pause; it is beyond time and places. So, that one is in prison doesn't mean s/he has to lack education while s/he is incarcerated.

In this section, the need for correctional education will be dealt with the subheadings of personal and societal needs.

## Personal Need

It is a fact that education does not only consist of formal education in schools.

According to such an understanding, persons cannot be educated just in specific institutions during specific periods. That is to say, education shouldn't be something which is just for children and provided just at schools. It shouldn't be a 'privilege' which is limited to age, time and place. This is why, maybe Knowles (1973) called his book about adult education as "The Adult Learner: A Neglected Species". It might be a reaction by him to the understanding that regards being adult as 'being educated enough'.

For example in the US, according to the National Council of State Directors of Adult Education (NCSDAE) (2007), ninety million adults have educational deficiencies which limit them in their social, family or vocational lives. As the same report underscores, it is such a great amount that, taking into consideration the presence of total number of two hundred million adults in the country; the number of ninety million adults with basic educational deficiencies equals to nearly half of the total number of adults.

However, if education is regarded as a personal need, this need is possible to change from person to person. That is, not every adult has the same level of desire for education. As Klein, Tolbert, Bugarin, Cataldi & Tauschek (2004) state, the most disadvantaged ones among the adults with educational deficiencies are the incarcerated. That might be because of the fact that the previous scholarly works (Visher & Travis, 2003; Austin and Hardyman, 2004; Klein et. al., 2004) report literacy levels of the incarcerated are too low.

Literacy – considered for the American – is defined as “an individual’s ability to read, write, speak in English, compute and solve problems at levels of proficiency necessary to function on the job, in the family of the individual and in society” (US Workforce Investment Act, 1998, Title II, Sec. 203/12). As this definition indicates, literacy is a tool that makes one’s professional, domestic and social lives easy.

The fact is that inmates don’t have the ‘privilege’ of having satisfactory level of literacy that would provide them with such easiness in different aspects of their lives. According to (Newman & Beverstock, 1990; Gunn, 1999; Klein et. al., 2004) the low literacy level of the inmates is a problem. Furthermore, Newman and Beverstock (1990) argue that the lack of literacy is a main reason why inmates are in prisons.

That inmates have low literacy level can also be concluded from Culpepper’s (2005) detailed statistical descriptions about the inmates in the US prisons. According to him, minorities have higher incarceration rate. As minorities are believed to be less educated in American society, this finding can strength Newman and Beverstock’s (1990) argument that the inmates are illiterate and this lack of literacy is one of the basic reasons why they are in prisons.

When inmates’ educational attainment is compared to American society’s general educational attainment, a noteworthy difference exists especially in further educational levels. Culpepper’s (2005) statistical analysis about the comparison of male inmates between the ages of twenty and thirty nine who are incarcerated in 1997, to the general population in Table 3 suggests that most of the inmates didn’t have the chance of being a college student as they are generally high school dropouts.

Table 1. Comparison of the Educational Attainment of Incarcerated Males Aged Twenty through Thirty Nine in 1997 to the General Population's Educational Attainment in the Same Year

Educational Attainment	General Population (%)			State Prison Inmates (%)		
	White	Black	Hispanic	White	Black	Hispanic
8 <sup>th</sup> grade or less	4.3	2.3	20.9	9.9	9.9	24.1
Some high school	9.6	13.3	20.4	17.8	34	27.7
High school diploma	32.1	40.5	27	61	47.9	41.6
Postsecondary / some college	30.7	32.4	22.8	9.3	7.1	5.3
College graduate or more	23.4	11.5	8.9	1.9	1.1	1.4

Source: Culpepper, 2005; p.22.

According to Table 1, state prison inmates aged between twenty and thirty nine are at a greater disadvantage than the general population in having the chance to attend college. While respectively 32.1, 40.5 and 27 % of white, black and Hispanic in general population have high school diploma; respectively 61, 47.9 and 41.6 % of the same races in state prisons have it. However, while respectively 54.1, 43.9 and 31.7 % of white, black and Hispanic in general population attended college; just 11.2, 8.2 and 6.7 % of the same races in prisons could do the same. This finding is parallel to Culpepper's (2005) another argument that male college aged are under incarceration more than their counterparts.

It is possible to come up with the idea that inmates don't have the chance or may be the 'privilege' of accessing to the educational opportunities that most people

have. This missing can be compensated in prison through correctional education programs.

### Societal Need

Society is “the total network of relations between human beings” (Toynbee, 1972; p.43). It could be concluded that in this definition, it is underscored that what composes the concept of society is not the number of people inside it; but the interconnections among them. Each connection can be considered as an individual and each individual can be considered as an element of a society. As Hayek (1979) states the relationships among the individuals is a prerequisite to decide whether they form a ‘whole’ better than the single parts. Although being incarcerated, inmates could be regarded as a part of their society as they will return to society in the end. This is why the standards or lifestyles they have in prison and after prison might affect the societies they are in.

The societal need for providing inmates with correctional education will be reviewed through two subheadings:

### Societal Need during Incarceration

Although incarceration limits the inmates’ access to social opportunities like making friendships on different social platforms, mobility, playing different social roles etc., it doesn’t eliminate the fact that s / he is still a member of his / her society. This is because, even if during incarceration, there are people such as prison staff, other inmates and family members with whom an inmate needs to be in a continuous social

touch. The success of these social contacts during incarceration can be provided thanks to the correctional education programs that are described by Giles et. al. (2004) as something which are not just time-passing activities in prisons.

Incarceration shouldn't be regarded as a vital change in just an inmate's life; there are other people who are incarcerated with the inmate; this incarceration is not physically though. As Fishman (1982) reports, there is a significant number of children in the US, who are waiting for the end of their parents' incarceration. It is possible that their parents' incarceration makes some changes in these children's lives as well. As Hairston (1991) argues, these changes are generally negative ones like academic, emotional and behavioral problems. Tilbor (1993) states that the solution of these problems is correctional education. According to her, parenting education programs in prisons with the participation of the inmates' children help inmates keep their family ties tight as they are already damaged.

In parallel, Tootoonchi (1993), underscores that among the short-term contributions of correctional education, an increase in prisoners' self-esteem, confidence, and self-awareness can be listed. It might be concluded that these concrete shortly earned contributions can also help an inmate in his / her communication with family members, prison staff and other inmates as well. Thus it wouldn't be wrong to come up with an idea that it doesn't take a long time for correctional education programs to make some social changes in an inmate's life.

#### Societal Need after Incarceration

A prison can be expected to have two functions. One is keeping inmates away from the society and the other is preparing them for the society. This procedure reveals the

fact that except the ones with death penalty or life-long imprisonment, most inmates inevitably return to the society from which they come in to the prison.

The cumulative or long-term contributions of correctional education programs are more related with the time after the release of an inmate. This is also an exam to test the 'efficiency' of a prison. Because the way an inmate lives after his / her release from the prison might reveal the quality of the time s / he has already spent in prison. In this sense, whether an inmate returns to the prison is important as well. It is possible that is why in most studies that aim at finding out the efficiency of correctional education programs, statistical data about the recidivism rates of inmates have been utilized (Drakeford, 2002; Gehring, 1997; Hrabowski & Robbi, 2002; Silva, 1994).

As the inevitable final destination of an inmate is the society, his/her reintegration to the society is of vital importance for the sake of both the inmate and the society. As research (Drakeford, 2002; Gehring, 1997; Hrabowski & Robbi, 2002; Silva, 1994) reports, an inmate's re-entering to the society after his / her release from the prison can be regarded as a good reintegration if s / he is able to find a job and doesn't return to prison.

Another argument in the related previous scholar works is that inmates' literacy levels are too low (Visher & Travis, 2003; Austin & Hardyman, 2004; Klein et al., 2004) and this can be a reason of their lacking a profession and making a crime (Drakeford, 2002; Visher & Travis, 2003; Austin & Hardyman, 2004). Taking it a step further, Austin & Hardyman (2004) state that the basic reason behind incarceration is the lack of having a steady job. Based on this argument, it is possible that if an inmate re-enters the society having earned some professional skills, the possibility of his / her making another crime and returning to prison can decrease.

Allen's (1988) study about the recidivism rate in Oklahoma is worth mentioning for revealing the efficiency of correctional education programs at decreasing the recidivism rate. According to this study, while the general recidivism rate in Oklahoma was 77 %; the same rate at the same time was 25 % for the ones who received vocational education in prison. That is, while in general three in four people returned to prison; just one in four who had already received vocational education in a prison before returned to it. Other studies (Clark, 1991; Batiuk, 1997; Seiter & Kadela, 2003) came up with the same finding that correctional education programs decrease the risk of inmates' returning to prison after their release.

Furthermore, correctional education programs enable an inmate to have institutional adaptation as well. That is, inmates who receive correctional education during incarceration were observed to obey the prison rules more than the ones who don't participate in these educational programs (Saylor & Gaes, 1992).

### Bases of Correctional Education

The literature that deals with the rationale behind correctional education is covered through two subheadings: legal and philosophical bases.

#### Legal Basis

The legal arrangements about correctional education go back to a couple of centuries ago. According to Foucault (1979), transition to modern law systems happened around the end of the eighteenth century. That was a turning point not just for the crime law, but also for the style of punishing criminals. Tanilli (1994) agrees on the



date of this transformation about educational rights. He states that French Revolution is a milestone after which the idea that education is a need for a human being began to develop in minds. Shortly after, the importance of public education for the presence of some social values like equality was underlined in the Constitution of 1791.

In 1790, in Walnut Street Jail, Literacy and Mathematics classes were taught. In 1801, inmates in New York (NY) City's prisons were taught by teachers who were also inmates in the same prisons. In 1811, New York State Law, the first law about correctional education in prisons, was legislated. According to this law, employment of at least two correctional educators in each prison in NY became obligatory. The first official correctional school system was established in 1869, in Detroit Correctional House. In addition, the first official correctional education curriculum was applied in 1913, in Maryland Prison. This curriculum included literacy classes for the illiterate and other classes for the literates' further developments (Roberts, 1971).

The twentieth century is a period in which international steps for further educational rights are taken. One of the significant documents internationally accepted is the Universal Declaration of Human Rights (UNICEF, 2011). In the twenty sixth article of this document, which was declared in 1948, the access to education is regarded as the 'right' of 'everybody'.

Two years after the UN General Assembly's first meeting about the criminal and correctional issues in 1955, Standard Minimum Rules for the Treatment of Prisoners were published in 1957 (UN Office of High Commissioner for Human Rights, 2011). This document includes two parts and ninety five articles. The seventy seventh and seventy eighth articles are directly related with correctional education.

According to these articles it is underlined that all the institutions should arrange cultural activities for the inmates; in addition, basic education for the illiterate and young should be compulsory and the educational programs within prisons should be arranged in accordance with the ones out of the prisons, so that inmates can continue their education after being released.

Another international document is the Universal Declaration of the Child Rights (CRMCa, 2011). Approved by the United Nations (UN) General Assembly in 1959, this document became a hope for the educational rights of the inmate children. In the seventh principle of this document, the necessity of providing every child with an educational right that can improve them individually and socially is underscored.

Soon after, the International Covenant on Civil and Political Rights was entered into force by the United Nations (UN) General Assembly in 1976 (OHCHR(a), 2011). The tenth article of this document is related with the people who are deprived of their liberty. According to this article, rehabilitation of the inmates is crucial. In addition, it is also emphasized that the treatments towards inmates should be 'humanistic'.

A more detailed international document about the correction of the inmate children is the Convention on the Rights of the Child which was entered into force in 1990 by the UN General Assembly (CRMCb, 2011). In the fortieth article of this document, the necessity of treating the incarcerated children in accordance with what human rights require is underscored.

Another internationally accepted document about correctional issues is the Basic Principles for the Treatment of Prisoners, proclaimed by the UN General Assembly in 1990 (OHCHR(b), 2011). In the eighth of this document, the necessity of vocational education in prisons is emphasized. That is, inmates should be provided

with employment opportunities within prisons, so that their reintegration to the society after being released can be easier.

### Philosophical Basis

John Dewey brought a distinctive understanding to the concept of education. As can be concluded from Dewey (1929), he believes that societal improvement and renovations can be achieved by education. In addition, he further states that the changes that are provided should be inward, not outward.

It is possible to correlate Dewey's (1929) belief that education could be used as a means for the social changes and reforms with Maslow's (1943) Pyramid of Human Needs (see Figure 1).

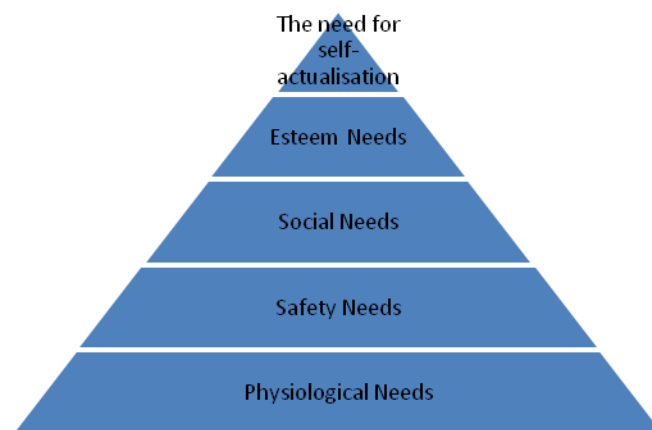


Figure 1. The pyramid of human needs (Maslow, 1943).

In this pyramid, safety of a person is a prerequisite for his / her self-fulfillment. As a society is composed of individuals, it wouldn't be wrong to conclude that self-fulfillment of an individual can substantially be regarded as the self-fulfillment of the

society, as Toynbee (1972) underlines that society is composed of connections among human beings. In this respect, it is possible that a social phenomenon can damage social relations in a society. For example, it is argued that the fear of crime negatively affects the social relations among individuals in a society (Brooks, 1974; Sampson, Raudenbush & Earls, 1997; Skogan & Maxfield, 1981). Accordingly, correctional education could be used as a means of decreasing the crime rate as research (Clark, 1991; Ripley, 1993; Batiuk, 1997) suggests correctional education programs are believed to decrease the possibility of an inmate's re-entering to the prison after s / he is released from it. So that, as people who has already made a crime and stayed in a prison don't return to prison, the crime rate can decrease and as a result, social security can increase. It is possible to conclude from Maslow's (1943) pyramid that the safety need is a prerequisite for an individual's social, esteem needs and the need for self-actualization. Thus, providing an individual with safety facilitates his/her self-actualization. As the society composed of connections among individuals (Toynbee, 1972), individuals' self actualization may eventually mean the society's self actualization. Therefore, it is possible to conclude that thanks to correctional education, not only individuals, but also the entire society can take a higher step in Maslow's (1943) Pyramid of Human Needs.

Sachdev (1995) indicates philosophical views on the function of correctional education as well. One of these views is the social control perspective. According to this perspective, the basic reason behind arranging correctional education programs is the social control. That is, correctional education is a means of social control by which people can be manipulated.

Social control is a concept mentioned by Foucault (1979) as well. According to him, there is a connection between punishment and disciplinary society. That is,

until near past, punishment – especially on the body - was regarded as a tool of controlling and he adds until the recognition of modern law systems, the body continued to be the target of punishment.

Last but not least, three principles of modern prison philosophy are analyzed by Rentzmann (1996). According to him, a modern prison should have the principles of normalization, openness and responsibility. That is, inmates in a modern prison should be able to have a lifestyle similar to the ‘normal people’ out of the prison; the physical environment of the prison should be revised and inmates shouldn’t stay in confinement for over twenty four hours; but they should be given the opportunity to spend time in open air. He further states prisons shouldn’t be a ‘hotel’ at which inmates have breakfast and sleep, but they should be given some responsibilities.

### Common Characteristics of Inmate Students

Merriam and Caffarella (1999) state that “wisdom is grounded in life’s rich experiences and therefore is developed through the process of aging” (p. 165). Accordingly, whether inmates’ experiences prior to their incarceration positively affect the content and style of learning processes they participate in prisons is worth discussing.

Prior educational experiences may facilitate further learning. That is, one can access further knowledge, by building it on his/her current knowledge. However, this may not work for the inmates. Research (Visher and Travis, 2003; Austin and Hardyman, 2004) indicates that inmates share some common educational characteristics. Moeller, Day and Rivera (2004) identify these shared characteristics as “history of negative educational experiences” (p. 45).

Low literacy level could be assumed as one of the prominent negative educational characteristics shared by inmates. It is reported that the literacy level of inmates –in general- is not at a satisfactory level (Gunn, 1999; Visher & Travis, 2003; Austin & Hardyman, 2004). Besides, Newman & Beverstock (1990) believe that the unsatisfactory level of inmates' literacy leads to severe effects on inmates' lives. According to them, illiteracy may be the reason of incarceration.

Analyzing the statistical information about the inmates in the US, Culpepper (2005) comes up with the idea that American inmates share some common social, economical and educational background characteristics as well. According to him, national incarceration rate increased dramatically in the near past with the rate of 273 %. He further states that, in spite of the fact that the number of the incarcerated people changed, the background characteristics of them didn't. Namely, most of the inmates still lack literacy and come from low income and minority groups. For instance, at the end of the year 1998, 5% of African Americans in the US were incarcerated. Nevertheless, just 0.5 % of the European American males were incarcerated at that time (Culpepper, 2005).

Based upon the statistical data gathered from the US Bureau of Judicial Statistics' Survey of Local Jail Inmates in 1996 and National Center for Educational Statistics' National Adult Literacy Survey in 1992, Culpepper (2005) compares the reasons of American inmates' dropping out of school to the general population's reasons of dropping out of school. This comparative statistical information is presented in Table 2.

Table 2. The Comparison of Inmates' and General Population's Reasons for Dropping out of School

Most important reason for dropping out of school	Local jail inmates (%)	General population (%)
Behavior or academic problems or lost interest	34.9	17.2
Family or personal problems	16.4	18.6
Convicted of crime, sent to correctional facility	11.1	...*
Involved in illegal activities	4.8	...*
Went to work or the military	13.0	23.9
Financial problems	8.8	15.3
Pregnancy	3.7	6.4
Other	1.1	17.7
No reason	6.3	0.9

Source: Culpepper, 2005; p. 21.

\*: Not available.

According to Table 2, among the most important reasons for inmates' dropping out of school, their academic deficiency is in the first rank with 34.9 %. When compared to that of general population's 17.2 %, it wouldn't be wrong to conclude that inmates have lower academic skills than the rest of the society. Other than academic

problems, socio-economical reasons are worth mentioning. Interestingly enough, when compared to general population's financial problems behind their dropping out of school (15.3%), it is obviously seen that less inmates (8.8 %) quit their education because of financial problems. The same is valid for the family related and personal reasons, as fewer inmates (16.4 %) quit their education due to domestic or personal reasons than the rest of the society (18.6 %). In addition, among the most important reasons for inmates' dropping out of school, the crime-related ones including conviction of crime and being involved in illegal activities are not leading ones with their total of 15.9 %. Thus, it could be concluded that inmates already have different negative social, personal and economical factors in their lives that can prevent them from continuing their education before entering prison. Taking into consideration this inference, it could be argued that inmates are not intentionally far from educational life; but because they have other crucial social, financial, family related or personal reasons that prevent them from accessing their educational rights.

Having searched the procedure of inmates' participation to correctional education programs in the related literature, Hall (2006) provides a representation of the way an inmate experiences correctional education (see Figure 2).



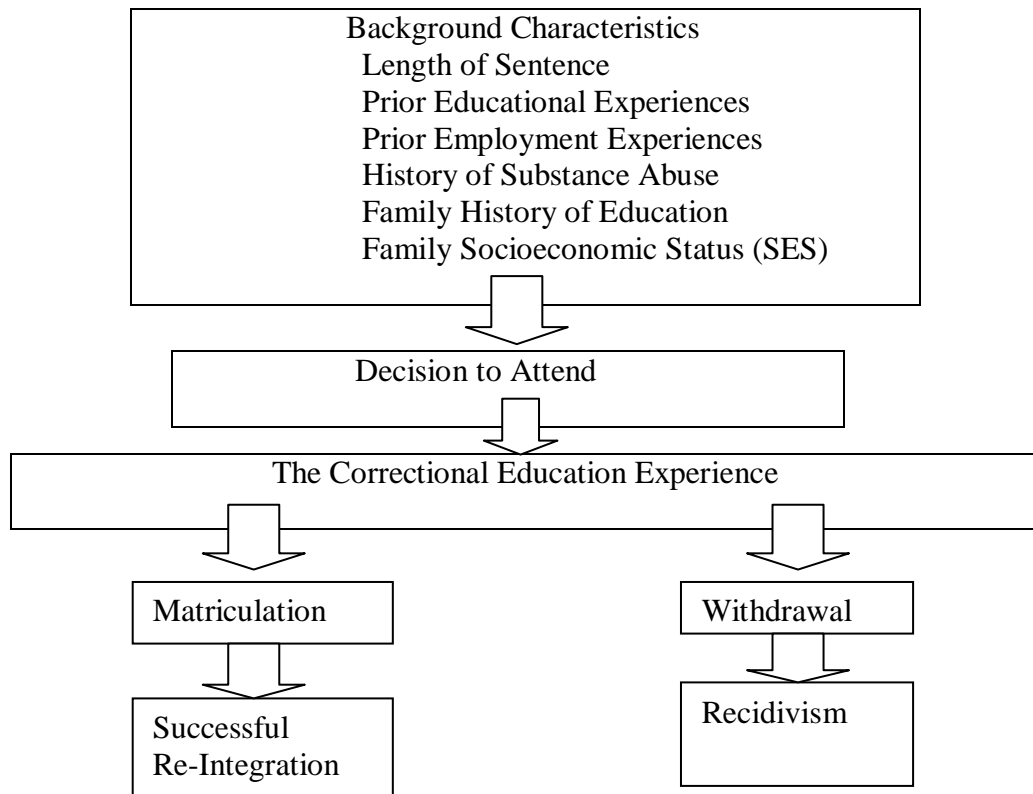


Figure 2. The representation of correctional education experience (Hall, 2006; p. 34).

It is possible to conclude from Figure 2 that until deciding whether to participate in a correctional education program, an inmate acquires some background characteristics. As s / he brings these characteristics to the decision step, the decision of participating in correctional education is inevitably affected by these already acquired background characteristics. In other words, an inmate can revise his / her decision to attend correctional education activities if his / her sentence is too short or long; if s/he has already acquired the knowledge or the skill that will be covered during the correctional education programs and if s/he appreciates or ignores the necessity of education thanks to the awareness or ignorance that has passed him / her by parental inheritance. According to Hall's (2006) representation, two ways appears before the inmate after his / her decision of attending to the correctional education programs. If s / he successfully finishes these programs, it would be easier for him / her to adapt

to the society and become part of it after his / her release from the prison. On the contrary, if s / he quits these educational programs, his / her adaptation will possibly be harder and the risk of his re-entering the prison increases.

### Correctional Educators

By a simple definition, Hall (2006) defines, correctional educator as “a teacher or instructor who teaches in a prison setting” (p. 10). It wouldn't be wrong to mention the existence of the a fact that the learners whom a correctional educator teaches in a prison don't have the same social, economical and educational background characteristics as other learners outside prisons have. It could be accepted that there are educationally deficient adults in the society, other than the incarcerated.

However, as Klein et. al. (2004) describe, among these adults with educational deficiencies, the most disadvantaged ones are possibly the incarcerated. In other words, as it is stated in a detailed way above in ‘personal need’ section, inmates are in need of correctional education due to their low literacy levels. Putting aside the ‘poor’ educational, social and economical background characteristics of the inmates, as Hall (1966) underlines even physical design of most prisons may have psycho-social effects which are not searched a lot.

Working in a prison under these circumstances may put pressure on correctional educators. This pressure may require them to be more than a teacher. In this sense, Mageehon (2003) mentions her expectation from correctional educators as “correctional educators are in a unique position to be concerned about their students' pasts and futures” (p. 197).

## Research on Inmates' and Correctional Educators' Perceptions about Correctional Education

The following sections will include a part of academic findings about both inmates' and correctional educators' views on correctional education programs in prisons.

### Research on Inmates' Perceptions about Correctional Education

The use of the feedback that is gathered from students is essential to improve a school (Bechtel & Reed, 1998; Campbell, Edgar & Halstead, 1994). In this sense, it could be argued that the perceptions of inmates about correctional education programs are valuable. This is because they are 'insiders' with whom correctional education services are provided.

It is possible that inmates may attend correctional education programs for different purposes. As stated above, inmates – in general- are not literate enough (Gunn, 1999; Visher & Travis, 2003; Austin & Hardyman, 2004; Klein et. al., 2004). One of the reasons why inmates participate in correctional education programs could be the compensation of their illiteracy-related deficiencies in prison time.

“Motivation is the natural human capacity to direct energy in the pursuit of a goal” (Wlodkowski & Ginsberg, 1995; p. 22). From this definition, it is possible to conclude that the more motivation one has, the more energy s / he can have to achieve his / her ambition. Accordingly, believing the existence of the effects of motivation, Pelissier (2004) searched the effects of motivation on inmates' participation in drug treatment programs. He states that motivation can be internal and external. External motivation results from any factors outside the inmate; such as

early release and extra pay. The internal one, on the other hand, results from the inmate, not any outsiders.

Havel (1988), who was imprisoned for four years, collected the letters he sent his wife Olga from prison. One of these letters could be a good example of internal motivation. He lists his educational goals during the time he would spend in prison:

1. To remain at least as healthy as I am now (and perhaps cure my hemorrhoids)
2. Generally reconstitute myself psychologically,
3. Write at least two plays,
4. Improve my English,
5. Learn German at least as well as I know English
6. Study the entire Bible thoroughly (p. 51).

In this list, Havel states a self-decisiveness about physical, psychological and mostly educational issues and adds “If I succeed in fulfilling this plan, the years may not be entirely lost” (Havel, 1988; p.51). It is possible that teaching an inmate with such an internal motivation could be quite easier than the ones without it.

Havel’s to do list above is an example of an inmate’s correctional education planning in a prison. As he adds, there is an ambition of reaching ‘success’ after such a plan. The description of success may depend upon the person. Criticizing the fact that many studies in the literature focus on correctional education in terms of its relation to recidivism, Hall & Killackey (2008) made a study with ten inmates and two prison administrators. They aimed at reaching a deeper understanding of inmates’ perspectives about correctional education questioning how the concept of success is understood by inmates. They conclude inmates correlate success with taking care of

oneself, others and responsibilities. Furthermore they provide an inmate's explanation of success:

Bill Gates, for example. Bill Gates was a bookworm. All he did was read books when he was small. But as time got on, the books... he learned so much from those books that, look at him now... the inventor of Microsoft. I look at him as like, he's successful (pp. 305-306).

Even in this example, it is possible to state that this inmate makes a relationship with being educated and becoming successful. He symbolizes education with spending time on books and thinks that as Bill Gates did so, he had the reward of it. Therefore, it is possible that this inmate might expect a similar concrete reward at the end of a correctional education program.

The examples above are the ones which may not be generalized to large populations of inmates. Thus, other inmates may have other expectations from correctional education programs. Tewksbury & Stengel (2006) made a study with 281 inmates at Kentucky State Reformatory to reveal their expectations from academic and vocational correctional education programs in this prison. Inmates were asked the question of "What is your main reason/motivation for going to school?". The findings are shown in Table 3.

Table 3. Inmates' Main Reasons for Correctional Program Participation

Reason/Motivation	Academic Program Students	Vocational Program Students	All Students
To feel better about myself	49.1%	20.0%	38.5%
To get a job when I	29.1%	53.0%	35.2%

get out			
To improve my skills	12.0%	10.0%	10.2%
Other reasons	9.8%	17.0%	13.1%

Tewksbury & Stengel, 2006; p. 19.

It is possible to conclude from Table 3 that there is a significant difference between academic and vocational program participants' basic reasons for participation in these programs. Nearly half of the academic program participants (49.1 %) state their most basic reason to participate is to feel better about themselves, while one in five (20 %) vocational program participants state the same. The same difference exists in both groups' percentages of stating professional reasons. That is, more than half of the vocational program participants (53%) state their basic reason to participate in this program is to get a job after release, while 29.1 % of the academic program participants state the same. Lastly, nearly the same percentages of academic and vocational program students (12 and 10,2 %) state they aim at improving their skills while the rest of both groups' participants (9.8, 17 %) state other reasons.

As can be concluded from these findings, inmates participate in correctional education programs for different reasons. In other words, they value correctional education due to different priorities. It is possible to find similar results in other studies. In Bethel's (1985) study in Pennsylvania with 189 inmates, it is concluded that in general, inmates are pleased with correctional education programs as their individual needs are satisfied with these programs. A decade later, Sachdev (1995) reported similar findings about inmates' perceptions about correctional education programs. According to him, inmates have positive perceptions about correctional education programs as they notice positive effects of these programs on themselves

such as the increase in their self-esteem. Last but not least, in a more recent study, Schlesinger (2005) interviewed fifteen African American inmates and he reports inmates participate in correctional education programs for different reasons like having money, learning how to write a letter and even just feeling better.

### Research on Correctional Educators' Perceptions about Correctional Education

Wright (2005) argues that working in a prison is not many correctional educators' own preference, but an accidentally made decision. However, this argument is not peculiar to just adult educators who teach in a prison. In their study, Maher & Passmore (2000) interviewed seventeen senior adult educators who have more than forty years experience of teaching. They conclude that almost all the participants didn't intentionally choose to work as an adult educator, but they "through various circumstances "fell" into the practice of adult education" (p. 16).

There could be different reasons behind the idea that teaching in a prison is much more different than teaching outside. One could be the inmate students as Dellicarpini (2008) indicates they "often differ greatly from mainstream students in terms of their learning abilities, learning styles, and past achievement" (p. 224).

Taking another perspective, Ripley (1993) complains that very few teachers are concerned with the reasons why inmates find themselves in prisons. This is why he suggests that "they first of all need to be aware of general theories of crime and have an understanding of the study of criminology" (p. 5). However, not only are the correctional educators expected to be sensitive to educational processes, but also people responsible for education in a prison "need to understand the value of such education" (UNESCO, 1999; p.8).

As experienced correctional educators, Gehring & Hollingsworth (2002) analyze the problems in the profession of correctional education and suggest practical possible solutions. They argue that everything is not that good in this profession. That is, correctional educators' salary is low, they teach very disadvantaged people, they teach in a distressing environment, they work in such an environment that the staff who manage the prison primarily deal with security not education, the planning and implementation of correctional education programs are not very well-made and funds for correctional education are not satisfactory.

In spite of the list of complaints above, there is not an agreement on correctional educators' turnover rate in the profession. Gehring & Hollingsworth (2002) argue that there is an observable turnover rate in their profession. They further state that this turnover rate result not from educational reasons, but basically from administrators' negative attitudes toward correctional education. On the contrary, Kirshstein & Best (1996) argue that the turnover rate among the correctional educators – in the US- is low, as they earn more than other adult educators and they don't experience disciplinary problems in the prison setting.

The turnover rate could be controversial, however; Gehring & Hollingsworth (2002) indicate the presence of problems in the field and provide the source of the problems:

Primitive peoples used to be afraid of dangers from natural disasters. In our world, other persons generate the dangers. Most of our job-related fears result from the strain of delivering educational services in coercive institutions. Correctional education has been reduced to window dressing. It is this fact we find so frustrating... (p. 91).



It can be correct to conclude that correctional educators work in distinctive settings that are physically, socially and psychologically different from ‘normal’ educational environments outside prisons.

### Correctional Education in Turkey

This section will respectively include a brief historical overview on Turkish prison system, legal basis of correctional education in Turkey and recent situation in Turkish prisons.

#### A Historical Overview on Prison System in Turkey

In the Ottoman Period, prisons didn’t have the same functions as they do today. They were generally used as places in which people were kept before their judgment. On the other hand, the physical facilities of the prisonlike places were not the same as today’s as well. That is, they were not in separate buildings, but generally in castles’ bastions, palaces or public buildings (Yıldız, 2002).

According to Karal (1983), on February 28, 1856, the Rescript of Reform was enacted and the necessity of reforming the prisons was underlined. Temel (2009) adds that soon after, modern prison buildings were attempted to be constructed. However, political and economical reasons prevented this plan from being applied and unhealthy prisons became widespread. As Yıldız (2002) indicates the existence of reform trials during the collapse period of the empire; however, as the number of the criminals increased, problems about health and security in prisons increased as well.

Saglam (2003) indicates that the existence of similarities of the laws that were legislated in 1880, in the Ottoman Period, and in 1930, in the Turkish Republic Period. That is, in both laws there was an article that underlined the necessity of having a prison in every district and city. That is why he argues that some Ottoman prisons were used for a while, but they were modernized or replaced later.

The modernization or replacing of the prisons can be divided into four periods. The first generation prisons were the ones that were used or constructed at the beginning of the Republican years. Some of the Ottoman buildings were used in these years and they were designed according to the rationale that prisoners live collectively in them. The second generation prisons were built between 1950 and 1970 and the third generation ones were built between 1970 and 2000. They were designed for small and large numbers of prisoners and included dormitory system. The fourth generation prisons, on the other hand, have still been built since the end of the 1990s and they have the room system (Sağlam, 2003).

Right now, there are 384 prisons in Turkey. This number includes four women's, three juvenile and twenty eight detached-open prisons and three child correction centers (CTE, 2011).

### Legal Bases of Correctional Education in Turkey

The legal bases of correctional education programs in Turkey will be analyzed through national and international law.

## In International Law

Turkey accepted and became a party of several international documents about the right to education. One of these documents is the Universal Declaration of Human Rights which was declared in 1948 (UNICEF, 2011). In the twenty sixth article of this document, education is described as a concept, access to which is not a privilege, but the right for everybody. This is why it is underlined in this document at least the initial steps of formal education should be free and education all around the world should have an international mission of contributing the world peace.

The seventy seventh and seventy eighth articles of the Standard Minimum Rules for the Treatment of Prisoners that was published by the UN in 1957, remind party countries that basic education should be compulsory for the illiterate and young, and suggest arranging cultural activities for inmates in prisons as well (UN Office of High Commissioner for Human Rights, 2011).

The seventh principle of the Universal Declaration of the Child Rights, approved by the United Nations (UN) General Assembly in 1959, underlines that every inmate child has the right to education (CRMC(a), 2011). On the other hand, the tenth article of the International Covenant on Civil and Political Rights that was entered into force by the United Nations General Assembly in 1976, states inmates should be rehabilitated and the education they have should be provided in a humanistic way (OHCHR(a), 2011).

In addition, the fortieth article of the Convention on the Rights of the Child which was entered into force in 1990 by the UN General Assembly (CRMC(b), 2011), puts emphasis on the format of the education towards the accused children.

That is, it indicates accused children should be educated in a way that their adaptation to the society should be easier.

### In National Law

Education has been provided as a public service since the Tanzimat Period in the Ottoman Empire. In a law legislated in 1869, it was stated that primary education would be free for every citizen. Furthermore, in the Constitution of 1924, it was emphasized that primary education would be free and compulsory for both male and females (Gok, 2004).

In the forty second article of the Constitution of 1982, the right to education is guaranteed in a clear and precise language as “No one shall be deprived of the right of learning and education. The scope of the right to education shall be defined and regulated by law” (TBMM, 2011; p. 8).

In addition to national and international laws and regulations above, the Turkish Ministry of Justice has legal regulations for correctional education as well. A basic one is the Regulation Related to the General Directorate of Prisons and Detention Houses and Also the Execution of Juridical Sentences, legislated in 1967. The one hundred tenth article of this regulation underscores that the rehabilitation of inmates should provide inmates with the ability of having individual and social responsibilities and a job by which they can earn their living (Saldırım, 2004).

## The Recent Situation in Turkish Prisons

Based upon the national and international law mentioned above, correctional education programs are provided in prisons in Turkey. These programs have the aim of making contributions to inmates physically, psychologically and socially. In other words, enabling inmates to have good relations with their family and society and providing them with socialization is intended with these programs (Saldırım, 2004).

In Turkish prisons, correctional education programs are provided as compulsory and voluntary. According to this classification, prison administrations are obliged to provide Level II Literacy, vocational classes and religious services. Ones who are illiterate or don't have a primary school diploma are obliged to participate in Level II Literacy classes. On the other hand, open high school, higher education, social-cultural and library services are provided as voluntary programs. (Saldırım, 2004).

The “most recent” statistical data about the inmates all over Turkey are published by the Ministry of Justice. To better familiarize with the inmates and the prisons in Turkey, some of these statistical information is worth mentioning.

The first is the classification according to the type of crime inmates in Turkey are sentenced for:

Table 4. The Number of Inmates in Turkish Prisons by Type of Crime

Type of crime	Number of inmates
Forensic	115,662
Terrorism	8,190
Organized	2,322
Unknown	1,657
Total	127,831

Source: Judicial statistics, 2011. *The statistics on November 31, 2011.*

As illustrated in Table 4, there are 127,831 inmates in prisons in Turkey. About 90 % of these inmates are incarcerated for forensic crime types like theft, robbery, rape etc. It is also worth mentioning that terrorism is in the second rank among the types of crime. With a percentage of nearly 7%, it is almost four times more than organized crime.

The next category is the age and sex distribution of inmates in Turkish prisons:

Table 5. Age and Sex Distribution of the Inmates in Turkish Prisons

Age	Female	Male	Total
12-17	59	1,962	2,021
18-20	213	7,369	7,582
21-39	2,895	78,777	81,672
40-64	1,301	32,801	34,102
65-79	40	1489	1,529
80-..	0	78	78
Unknown	8	50	58
Total	4,516	122,526	127,042

Source: Judicial statistics, 2011. *The statistics on October 31, 2011.*

As shown in Table 5, there are 127,042 inmates in Turkish prisons. 4516 or about 4 % of this total number is female. Age distribution is given under six age intervals and unknown. It is possible to conclude that in all age intervals, there are more male inmates than females. However, the highest proportional difference between two sexes is in the sixty five - seventy nine age interval. That is, of all the inmates at the age of between sixty five and seventy nine, just 2.6 % is female. On the other hand, the lowest proportional difference between two sexes is in the forty - sixty four interval. That is, of all the inmates aged between forty - sixty four interval, 3.8 % is female. In addition, the highest numbers of inmates in both sexes are middle-aged. That is, about 91 % of total number of inmates in Turkish prisons is at the age of

between twenty one – sixty four. In summary, the numbers of inmates for both sexes show an ascending tendency until middle-ages and a descending tendency after middle –ages.

Another categorization of the inmates in Turkish prisons can be provided according to their educational statuses which are shown in Table 6.

Table 6. Educational Status of the Inmates in Turkish Prisons

Educational Status	Female	Male	Total
Illiterate	714	3,539	4,253
Literate with no diploma	337	5,070	5,407
Primary school	1.394	55,431	56,825
Secondary school or equivalent	790	31,095	31,885
High school or equivalent	742	17,319	18,061
College or university	281	3,440	3,721
Master's	3	51	54
Doctorate	0	8	8
Unknown	255	6,573	6,828
Total	4,516	122,526	127,042

Source: Judicial statistics, 2011. *The statistics on October 31, 2011.*

In Table 6, the number of the inmates in Turkish prisons is categorized according to eight educational steps and unknown. It could be concluded from the table that of all the inmates, nearly the half have a primary school diploma and the fewest have a doctoral degree. Besides, it is of vital importance to underline that if the numbers of the illiterate, literates with no diplomas, primary and secondary school graduates are added up, it is obvious that out of 127,042 inmates in Turkey, 98,370 have an educational status below high school. That is, almost 78 % of the inmates in Turkey didn't have the chance of continuing high school education. In addition, the highest

proportional difference between two sexes is in the number of inmates with primary school diploma. That is, out of 56,825 inmates with a primary school diploma, just 2.5 % is female. On the other side, the lowest proportional difference between two sexes is in the number of illiterate inmates. That is, out of 4,253 illiterate inmates all over the country, almost 17 % are female.

In summary, according to Table 6, the breaking point in the number of the inmates according to educational status is secondary school. In other words, the numbers of both male and female inmates are in an ascending tendency until the educational status of secondary school and they are in a descending tendency after the secondary school or equivalent.

The last statistical description of the inmates in Turkish prisons is provided according to the total number of inmates by year in the last decade in Table 7.

Table 7. The Last Decade's Number of Inmates in Turkish Prisons by Year

Year	Total Number of Inmates
2000	49,512
2001	55,609
2002	59,429
2003	64,296
2004	57,930
2005	55,870
2006	70,277
2007	90,837
2008	103,235
2009	116,340
2011	127,042

Source: Judicial statistics, 2011.

In Table 7, the total numbers of the inmates in Turkish prisons per year are shown. It can be concluded from the table that in the last ten years, there is a dramatic increase in the total number of inmates in Turkish prisons. That is, while there were 49,512



inmates in the year 2000, it became 127,042 in the year 2011. In about a decade, the number of inmates in Turkish prisons increased more than two times. Furthermore, although few decreases are seen between the years 2003-2005, the total number of inmates has been in a steady increase since 2005.

In conclusion, most of the inmates in Turkish prisons have a low educational status and incarcerated due to types of forensic crime and male. Besides, the number of inmates has been in a constant increase.

## CHAPTER 3

### METHODOLOGY

In this chapter, the methodology of the study is provided. It includes research design, research settings, research participants, population and sample selection, data collection instrument, data collection procedures and data analysis.

#### Research Design

In this study, the qualitative research method was employed. The basic reason behind the usage of this method is tightly related to the aim of this study.

The in-depth analysis of the participants' opinions or perceptions about the research topic was required in the study. This corresponds to the processes within the qualitative method as it "simply seeks to discover and understand a phenomenon, a process, or the perspectives and worldviews of the people involved" (Merriam, 1998; p. 11).

On the other hand, the researcher believed that the perceptions of the participants could be influenced by their experiences. Thus, revealing their experiences became vital. In order to unpack these precious experiences, qualitative or phenomenological method was chosen as "the purpose of phenomenology is to describe and understand the essence of lived experiences of individuals who have experienced a particular phenomenon" (Lichtman, 2006; p.27).

Lastly, the questions that would be directed to the participants were open-ended. That is, there is no only one correct answer of the questions that were directed

to the participants. As Hatch (1985) indicates “knowledge is symbolically constructed and not objective; that understandings of the world are based on conventions; that truth is, in fact, what we agree it is” (p. 161). Neither objective nor universally accepted truths are the goals that are intended to be achieved in the scope of this study, but person-specific views are. That is why in order to explore a small sample’s views, not to make broad generalizations, qualitative inquiry was utilized as the research method in this study.

### Research Settings

This study was carried out in two prisons - one men’s and one women’s- in Istanbul, Turkey. The research settings were intentionally planned to be in Istanbul. That is because the data collection would require several visits to the prisons. As the researcher lives in Istanbul, data collection procedure planned to be less time consuming if the research settings would be in the same province, Istanbul.

In order to conduct an academic study in a prison in Turkey, the official written permission of the Republic of Turkey Ministry of Justice General Directorate of Prisons and Detention Houses (GDPDH) in Ankara – the capital city of Turkey - is required. The researcher asked for written permission from GDPDH. For this, he sent a petition attaching the detailed research proposal and a paper signed by the thesis advisor confirming that the study would be conducted as a master’s thesis at Boğaziçi University Educational Sciences Department. In order to avoid from the gender bias, the researcher asked to conduct the study in a men’s and a women’s prison in Istanbul (see Appendix A for the original and Appendix B for English version of the permission request). On August 5, 2011, the official permission from

GDPDH was faxed to the researcher (see Appendix C for the written permission by GDPDH).

According to the written permission by GDPDH, the researcher was permitted to visit Maltepe Men's Prison number one (MMP1) or Maltepe Men's Prison number two (MMP2) and Bakirkoy Women's Prison (BWP) between September 5, 2011 and April 30, 2012. In this permission paper, the researcher was asked to obey all the rules in these prisons throughout the study, conduct the study just with the voluntary participants, not to use a voice-recorder and send two copies of the study's findings to the Republic of Turkey Ministry of Justice.

Upon having the official permission at the beginning of August, 2011, the researcher contacted the related prisons' wardens. As the researcher was informed by the ministry that most adult education programs would start in September 2011, that time was waited for the first visits to the prisons.

First, on September 5, 2011, BWP's warden and public prosecutor were visited. The researcher made a presentation about every detail of the study including the aim, participants, procedure and data collection. The warden introduced the researcher to the prison teachers, psychologists and other related administrative staff. On that day, the researcher and the prison administrators agreed that the researcher would regularly visit BWP once a week, stay there between 08:00 and 17:00 and ask for a second weekly visit in case he needs.

Secondly, the researcher wanted to visit one of the two men's prisons recommended by GDPDH. First, he visited MMP1 and met its warden. The warden stated his prison wouldn't be the correct place for this study arguing that MMP1 included inmates who were incarcerated for organized crime and mafia, the inmates wouldn't be eager to participate in the study and they wouldn't be good participants

as most of them hadn't participated in enough number of correctional education programs in MMP1. Therefore, the researcher visited MMP2. Luckily, there were enough number of correctional education programs in it and the inmates in it had participated in these programs. As he did with the warden and other administrators in BWP, the researcher agreed he would regularly visit BWP once a week, stay there between 08:00 and 17:00 and ask for a second weekly visit in case he needs.

To conclude, the women's prison, BWP and the men's prison, MMP2 were chosen as the research settings.

### Bakirkoy Women's Prison

BWP is the only women's prison in Istanbul. It is located in Bakirkoy and hosts about one thousand female inmates. Other than the inmates, there are about 150 prison officers, two psychologists, two tenured prison teachers, three vice-wardens, a warden, a public prosecutor and a troop of soldiers that are responsible for the security.

BWP is a maximum security prison, that is, around it soldiers are on duty for twenty four hours as they do around every prison in Turkey. However, in BWP security is also provided with eye test, x-ray and body search. Everybody, including the visitors, lawyers, staff and even the warden go through these security processes every time they enter the prison. According to the warden, this is a standard rule applied in every maximum security prison to prevent the entrance of any electronic devices inside the prisons including camera, cell phone and voice recorder. He adds that the second reason is to prevent the entrance of any narcotic drugs.

As BWP is the only women's prison in Istanbul, there are inmates who are incarcerated for different types of crime including forensic, terror and organized. There is a room system in the prison, that is, three inmates stay in a room and there are three beds, a restroom, a bathroom and a wardrobe in every room. There are also a library, medical room including doctors, dentist and nurses, gym, classrooms and workplaces like textile ateliers at which inmates work. It should be noted that all types of correctional education programs, literacy, vocational and social-cultural are arranged in this prison.

According to the prison's warden, twenty seven languages are spoken in BWP which means that there are inmates from twenty seven different nations in it. He further states, with all the facilities mentioned above, BWP is a prison at European prisons' standards.

### Maltepe Men's Prison Number 2

MMP2 is a men's prison in Istanbul. It is located in Maltepe and hosts about one thousand male inmates. Other than the inmates, there are about 150 prison officers, two psychologists, two tenured prison teachers, three vice-wardens, a warden, a public prosecutor and a troop of soldiers that are responsible for the security.

Like BWP, MMP2 is a maximum security prison and the same security precautions are also taken in it. All the facilities are the same as BWP's.. Literacy, vocational and social-cultural correctional education programs are arranged in this prison too. The only difference between BWP and MMP2 is in the diversity of the types of the crimes for which inmates in both prisons are incarcerated. That is, in

MMP2, most of the inmates are incarcerated for sexual abuse, while the crime types of the ones in BWP are more diverse.

### The Daily Routine in BWP and MMP2

In both BWP and MMP2, there are about twenty correctional education programs. Each program lasts for two to three days a week throughout four months. In both prisons, there is a separate floor for the classrooms. The daily educational routine of the correctional educators and inmates are both similar to and different from the daily routine of teachers and students at a school outside the prison.

It is similar that inmates – as learners - and correctional educators – as teachers - go to the classrooms. The capacity of each classroom is about twenty and all the physical facilities including a white board, teacher's table and seat, students' desks and a projector exist in it. Like any adult education centers outside, no bell is used and each lesson lasts for forty minutes.

It is different that the places where these educational programs are arranged are maximum security prisons. Thus the correctional educators go through the security controls like x-ray and body search. The inmates, on the other hand, are taken from the wards to the classrooms one by one by officials. In addition, for the concern of security, an official waits in each classroom from the beginning until the end of each lesson. The inmates who fought each other before, who are known as hostile towards each other or who took place in the same organized crime group are not assigned in the same classroom. At the end of the lessons, the inmates are taken to their wards one by one by officials and the correctional educators go to the

teachers' room. As the correctional educators are not allowed to go to the wards and the inmates cannot get out of the wards; they cannot see each other out of the classrooms.

### Research Participants

Detailed information about the target population, selection of sample prisons and sample participants are provided in this section.

#### Population

The population of this study is the inmates in Turkish prisons, who enrolled in, regularly participated in and completed one of literacy, social-cultural or vocational correctional education programs in a prison in Turkey and correctional educators who teach inmates in a Turkish prison.

#### Selection of the Sample Prisons

The selection of the prisons in which this study would be conducted was partially beyond the control of the researcher. Namely, to make research in a prison in Turkey, the written permission of GDPDH is required. One men's and one women's prison, in which literacy, social-cultural and vocational classes are regularly arranged, were necessary for this study. The researcher asked for prisons in Istanbul where he lives in. BWP is the only women's prison in Istanbul. Thus, the researcher was inevitably



chose it. After the first visit to BWP, the researcher decided that it has enough types of correctional education facilities and is appropriate for the study.

As for men's prisons, MMP1 and MMP2 were the two options recommended to the researcher by the ministry. However, as explained in a detailed way in previous section, MMP2 was found to be more appropriate for conducting the study.

In short, the researcher decided that the research settings would be in Istanbul. He also had the opportunity of choosing one of the two men's prisons that were advised to him by GDPDH, while he didn't have the chance of making a choice among more than one women's prisons.

#### Selection of the Participants

Ten correctional educators and twenty inmates are the participants of this study. In the selection of the participants, both convenience and random sampling methods were employed.

#### Selection of the Sample Correctional Educators

Five correctional educators from each of the two prisons were required for this study. However, there are about ten correctional educators in each prison. Out of this number, two had already participated in the pilot study. One correctional educator in men's prison and two in women's prison didn't want to participate in the study. And as a result, there were five to six correctional educators in each prison in researcher's hand. Thus, in each prison, he talked to five correctional educators one-on-one in their breaks, explained the study in detail and asked them to participate in the study.

Subsequently, convenience sampling was employed to include five correctional educators.

The criterion for choosing the correctional educators was that they needed to be teaching in these prisons for at least one year. The number of the participant correctional educators by prisons and correctional education programs is shown in Table 8.

Table 8. The Number of the Participant Correctional Educators by Prisons and Correctional Education Programs

Program Type	Bakirkoy Women's Prison (BWP)	Maltepe Men's Prison number 2 (MMP2)
Literacy	1	1
Social-cultural	1	1
Vocational	3	3
Total	5	5

As shown in Table 8, five correctional educators from each prison participated in this study. In each prison, three correctional educators who teach vocational classes, one who teaches a social-cultural class and one who teaches a literacy class were the participants of this study. The distribution of the numbers of the participant correctional educators by correctional education program type is the same in both prisons, it was not purposefully arranged though. Participant correctional educators teaching a vocational class are in the highest number among all the participant correctional educators. It could be normal as there are more vocational correctional education programs in BWP and MMP2 than the other two types of programs, and as a result, there are more correctional educators who teach a vocational class than the ones who teach literacy or a social-cultural one.

### Selection of the Sample Inmates

This study includes twenty inmates as participants as well. Ten of this includes male inmates in MMP2 and the other ten are female inmates in BWP. The criteria are that all the inmate participants should be convicted, had been staying in the prison for at least one year and enrolled in, regularly attended and completed any one of the literacy, social-cultural or vocational correctional education programs in MMP2 or BWP. The number of the participant inmates by prison and type of correctional education programs they completed is shown in Table 9.

Table 9. The Number of the Participant Inmates by Prison and Type of Correctional Education Programs

Program Type	Bakirkoy Women's Prison (BWP)	Maltepe Men's Prison number 2 (MMP2)
Literacy	3	3
Social-cultural	3	3
Vocational	4	4
Total	10	10

As it is shown in Table 9, each type of correctional education program is represented in the samples of inmates from each prison. While determining the sample, the method of random selection was employed. Firstly, the prison administrators were informed about the criteria for selecting the participant inmates. Then, in each prison, the researcher asked the lists of the inmates who enrolled in the last correctional education programs in the semester of Spring 2011. The ones, who quit or failed in because of any excuses, who were released from the prison in the meantime, who were not convicted, but just under arrest or died were all removed from the lists. Next, in the excel program, in the list of the inmates who completed a Level 2

literacy class in Spring 2011, three inmates were randomly selected. Likewise, three inmates were randomly selected in the list of the ones who completed a social-cultural class in Spring 2011 and four inmates were randomly selected in the list of the ones who completed a vocational class in Spring 2011. These inmates were invited to the teachers' room one by one and just the researcher and the inmate stayed in the room. Each of them was informed about the aims and the procedure of the study by the researcher and asked whether they voluntarily participate in the study or not. None of them declined it, every question of them was answered and the date and time that they want to be interviewed was determined for each one of them. The procedure of selecting the samples in each prison worked in this way and in total, twenty voluntary inmates were obtained.

As shown in Table 9, in each prison, there are three inmates from literacy, three from social-cultural and four from vocational correctional education programs. This numeric distribution of the participants by the type of programs is semi-purposeful. That is, there are three types of correctional education programs as literacy, social-cultural and vocational. Accordingly nine inmates from each prison - three for each program type - were thought to be the sample of the study at first. However, one more inmate was added to the participants from the vocational programs. This is because there are more vocational classes and more inmates enrolled in vocational classes in these prisons. So that the representativeness of the vocational education programs was raised.

## Data Collection Instrument

It is possible to describe the qualitative interviewing as “a way of finding out what others feel and think about their worlds” (Rubin and Rubin, 1995; p. 1). In order to find out how participants view their worlds in correctional education programs in BWP and MMP2, a semi-structured interview, a type of qualitative interviewing, was developed by the researcher as a data collection instrument. In the preparation of the instrument, initially, the related studies in the literature (Sachdev, 1995; Hall, 2006; Ayyıldız, 2008) were reviewed and the first draft of the instrument was developed. Each one of the items in the instrument was discussed with three professors in the thesis committee. After making the necessary additions and corrections, two correctional educators and three inmates from each of the research settings were interviewed in the pilot study. In total, four correctional educators and six inmates participated in the pilot study.

In the selection of the participants for the pilot study, convenience sampling was used for the correctional educators. That is, the researcher visited each prison and asked two correctional educators in each prison whether they were available to participate in the study. They all accepted and pilot study was made with them.

In the selection of the inmates for the pilot study, random sampling was employed. That is, one inmate who completed a literacy, one inmate who completed a social-cultural and one who completed a vocational class in Spring 2011 in each prison were invited to the teacher’s room one by one. The researcher talked to them in private, asked whether they wanted to participate in the pilot study or not. They all accepted, then the researcher asked them to go through and sign the participant consent form before the pilot study and then he interviewed them.

Each interview in the pilot study lasted for forty minutes to one hour. None of the participant correctional educators or the participant inmates had difficulty in understanding any of the questions. They didn't advise the researcher anything about the questions as well. However, based on his observations during the pilot study, the researcher decided to make some modest changes in making the interviews in the real data collection procedure. These are as follows:

1. One correctional educator and two inmates didn't want to write their names on the participant consent form and sign it. Therefore, he decided not to insist any of the participants to sign it.
2. Asking a couple of times, two correctional educators wanted to make sure if the researcher used a tape recorder during the interviews. Thus, he decided to state at the beginning of the each following interview that he wouldn't use a tape recorder.
3. The researcher asked the wardens of both prisons to interview the participants in the pilot study privately. They both permitted him to conduct the interviews in the libraries as inmates don't read in the library, they do it in their wards, and as a result, the libraries in these prisons are generally available. The wardens promised the researcher to interview the participants privately in the libraries. Both wardens kept their promises while the researcher was interviewing the correctional educators; however, neither kept while he was interviewing the inmates. As security precautions, two officers waited for the researcher at the door of the library and watched if everything was on the way. The researcher noticed the interviewees were disturbed by these 'gatekeepers' and asked the wardens not to send any officers to wait for him during the interviews.

One accepted, but added every ten to fifteen minutes an officer would come to him and ask if everything was on the way. The other accepted, but added an officer would watch him far away from him, so that the participants wouldn't be disturbed.

4. The researcher invited some of the inmates to the pilot study in the mornings and he noticed he made one of them wake up and come to the interview. This interviewee said that she usually sleeps until lunchtime. Therefore, the researcher decided to conduct the following interviews with the participant inmates in the afternoons.

At the end of the pilot study, the final draft of the instruments for the correctional educators and inmates were obtained (see Appendix D for the interview form for the correctional educators in Turkish, Appendix E for the English version; see Appendix F for the interview form for the inmates in Turkish and Appendix G for the English version).

Finally, the interview form for the correctional educators included ten close ended questions about their demographic and professional characteristics and fourteen open ended questions about their perceptions on correctional education programs in the prisons they work. On the other hand, the interview form for the inmates included seven close ended questions about their demographic, educational, domestic characteristics and previous correctional education experiences; and fourteen open ended questions about their perceptions on correctional education programs in the prisons they stay in.

## Data Collection Procedure

As it is explained in detail in the section, ‘Selection of the Sample Prisons’, BWP and MMP2 are the research settings that were assigned by the GDPDH. As it is further stated under the section, ‘Selection of the Participants’, the participants and the interview dates for each participant was determined beforehand. Having this plan, in September 2011, the researcher started to visit each prison once a week for three months. He visited BWP on Mondays and MM2 on Thursdays and stayed there all day between 08:00 and 17:00. For two months, he didn’t start the interviews. He introduced himself to the prison staff and inmates. He observed every detail in these prisons including the facilities such as textile ateliers, gym, libraries, restrooms, bathrooms, dentist’s rooms, medical rooms and visitors’ rooms. At the end of two months, when he thought that he got familiar with inmates and the staff in these prisons, he started the interviews. The pilot studies were conducted in October 2011 in both prisons and the participants and the interview dates for each of them were determined at the end of October 2011.

In each prison, the interviews started with the correctional educators in mid-November. They were interviewed in teachers’ rooms in each prison one-on-one as these rooms were available. Before the interview, every participant was informed about the aims of the study. They were guaranteed that their identities would be confidential and asked to sign the consent form if they agree to participate in the study (see Appendix H for the consent form in Turkish and Appendix I for the English version). As it is forbidden to enter prisons with any electronic devices, the researcher couldn’t use a tape recorder, but he asked each interviewee’s permission



to type during the interviews. All the interviewees accepted and each interview lasted for about an hour.

Beginning at the end of November, the participant inmates of both prisons were interviewed one-on-one in the libraries in each prison. They were informed in detail about the study and asked again whether they wanted to participate in the study or not. All of them accepted and after each participant signed the consent form, the interviews started. Each interview lasted for an hour. The researcher didn't want any prison officers to stay in the library during the interviews in order to make the interviewees feel more relaxed; however, because of the wardens' security concerns, in one of the prison the door of the library was closed and two officers waited out of the library at the door in case the researcher would call them. In the other, an officer came by every ten minutes and asked the researcher if everything was on the way.

Second interviews were also conducted with both participant correctional educators and participant inmates. However, the dates of these second interviews weren't set in advance. Thus, these second interviews were conducted throughout December, 2011 in different dates. The same questions were directed to the participants and the notes taken by the researcher in the former interview was shown to each one as well. These interviews lasted between fifteen and thirty minutes. Most inmates stated they were pleased with seeing the researcher again as they had the chance of getting out of the ward thanks to these interviews, although neither the group of participant correctional educators nor the participant inmates added different answers to the same interview questions in the second meeting.

### Credibility of the Data

The researcher had two chances to have the confirmation from the participants to validate the correctness of the interview data in his hand. First, after each interview finished, each participant was asked to check the notes that researcher took during the interviews. Second, the researcher went to the second interviews with the first interviews' notes typed in computer and checked whether each participant agreed on the answers they had given to the researcher in the first interview. The second interviews were also tested the reliability of the first interview's data as the same questions were directed to the participants and whether they had the same opinions was checked.

### Data Analysis

In the analysis of the data obtained from the interviews, content analysis, a qualitative data analysis method was used. This data analysis method was chosen for several reasons.

As mentioned before, the qualitative inquiry was chosen as the research design in this study. The data analysis also needed to be in parallel with the research design. As the researcher has qualitative interview data gathered from the open-ended questions, he needed a method that would help him make categorical analysis of the text data and obtain opinions or perspectives from the categories and key codes in them. Thus, the content analysis method was chosen as it aims "to provide knowledge and understanding of the phenomenon under study" (Downe-Wamboldt, 1992; p. 314).

Next step was to decide on the correct approach to content analysis method. Hsieh and Shannon (2005) provide three approaches to content analysis method as conventional, directed and summative content analysis. Among these, the conventional content analysis was chosen as the approach to content analysis in this study.

As tape recorder wasn't used during the interviews, after each interview, the handwritten notes were typed in the computer. Each question's notes were read for the first time and checked if there were any misspellings or misunderstandings. In the second and third careful readings, key words or codes were determined. Making relationships among these keywords, sub-categories were made. The related sub-categories formed categories in the end.

As Hsieh and Shannon (2005) indicate, in the conventional content analysis, the determination of the codes or keywords occurs while the researcher analyzes the data. That is, the researcher doesn't have pre-determined codes or keywords in his / her hand, but s / he obtains them during the careful revises of the data. They further state that in the conventional content analysis method, not new theories are made; but "relevant theories or other research findings are addressed in the discussion section of the study" (p. 1279). Accordingly, the discussion section in this study includes the findings of the related previous scholarly works and the comparison of these findings to that of this study.

## CHAPTER 4

### FINDINGS

In this chapter, demographic findings of the participants are presented first. Interview findings of the participant correctional educators and inmates and the comparison of both groups' findings to each other followed the demographic findings.

#### Demographic Characteristics of the Participants

In this section, demographic findings of the participant correctional educators and inmates will be presented respectively.

#### Demographic Characteristics of the Participant Correctional Educators

Five correctional educators teaching at BWP and five others teaching at MMP2 is the first group of participants in this study. In Table 10, age and sex distribution of the participant correctional educators is presented.

Table 10. Age and Sex Distribution of the Participant Correctional Educators\*

	Prison	Name	Age	Sex
1	BWP	Pinar	37	Female
2		Pervin	46	Female
3		Eylem	28	Female
4		Deniz	37	Female
5		Bengu	41	Female
6	MMP2	Levent	61	Male
7		Mert	34	Male
8		Metin	31	Male
9		Kenan	33	Male
10		Biröl	30	Male

\* For confidentiality and privacy reasons, pseudo names were used.

According to Table 10, there are five participant correctional educators from each prison. They are mostly middle-aged as their average age is thirty seven. Out of ten, five correctional educators participated from MMP2 are male and five correctional educators participated from BWP are female. Actually, this distribution is not far from the real distribution. As the researcher noticed during his visits to these prisons that in the men's prison, all the correctional educators were male and in the women's, all were female.

In Table 11, the participant correctional educators' working type, educational status, subject area, experience of teaching adults, experience of teaching inmates and total working experience including non-teaching professions are provided.

Table 11. The Professional Characteristics of the Participant Correctional Educators

	P r i s o n	Name	Working Type	Education Status	Subject Area	Adult education experience	Correctional education experience	Total working experience
1	B P	Pınar	Contracted	University	Literacy	6 – 10	6 – 10	6 – 10
2		Pervin	Tenured	Associate degree	Social-Cultural (Sports)	1 – 5	1 – 5	11 – 15
3		Eylem	Paid	Associate degree	Vocational (Graphic Design)	6 – 10	1 – 5	6 – 10
4		Deniz	Contracted	High School	Vocational (Cooking)	1 – 5	1 – 5	11 – 15
5		Bengu	Contracted	University	Vocational (Handicrafts)	1 – 5	1 – 5	11 – 15
6	M M P 2	Levent	Paid	Associate degree	Literacy	1 – 5	1 – 5	26
7		Mert	Tenured	Master's	Social-Cultural (Philosophy)	1 – 5	1 – 5	1 – 5
8		Metin	Tenured	University	Vocational (Computer)	1 – 5	1 – 5	6 – 10
9		Kenan	Paid	High School	Vocational (Hairdressing)	1 – 5	1 – 5	16 – 20
10		Birol	Tenured	University	Vocational (Computer)	1 – 5	1 – 5	1 – 5

As shown in Table 11, out of ten participant correctional educators, just four are tenured. By tenured, ones who teach in prison as full-time correctional educators are meant. Three are contracted. By contracted, ones whose salaries are the same as the tenured, but don't have social security or job guarantee as the tenured are meant. The rest, three, are paid. By paid, ones who are paid about seven Turkish Liras (about five dollars) for each hour of class they teach are meant. They don't have any social security or job guarantee and are not paid in summers as well.

Next, out of ten, eight correctional educators have less than five years of experience of teaching adults and nine have less than five years of experience of teaching in a prison. However, eight of them have more than five years of total working experience including any sectors. This is why it is possible to come up with an idea that prisons are not the first workplace for most of these adult educators or they might be doing another profession at the same time such as Kenan, paid hairdressing educator, who states that he has also his own barber's shop and spends most of his time there.

As the prison setting is possibly a challenging environment to teach, the professional needs that correctional educators have could be of vital importance as well. In this sense, the participant correctional educators were asked in which subjects they feel themselves deficient and in need of in-service education. Nine participant correctional educators stated they are in need of in-service education. Table 12 provides the subjects in which the participant correctional educators feel themselves deficient and in need of being trained.

Table 12. The Subjects in Which the Participant Correctional Educators Find Themselves in Need of Training

	Prison	Name	Subject Taught in Prison	Subject to Be Trained
1	B F P	Pinar	Literacy	Educational psychology
2		Pervin	Social-Cultural (Sports)	Psychology, Stress management
3		Eylem	Vocational (Graphic Design)	Web design, software applications
4		Deniz	Vocational (Cooking)	Cooking
5		Bengu	Vocational (Handicrafts)	-*
6	M M	Levent	Literacy	Psychology
7		Mert	Social-Cultural (Philosophy)	Social psychology, Theology
8		Metin	Vocational (Computer)	Adult education, Computer programming
9	P	Kenan	Vocational (Hairdressing)	Hairdressing
10	2	Birol	Vocational (Computer)	Computer programming, English. Music

\*: Not stated any.

It could be concluded from Table 12 that out of ten correctional educators who participated in this study, nine state they have academic deficiencies in different subjects. Out of nine, five state they need to be able to understand their inmate students better and they believe this could be by having more knowledge about psychology or adult education. Four correctional educators, on the other hand, state they are primarily in need of being trained in the subjects they teach such as cooking, computer programming and hairdressing.

## Demographic Characteristics of the Participant Inmates

In Table 13, the participant inmates' educational statuses and the last jobs they had before their incarceration are provided.

Table 13. The Demographic Characteristics of the Participant Inmates\*

	Prison	Name	Educational Status	Last Job Before the Incarceration
1	B F P	Fahriye	No Diploma	Worker
2		Beren	No Diploma	Handcraft-woman
3		Burcu	No Diploma	Worker
4		Fatma	Secondary School	Worker
5		Leyla	High School	Professional
6		Pelin	University	Professional
7		Ayse	University	Housewife
8		Ebru	Secondary School	Housewife
9		Gamze	Primary School	Worker
10		Gonca	Open Primary School	Worker
11	M M P 2	Nedim	No Diploma	Worker
12		Fatih	No Diploma	Worker
13		Ali	No Diploma	Worker
14		Berk	Primary School	Out of regular work
15		Emre	Open High School	Out of regular work
16		Onur	Open Secondary School	Worker
17		Metin	High School	Worker
18		Hasan	Secondary School	Worker
19		Tarkan	Secondary School	Worker
20		Sinan	Open Primary School	Worker

\* For confidentiality and privacy reasons, pseudo names were used.



It could be concluded from Table 13 that three participants in each of the male and female groups have no diploma and two have primary school diplomas. In other words, out of twenty participant inmates, six don't have a diploma and four have a primary school diploma. Out of the rest, five have a secondary school, three have a high school and two have a university diploma.

Lastly, five out of ten female participant inmates and eight out of ten male participant inmates, in other words thirteen out of twenty participant inmates, state that before their incarceration they used to work in a low-paid worker position in private sector. On the other hand, two female participant inmates state they used to work in a high-paid professional position, two state they were housewives and one state she was a handcraft-woman. In addition, two male participant inmates state they used to have an illegal job as a drug seller. These are referred as 'out of regular work' in Table 13.

The last group of questions that were directed to each participant before the interview was about the last correctional education program(s) they regularly attended and completed in their current prison, programs they regularly attended and completed in any other prison(s) before and programs they plan to attend in the future. The findings of these questions are illustrated in Table 14:

Table 14. The Participant Inmates' Background and Projection of Correctional Education Experience

	Prison	Name	The Last Completed Correctional Education Program in the Current Prison	Completed Correctional Education Programs in Other Prisons	Correctional Education Programs Planned to Be Attended
1	B F P	Fahriye	Literacy	-	Quran, Sewing
2		Beren	Literacy	-	Quran, Baglama
3		Burcu	Literacy	-	Open Primary School
4		Fatma	Social-Cultural (Chess)	-	Sewing, Hairdressing
5		Leyla	Social-Cultural (Marbling)	Cooking, Sewing	Any Foreign Languages
6		Pelin	Social-Cultural (Law)	-	Theatre, Painting
7		Ayşe	Vocational (Hairdressing)	-	Clothing, Handicrafts
8		Ebru	Vocational (Sewing)	-	Baglama
9		Gamze	Vocational (Computer)	Computer, Handicrafts, Pre-school Aged Children's Education	Open High School, English, Literature, Math, Sports
10		Gonca	Vocational (Clothing)	-	Open Secondary School
11	M M P 2	Nedim	Literacy		Any Foreign Language, Handicrafts
12		Fatih	Literacy	-	Any courses
13		Ali	Literacy	-	Sports
14		Berk	Social-Cultural (Diction)	-	Any courses
15		Emre	Social-Cultural (Theatre)	Literacy	Any courses
16		Onur	Social-Cultural (Diction)	-	Sports
17		Metin	Vocational (Hairdressing)	-	Any Foreign Languages
18		Hasan	Vocational (Computer)	-	Handicrafts, Any Foreign Languages
19		Tarkan	Vocational (Electrical Household Appliances)	English, Chess	Natural Gas Expertship
20		Sinan	Vocational (Plumbing)	-	Any Paid Courses

As Table 14 reveals, out of ten female participant inmates, three have just completed literacy class, three have just completed social-cultural classes (Chess, Marbling and Law) and four have just completed vocational ones (Hairdressing, Sewing, Computer and Clothing). In the male group of ten participant inmates, three have just completed literacy class, the other three have just completed social-cultural classes (Diction and Theatre) and the rest, four, have just completed vocational classes (Hairdressing, Computer, Electrical Household Appliances and Plumbing).

As for learning experiences in (an)other prison(s), two male and two female participant inmates state they have already completed other correctional education programs in other prisons before. Leyla states she completed cooking and sewing, while Gamze states she completed Computer, Handicrafts and Pre-school Aged Children's Education, Emre states he completed Literacy and Tarkan states he completed English and Chess courses. In other words, eight different correctional education programs were completed by two male and two female participant inmates in other prisons. Out of these eight classes, four are vocational classes (Cooking, Sewing, Computer and Handicrafts), three are social-cultural classes (Pre-school Aged Children's Education, English and Chess) and one is literacy class. This can give us the idea that these participant inmates might have found vocational correctional education programs more beneficial than the others.

Lastly, one more question asked to the participant inmates was the type of correctional education programs they were planning to attend in the same prison in the future. Nineteen different classes were provided as answers by the female group. Five of these nineteen plan to attend a vocational class (two Sewing, one hairdressing, one Clothing and one Handicrafts), eleven plan to attend a social-cultural class (two Quran, two Baglama, two English or any Foreign Languages), one

Theatre, one Painting, one Literature, one Math and one Sports) and three plan to continue open education. Besides, Leyla and Gamze, who had already completed several vocational classes (Cooking, Sewing, Computer and Handicrafts) have no plan of attending a vocational class, but a social-cultural one (any foreign languages / English, Literature, Math, Sports or open education).

As for the correctional education programs the participant inmates plan to participate in, all the male participant inmates state they were planning to attend at least one more program as well. They seem so enthusiastic that three say they could participate in any classes, ignoring the type of the class. Besides, the expected classes included, three any foreign languages, two Handicrafts, two Sports and one Natural Gas Expertship.

In Turkish prisons, in order to encourage the participation of the inmates, participants of some classes, especially vocational ones, are paid about 150 Turkish liras (about a hundred dollars) monthly. One male participant inmate states he was planning to attend any paid classes as his priority was earning money, rather than learning something new. On the other hand, Emre and Tarkan, who had already attended a correctional education program (Literacy, English and Chess) in other prisons before, have plans of attending more programs in the future as well. That is, Emre states he might attend any classes and Tarkan states he might attend a vocational one, Natural Gas Expertship, in the future.

### Interview Findings

In this section, the interview findings of the participant correctional educators and inmates will be provided respectively. In the presentation of the interview findings,

each sub-interview question is regarded as a theme. Within each theme, categories, codes and the frequency of the codes are illustrated on a table.

### Interview Findings of the Participant Correctional Educators

The interview findings of the participant correctional educators are provided in this section. While providing these findings, each sub-research question is regarded as a heading and the findings of the related interview questions are provided under each heading.

### Correctional Educators' Perceptions about Correctional Education Programs

As mentioned in the chapter one, this main research question is answered through nine sub-research questions. Under each sub-research question, findings of the related interview questions are provided. Each interview question asked to the participant correctional educators is regarded as a theme, and for each theme, categories, codes and frequency distribution of the codes are respectively presented for BWP, MMP2 and total.

### The Views of Correctional Educators about Being a Correctional Educator

This subheading reveals whether the participant correctional educators themselves decided to work in prison or any other circumstances or people guided them to do so. The findings are shown in Table 15 below.

Table 15. The Reasons for Participant Correctional Educators' Becoming a Correctional Educator

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
Becoming a correctional educator	The reason behind becoming a correctional educator	Appointment by other institution	3	-	3
		State guarantee	1	3	4
		Convenience	1	-	1
		Extra income	-	1	1
		Recommendation of others	-	2	2
Overall			5	6	11

### The Findings of the Participant Correctional Educators Teaching in Women's Prison (BWP)

As noted before, five correctional educators from each prison were interviewed. Five participants working at women's prison, BWP, state five reasons why they started working as a correctional educator.

In Turkey, as prisons don't have enough number of full time or tenured correctional educators, the need of correctional educators is met by the collaboration between prisons and other public adult education institutions. ISMEKs (Istanbul Metropolitan Municipality Art and Vocational Education Courses) and PECs (Ministry of National Education Public Education Centers) are in collaboration with the prisons. Three participants from BWP state they are appointed or sent from one of these institutions. However, each one of these three statements of appointment

from another institution includes a different perspective about these appointments.

Pinar defines this appointment as an obligation that she had to obey:

It was an obligation. I used to work at ISMEK, in other words, I would be there now. One of us needed to come here (BWP) and I was the lucky one and my head of department sent me here (smiling). In other words, it was an appointment about which my opinion wasn't asked (Pinar, Appendix, J-1).

It is possible to conclude from what she says, Pinar is not happy with the way she was appointed to the prison by ISMEK. She complains whether she wants to work as a correctional educator or not should have been asked her.

Unlike Pinar, Eylem doesn't criticize her appointment to the prison:

I actually work at PEC. One educator from there needs to come here every year and so did I. But I came willingly, the fact I would be working in a prison didn't make me worried. Whenever I get worried or regret coming here, I begin to think that I am at an ordinary classroom with normal students and get better (Eylem, Appendix, J-2).

Eylem underlines that she teaches in a prison because of the appointment by a public institution as well. However, she shares that she began to teach there willingly, despite implying that she sometimes gets worried about being there.

On the other hand, the third participant who states that she teaches in a prison because of an appointment reveals her neutrality:

I started working at ISMEK; actually I thought that I was going to teach in there as well. However, I started teaching here. First, I had prejudices about prisons and couldn't make a quick decision. But here am I (smiling) and used to being here. Whether I'm at the correct place or not

is still a question mark for in my hand; however, I learn a lot here and even this could be enough for me (Deniz, Appendix, J-3).

Different from Pinar and Eylem, Deniz states she was neutral about working at a prison during the decision period. However, she states that she herself chose to work as a correctional educator and seems to have outgrown her prejudices.

Lastly, Pervin indicates she wanted to work as a correctional educator because she didn't want to work at a private sector. That is, as the prisons are public institutions and she is a tenured full time correctional educator, she believes she has the job guarantee and social security in the full-time correctional educator position. Bengu, on the other hand, indicates the only reason why she works at BWP is its closeness to her house.

#### The Findings of the Participant Correctional Educators Teaching in Men's Prison (MMP2)

Six reasons behind working as a correctional educator in MMP2 are stated by the participant correctional educators teaching there. Three of these reasons are about the desire to work at a public institution, rather than a private one. Those believe that they have a job guarantee in a public institution. Interestingly enough, each of these three implies that it is an obligation for them to work as a correctional educator as well. Mert explains it:

I had to come here. My bachelor degree was in Philosophy. I looked for a position at a public institution, but it is difficult to find one with a diploma of Philosophy. I was appointed here and still working. But if I had an alternative, I wouldn't work here where lots of troubled people exist (Mert, Appendix, J-4).



Mert doesn't state any happiness of working as a correctional educator as he indicates that he chose to become a correctional educator just because it was the only alternative in his hand when he graduated from the university.

Metin, another tenured participant, expresses his feelings about working as a correctional educator, in the same way as Mert did:

The reason why I am here cannot be explained with idealism. Idealism is far away from this situation. I am tenured here and it is not my first prison experience; I unwillingly worked at a juvenile prison before. I know the environment, inmates, in other words, life in a prison. And now here am I... I cannot say I am happy here; but there is nothing else to do (Metin, Appendix, J-5).

It could be concluded that Mert doesn't have his dream job either. It is also possible to infer that the problem is not his current workplace, MMP2, but being a correctional educator. As an experienced correctional educator, he states that he worked with both young and adult inmates; however, he couldn't find the happiness in either group.

Another participant, Birol, seems to be pleased with working at a public institution, adding his worries about it though:

I didn't want to work here and thought a lot about being a correctional educator. It is not easy to make a decision about working here, in prison. Because I was worried about the security, as the profile of the people I would teach is obvious. But it is a job at a public institution and I started it. I got used here... But sometimes, I still ask myself why I am here when I think about the profile of my students (inmates) (Birol, Appendix, J-6).

Birol is pleased with teaching in a public institution, not pleased with teaching in a prison though. He indicates his worries about teaching inmates as he finds being with them insecure. He further states that he got used to teach in a prison, but implies he still questions being in a prison as well.

Levent and Kenan, on the other hand, indicate they work as a correctional educator upon some peoples' advice. Levent, a retired literacy teacher, states that the advice he got was the reason why he started to work in a prison and adds that earning extra-income is the second reason why he still continues teaching there. Kenan, a Hairdressing teacher, states that he has actually no time to teach in a prison as he has a barber shop; however, he adds that he couldn't refuse people who wanted him to teach there.

#### The Reasons for Inmates' Participation to Correctional Education Programs

Revealing the participant correctional educators' opinions about the reasons why inmates participate in correctional education programs is included under this subheading. The findings are presented in Table 18.

Table 16. The Opinions of the Participant Correctional Educators' about the Reasons of Inmates' Participation in Correctional Education Programs

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
Reasons of Inmates Participation in Correctional Education Programs	Psychological	Relaxing	2	-	2
	Social	Getting out of the ward	-	2	2
		Filling time	2	2	4
		Meeting different people	-	2	2

	Monetary	Guarantee after the release	1	-	1
		Having a profession	1	2	3
		Earning money in prison	1	1	2
	Educational	Having a certificate	1	-	1
		Learning something new	2	2	4
	Obligatory	Legal statue	-	1	1
	Other	For the instructor	1	-	1
		Illegal plans	-	2	2
Overall			11	14	25

The Findings of the Participant Correctional Educators Teaching in Women’s Prison (BWP)

As shown in Table 16 the participant correctional educators teaching in BWP provide eleven reasons for inmates’ participation in correctional education programs under the categories of psychological, social, monetary, educational and other.

Out of eleven, two reasons behind female inmates’ participation to correctional education programs are psychological. Deniz clarifies how inmates relax in her class:

Mine is a Cooking class and my classroom is not an ordinary one, it is a kitchen. It is the place where they can relax more easily than they do in an ordinary classroom. Most of them have been here (prison) for years. They miss their homes. Actually everybody misses their homes, but these are different. These are women and I am a woman too. I am sure the part

of their houses where they miss most is the kitchen. I notice they satisfy this need when they come to my kitchen-class. (Deniz, Appendix, J-7).

Deniz argues that her Cooking class provides inmates with the opportunity of relaxation. In her clarification, she informs us about an unusual mission of correctional education programs. That is, using kitchen utensils and cooking which they haven't done for a long time, inmates make themselves at home and have the chance of being in a kitchen,

Two of the reasons given by the participants are social. Arguing that staying in a prison harms the ability to learn, Eylem thinks that correctional education programs work as a time filler for most inmates:

More than half participate to fill in their time in prison... The number of the ones who come to my class to learn something is few. I think the prison environment damages their capability of learning. For example, in the last term, there were sixteen inmates in my class and I believe just one of them could learn something... I guess the longer sentences they have, the less they learn (Eylem, Appendix, J-8).

Eylem argues that incarceration lessens inmates' ability to acquire new knowledge. In such an environment, the proportion of the ones who are believed to learn something is too low. She adds that just one in sixteen inmates in her ex-classroom was able to acquire new knowledge. What she further believes is worth mentioning that according to her the capabilities of the inmates who have been in prison for a longer time are more damaged than the ones who have been there for a shorter period of time.

Next, three monetary reasons include seeing correctional education programs as a guarantee after the release from the prison, having a profession and earning money during the prison. It is predictable that inmates can see correctional education programs as a hope for their lives after being released from the prison. This is because they could expect to have a profession and earn money after the release. However, one participant states that inmates can earn money even while they are still in prison:

I teach Handicrafts. They are more interested in my class than they are in many other classes. Other classes provide them with some hope for the future or a profession. However, in my class, they can begin earning money at the end of the first day. I teach them how to make simple jewellery, they can buy the necessary materials from the canteen, sell them to other prisoners and earn money (Bengu, Appendix, J-9).

What Bengu indicates is significant as it reveals a short-term benefit of correctional education programs. That is, a correctional education program could be hope for an inmate as soon as s / he attends it. Thus, she believes her class is different from the others.

Three educational reasons include having a certificate at the end of a correctional education program and learning something new. Pervin argues most inmates attend correctional education programs to have a certificate:

Whenever I start teaching at the beginning of a term, I talk to the inmates in my class about requirements, grading, exams, attendance etc. When I ask them whether they have a question to me or a comment on the class, they often ask the questions of “Are we going to have a certificate at the end of the term?, When are we going to have it?”. They love talking about the certificate. Sometimes I feel they are actually interested in the certificate, not class (Pervin, Appendix, J-10).

When she was talking about the inmate students' too much interest in having a certificate, Pervin seems sad. The reason behind her sadness is the place of certificate in correctional education. She thinks certificate is a means, not the goal; however, most inmates take her class to have a certificate. She criticizes it stating that too much significance is attributed to this paper.

Lastly, one of the participants expresses that her inmate students regularly attend her classes just because they like her. Based upon her students' compliments on her personality and teaching style, she believes that the regular attendance of her students is thanks to herself.

#### The Findings of the Participant Correctional Educators Teaching in Men's Prison (MMP2)

The participants who teach in men's prison, MMP2, state fourteen reasons about why inmates participate in correctional education programs; under the categories of social, monetary, educational, obligatory and other, with the frequencies of respectively six, three, two, one and two.

One of the participants states that these correctional education programs are more than education as they are not just a means of education for inmates, but also a chance of socialization. That is why he believes that most of the inmates participate in these programs just to get out of the ward:

These programs are a godsend or a breath for these people (inmates). An inmate can get out of the ward under certain circumstances like going to the trial, seeing the visitor(s) or going to the hospital. These programs are the only other option for him to get out of the ward. There are twenty one inmates in a ward. Nobody wants to stay there for twenty four hours a

day. My class is an opportunity for them and whoever comes to my class makes use of this opportunity (Metin, Appendix, J-11).

By his arguments, Metin underlines the social mission of correctional education programs. He means that thanks to attending these programs, inmates are able to get out of the ward, see a different environment, and as a result, have some freedom even in prison.

Three of the reasons stated by the participants are monetary such as having a profession and earning money in prison. Kenan emphasizes that having a profession, and as a result, getting ready to earn money is the main reason why inmates participate in correctional education programs:

The only reason why inmates participate in these programs is absolutely to have a profession and earn money. You can notice that especially in vocational programs. In other classes like social-cultural ones, people (inmates) may be there because they like to be there. For example, an inmate may participate in Painting class, because s / he likes painting. However, they participate in vocational ones just because they have to. Look at my class... They are mostly poor guys and they have to learn this profession and earn money (Kenan, Appendix, J-12).

Kenan believes that the economical backgrounds of the participants of vocational programs and other classes' participants' differ. That is, at the end of the vocational programs, participants expect that they will have learnt a profession, and as a result, they will have been ready to earn money. However, in social-cultural programs there is not that concern, because they don't need money and they just enjoy their time.

Two reasons stated by the participants are education-related. That is, rather than any other reasons, the prior reason behind inmates' participation in educational

programs is believed to be just to learn something new. What Levent expresses exemplifies this:

I teach how to read and write. It is really hard. Think of Literacy classes where the learners are not kids. And what is worse, think of a Literacy class in which all the learners are inmates. It is not that easy for me to teach them; but it is not that easy for them to learn as well. They are trying to compensate for something they didn't or couldn't do during their childhood. If someone regularly attends my class, I believe he just wants to learn something. For example, I taught a 72 year old inmate how to read and write. He has the desire of learning and this desire made him to come to my class (Kenan, Appendix, J-13).

Levent believes that an inmate who regularly attends his classes has the motivation to learn. He further states that there are some others who just enrolls in his class, but don't attend regularly. These are the ones who attend correctional education programs for obligatory reasons. In Turkish prisons, if an inmate below the age of sixty five is illiterate, s / he is obliged to attend Literacy classes and learn how to read and write. This is a legal requirement by the Ministry of Justice. However, Levent indicates "...if an inmate doesn't want to learn anything, s / he just enrolls in, but doesn't regularly attend classes. This obligation is good, but not a solution..." (Levent, Appendix, J-14). He adds that very few inmates who enrolled in his classes just because of this legal obligation could learn how to read and write and have a certificate.

It is noteworthy that according to the participants, not every inmate has social, educational or monetary reasons for attending correctional education programs in their prisons. They could also use these programs as a means of their illegal plans:



I agree that they get bored in their wards. There are inmates who have been here for more than thirty years. They don't have easy lives. They have been in the inmate role for years and they want to be in student roles in these programs. However, not every one of them behaves in this way. Some try to misuse it. Thanks to correctional education programs, inmates can meet other inmates from different wards. There are some inmates who attend these programs to meet their enemies who are staying in other wards and fight them. There are also some others who want to meet his friends from other wards and plan something illegal. But luckily, we know these guys and neither we, as educators, nor the prison administration lets them achieve these plans (Mert, Appendix, J-15).

### The Views of Correctional Educators about the Changes Inmates Experience Via Correctional Education Programs

The findings of this subheading will be presented through participant correctional educators' views on the positive and negative effects of the correctional education programs on inmates.

### The Positive Effects of the Correctional Education Programs on Inmates

One of the questions directed to the participant correctional educators aims at finding out whether they, as educators, believe there are positive effects of correctional education programs on inmates and if any, what they are.

The categorical findings gathered from this question are shown in Table 17 below.

Table 17. The Opinions of the Participant Correctional Educators about the Positive Effects of the Correctional Education Programs on Inmates

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency	
The positive effects of the correctional education programs on inmates	Professional	Having a profession	1	1	2	
	Monetary	Earning money in prison	1	-	1	
	Psychological	Relaxing		-	1	1
		Avoidance of violence		-	1	1
		Happiness of learning		-	1	1
		Increase in self-confidence		1	-	1
	Social	Learning how to behave in public		-	2	2
		Meeting different people		2	1	3
		Recognizing oneself better		-	1	1
		Getting out of prison		1	-	1
		Filling time		1	1	2
		Having less problems with roommates		1	-	1
		Sharing problems with the instructor		1	-	1
		Other	Indirect contributions		-	1
	Overall			9	10	19

## The Findings of the Participant Correctional Educators Teaching in Women's Prison (BWP)

With the frequency of nine, the interviewed correctional educators from the women's prison, BWP, state correctional education programs have professional, monetary, psychological and social effects on inmates.

One of the participants argues that the correctional education programs are a means for having a profession for inmates:

Look at the profiles and especially professional backgrounds of the inmates. Then you will have the answer of why they are here, but not somewhere else. They are here because most of them were 'nothing' in their lives before the prison. What I mean is that they didn't have money, a social statue and respect. That is why they made a crime. The most important reason for their bad lives before coming here (prison) is the fact that most of them were unemployed. They didn't have a job and actually they didn't know something to do. Not just we know this, but they do, too. That is why they want to learn a profession here (Pinar, Appendix, J-16).

In her answer, Pinar made a relationship between the reason why her students are incarcerated for and what they and she expect from the correctional education programs. She believes that the only reason why most people are incarcerated is because they inevitably make a crime as they don't have a regularly paid job. She underlines that inmates are also aware of this and the most important positive effect of correctional education programs could be to provide them with a profession.

Another participant states that the most beneficial aspect of the correctional education programs is monetary:

The only positive result of educating inmates is the financial contribution of these educational programs to the inmates. This can easily be seen in

my class. Mine is a Handicrafts class. Whoever comes to my class seems happy, because they learn how to make simple jewellery in the first week, practice them in their wards and sell their own designs to their inmate friends. I know there are some inmates who live by just the money they earn in this way (Bengu, Appendix, J-17).

By her argument, Bengu states that a correctional education program can enable an inmate to earn money immediately a week after she attends a program. Another participant focuses on the psychological contribution of the correctional education programs to the inmates:

Mine is a Cooking class and we meet in a kitchenwise classroom. This is a great opportunity for them as they come in the kitchen-class, watch me while I am cooking something and finally I ask them to cook something. When they are done, they serve the meal to me and each other. You should see the happiness on their faces while they are serving what they cook. And especially when you like what they cook, you can easily see the difference in their behaviors. Their self-confidence rises and they plan to cook different things in different ways and this improves their creativity as well (Deniz, Appendix, J-18).

Deniz believes that her class gives inmates the opportunity of creating or producing something and sharing it with others. This inevitably gives them self-confidence as they realize something could be created in their hands.

Next, six of the positive effects are social. One participant expresses how educational programs positively affect inmates' relations among each other:

Attending correctional education programs here makes inmates happy for twenty four hours. They are here in the classrooms for a couple of hours a day; however, the education here arranges their lives in the wards as well. They are in a ward with more than twenty people. They are all problematic guys and fights are inevitable. However, when they come here, they see different people and a different place. They learn something as well. When they return to their wards, they talk about what they do in the classrooms and they teach each other. This humanizes the

atmosphere in the wards which is normally full of violence. That is not my inference about their in-ward lives over there, but what they share with me (Pinar, Appendix, J-19).

Pinar mentions an observable social outcome of the correctional education programs. She underlines that these educational programs not only provide inmates with academic knowledge, but also make them get on well with each other in the wards.

### The Findings of the Participant Correctional Educators Teaching in Men's Prison (MMP2)

Participants teaching in men's prison, MMP2, state ten positive effects of the correctional education programs on the inmates in MMP2 in the categories of professional, psychological, social and other.

Kenan indicates how his class makes professional contributions to the inmates:

My Hairdressing class is not an ordinary teaching environment. It is a vocational school. I don't give them just theoretical knowledge about my job, but I focus especially on the practice. I come here and teach them believing that in the future they will be out of the prison and working as a hairdresser somewhere. They believe in the same too and if they regularly attend my classes, they can have a job in the end (Kenan, Appendix, J-20).

Kenan separates his Hairdressing class from other classes where theoretical teaching is centered. He argues his class runs like a vocational school and whoever has a regular attendance to his classes could easily have the profession of hairdressing.

Three of the stated positive effects of the correctional education programs on inmates are psychological. One participant explains how this is provided:

The most outstanding contribution of the educational programs to the inmates is psychological. These programs broaden their horizons and they can think about themselves, why they are in prison, strengths and weaknesses of themselves better. There are even some inmates who take religious education and go through a complete change here. I had known them before they began to attend educational programs and I can realize the differences in their moods (Birol, Appendix, J-21).

Birol emphasizes that correctional education programs enable inmates to get familiar with themselves better, which is most probably what they couldn't do before. In this way, they can question the way they behave and the world around them and this inevitably reflects on their moods.

Five of the positive effects on inmates that are attributed to the correctional education programs by the participants are social. One participant clarifies it:

Correctional education programs have visible and invisible positive effects on inmates. For example, you can say an inmate has learnt how to read and write when you see the certificate of Literacy class in his hand. This is the visible positive effect. However, there are some positive effects which are not certificated by an official paper. Socialization is an example. These people (inmates) are mostly socially retarded people. Most of them don't know how, when and where to speak and behave. Our classes not only provide them with theoretical or practical knowledge of a field, but also teach them to be patient and listen while somebody is speaking, to knock the door when they are late, to raise hand before speaking and to ask for permission before borrowing something. These are all a part of the educational processes here (Mert, Appendix, J-22).

Separating the effects of correctional education programs as visible and invisible, Mert underscores the social earnings of attending these programs. As he argues, most of the inmates he observed have difficulty in behaving properly in public. These programs facilitate their acquisition of social norms.

The above-stated are the direct contributions of the correctional education programs to inmates. However there are indirect ones stated by the participants as well. One is mentioned as:

As it is a Literacy class, illiterate inmates start my classes. When they learn reading and writing, they are usually not contented with this, and as a result, they look for something more. This is because, they have a certificate of Literacy class, but not a diploma. They are aware they will have a limited life without a diploma, like not having a driving license. You know, in Turkey, to have a driving license, you need to have a primary school diploma. Therefore, my class can be thought as a pathway for some other good things like going on to open primary school or having another certificate (Levent, Appendix, J-23).

What Levent signifies is a good explanation to support the idea that the effects of correctional education programs don't end when the programs officially end. They can be a milestone in an inmate's life to motivate him / her to do something more for himself / herself.

#### The Negative Effects of the Correctional Education Programs on Inmates

Table 18 demonstrates the findings of the participant correctional educators' opinions about the negative effects of correctional education programs on inmates.

Table 18. The Opinions of the Participant Correctional Educators about the Negative Effects of the Correctional Education Programs on Inmates

Theme	Category	Code	Frequency BWP	Frequency MMP2	Total Frequency
The negative effects of the correctional education programs on inmates	No negative effects	Not any	4	1	5
		Certainly not any	1	2	3
		I have never experienced		1	1
	Negative to some extent	Waste of time		1	1
Overall			5	5	10

## The Findings of the Participant Correctional Educators Teaching in Women's Prison (BWP)

It is possible to conclude from Table 18 that participants teaching at BWP state there aren't any negative effects of correctional education programs on inmates. When certainty levels of the participants are handled, it could be inferred that four believe there are no negative effects of the programs on inmates, while one believes there is certainly no. Eylem explains the reason why she thinks that these programs have no risks for inmates:

When you ask me whether these educational programs have negative influences on inmates or not, I would answer as they certainly include no negative effects for inmates. The classrooms here are a second habitat for them. I am sure if you let them stay in the classrooms, they wouldn't return to their wards and would stay in the classrooms. There are fights, loneliness and a disrespectful life in the wards; however, none of these exists in the classrooms. They respect and are respected in the classrooms. If they didn't think the same as me, they wouldn't come to the classrooms; as nobody makes them to participate in these programs; they, themselves, want to do so (Eylem, Appendix, J-24).

Eylem focuses on two lives inmates have in a prison. One is in the ward and the second is in the classroom. She compares them to each other and concludes that the humanistic environment in the classrooms is much more preferable for the inmates than the violent one in the wards. She infers it based on that the correctional education programs are voluntary and inmates themselves decide to go to the classrooms.



### The Findings of the Participant Correctional Educators Teaching in Men's Prison (MMP2)

The findings of this question gathered by the participants teaching in MMP2 reveal they don't think more differently than their equivalents teaching in women's prison. That is, four of the five participants argue that correctional education programs include no negative effects on inmates. However one of them claims that these programs are not that beneficial for some:

I know some inmates in my classes. They are not aware of even why they are there, what is going on and what contributions they will have been provided with, at the end of these programs. They don't get good scores in the exams, they don't attend regularly and they don't seem very enthusiastic about learning something new. I think they come to the class just for getting out of the prison, nothing else. Or it is possible they start a class upon advice, when they don't like it; they don't quit. They are just physically there and wasting their time (Levent, Appendix, J-25).

Levent argues that not every inmate has the same level of motivation to learn something and be part of the classes they are in. Underscoring the importance of the inmates' motivation, he believes that correctional education programs are waste of time for the ones who don't have enough enthusiasm about learning.

### The Challenges Correctional Educators Faced with During Correctional Education Programs

This subheading has the aim of disclosing the difficulties experienced by the participants during the correctional education programs. The findings are shown in Table 19:

Table 19. The Difficulties Experienced by the Participant Correctional Educators During the Correctional Education Programs

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
The challenges faced by correctional educators	Institutional	Security	1	2	3
		Lack of materials	1	3	4
		Inmates' latency	-	1	1
	Student-related	Self-interest relationship	-	1	1
		Lack of motivation	-	2	2
	Not any	I have never experienced	3	-	3
Overall			5	9	14

The Findings of the Participant Correctional Educators Teaching in Women's Prison (BWP)

By five participants teaching in BWP, five difficulties are stated. Two of these difficulties are institution-related. One participant explains what institutional factors disturb her:

The biggest problem I have is the lack of educational materials. My class is Cooking. With limited materials I try to cook delicious food. Can you imagine a soup whose spice is missing? Not just the taste, but also the appearance of what I cook is also vital. When I make a cake, I want that it should seem pretty. However, if you don't have enough cream, fruits or cacao; how come can it seem good? How come can I present it as a sample to my students? This is why my motivation is harmed when I can't do what I want to (Deniz, Appendix, J-26).

Deniz complains that she doesn't have enough materials in her Cooking class. That is why she argues that her creativity and lesson plans are negatively influenced. As

she can't do what she wants, she finds her in-class products unsatisfactory and thinks that what she produces within the class can't be good examples for her students.

Out of five stated difficulties, three imply that participants don't experience any difficulties. In this context, one participant's clarification is worth being mentioned:

Everything is on the way. I don't have any problems here. This is an ideal workplace for an educator. I have lots of friends who are teaching somewhere else, I have more freedom than them. I can share anything with the prison administration; they value my opinions and pay my salary on time. I got used to the students here as well. For me, they are no more inmate, but ordinary students (Pinar, Appendix, J-27).

By what she shares, it wouldn't be wrong to conclude Pinar is happy with being and teaching in prison. She seems to feel herself as a part of her workplace and even compares it to the other workplaces where friends of her teach. At the end of this comparison, she infers that teaching in her prison even has some superiority over the workplaces where her friends teach. This might be regarded as the evidence that confirms how much she has internalized teaching in a prison. In addition, she compares her students in the prison to the others outside the prison as well. And as a result, she claims that inmate-students are as normal as the other students who are free and out of the prison.

#### The Findings of the Participant Correctional Educators Teaching in Men's Prison (MMP2)

By five participants, teaching in MMP2, nine difficulties during correctional education programs are stated. More than half of these difficulties are institution

related, with the frequency of six. One participant explains how a difficulty in this category disturbs him:

My class is Hairdressing. I am possibly the unluckiest of all the teachers in terms of security. Hairdressing is a practice based class. That is, I can't just theoretically mention them the hair or beard designs; they can learn only if they can practice. However, my course materials are not books or pens, but scissors and blade. They could be dangerous even in a normal person's hand, but I need to let them use these materials as we cannot work with unreal materials. Sometimes I remind they are inmates and get afraid; however, the administration doesn't send problematic guys and an officer waits with us throughout the class. This makes me a little relaxed (Kenan, Appendix, J-28).

Kenan finds himself unlucky as he thinks that while teaching he has less security than the other correctional educators in the same prison. By his statements, he seems decisive that he needs to use scissors and blade which he describes as materials that could be dangerous even in an ordinary person's hands. However, he seems confused about how much he is in safe in his classroom. He trusts in the prison administrators as they know the inmates better and don't send problematic ones to Hairdressing class.

Another participant complains about inmates' latency for his classes:

One of the problems I face with almost every day is that inmates are late for my class. I think this is not their fault. They cannot come to the classrooms on their own; an officer takes them from their wards and brings them to the classrooms. However, the officers try to take each inmate from his ward. It is not easy to bring all the inmates to the classrooms one by one. This is why they are sometimes a little late for my classes. This harms my concentration, as when one enters the class, I have to repeat what I have already taught and my lesson plan for that day is impeded (Mert, Appendix, J-29).

Mert is not pleased with his students' time of arrivals to his class. He doesn't hesitate to state who is faulty. According to him, his students are not faulty as they don't come to the classes themselves; officials bring them to the classrooms one by one. He further states that these latecomers decrease his concentration which eventually reflects on the daily lesson program.

Next, three difficulties are student-related. One participant mentions how much he is disturbed when his inmates try to establish a relationship with him based on self-interest:

They are my students, but I am always at alert against the bad things that could come from them. For example, some inmates try to speak to me about their private problems, they seem to be intimate and they even want to share their cigarettes with me. Soon after, they ask for something from the outside. For example, one of them asked me to take a letter to one of his friends outside. Another one asked me to visit one of his friends and convey him a message from the prison. I refused all of them, because these are all forbidden to us. We cannot be too much close to them (Metin, Appendix, J-30).

Metin complains about not being able to make close or normal relations with his students. He thinks that some of the inmates may try to misuse the teacher-student relationship. That is why he always tries to be cautious to keep the social distance between the inmates and himself.

Another participant complains about a student-related difficulty as well:

These students are not the same as the ones outside. When they are listening to me, I can easily understand actually they aren't listening to me; they just seem to do so. They are always busy thinking if anybody will visit them soon, if they have good news from their relatives outside or if their kids are good. With these in their minds, it is really hard to have their attention and motivate them to learn something (Levent, Appendix, J-31).

Levent mentions how much difficulty he has in motivating his students. Separating the students inside the prison from the students outside, he argues that most of his students have too many things to think about and they cannot completely devote themselves to the classes.

#### The Educational Environment in Prison versus the Educational Environment at an Ordinary School Outside

The participant correctional educators are asked to evaluate the educational environments in their prisons comparing them to the educational environments of ordinary schools outside. The findings are presented through the participants' evaluation of the spiritual atmosphere and physical facilities of the educational environments in BWP and MMP2.

#### The Spiritual Atmosphere of the Educational Environment in Prison

This sub-heading aims to find out how they see or describe the pedagogical environment in their workplaces. That is, they are expected to reveal how much pedagogical or school-like they find the atmosphere in the prisons they work. The findings gathered from this question are illustrated in Table 20 below:

Table 20. The Opinions of the Participant Correctional Educators about the Educational Atmosphere in Prisons

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
The educational atmosphere in prison	Similarity to the outside schools	The same as outside schools	1	1	2
	Differences from the outside schools	Positively different	1	-	1
		Negatively different	3	4	7
Overall			5	5	10

The Findings of the Participant Correctional Educators Teaching in Women’s Prison (BWP)

The participants, teaching in BWP, state several descriptions or explanations in two categories, with the frequency of five. One participant indicates she feels herself in a school which is like any schools outside:

I have been teaching here for more than fifteen years. There are about one thousand inmates here and maybe I know nine hundred of them. I can even predict how people react here. Maybe, my many years of experience enables me to be relaxed, I don’t know the exact reason; but I don’t think that I am somewhere weird. I taught somewhere else at different times; however, I cannot say that there are significant differences between the educational environment here, in prison, and the ones somewhere else (Pervin, Appendix, J-32).

It could be concluded from Pervin’s statements that she doesn’t feel she is in a prison. She feels as if she were teaching at an ordinary school environment. Although she is not sure, she attributes her being relaxed to the years she spent teaching in that prison.

Unlike Pervin, other participants teaching in the same prison find the educational environment in prison more different than ordinary school environments outside the prison. One participant notes that the educational atmosphere in prison is better than the one in somewhere else in some ways:

My class is Handicrafts. I teach adults outside as well. I can easily admit teaching here is easier than teaching outside. This is because the students here are more enthusiastic than the ones outside. The inmates here are aware that they need to be good citizens in order not to return here again. In addition, they know this can be succeeded by education. In adult education programs somewhere else, students don't have goals; but here inmates do have. They are aware that they have to learn something while they are here (Bengu, Appendix, J-33).

Bengu states that she finds teaching in prison easier than teaching somewhere else. She adds that her students are more in need of being educated than other students somewhere else are. She further states that inmates know the fact that they may not return to the prison forever only if they are educated enough.

Not every participant thinks in the same way as Bengu thinks about the educational atmosphere in prison. One of Bengu's colleagues complains the negative aspects of the educational atmosphere in prison:

Think about a school with maximum security, where you are always observed by the officers and soldiers on duty. While you are teaching, an officer waits for you in case the inmates in the classroom behave improperly. In the breaks, a teacher who teaches outside, somewhere else, may go to the garden, see different people or call her kids. But even cell phone is forbidden here. I can't call anybody all day. Normally, when you look at the window you can see the sky, trees or people; but here you see the bars (Eylem, Appendix, J-34).



Eylem complains that a teacher's daily life in a prison is much more different than teachers' who teach somewhere else. In Turkey, nobody can enter any prisons with an electronic device like cell phone, camera or a computer. Eylem seems not to be used to these rules. She implies that she feels isolated when she is in prison.

### The Findings of the Participant Correctional Educators Teaching in Men's Prison (MMP2)

Participants teaching in MMP2 provide five statements about the pedagogical atmosphere in prison. One of the participants states "I feel as if I were in an ordinary classroom at any school. Nothing or no students are different from the ones outside" (Birol, Appendix, J-35). By his statement, it could be argued that Birol certainly thinks he feels relaxed and as if he were teaching in an ordinary classroom outside.

Unlike Birol, other participants state that there are lots of negative aspects of the educational atmosphere in a prison when compared to other classrooms' educational atmosphere outside the prison. A participant clarifies it

To be honest, the educational atmosphere here is not perfect. I am teaching guys whom if I saw on the street, I would change my way. I teach people who earn money by making a crime. This puts pressure on me. Sometimes I discuss the concept of ethics in my mind (showing his head). I have been asleep for a couple of days. I learnt one of the inmates in my Computer classroom is a child rapist. I decided I wouldn't give him a certificate, but he was successful and got the passing grade at the end of the term. I had to give him the certificate. I did the correct thing as an educator; but as a father, I don't think so. Sometimes I accuse myself off giving him the certificate. Actually, I don't want to put the blame on that guy. When he is released, nobody would give him a job without a certificate, he had to get it. These feelings about prison is not something new, these are part of my life. Behind the bars and high walls, I am like an inmate here ... Sometimes I am in prison in my dreams and wake up screaming (smiling). Prison is not just in my life, but even in my subconscious (Metin, Appendix, J-36).

What Metin openly explains could actually be the description of how a correctional educator internalizes his job of teaching inmates. In his explanation, he first differentiates himself from the inmates. He underlines he always keeps a social distance between these types of people in his everyday life. But now, he accepts that he is inevitably together with them. Furthermore, he even questions whether giving a certificate to one of his inmates who is convicted of child rape is a shame for him or not. At the end of his statements, he resembles himself to inmates and he argues that he has the same life like them as they are both in prison. These feelings reveal how a correctional educator experiences the similarities, differences and dilemmas resulting from his time spent in prison.

#### The Physical Facilities of the Educational Environment in Prison

The findings in Table 21 unpack how participant correctional educators compare the physical facilities of the classrooms, course materials or technological equipments in prisons to an ordinary school's physical facilities. The findings are provided in Table 21:

Table 21. The Overview of the Opinions of the Participant Correctional Educators about the Physical Facilities of the Educational Environments in Prison

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
The physical facilities of the educational environment in prison	Similarity with the outside schools	The same as outside schools	2	1	3
	Differences from the outside schools	Positively different	1	2	3
		Negatively different	2	2	4
Overall			5	5	10

## The Findings of the Participant Correctional Educators Teaching in Women's Prison (BWP)

Five participants teaching in BWP provide five statements about this question. Two answers imply the physical facilities of the teaching environments in a prison and in a school outside are completely same. One participant explains this:

I teach outside the prison as well. There is no difference between this prison's physical facilities and that of the school where I teach. Here is physically as comfortable as a school. The materials I need also exist here. You saw the classroom; does it look different from the classrooms in which you teach? (Pinar, Appendix, J-37).

At the end of her comparison between a school and a prison's physical facilities, Pinar comes up with the idea that there is no difference between them. To support this, she states that she finds the materials she needs in both places and being sure, she assertively asks the researcher that there couldn't be any differences between the classrooms in which the researcher teaches at university and the classrooms in prison.

In addition, one participant states that the physical facilities of a prison cannot be compared to somewhere else as the physical opportunities in prison is much worse:

Comparing the physical facilities here to that of somewhere else outside is unnecessary. The answer of this question is obvious. Here is prison, whatever physical facilities you put here, it is still a prison. What I mean is that there are legal limitations here. You can put a computer on this table, but you cannot connect to the Internet as it is forbidden here. These types of limitations kill people's creativity here. For example, I teach Graphic Design. Before, I couldn't imagine this class without the Internet as I used to find different types of designs in the Internet while I was

teaching. Now, I had to get used to teach without it (Eylem, Appendix, J-38).

Eylem complains about the limitations of the physical facilities in prison. She states that it is not worth comparing a prison's physical opportunities to somewhere else's. This is because she believes that there are legal limitations like the prohibition of the Internet connection in a prison. She further states that these limitations negatively influences the way she teaches as her teaching style includes extensive use of the Internet.

#### The Findings of the Participant Correctional Educators Teaching in Men's Prison (MMP2)

Participants teaching in MMP2 state similar opinions with their equivalents teaching in BWP. Kenan, a Hairdressing teacher, compares his classroom in prison to his hairdressing salon outside:

I have a hairdressing salon outside the prison. I set up my salon myself, I know how a good salon should be and shouldn't be like. Frankly, the classroom in which I teach here is the same as my salon outside. I can also easily argue that most hairdressing salons don't have the materials which my classroom here has (Kenan, Appendix, J-39).

Kenan compares his classroom and hairdressing salon. He indicates that there is no difference between them arguing he has the materials and physical facilities in his classroom which most hairdressers don't have in their salons.

Not every participant thinks as positively as Kenan does. Two participants state that because of physical restrictions, teaching in a prison is much harder than teaching somewhere else. Metin complains about the difficulties he experiences:

Actually I cannot say the physical environment and facilities of my classroom in prison is the same as the ones in a normal classroom. There is an official in my classroom here; he waits in the classroom for security reasons. He is physically there and this makes a prison classroom distinctive. What is more, some materials here really make me crazy. A couple of days ago, most of the computers broke down and we had to use just the teachers' computer. Inmates stood around me and watched what I did and then they did the same one by one. It was horrible! (Metin, Appendix, J-40).

Metin argues that there are easily noticeable differences between a classroom in a prison and another one outside. Interestingly, he names the classrooms outside as 'normal'. Although he doesn't frankly state, it could be concluded from his statements that he might regard his classroom where he teaches in prison as 'abnormal'. He indicates that he is so disturbed by the lack of materials and the existence of an officer in his class.

#### The Views of Correctional Educators on Inmates' Achieving Success in Correctional Education Programs

This sub-heading reveals how participant correctional educators assess inmates' success in correctional education programs and think about the requirements and obstacles for inmates' achieving success.

## The Assessment of the Inmates' Success

The weight of theoretical and practical assessment tools, tests, assignments and continuous assessment in the evaluation of the inmates' success is aimed at being revealed in this section. The findings are shown in Table 22:

Table 22. The Assessment Methods Used by the Participant Correctional Educators

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
The assessment methods used by the participant correctional educators	Theoretical	Written exam	3	3	6
		Research	-	2	2
	Practical	Practice	5	3	8
Overall			8	8	16

## The Findings of the Participant Correctional Educators Teaching in Women's Prison (BWP)

It is possible to conclude from Table 22 that the participants teaching in BWP provide eight responses in the categories of theoretical and practical. One of the participants states why she has to assess her students by written exams:

In my Literacy class, I give the students just written exams. I wish I could apply some other assessment tools like sending them to the library for a reading session or giving them assignments. However, I cannot. You know, while learning how to read and write, you need to practice a lot. I tried to give them assignments for a couple of times; unfortunately, none made them. When I asked them why they didn't make them, they said they didn't have the suitable environment of making assignments in their wards and asked me not to give them any more assignments. This, of course, delays their acquisition of reading and writing (Pinar, Appendix, J-41).

Pinar states that she can assess her students' success just by written exams. She is aware that she should utilize some other assessment tools as well. However, she complains that her students couldn't make their assignments as the improper environment in their wards doesn't let them do so.

Not every participant states that they just utilize written exams as assessment tools. Five responses reveal practice is valued by the participants as well. One participant's explanation exemplifies this:

As my class is Cooking, I don't apply any theoretical assessment tools. Actually, I am against written exams in any class; however, I am against them especially in my class. They don't need to know how many grams of cacao they should use while making a cake; they can do it by rule of thumb. Throughout the term, I arrange group work, focus on practice and let them use their creativity while cooking. Each of these forms their final grades out of a hundred. If they have fifty at the end of the term, then they can have the certificate (Deniz, Appendix, J-42).

Deniz thinks that theoretical assessment tools shouldn't be used in assessing students' success in any subject. With this idea in her mind she adds written exams don't have a weight in her class' end of term assessment. She asks her students to perform some practical tasks like making a cake on her own or cooking in a group and she grades each of these tasks.

#### The Findings of the Participant Correctional Educators Teaching in Men's Prison (MMP2)

Participants teaching in MMP2 state that they adopt both theoretical and practical assessment tools with the frequency of eight. Levent explains how he adopts written exams:

I give them just written exams. In Level 1 Literacy classes, I ask questions that require short answers. I give a certificate even to the one who can just write his name on the exam paper. I just want to motivate them, as they need to study more in Level 2 Literacy class. In Level 2 Literacy classes I ask some general knowledge questions that require longer answers. However the number of the inmates who can have the passing grade of fifty is not many. There are even some inmates who had left primary school at the third grade; but they don't know how to read and write even their names. I cannot give any assignments to them as they cannot make and bring them. After the classes, they cannot study as their wards are not suitable and some work in the prison. This is why they are graded according to the written exams (Levent, Appendix, J-43).

Levent states the same as what his equivalent Pinar, who teaches in the same class in women's prison, states. That is, both of them utilize just written exams as assessment tools. However, they don't appear to be pleased with using just assessing theoretical knowledge. They want to do something more, but they cannot. They add that they don't like the style of the written exams as well. Interestingly enough, Kenan not only seems to be dissatisfied with the assessment tools he adopts, but also the insufficient academic capabilities of his students. That is, he implies his students cannot get good grades even in the exams which he doesn't find as good assessment tools.

Next, there are two participants who ask their students to make research as well. One participant states how he does it:

For me, written tests are not valuable in my classroom. I teach Philosophy. Before, I taught Sociology, Literacy and even prepared inmates for the University Entrance Exam. Never did I grade my students based on just written exams. Attendance, active participation and the most important of all, research are of vital importance for me. Some of my colleagues have difficulty in understanding me and even criticize me. Actually, I don't understand them. Why shouldn't my students make research and hand me in a research paper? There are more than six thousand books in the library (Mert, Appendix, J-44).



Mert indicates he uses not just one, but multiple assessment tools to evaluate his students' success. It wouldn't be wrong to conclude that Mert wants the learners in his classrooms to be active; just the passive listeners of the instructor. This is why Mert thinks they should go to the library and make research. What is more, he underscores that inmates have the opportunities of making research in prison and he enables them to benefit from these opportunities.

Three responses indicate that there are participants who adopt practice based assessment tools as well. One participant explains why he uses these types of assessment tools:

In my Hairdressing class, I am expected to give my students fifteen written exams in each term to test their theoretical knowledge. I cannot understand what type of theoretical knowledge they want to provide the inmates with. Even I don't know the theory. Mine is a practice based class, I ignore the written exams and give the certificate to the ones who can use the scissors well (Kenan, Appendix, J-45).

Kenan criticizes the official assessment system he is expected to adopt and honestly admits he evaluates his students using a practice based assessment system.

According to him, learning theoretical knowledge in his class is unnecessary. He adds that even his theoretical knowledge is not very well. This is why he states that if he decides a student of his is good at using scissors then he can give him a certificate.

### The Requirements for Inmates' Achieving Success in Correctional Education Programs

This section deals with what correctional educators think about the requirements that all the stakeholders need to meet for the sake of inmate students' being successful in

correctional education programs. By being successful, to be able to have the certificate of achievement at the end of the term is meant. The findings are illustrated in Table 23 below:

Table 23. The Opinions of the Participant Correctional Educators about the Requirements for Inmates' Achieving Success in Correctional Education Programs

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
The requirements for inmates' achieving success in correctional educational programs	Student-related	Motivation	2	4	6
		Regular attendance	-	3	3
		Practice and assignment	-	3	3
	Teacher-related	Attitudes toward inmate students	4	-	4
Overall			6	10	16

The Findings of the Participant Correctional Educators Teaching in Women's Prison (BWP)

As shown in Table 23, the participants teaching in BWP, state six , two student-related and four teacher-related requirements, that are needed to meet for inmates' being able to succeed in correctional education programs.

As for student-related requirement, one participant believes that inmates' motivation is vital for their achieving success:

As a teacher, I believe that student's motivation is important in a learning environment. This is because, if a student is motivated and has enough concentration on what s / he learns, then teacher's job gets easier. Here, students' motivation is more important. There are problematic guys before you. They sometimes cry, sometimes laugh, sometimes don't speak, sometimes speak too much and sometimes don't come to the class. In such a situation, you cannot teach them anything, because they don't get it (Bengu, Appendix, J-46).

Bengu believes that the existence of student motivation is crucial in the efficiency of teaching. She adds that if an inmate doesn't want to learn something then a teacher has nothing to teach him / her. She states that student motivation is more important in prison than it is in any other environment.

Not every participant thinks the same as Bengu. Four responses of her colleagues reveal that teachers should behave properly, so that inmates could be successful. One participant clarifies how much her attitudes affect her students:

Teachers' attitudes towards inmates are very important. A teacher needs to understand his / her students here. In my first Cooking class here, an inmate who has been here for more than ten years asked me to cook egg and she wanted to break the eggs saying she hadn't broken and eaten eggs in a kitchen for more than ten years. I was going to cry, I could hardly control myself (crying). I said to her OK and before the class, we ate eggs together. When I went home on the same day, my kids asked me to cook egg for them. I couldn't... I thought there were people who couldn't eat them. My kids cried, but I couldn't cook for a couple of days. Since that day, whenever I eat an egg, I remember this inmate. What is more, a couple of inmates asked where I bought my skirt and sweater. Since that day, I try to be more careful about my clothes that are on me while I teach them. They cannot buy them; they even don't know the fashion and follow the fashion on me (still crying). What I mean is that a teacher must be so careful here that s / he shouldn't upset his / her inmate students even by his / her clothes (Deniz, Appendix, J-47).

Deniz states how much a teacher's role is important in keeping his / her students' mood healthy. She underscores that inmate students are so sensitive that they could be negatively affected by what they see in the Cooking class's kitchen or on their teachers. She further states that she herself, can't get rid of what she experiences in prison for a long time. This is why she suggests a correctional educator be careful about his / her attitudes towards inmates in order not to influence them negatively even by accident.

### The Findings of the Participant Correctional Educators Teaching in Men's Prison (MMP2)

Participants teaching in MMP2 state ten responses, all of which are the student-related requirements that are essential for inmates' being successful in correctional education programs. One participant clarifies how much inmates' motivation is important for their achieving success in correctional education programs:

If a student wants to be successful, he must be motivated. I mean he must behave like a student. While he is in the classroom, he must feel himself in the classroom. He must be aware he is brought to the classroom as he is expected to learn something. When I teach in my class, I can notice that most of them don't listen to me. They must be more concentrated. A good solution can be making short-term objectives. For example, one of my illiterate students was so unhappy to ask people to read his letters. He made the ability of reading a letter as his short-term objective and in a couple of weeks, he learnt how to read and write. That proves the necessity that inmates should want to learn. If they do so, everybody helps them (Levent, Appendix, 48).

Levent states that an important necessity for an inmate's being successful is his own motivation to learn. He argues that few inmates in his class look like they are

interested in what he teaches. He finds these attitudes as irresponsible and advises that an inmate should have an objective. So that inmates could try to achieve this objective and become more motivated.

Three responses stated by participants teaching in MMP2 are about regular attendance to the classes. One explains why it is so important:

If an inmate wants to be successful in my class, he needs to attend every class. I teach Computer. I teach from easier to the more difficult topics in a linear system. If an inmate misses a class, then it gets really hard for him to compensate it. Even worse, he might have difficulty in understanding the following topics as the class he misses is a prerequisite for the following class (Birol, Appendix, J-49).

Birol believes that regular attendance is significant for an inmates' success in a correctional education program. He argues that when an inmate misses a class, he not only misses it, but also misses the followings as he states that topics are connected to each other in his curriculum and each topic is a basis for the next one.

Three responses are about the significance of practice and assignments in an inmate's success in correctional education programs. One participant explains the importance of practice to succeed in his class:

Hairdressing is a completely practice-based class. The most important factor for an inmate's having a hairdressing certificate is the extent how much he agrees with the scissors. That is, he doesn't need to know the structure or length of the scissors or any other theoretical knowledge; but he must be good at using them. This could only be practicing a lot. Whoever doesn't like practicing shouldn't take my class (Kenan, Appendix, J-50).

Kenan states that the only criterion for being able to have the certificate in his class is to be good at practice. That is, theoretical knowledge is not necessary in his class, just being able to use scissors is. That is because an inmate should venture it before deciding to take his class.

The Obstacles for Inmates’ Success in Correctional Education Programs

This sub-heading reveals what participant correctional educators regard as obstacles for inmates’ being successful in correctional education programs. By being successful, being able to have the certificate of achievement is meant. The findings are shown in Table 24 below:

Table 24. The Opinions of the Participant Correctional Educators on the Obstacles for Inmates’ Achieving Success in Correctional Education Programs

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
The obstacles for the inmates’ success in correctional educational programs	Outside-related	Visit	3	1	4
		News about family	2	-	2
		Trial	1	-	1
		Lack of lawyer	1	-	1
		Lack of money	1	-	1
	Inside-related	In-ward problems	4	-	4
		Working in prison	1	-	1
	Educational	Lack of educational background	1	2	3
		Lack of regular attendance	-	3	3

		Lack of motivation	-	2	2
		Old age	-	1	1
		Bad teacher attitudes toward inmate students	2	-	2
Overall			16	9	25

The Findings of the Participant Correctional Educators Teaching in Women’s Prison (BWP)

As it is illustrated in Table 24, the participants teaching in BWP, state sixteen obstacles in the categories of outside-related, inside-related and educational.

Outside related factors that are stated to be obstacles for inmates’ success in correctional education programs are visit, news about family, trial, lack of lawyer and lack of money. Eylem explains how an outside-related issue can be a serious problem for an inmate:

I have never seen such sensitive students before. These students are really very different. Anything related to their lives outside the prison can be a real problem for them. I had a hardworking student, she used to be ready for the class ever day and listen to me carefully. However, she suddenly quit the classes. I talked to her and she said to me that her relatives didn’t come to visit her and she was upset, crying all the night and sleeping all the day (Eylem, Appendix, J-51).

Finding inmate students’ characteristics much more different from the students’ outside, Eylem notes that anything could be a serious problem for inmates. She illustrates her student as an example that just because nobody visited her in the

prison, the student quit her class. This is why Eylem underlines that any outside-related problem could inevitably affect an inmate's educational life in prison.

Five obstacles stated by the participants teaching in BWP are inside-related including in-ward problems and working in prison. One participant explains how an inside-related problem distracts inmates:

The life here is hard for the inmates. They have to live with other people who are all inmates. When I give them assignments, they mostly don't make them. On the other hand, some of them don't attend my classes regularly. I talked to each of them who have attendance problems, most of them said that they couldn't study in the ward or they couldn't sleep at nights; and as a result, couldn't get up in the morning. They say they cannot study their lessons whenever they want in the ward as people in the ward speak too much. Furthermore, they state they can't sleep at nights because other inmates in their wards chat at nights (Bengu, Appendix, J-52).

Bengu states that the in-ward life is a serious problem for inmates. She makes arguments based on her one-on-one chats with the inmates whose academic performance in the class is not that good. She underlines most of the inmates state that in the ward there is no suitable environment for studying and even for sleeping. She adds that the in-ward life of inmates could negatively reflect on their success in correctional education programs.

Three responses stated by the participants from BWP are the education-related obstacles like lack of educational background of the inmates and bad teacher attitudes towards inmates. One participant explains how teacher attitudes affect inmates' success:

For them, we are one of their family members and sometimes best friend. They want to share their any private problems with us. They respect and



trust us. They think that we are more educated than them, we cannot make a crime, we perceive the life better than them and maybe they could even think we never have any problems in our private lives. That is why a teacher should bear in mind that we are everything for inmates and should be very careful about her attitudes towards them (Pervin, Appendix, J-53).

Pervin describes what a correctional educator means for an inmate. She indicates that a teacher has such a respectful place in an inmate's heart and mind that she perceives a teacher as an angel who doesn't make any mistakes. This is why Pervin reminds that every correctional educator should behave properly in prison and shouldn't disappoint the inmates.

#### The Findings of the Participant Correctional Educators Teaching in Men's Prison (MMP2)

The participants teaching in MMP2 state nine outside-related and educational responses that could be obstacles for inmates' being successful in correctional education programs. One participant explains how an outside-related issue could change an inmate's life in prison:

Visitors affect inmates too much. When I talk to an inmate, everything seems OK, he wants to learn something and he looks very motivated. However, when he meets his visitors, I cannot recognize him; he becomes totally a different person. He doesn't want to study and learn anything and he even wants to quit the class. I don't know why visitors upset these guys, they are already in prison and don't have the chance of getting upset anymore (Levent, Appendix, J-54).

Levent puts all the blame on the visitors about inmates' being not successful enough as he thinks visitors demotivate inmates. He states while an inmate is normally a

motivated student, he can totally change after seeing his visitors. He adds staying in a prison is itself an enough reason to upset an inmate. Thus visitors should be more careful about the message they convey to inmates during the visiting hours.

Another participant indicates that inmates' lacking a good educational background could be a serious problem for an inmate's success in correctional education programs as well:

I teach them the Computer course. Actually I am trying to teach. Some of them don't know even some numbers or letters. Some state they had never touched a keyboard or a mouse before. Put yourself into my shoes, do you think it cannot be difficult to teach these guys here? Before I start a new topic, I always revise the previous one. I cannot say they are academically ready for learning a lot. Therefore, sometimes it could be hard for them to be successful in these programs (Metin, Appendix, J-55).

Metin complains about inmates' academic deficiencies. He states that he has difficulty in teaching them new topics as they don't know the basic educational concepts like numbers or letters. This is because he thinks not just teaching them gets more difficult; but their becoming successful in correctional education programs gets difficult as well.

### The Most Contributing Type of Correctional Education Programs to the Inmates

This section aims at finding out the opinions of the correctional educators about the type of correctional education programs that is most contributing to the inmates. By type of programs, literacy, social-cultural and vocational are meant. The findings are shown in Table 25:

Table 25. The Opinions of the Participant Correctional Educators about the Most Contributing Correctional Education Programs to the Inmates

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
The most contributing correctional education programs to inmates	Type of program	Vocational	3	3	6
		Literacy	1	1	2
		All	1	1	2
Overall			5	5	10

The Findings of the Participant Correctional Educators Teaching in Women’s Prison (BWP)

Participants teaching in BWP state five responses about the related question. Three responses reveal that vocational programs are perceived as the most contributing one to the inmates. One participant explains this:

Vocational programs are the best for the inmates here. Look at this (showing her bracelet with a smiling face), one of my students gave me it as a gift. She learnt how to make it in a vocational class and now she earns money even while she is in prison. These people here don’t have the chance of wasting time taking up hobbies. They need vocational qualifications by which they could earn money (Eylem, Appendix, J-56).

Eylem thinks that classes other than vocational ones are a waste of time for the inmates. Showing her bracelet, she underlines that even having basic vocational qualifications can help inmates earn money.

One participant believes that all the programs contribute to inmates:

Generally, I don’t separate any fields from each other. We are living in a post-modern era and today there is an interdisciplinary understanding.

They should be good at using their native tongues and read and write well while they should also have good vocational qualifications and a certificate from a social-cultural class like Painting (Pinar, BWP).

Believing it is not enough for people to be good at just one field, Pinar states that inmates should take classes from each type of programs in prison. She reminds that today's world makes people be good at more than one field.

### The Findings of the Participant Correctional Educators Teaching in Men's Prison (MMP2)

Participants teaching in MMP2 provide five responses to the same question too. One of the responses reveals that literacy is the most helpful type of class for inmates:

The best thing an inmate does here is to attend Literacy classes. It is a prerequisite for other classes. I know some inmates; they are illiterate, but want to attend Painting class. I cannot understand them. Without knowing how to read and write, how come can they dare it? They don't know even how to use a pen, how come can they use a pencil while drawing? (Levent, Appendix, J-58).

Levent states that Literacy class should be a priority for the inmates there. If an inmate is illiterate, he thinks that inmate cannot be successful in another class. He further states that the illiterate ones who want to attend a class to take up a hobby take a risk of being unsuccessful as they don't have the literacy background.

Three responses indicate that there are participants who believe that vocational programs are the most beneficial for inmates. One participant clarifies it:

These people are here (in prison) because they don't have a job. They need to take vocational classes while they are here. Of course, the vocational class they take should be one that they can learn easily and also by which they can earn money when they are released. For example, they can take my class, it is Hairdressing. They can easily learn how to cut hair and open a salon with a little money like five thousand TL (about 2,500 \$) (Kenan, Appendix, J-59).

Kenan states that the reason why people make a crime is their being unemployed.

Believing in this, he states inmates should take vocational classes that they can easily learn and by which they can earn money when released from the prison. As an example, he recommends his class, Hairdressing, as it is easy to learn cutting hair and opening a salon.

#### The Views of Correctional Educators on the Short and Long-term Contributions of Correctional Education Programs to the Inmates

This section includes the opinions of the participant correctional educators about the in-prison and after-prison positive effects of the correctional education programs on inmates.

#### Short-term Contributions of the Correctional Education Programs to the Inmates

Another question directed to the participant correctional educators aims at finding out whether they believe correctional education programs provide inmates with short-term contributions. By short-term contributions, benefits throughout the time inmates spend in prison are meant. The findings are given in Table 26:

Table 26. The Opinions of the Participant Correctional Educators about the Short-term Contributions of the Correctional Education Programs to the Inmates

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
The short-term contributions of the correctional education programs to the inmate students	Psychological	Happiness of learning	-	2	2
		Increase in self-confidence	-	2	2
		Rehabilitation	3	-	3
	Social	Meeting different people	1	1	2
		Filling time	3	-	3
		Taking up a hobby	1	-	1
	Monetary	Earning money in prison	-	1	1
	Other	Not any	-	1	1
	Overall			8	7

The Findings of the Participant Correctional Educators Teaching in Women’s Prison (BWP)

As Table 26 reveals, participants teaching in BWP, state eight short-term effects of correctional education programs on inmates, in the categories of psychological and social, with the frequencies of respectively three and five.

In the psychological category, three responses include the argument that correctional education programs are rehabilitative for the inmates. One participant explains this:

I think thanks to these educational programs inmates' lives get longer and longer. I cannot dream a prison in which there are no correctional education programs. I can notice the psychological difference they go through throughout the term. When I teach a six month of class; at first, most of them are upset and introverted. At the end of the term, they become a different person with a different character. At the end of a term one of my students said that she felt as if she was born again (Deniz, Appendix, J-60).

Deniz states that the psychological transformation of the inmates is easily observable throughout the term. Believing correctional education programs extend inmates' life span, she adds that not just she thinks in this way; but inmates do think the same as well.

Five responses reveal that there are more participants who believe correctional education programs provide inmates with social short-term benefits like meeting different people, filling in time and taking up a hobby, with the frequencies of one, three and one respectively. One participant clarifies how correctional education programs socially contribute to inmates in prison:

Can you imagine yourself staying in a ward with about twenty inmates? God forbid! I wouldn't want to stay there even just for a moment. However, there are people who have been there for more than twenty years. There are even some others who will be there until the end of their lives. Teachers are doctors and classes are medicine for these people. They get out of there (wards), meet different people and feel they are human, a social creature (Pervin, Appendix, 61).

Pervin states that staying in wards with other inmates is really hard. She claims that nobody wants to be in their shoes; however, there are inmates who need to be there throughout their lives.

The Findings of the Participant Correctional Educators Teaching in Men's Prison (MMP2)

Participants teaching in MMP2 state seven short-term effects of the correctional education programs on inmates in the categories of psychological, social, monetary and other, with the frequencies of four, one, one and one respectively.

Four responses indicate that participants believe there are psychological short-term contributions of correctional education programs like having the happiness of learning and raising the self confidence, with the frequency of two for each. One participant explains this:

In my Computer class, I teach people different computer programs. It is generally the first time they have ever touched a keyboard or a mouse in their lives. There are even some inmates who hold mouse reversely (smiling). When I teach them, they return to their wards and ask their roommates "I know these computer programs, do you?". Therefore their self-confidence increases (Birol, Appendix, J-62).

Birol states that his students don't know how to use a computer. However, whenever they learn something, they share it with their roommates in their wards and try to prove they know something. This is why he claims that correctional education programs can make an increase in inmates' self-confidence.

One participant indicates that correctional education programs provide inmates with social short-term benefits as well:

My Hairdressing class provides inmates with not only vocational skills, but also the opportunity of socialization. Unsociable guys come to my class and at the end of the term; they become social ones having lots of friends. When an inmate learns how to cut hair, other inmates ask him to cut their hair. He makes lots of friends in this way (Kenan, Appendix, J-63).



Kenan mentions the way his class socializes inmates. He states that having hair cut is a natural need and when an inmate learns how to cut hair, other inmates want to communicate with him. Thanks to this, that inmate can make friends and be more sociable.

Other than psychological and social short-term contributions, participants teaching MMP2 provide a response underlining that inmates can earn money in prison by working in the kitchen, textile ateliers and making jewellery. On the other hand, another response in the category of other indicates there are no short-term contributions of correctional education programs to the inmates.

#### Long-term Contributions of the Correctional Education Programs to the Inmates

This section covers whether participant correctional educators believe what the long-term contributions of correctional education to inmates are. By long-term, the time after being released from the prison is meant. The findings of this question are illustrated in table 27 below:

Table 27. The Opinions of the Participant Correctional Educators about the Long-term Contributions of the Correctional Education Programs to Inmates

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
The long-term contributions of correctional education programs	Professional	Having a profession	5	5	10
	Social	Socialization	-	3	3
	Recidivism related	Not returning to the prison	2	-	2
	Other	Not any	-	2	2
Overall			7	10	17

The Findings of the Participant Correctional Educators Teaching in Women's Prison (BWP)

As can be seen in Table 27, the participants teaching in BWP, state seven long-term contributions of correctional education programs to the inmates in the categories of professional and recidivism-related, with the frequencies of five and two respectively.

Five responses indicate correctional education programs provide inmates with professional long-term benefits. One participant explains it:

The biggest problem of most people here is that they don't have a job. Here is a great chance for them to compensate it. If they attend classes regularly and learn a job here in a vocational program, they can easily do this job after they are released. I had a student here; she was in my Handicrafts class. She was released a couple of years ago and wrote me a letter. She wrote that she opened a Handicrafts shop and thanked me (Bengu, Appendix, J-64).

Bengu thinks that most inmates don't have any professions. She suggests inmates acquire vocational skills while they are in prison. She gives her student who opens a Handicrafts shop as an example and implies that inmates can acquire a job in prison and earn money after they are released from the prison.

With the frequency of two, there are recidivism-related responses to this question as well. That is, there are participants who state that correctional education programs may prevent inmates from returning to the prison again when they are released. One participant explains it:

I believe if an inmate attends correctional education programs regularly and acquire a job, it is almost impossible for him to return to the prison. Most of these people are here because they didn't have a job and money

in their lives before coming here. They know the hard conditions in a prison. Nobody wants to come here again. If an inmate has a certificate from a vocational program here, she will never return here. There are exceptions though. Some of my students have been here for a few times because of selling drugs; they admit they will sell again when they are released. No education here or anywhere else can help them (Deniz, Appendix, J-65).

Deniz argues that if inmates attend correctional education programs regularly and have a certificate especially from a vocational program, then most of them will never make a crime again. She states this as she believes most inmates make a crime because they are unemployed and don't have money. Despite the exceptions, she hopes that correctional education programs will prevent most of them from returning to the prison.

#### The Findings of the Participant Correctional Educators Teaching in Men's Prison (MMP2)

The participants teaching in MMP2 provide ten long-term effects of correctional education programs on inmates in the categories of professional, social and other with the frequencies of respectively five, three and two.

Some of the participants state that correctional education programs will have professional contributions to the inmates in the long run:

Take a look at the guys here; most of them are poor guys. They admit if they had enough money and a regular paid job, they wouldn't be here now. One of my students is here because of theft. He says that he couldn't earn money and take care of his kids, and as a result, he stole money from somewhere. I believe that if these guys have a profession they will be good people (Biro1, Appendix, J-66).

Birol thinks the reason why people make a crime is that they don't have regular-paid jobs. He adds that there are people in prison who couldn't take care of their kids due to lack of money and had to make a crime. According to him, if the problem of unemployment is solved in prison, then inmates will not return there.

Three participants believe that correctional education programs make long-lasting changes in the social characteristics of the inmates as well. One participant explains how it happens:

In my Hairdressing class, they learn how to speak to a customer, how to speak to colleagues and how to speak to me. I don't think these are forgotten easily. When they open their own salons, they will have learnt how to establish social relationships with the people around them. They look socially healthy here thanks to these educational programs and I am sure when they are released they will continue being so as well (Kenan, Appendix, J-67).

Kenan states that correctional education programs make inmates socially healthy. According to him, his class doesn't provide inmates with just academic or professional knowledge, but social skills as well. He adds that the skills inmates acquire in correctional education programs are permanent and can't easily disappear just after their release from the prison.

Interestingly, not every participant teaching in MMP2 believes that correctional education programs have long-term effects on inmates. There are participants who find these programs useless. One clarifies why he thinks so:

There are interesting guys here. No types of educational programs, teachers or course materials can correct them. I have a student who boasts about his crime and argues he is brave. That is because he believes stealing is a crime for the coward, he didn't steal anything and he is here because of seizure by violence. I have another student; he was a

contractor before coming here (prison). He sold the same apartment to eighty different people. How come can you change these guys? (Metin, Appendix, 68).

Metin underlines that correctional education programs here cannot influence or change all the inmates in the same way and amount. Giving two of his students as examples, he argues that some are always ready to make a crime and it is very hard to change them. That is why he finds correctional education programs useless.

Correctional Educators’ Expectations to Improve Correctional Education Programs

The frequency distribution of the categorical findings about the expectations of the participant correctional educators is shown in Table 28:

Table 28. The Expectations of the Participant Correctional Educators for Improving Correctional Education Programs

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
Expectations for improving correctional education programs	Financial	More materials	4	5	9
	Administrative	Logo on the certificate	-	2	2
		Less bureaucracy	1	-	1
	Educational	Psychological guidance	1	3	4
		Increasing program types	1	2	3
		Increasing number of educators	-	1	1
		In-service education for the educators	-	1	1
		Feedback from the inmates	1	-	1
Overall			8	14	22

## The Findings of the Participant Correctional Educators Teaching in Women's Prison (BWP)

According to Table 28, participants teaching in BWP provide eight expectations to improve the efficiency of correctional education programs in BWP in the categories of financial, administrative and educational, with the frequencies of four, one and three respectively.

One of the participants explains her financial suggestion:

Lack of materials is a serious problem here. I teach Graphic Design. I need the Internet but there is no Internet connection here. I cannot find sample design in the Internet and show them to the learners during the class. In addition, I cannot give them assignment as there aren't any computers in the wards. They forget what I teach as they cannot practice on their own out of class hours. I don't expect that there can be computers in the wards, there cannot. But, they can open a computer laboratory and inmates can use it out of class hours. The computers don't need to have the Internet connection. They could be used for doing homework only (Eylem, Appendix, J-69).

Eylem complains about the lack of materials, stating that both she -as a teacher- and students have difficulty in her Graphic Design class. She notes that she is in need of the Internet for a better course content. She further states that her students cannot do homework or practice as they have no chance of using computer out of class hours. That is why she recommends that there should be a computer laboratory that can be used by inmates to do homework.

As for administrative issues, one participant complains about the bureaucracy between the prison and the Ministry of Justice:

We are bored of the bureaucracy between the ministry and the prison. Before whatever we want to do, such as arranging any social activities, inviting Non-Governmental Organizations (NGOs) or visiting somewhere, we need to ask the ministry for the permission. This slows

down our tempo. Prison administrators should be able to make these decisions themselves (Pervin, Appendix, J-70).

Pervin complains that they cannot work swiftly because of the paperwork. She states that they always need to inform the related departments in the Ministry of Justice in Ankara, the capital city. She finds this ineffective and suggests that some of the ministry's authorities be localized.

Three expectations by the participants teaching in BWP are educational. One explains it:

There are about one thousand inmates and twenty correctional education programs here. Quota of each program is about twenty. It means these correctional education programs don't meet the need here. Almost every inmate wants to enroll in one of these programs; however, they cannot. This problem could be solved by more programs, teachers and classroom (Pervin, Appendix, J-71).

Pervin states that the number of the programs is less than the need. According to her calculation, less than half of the inmates could be educated at the same time. This is why; she advises the number of teachers, classrooms and correctional education programs be increased.

#### The Findings of the Participant Correctional Educators Teaching in Men's Prison (MMP2)

Participants teaching in MMP2 state fourteen expectations in the categories of financial, administrative and educational, with the frequencies of five, two and seven respectively. One participant explains his financial expectation:

Here, the most important problem is the lack of materials and physical facilities. If you don't have enough course materials in your hand and if the physical conditions are not that good, then it is not possible to teach there. In my Computer class, I sometimes have difficulty as some of the computers don't work or the working ones don't have the programs I want. They need to solve this problem spending more money on the computer laboratories (Birol, Appendix, J-72).

Birol states that the most significant problem he noticed in his workplace, MMP2, is the lack of materials. He complains that the physical facilities of the educational environment in prison are not sufficient and he adds that he is not pleased with the computer laboratory complaining about both working and non-working computers. Thus, he recommends more money be spent there to better its conditions.

Two expectations include administrative suggestions. One participant explains his:

One of the issues that upsets both inmates and correctional educators here is the certificate of achievement we give to successful inmates for each correctional education program they complete. The problem is that, on the certificate, there is a logo of the Ministry of Justice. Inmates think that when they are released they will start a new life and they don't want to share their criminal record with anybody. However, people wherever they apply to will easily see the logo and understand where they got the certificate from. They are right as they don't have to share their stories with everybody or everybody doesn't need to know their prison experience. Therefore this logo should be removed from there by the Ministry of Justice (Metin, Appendix, J-73).

Metin mentions an interesting issue in a thoughtful way. He believes that having a criminal record is one's privacy and nobody has the right of knowing it. That is why he thinks that every precaution - including even the removal of a logo - should be taken for this.

Seven responses included recommendations directly related to the educational issues. One participant explains his:



There is a serious problem here. It is not financial or institutional. It is directly related to the students. The learners here are not just students, at the same time, they are inmates. They have lots of problems and these problems negatively affect their motivation and success in classes. They may not listen to the teacher or attend classrooms regularly. There are psychologists, but there are no educational counselors or educational guidance programs for these problematic people. We shouldn't lose them; they should be corrected here as they will return to the society, among us (Levent, Appendix, J-74).

Levent states that student-related problems have more priority than any others. He adds that most inmates have different problems and these problems damage their willingness to learn something. In order to minimize the negative influences of these distracters, he recommends educational guidance programs be arranged by educational counselors.

### Interview Findings of the Participant Inmates

The interview findings of the participant inmates are provided below. While providing these findings, each sub-research question is regarded as a heading and the findings of the related interview questions are provided under each heading.

#### Inmates' Perceptions about Correctional Education Programs

As mentioned in the first chapter, this main research question is answered through nine sub-research questions. Under each sub-research question, findings of the related interview questions are provided. Each interview question asked to the participant inmates is regarded as a theme, and for each theme, categories, codes and

frequency distribution of the codes are presented for BWP, MMP2 and total respectively.

The Meaning of Education for Inmates

This heading deals with revealing what education means for an inmate. The frequency distribution of the categorical findings is illustrated in Table 31:

Table 29. The Meaning of Education for the Participant Inmates

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequen cy
The definitio n of educatio n	Self- development	To improve oneself	3	1	4
		Learning	6	5	11
	Role in society	Socio- economic well- being	3	2	5
	Other	Private meaningfulness	1	1	2
Overall			13	9	22

### The Findings of the Participant Inmates Staying in Women's Prison (BWP)

As it is seen in Table 29, the inmates staying in BWP state thirteen different aspects in their definitions of education. They provide descriptions in the categories of self-development, role in society and other, with the frequencies of respectively nine, three and one.

Nine responses indicate there are participants who define education as a part of their intellectual self-development processes. One participant explains this:

Here, in prison, you are made to be a narrow-minded person. In this sense education is something that saves you as a tool for your self-improvement. What I mean by self-improvement is being able to know what is going on around you, seeing everything from different perspectives and getting rid of narrow-mind and broadening your mind. You can do all of these thanks to education. Nothing else can help you (Pelin, Appendix, J-75).

Complaining that the circumstances in prison make her narrow-minded, Pelin states that education is something that she can use as a tool for broadening her horizon. She implies that she is not pleased with the borders of her horizon and she could find the help she is looking for just in education, nowhere else.

Three responses to this question include a social aspect of education. One participant explains this in her definition:

Education doesn't mean having a diploma from a school, but having a social statue. There is no relationship between having a diploma and being educated. Not every university graduate is educated, right? The more important issue is your place in the society. I know what it means well. I am from the southeast of Turkey. In my hometown, being educated means having a social and economical well-being thanks to

which everybody respects you. I believe that education is something that will give me this in the end (Ebru, Appendix, J-76).

Separating being educated from having any certificates or diplomas from any educational institutions, Ebru states what education socially and economically means for her. It can be easily understood that while defining education, she cannot get rid of the influences related to the societal structure of her birthplace. Being born in the Southeast Anatolia, a region with low literacy rate in Turkey, she argues that the educated have socioeconomic statuses and are respected. With a pragmatic approach, she has the hope that education is something that will give her everything that she dreams.

While defining education, one participant mentions the private meaningfulness of education:

I had very hard days before coming here (prison). I don't know whether these hard days finished as I'll be here for a long time. But there is something of which I am so sure that after all these hard days, education is something that keeps me alive. When I started to learn something here, I realized that I am still alive and need to have hope (Gonca, Appendix, J-77).

Although she doesn't share the details of the hard days she experienced, Gonca states that before beginning to learn something in prison, she didn't have hope or wasn't even sure if she was alive. She states that she has to be in prison for a long time. This is why she implies that she has no way other than being educated.

## The Findings of the Participant Inmates Staying in Men's Prison (MMP2)

Inmates staying in MMP2 state nine different aspects in their definitions of education. They provide definitions in the categories of self-development, role in the society and other, with the frequencies of respectively six, two and one.

One participant mentions the relationship between his self-development and education in his definition of education:

Education is what improves me. I mean that thanks to education, I can learn everything and get rid of being illiterate. In this life, you need to know everything. For example, you need to know what it is (showing a CD on the table) and what it is used for. Or at least you need to know what you need. If I knew the legal issues now, everything would be easier for me (Tarkan, Appendix, J-78).

Tarkan defines education as a tool by which he can learn everything. He argues that the more he learns, the better it is. He also notes that he has the belief about education that it can facilitate his life. That is, he believes that he could evaluate his current situation better, if he would know the related laws about his situation.

Two answers include the social function of education. One participant explains it:

Education is something what makes you social. You can know how to behave in the society, when and what to speak to the people around you and how to express yourself in the society thanks to education. You know even educated animals know how to behave in the society. In order to behave properly in the society, everybody should be educated (Emre, Appendix, J-79).

Emre believes that people could be socialized thanks to education. Making an analogy between educated animals and people, he argues that they are both good at deciding how to behave under different circumstances and he adds that everybody needs to be educated.

One more participant provides the private meaningfulness of education for him while defining it:

Education means football for me. Football is everything for me. I tried a lot to play it well and become a good footballer. The only official educational document or paper in my hand is the certificate I got from the football school. If education is having a certificate, then football is education itself and I am educated (Ali, Appendix, J-80).

Ali, an illiterate participant, makes a correlation between having a certificate and being educated. He believes that if somebody has a certificate, then he is educated. He also underlines that he worked a lot to become a good footballer.

### Inmates' Reasons for Participation to Correctional Education Programs

In this section, the participant inmate's views on the reasons why correctional education programs are arranged in prisons and why they participate in these programs are respectively unpacked.

### The Need for the Existence of Correctional Education Programs in Prisons

This heading deals with revealing inmates' views on the reasons for arranging correctional education programs in prisons. The frequency distribution of the categorical findings is given in Table 30:

Table 30. The Participant Inmates' Opinions about the Reasons Why Correctional Education Programs Are Arranged in Prisons

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
Reasons for the arrangement of correctional education programs	Intellectual	Teaching inmates	3	3	6
	Social	Successful reintegration	6	6	12
		Providing profession	2	4	6
	In-prison related	Peace in prison	2	1	3
	Other	Political	-	1	1
Overall			13	15	28

### The Findings of the Participant Inmates Staying in Women's Prison (BWP)

As it is seen in Table 30, the participant inmates staying in BWP state thirteen reasons, in the categories of intellectual, social and in-prison related, with the

frequencies of three, eight and two, about why authorities arrange correctional education programs in prisons.

Three reasons for the existence of the correctional education programs in prisons reveal that the inmates in BWP have the belief that authorities aim at contributing intellectually to the inmates via these programs. One participant explains this:

Prison means correcting inmates. You cannot correct an inmate without educating him / her. Most of these people are here as they don't have enough intellectual skills and general knowledge about the life. They chose making crime as a solution and the authorities are aware of this. That is why they aim at providing every inmate with the basic level of general knowledge that an average person needs (Pelin, Appendix, J-81).

Pelin underlines that education is an indispensable part of the correctional processes. As a university graduate, she names most of the inmates as 'they' and argues they are in prison just because they don't have enough intellectual capacity for making better choices in their lives. In this sense, she believes that via correctional education programs authorities try to provide inmates with the general knowledge they need.

Eight reasons stated by the participant inmates in BWP emphasize the social aspect of the correctional education programs' existence. One participant clarifies it:

They know us. We are faulty; we wouldn't be here right now. We should be with our kids at home. The state knows us. I will eventually return to the society and be a part of it. The state doesn't want me in my current situation as I cannot bring my kids up with my current knowledge and skills. The state doesn't want to take risks and wants me to bring up good kids who will never come here (Fahriye, Appendix, J-82).



Fahriye, an illiterate participant, names the authorities that arrange correctional education programs as 'the state'. She implies that the state has enough power to know their deficiencies. Thus, via these educational programs in her prison, it is expected that she could be a good citizen enough to be able bring up good kids who will never make a crime like her. Of note, she implies that being out of prison means being a good person and despite not stating frankly, she feels she is not good enough.

Two responses include the participants' belief that correctional education programs exist due to in-prison aims. One participant explains it:

Inmates are not as healthy as the people you see in your daily life. There are people who made different types of crime and suffering here now. If you left the people here on their own, they would kill each other. That is because everybody has several private problems and is not eager to get on well with each other. Correctional education programs prevent the violence here (Ebru, Appendix, J-83).

Ebru has the belief that people outside prisons are healthy, but the ones inside are not. She describes the people in her prison as ones who are ready to fight each other. She adds that correctional education programs make them calm down and keep them away from violence.

#### The Findings of the Participant Inmates Staying in Men's Prison (MMP2)

The participant inmates staying in MMP2 state fifteen reasons why authorities arrange correctional education programs in prisons, in the categories of intellectual, social, in-prison related and other, with the frequencies of three, ten, one and one.

Three responses involve the idea that correctional education programs are arranged to raise inmates' intellectual levels. One participant clarifies it:

I guess that these education programs are arranged as we need to learn something. Normally, people learn something when they are kids. However, we couldn't manage to do so. This is why these programs are here for us. I mean that we can learn even now as adults and the prison administrators try to prove it (Fatih, Appendix, J-84).

Fatih believes that people should be having learnt enough when they become adults. However, he further states that it is not too late for him to learn and compensate for his illiteracy. He thinks that this is what the prison administration expects from them as well.

Ten responses emphasize that there are social expectations behind arranging correctional education programs. One participant exemplifies it:

The state doesn't want any of its citizens to be here. The state wants that we should never return here when we leave here. That is why the authorities try to teach us a profession and when we are released, they expect us to earn money by this profession. So that, I can earn money, take after my kids and never steal anything again (Onur, Appendix, J-85).

Finding the state trustworthy, Onur believes that the state thinks and brings what is best for him. Revealing that he is in prison because of theft, he thinks he can learn a profession here and thanks to it earn money when released. So that, he won't need to steal anything again.

As for in-prison related purposes of arranging correctional education programs, one participant states that the atmosphere in prison is positively affected by the correctional education programs:

We are staying in a ward with other people who are all inmates. Sometimes everybody is angry... It is really difficult for you to understand it. Here, there are a lot of reasons to make you angry.

Visitors, roommates, prison administration, officers, trial etc. When you get angry due to one of these, the only way to relax is to fight the inmates around you... You cannot get out of here and there is nothing else to do. These correctional education programs prevent us from fighting each other. They can make us busy with the classes. The prison administration arranges these classes, so that they can control the prison more easily (Nedim, Appendix, J-86).

Nedim describes correctional education programs as tools in warden's hand by which he can control the prison easily. This is because he argues that the inmates are made busy with the classes and they don't have free time even to fight each other.

Lastly, one more participant inmate notes that there is a political reason lying behind the existence of the correctional education programs. He indicates that "Turkey doesn't arrange these programs itself, but the European Union (EU) asks it to do so" (Sinan, Appendix, J-87). Turkey is attempting to join the EU for a couple of decades. As the negotiations between the union and Turkey are a popular agenda in Turkey, he seems to be affected it. He notes that the Turkish Government takes several steps to be a part of the union and the arrangement of the correctional education programs is a part of it.

#### The Reasons for Inmates' Participation in Correctional Education Programs

This heading deals with the reasons why participant inmates participate in correctional education programs. The frequency distribution of the categorical findings is illustrated in Table 31:

Table 31. The Reasons for Participant Inmates' Participation in Correctional Education Programs

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
The reasons for participation to correctional education programs	Intellectual	Self-improvement	10	7	17
		Making a career	1	-	1
	Professional	Having a job outside	1	-	1
	In-prison time related	Using time efficiently	3	3	6
		Helping other inmates	1	-	1
	Psychological	Inner strength	1	-	1
	Other	Recidivism-related	-	1	1
Overall			17	11	28

### The Findings of the Participant Inmates Staying in Women's Prison (BWP)

According to Table 31, the participant inmates staying in BWP, provide eighteen different reasons why they participate in correctional education programs, in the categories of intellectual, professional, in-prison time related and psychological, with the frequencies of eleven, one, four and one respectively.

In the category of intellectual, with the frequency of ten, all the participant inmates state that the need for self-improvement is among the factors that motivate them to participate in correctional education programs. One participant explains it:

I think I am not a person whose mental skills or abilities are improved enough. That is why I couldn't recognize the life, the people around me and even myself up to now. I believe that if I improve my learning skills, I can become a person who knows how to behave towards the people around her. As my educational level was not good, I couldn't make correct decisions and I had really hard time. I will get rid of all these stupid days which results from my illiteracy (Gonca, Appendix, J-88).

Gonca regrets not being able make correct decisions in the past. She states that all the hard days she had and all the faults she made in the past are just because she was not literate enough. Describing being literate as knowing how to behave towards the people she states that she will get rid of her illiteracy by attending correctional education programs.

One participant states that one of the reasons why she participates in correctional education programs is to have a job:

I am here as I didn't know reading-writing and I didn't have a good job. I am here... I cannot change it and I know I will be here for some more time as well. I thought that while I am here, I could learn reading-writing

and have a job. I have been here for a few years and learnt reading-writing and have been working in a textile atelier in the prison. That was what I wanted. . . . and I participated in correctional education programs (Burcu, Appendix, J-89).

Burcu states that the reason why she is in prison is her illiteracy. She has been there for seven years and will be there for twenty one years more. Not regarding it as a long period of time, she states that the time in prison is a chance for her and she wants to take this chance. She also notes that she is currently literate and working as a textile worker which makes her feel successful.

In the category of in-prison time related, four participants state that among the reasons why they participate in correctional education programs, spending their time efficiently and helping other inmates exist. One clarifies how she could help her roommates thanks to these educational programs:

When I heard that there are educational programs for us here, I thought I didn't need any of them as I am a university graduate. Later, I decided to enroll in these programs as it is really hard for me to stay with other inmates in the same ward. There are very problematic people in their social relations with the others. Now I am happy that thanks to these programs, I can be out of the prison for a couple of hours. What is more, among my roommates there are ones who are taking literacy classes or continuing open primary school. I help them with their lessons when they ask for help and this makes me happy (Pelin, Appendix, J-90).

Although sharing her past hesitations to attend correctional education programs at first, Pelin admits that she never regrets attending them. Although not frankly stating that she has learnt something new, she emphasizes that she has social benefits from correctional education programs.

One participant states that she attends correctional education programs for psychological reasons:

These programs provide me with the inner strength I completely lost when I came here (prison). I didn't know why I was here and what I was going to do. But I decided to take Law class here to know what to do about the judicial issues. Right now, I know how I can manage with all the difficulties I have experienced as I learnt the correct knowledge that every inmate needs to know (Beren, Appendix, J-91).

Beren states that she has been psychologically better since she began to attend the correctional education programs in prison. She further states that every inmate should have basic knowledge about the judicial issues. By her statements, it is possible to conclude that she is participating in correctional education programs as she feels stronger when she learns something in these programs.

#### The Findings of the Participant Inmates Staying in Men's Prison (MMP2)

The participant inmates staying in MMP2 provide eleven different reasons for participating in correctional education programs in the categories of intellectual, in-prison time related and other, with the frequencies of seven, three and one.

Seven participants state that among the reasons why they participate in correctional education programs, the concern of improving themselves exists. One of them clarifies it:

I never found the chance of learning something outside the prison. Actually, I didn't allot time to learn anything before I came here. I never

had the chance of learning a job and teaching my kids. I couldn't help the people around me. These all resulted from my lack of knowledge. I will learn a lot, improve myself and compensate all of these (Tarkan, Appendix, J-92).

Tarkan admits that he didn't try to learn anything in his life before the incarceration. He regrets not being able to help the people around him including his kids as well. He attributes this to his lack of knowledge despite not stating the subject of knowledge he lacks most. He underlines that he decided to participate in correctional education programs as he sees them as a compensation for all he couldn't allot time to do before.

Three participant inmates staying in MMP2 state that the idea of using their in-prison time efficiently was among the reasons why they decided to participate in correctional education programs. One explains it:

When I heard there are educational programs for us, I didn't want to attend them. Because I thought I wouldn't get bored in the ward. After staying in it for some time, I understood I was wrong. Staying in a ward with the same people for twenty four hours a day is horrible! I decided to participate in a program to see different people and remember I am still a human being who speaks, goes to a different place and learns something new (Nedim, Appendix, J-93).

Nedim states that he gets bored in his prison a lot. Regarding correctional education programs as a chance of getting out of the ward, he notes that after he participated in these programs, he felt himself 'more human'.

In the category of other, one participant indicates that the most important reason for his participation in correctional education programs is domestic. He states that playing the baglama (a traditional Turkish musical instrument) is an ability that all of his family members have. He didn't know how to play it and this is why he was



an outlier in his family. He adds that if he learns how to play it, he would be a ‘normal’ member of the family (Berk, Appendix, J-94).

### Learning in Prison

The findings of this heading are included through the inmates’ descriptions of what they feel when they learn anything in prison and how they describe themselves as students in prison.

### The Feeling of Learning in Prison

The frequency distribution of the categorical findings how inmates describe the feeling of learning in a prison is illustrated in Table 32:

Table 32. The Feelings of the Participant Inmates about Learning in Prison

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
Description of learning in prison	Positive feelings	Happiness	5	3	8
		Self- confidence	3	4	7
	Negative feelings	Regret	2	3	5
Overall			10	10	20

### The Findings of the Participant Inmates Staying in Women's Prison (BWP)

It can be concluded from Table 32 that while describing the learning processes they go through in prison, participant inmates in BWP state ten different feelings in the categories of positive and negative, with the frequencies of respectively eight and two.

Five participant inmates mention how much they have become happier since they started to participate in correctional education programs. One of them explains her happiness:

I was made to marry when I was twelve. I was a mother when I was thirteen. I never felt the feelings of being a child, teenager or even a human being (crying). The people around me destroyed my life. Never had I happy days. Here did I find the happiness which I couldn't find when I had freedom. Now I had no freedom, but I am happy. I am like a student who goes to school and returns home every day. This is enough for me, I don't want anything else (Gamze, Appendix, J-95).

In her sentimental sentences, Gamze reveals the hard days caused by the people around her. She frankly states that she couldn't find the happiness outside the prison when she was free; however, she could find it in prison thanks to correctional education programs. Drawing a parallel between herself and a student who goes to school from home and home from the school every day, she makes an analogy between the ward and a home and a correctional education classroom and a school. She further states that she is pleased with this way of life in prison.

Next, three participant inmates describe learning in prison as having freedom. One explains it:

It is very weird to have self-confidence when you are not free. When I came here, I needed to write a letter to one of my friends. I was illiterate and asked one of my roommates to write it for me. She didn't accept to write it for free. I got so angry and participated in these classes. Now I know reading-writing. I can read and write my letters, I don't need to ask anybody to do it for me and nobody can read my private. Since I learnt reading and writing, I haven't been like the person I was in the past. I trust myself more now (Fahriye, Appendix, J-96).

Fahriye states she decided to attend correctional education programs when she got angry with one of her friends. She doesn't imply any regrets for attending these programs. She underlines that since she was literate, she has gained self-confidence. She finds this so weird that she could gain it in a prison, nowhere else.

Two participant inmates state correctional education is not a source of happiness as the other participants describe. One of them explains the reason why she thinks in this way:

Learning something can be good. That is what I agree on. However, learning is less meaningful here (in prison). Whatever you teach me, you can never change the fact that I am in a prison now. Whenever I learnt something, I felt I am not free and I am an inmate. Whenever I learnt something, I dreamed as if I were using what I learnt outside the prison. That is why learning here makes me regret being here (Ebru, Appendix, J-97).

Ebru states that she believes in the merit of learning in anywhere, other than the prison. She implies that the only issue she is thinking about is the fact that she is in a prison. Thus, she has difficulty in learning in prison and when she learns something there, she can't help thinking about outside.

## The Findings of the Participant Inmates Staying in Men's Prison (MMP2)

It can be concluded from Table 32 that while describing the learning processes they go through in prison, participant inmates staying in MMP2, state ten different feelings in the categories of positive and negative, with the frequencies of seven and three respectively.

Three participant inmates staying in MMP2 state correctional education leads to happiness for them. One explains it:

You are nothing in this life if you are illiterate. I know it as I was illiterate before I came here. I learnt reading and writing in a couple of months. Right now, I feel as if I were someone valuable and get very happy when I think I am no more an illiterate person. Prison is no more just a prison for me; but a school that I could have attended before (Fatih, Appendix, J-98).

Fatih defines an illiterate person as nothing. He reveals that he had difficulty when he was illiterate. Now he finds himself valuable as he believes that he is more qualified than he was in the past. This is why he notes that he feels being not in a prison, but at a school as well.

As for self-confidence, four participant inmates believe that since they started to participate in correctional education programs, they have been more self-confident. One clarifies how it happens:

If you asked the people outside how they know inmates, most probably would say that inmates are people who just sleep in prisons and count their beads. I don't have any beads; you see my hand is empty (smiling). Actually I don't have enough time to do it. I am busy with the Hairdressing class during the days and I read a book at nights. What is more, I quit smoking when I began to attend correctional education

programs here. People should come and see us here, here is not just the place for non-stop sleeping people and we are not that lazy (Metin, Appendix, J-99).

Complaining about the widely-accepted prototype of inmates as people who do nothing in prisons, Metin expresses that they are not such people. He states that after beginning the correctional education programs, he could even quit smoking. He further states that he is always busy with his class and reading a book.

As for negative feelings, three participant inmates state that they regret participating in correctional education programs due to different reasons. One of them states that “prison is a place for my story of failure” (Berk, Appendix, J-100). He states it as he thinks the Baglama class was too theoretical and he couldn’t practice in that class.

Inmates’ Descriptions of Themselves As a Student

This heading includes the findings about how the participant inmates describe themselves as students. The frequency distribution of the categorical characteristics provided by the participant inmates is shown in Table 33:

Table 33. The Self-descriptive Characteristics of Studentship by Participant Inmates

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
Describing	Positive	Sociable	1	2	3

the self as a student		Hardworking	8	6	14
	Negative	Lacking capacity	1	-	1
		Getting bored	-	1	1
		Shy	-	1	1
Overall			10	10	20

The Findings of the Participant Inmates Staying in Women’s Prison (BWP)

It is possible to conclude from Table 33 that participant inmates staying in BWP provide ten characteristics of themselves as students in the categories of positive and negative, with the frequencies of nine and one respectively.

One participant inmate states how a sociable student she is:

I think I am a good student. I get on well with my classmates and the teacher. There are inmates who speaks too much or don’t listen to the teacher in the classroom. I am not like them. There are even inmates who want to fight each other. I never fight anybody. I do whatever my teacher asks me to do. I attend my classes regularly and even ask for a permission to speak in the class (Fahriye, Appendix, J-101).

Fahriye makes a relationship between being social and being a good student.

Describing herself as a student who gets on well with everybody in the class

including the teacher, she states that she is sociable; and as a result, she is a good student.

Eight participant inmates emphasize they are hardworking. One explains it:

I am a good student as this (showing her head with a smiling face) works. The person who has the best Mathematical skills here is me. Not just I think so, but my teacher said it to me as well. I can easily understand what I hear. Normally, a correctional education program lasts for six months here; I wish it would be shorter as I can understand the six months' topics in two months. By the way, I cannot understand the people outside. They are free and they have all the opportunities including any courses or private tutoring. They are still lazy. If I were given all these opportunities, I would be a professor at a university (Ebru, Appendix, J-102).

Ebru is among the participants who have enough self confidence to learn more and more. She argues that her mental skills are so developed that she could easily learn six months' topics in two months. Furthermore, she criticizes the people outside who take private classes and implies she wasn't given enough opportunities. Accordingly, she adds that if she had been more educational opportunities, she wouldn't be an inmate in prison now, but a professor teaching at a university.

Unlike the ones above, one participant inmate describes herself as a student with a low capacity:

I cannot say I am a good student. I have difficulty in understanding the quantitative classes like Mathematics. The reason for my difficulty is that I don't have enough capacity to get new knowledge. However, that is not something related to me, but something related to the prison. Normally, I have enough capacity to learn anything, but prison killed this (Beren, Appendix, J-103).

Beren, a Literacy class student, finds herself not a good student. She states that she has problems with her mental skills especially in quantitative classes. Interestingly, she doesn't put the blame on herself, but on the prison. She implies that the harsh conditions in the prison damage her mental skills; and as a result, she couldn't be successful.

### The Findings of the Participant Inmates Staying in the Men's Prison (MMP2)

It is possible to conclude from Table 33 that the participant inmates staying in MMP2 provide ten characteristics of themselves as students, in the categories of positive and negative, with the frequencies of eight and two respectively.

One participant inmate explains how he became more sociable thanks to the class he participated in:

I am a good student as I don't have any social problems. There are a lot of unsociable inmates here. They don't know even how to speak to a teacher. I am careful about my relations with the teacher and my classmates. Actually, I make a social relationship with people according to their attitudes towards me. My classmates and my teacher are always kind towards me and I am kind towards them, too (Tarkan, Appendix, J-104).

Tarkan describes himself as a good student, because he states that he has no problems with the people around him. He also notes that getting on well with the people is mutual. That is he is kind towards his teacher and his classmates, just because they are kind towards him. He implies that in a harsh or less human environment, he wouldn't be so kind.



Six participants describe themselves as hardworking enough. One of them clarifies it:

I am one of the most hardworking guys here. I attended Hairdressing class and was the first who learnt how to cut hair in the classroom. Now, I can cut hair in any style. An officer comes to my ward to take the people to the classrooms every morning. I am always the first to get up and wait for the officer. I never had any attendance problems and I do whatever my teacher tells me to do (Metin, Appendix, J-105).

Metin describes himself as more hardworking than the other inmates. He states that he is so eager to attend the classes and he never had any attendance problems. He further states that as a hardworking student, he obeys what his teacher says.

As for negative descriptions, two participant inmates state that they are not good students because of negative characteristics they have. Emre, a Theatre class student, expresses that “I am not a successful one due to my shyness” (Emre, Appendix, J-106). He states that the other inmates in his class are successful as they are not as shy as him. He describes Theatre as a class in which a student shouldn’t be shy.

Another participant inmate, Nedim, Literacy class student, states “The only reason for my failure is that I get bored too early” (Nedim, Appendix, J-107). Comparing himself to the other inmates in his class, he believes that he is not as successful as them as others try to learn more; however, he gets bored and doesn’t want to learn more like them.

The Views of Inmates about the Changes They Experience Via Correctional Education Programs

In this section, the changes inmates experience as a result of their participation in correctional education programs are presented through positive and negative effects that they notice on themselves.

The Positive Effects of the Correctional Education Programs on Inmates

The positive effects stated by the participant inmates are shown in Table 34:

Table 34. The Opinions of the Participant Inmates about the Positive Effects of the Correctional Education Programs on Inmates

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
The positive effects of the correctional education programs on inmates	Professional	Having a profession	1	5	6
	Monetary	Earning money in prison	-	1	1
	Psychological	Increase in self-confidence	3	2	5
		Happiness of learning	2	3	5
		Having hope	1	-	1
	Social	Meeting different people	2	2	4
		Filling time	4	2	6
	Other	Not any	-	1	1
	Overall			13	16

### The Findings of the Participant Inmates Staying in the Women's Prison (BWP)

As it is seen in Table 34, the participant inmates staying in BWP, provide thirteen positive effects of the correctional education programs on themselves in the categories of professional, psychological and social, with the frequencies of one, six and six respectively.

One participant indicates that correctional education programs' vital contribution to her is professional:

What difficulties I had up to now is just because I don't have a regular-paid job. I used to work in low-paid jobs before I came here. I am still in Literacy class now; but after I complete it, I will start a vocational class and have a certificate. With that certificate, I can find a good job and life could be better for me than it was in the past (Fahriye, Appendix, J-108).

Fahriye attributes her difficult days to her lack of a good job. She states that a good job should be well-paid and adds that she can find such a job thanks to the certificate she can have from a vocational class in prison. She notes that when she has a good job, she could have a life with less problems.

Next, six participant inmates state that the contribution of correctional education programs to themselves is mostly psychological. That is, they argue that these programs provide them with self-confidence, happiness of learning or hope for the future. One clarifies how her psychological mood has become better since she began to attend a class in prison:

I cannot explain the differences between me before and after I started to attend Literacy class. You should have met me before. Before, I was just an inmate here, now I am a student as well. Before, I was like

a table without a leg, I was hardly standing up; but now I have the self-confidence that I can say I am a human and I always need to be strong. This class made me aware that I am a human and I can manage everything when I want (Beren, Appendix, J-109).

Beren makes a similarity between herself and a table while she compares her psychological moods before and after participating in correctional education programs. She says that she was like a table without a leg before she began to attend Literacy class in her prison. This can give the idea that she used to feel herself weak before; but now, she feels stronger as she has the self confidence of learning.

Next, six participant inmates state that social benefits like meeting different people from different wards and filling in the time in prison are among the contributions of correctional education programs to them. One explains it:

These educational programs made me a more sociable person. Before, I just knew the inmates in my ward, but now I know more people from different wards. We even arranged some social activities and projects together. Last year, we made a huge Turkish flag in a group, you may know it, it is one of the biggest Turkish flags and it was used in a celebration program on the last October 29 (the anniversary of the establishment of the Turkish Republic). We all had great time while working on it (Pelin, Appendix, J-110).

Pelin, a university graduate and Law class student in BWP, states that she could have the chance of getting out of her ward and meeting different inmates from different wards in her classroom. She also notes that with the inmates in her class, they even made social organizations or activities like making a well-known huge Turkish flag. What she shares is vital as it could give an idea that correctional education programs can socialize not the illiterate inmates, but a university graduate as well.

## The Findings of the Participant Inmates Staying in Men's Prison (MMP2)

Table 34 reveals that participant inmates staying in MMP2 provide sixteen positive effects of correctional education programs on themselves in the categories of professional, monetary, psychological, social and other, with the frequencies of five, one, five, four and one respectively.

Five participant inmates state that correctional education programs have professional contribution to them as they can have a job at the end of these programs.

One of them explains it:

I attended Computer class and I will attend the further levels of it as well. Now I have a certificate in my hand; I am no more behind the technology. As computer skills are necessary everywhere, I can find a job easily. Because I have a vocational qualification now, I have basic computer skills and I will improve my skills more (Hasan, Appendix, J-111).

Having completed Computer class, Hasan states that he is good at using technology now and he trusts his computer certificate. He believes that his certificate confirms the existence of his computer skills and will help him find a job.

One participant states that participation in correctional education programs helped him earn money:

There is nobody who sends me money. You cannot live here without money. You need to buy cigarette, underwear, shaving blade etc. I had really hard time due to lack of money. Then prison administrators said that there are paid classes here. If you attend these classes regularly, you are paid five Turkish Lira (about three dollars). I attended Plumbing class and throughout the class, they paid this money on time. I could buy everything I needed with this money (Sinan, Appendix, J-112).

Sinan states that he had monetary problems; however, regularly attending correctional education programs solved even this problem. He states that upon prison administration's recommendation, he decided to attend a paid class. As noted before, in Turkish prisons, if inmates attend some of the vocational classes, they are paid five Turkish Liras per day. The thing is to encourage inmates to have a certificate from a vocational class. Sinan states that he attended Plumbing class as it was a paid one and he seems to be pleased with these paid classes as he could meet his needs with the money from this class.

Five participant inmates state that among the benefits of correctional education programs, there are psychological ones like the increase in self-confidence, happiness of learning and having hope. One participant inmate clarifies how his psychological mood is affected positively by correctional education programs:

I have changed a lot. When I came here, I was illiterate. I attended Literacy class and in a couple of months learnt reading and writing. Whenever I feel that I am no more an illiterate person, I feel as if I were another person. When I saw the people with newspaper in their hands, I used to be jealous of them; but now I can read any books or newspaper like them (Ali, Appendix, J-113).

Ali expresses how he realizes the difference in him as he states that he was illiterate and even used to be jealous of the people with newspaper in their hands. He seems to acquire the happiness and self-confidence of learning.

Four participant inmates staying in MMP2 state that participation in correctional education programs provide them with social earnings like meeting different people or filling in time in prison efficiently. One explains how he socially benefits from correctional education programs:

I attended Diction class. When the class finished, I didn't want to return to the ward. The speaking topics are always the same in the ward. Everybody talks about their problems such as trial, visitor, lack of money, kids etc. I got bored with listening to so many problems. I couldn't satisfy myself with just a class; I even attended a theatre performance. Both the performance and the class were fantastic. They gave me the chance of meeting different people from different wards and spending fun time in prison, which is generally too hard to manage here (Onur, Appendix, J-114).

Onur states that he is bored with staying in the ward and listening to his roommates' problems. He further indicates that even the class was not enough to socialize him and he took place in a theatre performance as well. He seems to be so pleased with both of them that he states he was socialized thanks to them.

One of the participant inmates staying in MMP2 states that correctional education programs had no positive effects on him as "They are totally waste of time" (Berk, Appendix, J-115) for him. He indicates that he participated in Diction and Baglama; however, he finds these classes too theoretical and away from enough practice.

#### The Negative Effects of the Correctional Education Programs on Inmates

This heading deals with revealing the participant inmates' opinions about the negative effects of correctional education programs on themselves. The frequency distribution of the categorical findings for both male and female participant inmates is provided in Table 35:

Table 35. The Opinions of the Participant Inmates about the Negative Effects of the Correctional Education Programs on Them

Theme	Category	Code	Frequency BWP	Frequency MMP2	Total Frequency
The negative effects of the correctional education programs on the inmates	No negative effects	Not any	8	3	11
		Certainly not any	-	2	2
	Negative to some extent	Partial negative effects	2	5	7
Overall			10	10	20

### The Findings of the Participant Inmates Staying in Women’s Prison (BWP)

According to Table 35, the participant inmates staying in BWP provide ten responses about the negative effects of the correctional education programs on themselves in the categories of no negative and negative to some extent, with the frequencies of eight and two respectively.

Eight participant inmates state that there aren’t any negative effects of the correctional education programs on inmates. One explains it:

How come can they have negative effects on us? They are like rehabilitation programs for us. Without these programs, lots of inmates would kill each other. Thanks to these programs, we regard here as a school, not a prison. I hope these educational programs are arranged not only in this prison, but in all the prisons in the world (Gamze, Appendix, J-116).

Gamze is so pleased with the correctional education programs in her prison that she certainly states there can be no possibility of being exposed to any negative influences of these programs for her. Focusing on the psychological and social



effects of these programs, Gamze indicates that these programs remove the violence in prison. She ends up her statements with a wish that correctional education programs should be arranged in every prison in the world.

Beside the ones who state no negative effects of correctional education programs, two participant inmates express that these programs could have negative influences on them to some extent. One explains this partial possible damage:

I know that you may not find this as a serious problem; however, it really makes me worried. Whenever I learnt something, I thought I was learning all of them in vain. I will be here for a long time... If you learn something, it would be better if you teach it to somebody. Here, I don't have the chance of teaching my family. This is why these correctional education programs sometimes make me depressed (Gonca, Appendix, J-117).

Gonca states that learning something is meaningful if somebody teaches what s / he learns to his / her family members. Just because she cannot do this, she questions how much beneficial it is for her to participate in correctional education programs. Due to her long sentence, she might feel that her release from the prison is too far away from her. This is why it is possible that she is not so sure of the benefits of the correctional education programs.

#### The Findings of the Participant Inmates Staying in Men's Prison (MMP2)

Table 35 reveals that the participant inmates staying in MMP2 provide ten responses about the negative effects of correctional education programs on themselves in the

categories of no negative and negative to some extent, with the frequencies of five for each.

Five participant inmates – two of whom are in a more certain way - staying in MMP2 state that there are not any negative results of correctional education programs. One clarifies it:

These classes have no negative effects on me. I don't believe in the guys who say that these classes are a waste of time. They cannot be serious. What are the more important activities they are dealing with here? There is a lot of time here and actually there is nothing more than time here. You can allot enough time for anything. A day is twenty four hours and they can spend two hours a day here in these classes (Onur, Appendix, J-118).

Onur states that he has never had any harm of correctional education programs. In addition, he criticizes other inmates who state they don't have enough time to participate in these programs. He argues that every inmate has enough time and should participate in these programs.

Other than the five participants who state there are no negative effects of correctional education programs on them, the second half, five participant inmates staying in MMP2 state that these programs have partial negative effects on them.

One of them explains it:

I fought my roommates because of these educational programs. They don't participate in these programs and when they saw me going to the class in the mornings or coming from the class in the afternoons they made fun of me saying "Why are you going to the class? Are you going to be a governor or a prime minister? You are an inmate!". I used to hear these sentences almost every day; but one day, I got so angry that I fought one of them and now I no more speak to any of them (Tarkan, Appendix, J-119).

Tarkan states that because of participation in correctional education programs, he had to fight his roommate and he lost his happiness in the ward. Although he doesn't frankly state that he regrets participating in these programs, he attributes the reason of the fight to these programs and implies that these programs cause partially negative effects on him.

### The Challenges Inmates Faced with During Correctional Education Programs

One of the issues the interview with the participant inmates unpacks is the difficulties that are experienced by them during their participation in the correctional education programs. The frequency distribution of the categorical difficulties stated by participant inmates is shown in Table 36:

Table 36. The Challenges Faced by the Participant Inmates during the Correctional Education Programs

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
The challenges faced during the correctional education programs	Institutional	Officers' latency	1	-	1
		Teacher-related	-	4	4
		Strict rules	-	4	4
	In-ward related	Lack of a studying environment	2	1	3
	Self-related	Attendance	3	-	3
	None	Not any	5	4	9
Overall			11	13	24

### The Findings of the Participant Inmates Staying in Women's Prison (BWP)

As it can be seen in Table 36, the participant inmates staying in BWP, state eleven difficulties that they experience during their participation in correctional education programs, in the categories of institutional, in-ward-related, self-related and none, with the frequencies of one, two, three and five.

One of the participant inmates complains about the officers who take them from their wards to the classes. She states “they are always late and I am waiting for them in the mornings” (Beren, Appendix, J-120). Although she adds that she can understand them as they need to drop in all the wards and take all the inmates, she states that she got ill due to the cold as she was waiting for them.

Two participants state in-ward-related difficulties they have. One of them explains it:

The only problematic place for me is the ward itself. There must be a study room in each ward. Some people sing a song, some smoke cigarette or some cry. It is impossible to study in such an environment. There are no lesson materials for us as well. A couple of days ago, we needed a white board on which we would solve Mathematics problems. We asked, but they didn't give us saying that it is forbidden to have a white board in the ward. And as a result, people cannot be successful in these classes (Pelin, Appendix, J-121).

Pelin complains that the ward is not suitable for studying. She says she is disturbed by her roommates and cannot concentrate on what she studies. She also complains about the lack of educational materials, giving a white board example that she needed, but couldn't find. Attributing the inmates' failure in correctional educational programs to the inappropriate environment in the wards for studying, she believes that a study room for each ward could be a solution.

Three participant inmates state that there are difficulties they experience due to their personal deficiencies like not attending classes regularly. One explains it:

Not attending classes is a common problem here. I participated in Marbling class last semester. In the first class, there were more than twenty people; however, in the last week there were just five people in the class. I must admit that sometimes I didn't attend the classes either. But, I am among the ones who could get the certificate of achievement. I tried to attend classes as much as possible as when my classmates didn't attend, my motivation was negatively affected. I thought that I didn't have the right of doing the same to my classmates (Leyla, Appendix, J-122).

Leyla is accuses both herself and her classmates off not attending classes regularly. She states that in her Marbling class, most of her classmates couldn't complete the program due to their attendance problem and she was affected negatively by this. This is why she states that she attended classes regularly and suggests everybody attend their classes even not to damage the whole classroom's motivation.

Five participant inmates state that they don't have any difficulties in the correctional education programs. One expresses her opinion as "everything is OK. These are voluntary classes, nobody makes us participate in them. Our teachers are good as well. You can have no problem there (in the class)" (Ayse, Appendix, J-123). Ayse implies that correctional education programs are voluntary and anybody participating in these programs cannot have any problems as they decide to participate in these programs themselves.

## The Findings of the Participant Inmates Staying in the Men's Prison (MMP2)

Table 36 reveals that the participant inmates staying in MMP2 state thirteen difficulties in the categories of institutional, in-ward-related and none, with the frequencies of eight, one and four.

Eight participant inmates state that there are some institutional problems, like teacher-related ones or of the strict rules by the administration. One explains it:

I cannot understand the prison administration. They exaggerate the issue of security here. We are here and not going to anywhere. Normally, I go everywhere with water with me, they didn't let me go to classes with water. I don't understand why? If I want, I could kill a person even by this (showing the pen on the table). They shouldn't try to take too many precautions. Another problem is that they should be more careful about choosing better teachers here. Some of them don't know how to manage a class or teaching a simple topic (Berk, Appendix, J-124).

Berk criticizes the prison administration's rules in the classrooms and teacher choices. He argues that there is no need to take security precautions in a prison. He states that killing a person is not too hard. Showing the researcher's pen on the table he adds that he could kill anybody even by this pen. That is why he implies that taking security precautions in a prison is not a solution; the reverse should be done, that is, there should be fewer rules. He also complains about the qualifications of the teachers and recommends better teachers work there.

One of the participant states that he has difficulty in correctional education programs that result from the ward he stays in:

I am the tea-maker (dogs body in prison jargon) in my ward. I am the youngest one and I have to do it until somebody who is younger than me comes to my ward. I get up early in the mornings, make tea and go to bed late at nights. Sometimes, they (my roommates) come to me even at night and wake me up for tea. I cannot study as I get tired and always busy with tea (Fatih, Appendix, J-125).

Fatih, a Literacy class student, states the dramatic reason for his not being able to study in his ward. After Fatih shared his job with the researcher, the researcher investigated this job asking officers and inmates around him. According to this very basic investigation of the researcher, it was understood that there is an informal rule in prison in every ward. That is, the youngest inmate in each prison is responsible for the cleaning, washing-up and tea-making. This person is responsible for making tea at any time without expecting any money. Fatih stated that he does this job and the people in his ward give him five packages of cigarette per week. This means that his daily earning is less than one package of cigarette. Although Fatih completed Level I Literacy class, the researcher wanted to make sure if Fatih could completely learnt reading and writing. The researcher asked him to write his own name and read a word (name of a province in Turkey) that he wrote on a paper. He found that Fatih has difficulty in even writing his own name as one of the letters in his first name was missing and some were capital and some were not. He couldn't read the word, either. In this respect, it wouldn't be wrong to conclude that Fatih is not able to read and write even his name. However, it is not his own fault as he didn't choose to be there as the youngest one.

Unlike their equivalents, four participant inmates state that they have no difficulties in the correctional education programs. Onur, a Diction class student, expresses "I don't have any problems with the classes; I wish every prison were like

here” (Onur, Appendix, J-126). He is so pleased with the class he attended in his prison and even wishes that every prison should arrange the same classes.

The Views of Inmates about Achieving Success in the Correctional Education Programs

The findings about the participant inmates’ views on the requirements and obstacles for their achieving success in correctional education programs are shown in Table 37:

The Requirements for Inmates’ Achieving Success in Correctional Education Programs

This section reveals what participant inmates think about the requirements that all the stakeholders need to meet for the sake of inmate students’ being successful in the correctional education programs. By being successful, to be able to have the certificate of achievement at the end of term is meant. The findings are illustrated in Table 37:

Table 37. The Opinions of the Participant Inmates about the Requirements for Inmates’ Achieving Success in Correctional Education Programs

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
The requirements for inmates’ achieving success in the correctional education	Student-related	Motivation	10	9	19
		Regular attendance	4	5	9
		Practice and assignment	1	1	2



programs	Other	No need to attend any class	-	1	1
Overall			15	16	31

The Findings of the Participant Inmates Staying in the Women’s Prison (BWP)

As it seen in Table 37, the participant inmates staying in BWP provide fifteen student-related requirements that are necessary for an inmate to get a certificate of achievement from any correctional education program.

All the participants agree that an inmate needs to be motivated and eager to attend a correctional education program in order to be successful. One clarifies it as follows:

If an inmate wants to be successful in a class here, she needs to have the motivation and concentration to learn more and more. Not just the inmate herself, but also other inmates around her can be positively affected by her motivation. For example, a good way is to tell about your class in the ward. One of the inmates in my ward used to show the paintings she made in her Painting class. We were all surprised at her talent and a couple of inmates in the same ward began to attend Painting class to make good paintings like her (Ayşe, Appendix, J-127).

Ayşe emphasizes that the motivation to learn in the correctional education programs is not just helpful for the owner of the motivation, but for the people around her as well. She suggests, in the ward every inmate should talk about what they learn in the lessons. So that, more and more inmates might be motivated to learn.

Four participant inmates state that among the requirements for an inmates' success in a correctional education program, regular attendance is vital as well. One participant inmate explains it:

As far as I observed, most of the inmates who are successful in a correctional education program have the habit of regularly attending classes. There is nobody to teach you here other than the teacher. The more an inmate listens or speaks to her teacher, the more successful she can be. Here, teachers are the only source we can learn something from (Ebru, Appendix, J-128).

Ebru states that the more inmates attend their classes, the more they can be successful. She finds the teachers in a prison as the only sources of information and believes that more interaction with teachers brings the success in a correctional education program.

Other than motivation and attendance, one participant inmate underlines that working on practice and assignment is important for being successful in a correctional education program as well. She argues "if a student doesn't do his / her homework, s / he cannot be successful" (Burcu, Appendix, J-129). She suggests that an inmate daily revise her lessons and do her homework as well.

#### The Findings of the Participant Inmates Staying in the Men's Prison (MMP2)

According to Table 37 the participant inmates staying in MMP2 provide sixteen requirements that are necessary for an inmate to get a certificate of achievement from

any correctional education program in the categories of student-related and other, with the frequencies of fifteen and one respectively.

Nine participant inmates state that among the requirements that an inmate needs to meet to succeed in a correctional education program, there is motivation. One of them explains why it is so important for being successful:

In general, being eager to learn is important anywhere; however, it is much more important here. There are a lot of reasons that can prevent you from participating in the correctional education programs. You should never mind any of them and just tell yourself “I will be the best here”. Then nobody can prevent you from achieving success. I did it and learnt reading and writing (Ali, Appendix, J-129).

Ali seems to believe that if a person has the willingness of learning, then s / he can learn anything easily. He underlines the existence of the distracting factors that can make an inmate lose motivation to learn in prison. However, he recommends every inmate student believe in themselves to be successful.

Five inmates state regular attendance to classes is a prerequisite for achieving success in a correctional education program as well. One of them explains it:

I couldn't graduate from primary school, I didn't like it. When I played truant, my father used to beat me saying nobody can learn without going to school. I didn't understand what he meant that time. I know it is too late; but I understood what he meant now. Fate! I understood this in prison (his eyes filled with tears). I participated in Plumbing class. It is a really hard class. I missed a few classes and had great difficulty in understanding the following classes. This is why I think everybody needs to attend regularly to get a certificate (Sinan, Appendix, J-130).

Sinan remembers his primary school days when he used to play truant. He states that he had the problem of not attending classes in his primary school years and correlates these days with the current time he spends in prison. He concludes that regular attendance to the classes is necessary to be able get a certificate.

Next, one of the participant inmates states “doing homework and daily revising are essential for achieving success in a correctional education program. I did so and got the certificate” (Hasan, Appendix, J-131). Hasan, who has completed Computer class, attributes his success in this class to his doing his homework and revising his lessons every day.

Unlike most of the other participants, one more participant inmate states that “correctional education programs are a waste of time, the best thing is not to attend any” (Berk, Appendix, J-132). He believes that rather than attending correctional education programs, staying in the ward is better for him as he finds these programs totally useless.

### The Obstacles for Inmates’ Success in Correctional Education Programs

The participant inmates state there are obstacles before their achieving success in the correctional education programs.

These obstacles are shown in Table 38:

Table 38. The Opinions of the Participant Inmates about the Obstacles for Their Success in Correctional Educational Programs

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
The Obstacles for Inmates' Success in Correctional Education Programs	Outside-related	News about family	2	-	2
	Inside-related	In-ward problems	2	1	3
	Educational	Lack of regular attendance	7	9	16
		Lack of motivation	4	7	11
		Problems with teacher & classmates	-	3	3
Overall			15	20	35

The Findings of the Participant Inmates Staying in the Women's Prison (BWP)

As can be seen in Table 38, the participant inmates staying in BWP state fifteen obstacles for inmates' success in correctional education programs, in the categories of outside-related, inside-related and educational, with the frequencies of two, two and eleven respectively.

Two participants state that among the obstacles for their success there are outside-related ones like having news about family. One explains it:

Normally, I am a strong person; however, when I came here I changed a lot. Prison makes you more sentimental. I am very sensitive about the news I have from my family. A couple of months ago, I learnt my daughter's grades at school are no more good. I have been crying since

that day. It is not her fault, but mine. She would be a better student if I were with her now. This reflects on my success in my class here and I cannot concentrate on what I learn due to this problem (Pelin, Appendix, J-133).

Underlining that she used to be a stronger person, Pelin argues that prison weakens even strong people like her. She states that the news coming from outside about her family can easily demotivate her. She finds herself responsible for any hardship her daughter experiences. She states that the bad news coming from outside the prison can easily prevent her from achieving success in a correctional education program.

Next, two participant inmates state that not every obstacle for their achievement in correctional education programs results from outside, but they could be inside-related as well. They argue that in-ward situation is a reason for their failure in any correctional education program as well. One clarifies it:

I hate the women in my ward. They are all stupid. They are not educated guys and don't respect the educated people around them as well. Whenever I come in the ward with my books in my hand, some of them say "Look at this woman! She behaves as if she were a primary school kid!". This is why I don't want to enter the ward with books in my hand (Beren, Appendix, J-134).

Beren complains about her roommates who she describes as stupid people who are neither educated nor value education. She states that her roommates criticize her whenever they see her with books in her hand. This is why she adds that she doesn't want to go to her ward.

As for educational obstacles, seven participant inmates state that lack of regular attendance is an important barrier before achieving success in any class in

prison. One of them argues that “most of the unsuccessful inmates here couldn’t manage to attend classes regularly. Teachers come from outside, these inmates don’t go to class from their wards” (Leyla, Appendix, 135). Leyla puts the blame on the unsuccessful inmates. She compares them to the teachers and adds that the teachers come to prison to teach them from outside; the inmates are already in the prison and need to attend the classes.

Lastly, four participant inmates state that the lack of motivation is a serious problem that prevents inmates from succeeding in correctional education programs.

In this respect, one of them states:

If you don’t have the motivation to learn something here, then you cannot learn. The only place you can have fun here is the classroom. If you lose your motivation to go there, you lose the chance of having fun and seeing a different place. I know some inmates here; they quit the classes and became unhappy and depressed (Gonca, Appendix, J-136).

Gonca states that the lack of motivation leads to being unsuccessful in a correctional education program. Describing the classrooms in prison as the places where inmates can have fun, she argues that the lack of motivation causes being away from the classes.

### The Findings of the Participant Inmates Staying in the Men’s Prison (MMP2)

It is possible to conclude from Table 38 that the participant inmates staying in MMP2 state twenty obstacles for inmates’ success in correctional education

programs, in the categories of inside-related and educational, with the frequencies of one and nineteen respectively.

One participant inmate states that the problems in the ward are what make him less successful:

Every morning, an officer comes to the ward and takes me to the class. When he comes, he calls my name. A couple of my roommates said to me that I should get up earlier and the officer shouldn't call me as they are sleeping in the morning. I got angry with them and didn't go to the classes for a couple of days. Fortunately, I restarted to attend classes; but I was going to nearly give up (Tarkan, Appendix, J-137).

Tarkan shares the quarrel he made with his roommates. He states that this quarrel kept him away from the classes for a couple of weeks. He believes that he should be tolerated as he was going to learn something and this is why he was disappointed.

As for educational obstacles, nine participant inmates state that the lack of regular attendance to the classes is a serious obstacle for getting the certificate of achievement from a class. One clarifies it:

I know some inmates here in my ward. They don't go to the class everyday saying that they can study on their own; and as a result, get the certificate of achievement. They think as is they were the most intelligent guys in the world. How come can you pass the exams and get the certificate without attending the classes? Believe me, most of them will fail. Therefore, if you want to get the certificate here, you need to go to the class every day (Emre, Appendix, J-138).

Emre criticizes the inmates who don't attend classes regularly. He states that it is impossible to learn anything in this way and adds that most of these inmates will fail



to have the certificate of achievement. That is why he argues that attending classes regularly is essential for getting the certificate of achievement.

In addition to the obstacles stated above, seven participant inmates state that the lack of motivation is one of the obstacles for their achieving success in a correctional education program as well. Fatih, the tea maker who was mentioned above, clarifies it:

I got a Level I Literacy certificate. I got it, but it was not that easy to get it. I was the last one who learnt reading and writing in the class. I was also the one who had the lowest grades in the exams. The only reason for these failures is that I didn't do my homework and daily revise the lessons. I couldn't understand the following day and didn't ask anybody for help as well. If I had been more eager and motivated, I could have got the certificate more easily (Fatih, Appendix, J-139).

Fatih's life in the ward was mentioned above. Although he is always busy making tea and cleaning up in the ward, he accuses himself off being not more successful in his Literacy class. Ignoring the busy daily routine he has in the ward, he implies that motivation is required for a learner to learn something, under whatever circumstances s / he is.

As for educational, three more obstacles for inmates' achievement in a correctional education programs are provided as well. This reveals that there are participant inmates who think teacher or classmate-related problems could be an obstacle for their achievement in a class. One explains it as "I saw one of my enemies in the class and didn't go there until they changed my class" (Onur, Appendix, J-140). The correctional educators state that they are careful about the placement of the inmates into the classrooms. That is, ones who had fought each other or taken place in the same crime group before, aren't placed in the same

classroom. However, Onur states that he met his enemy in the class and this affected his motivation negatively.

#### The Most Contributing Type of Correctional Education Programs to the Inmates

Another interview question asked to the participant inmates aims at finding out the opinions of them about the type of correctional education program that is most contributing to the inmates. The findings are shown in Table 39:

Table 39. The Opinions of the Inmates about the Most Contributing Correctional Education Programs to Them

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
The most contributing correctional education programs	Type of program	Vocational	3	4	7
		Literacy	3	2	5
		Social-cultural	-	3	3
		All	4	1	5
Overall			10	10	20

#### The Findings of the Participant Inmates Staying in the Women's Prison (BWP)

As it can be seen in Table 39, to the question of what the most contributing type of correctional education program is for them, the participant inmates staying in BWP state ten responses in the categories of vocational, literacy and all, with the frequencies of three, three and four.

Three participant inmates staying in BWP state that the most beneficial type of correctional education program for them is vocational. One explains it:

I regard some programs like Chess or Qur'an as a hobby. Most people are here as they didn't have a good job and money in their lives before prison. If they don't learn a job here, they will most probably return here. That is why I wish every inmate would attend a vocational education program here (Ayse, Appendix, J-140).

Ayse, a university graduate inmate who has just completed Hairdressing class, states that people commit a crime mostly because they don't have good jobs and enough money. She underlines that after they are released, most inmates return to the prison if they don't acquire a job in a vocational education program in prison.

Next, three participant inmates in the same prison state that Literacy is the most contributing type of correctional education program to the inmates. One clarifies it:

The most beneficial type of correctional education program is certainly Literacy. Here, most inmates' only social activity in their spare time is to read and write a letter. I learnt reading and writing here and now I can write my relatives. I don't need anybody to read or write a letter for me. You cannot imagine the happiness of this (Gonca, Appendix, J-141).

Gonca states that Literacy is the most beneficial type of correctional education program as an inmate needs to read and write a letter in prison. She adds that her happiness of being able to read and write a letter without being in need of anybody else and implies that being literate is vital for every inmate in prison.

Last, four participant inmates state that all types of correctional education programs are beneficial for them. One of them expresses her opinion as "all types of

correctional education programs are beneficial. You can earn money with a certificate of any program” (Ebru, Appendix, 142). Her criterion for evaluating the importance of a type of correctional education program is the possibility of earning money with a certificate of any program. That is why she doesn’t separate them from each other.

### The Findings of the Participant Inmates Staying in the Men’s Prison (MMP2)

It can be further concluded from Table 39 that to the question of what the most contributing type of correctional education program for them is, the participant inmates staying in MMP2 state ten responses in the categories of vocational, literacy, social-cultural and all, with the frequencies of four, two, three and one.

Four participant inmates staying in MMP2 state that the most contributing type of correctional education programs is vocational. One explains the reason why he thinks in this way:

When you don’t have a good job, you don’t have enough money, and as a result, you don’t have domestic happiness and a social statue in the society. But if you have a good job, everybody respects you. A couple of weeks ago, the heater in the prison broke down. Prison administration didn’t need to call anybody from outside. A few inmates who completed the Natural Gas Expertship program repaired it. As you see, if you have a job, you can be the requested person even in prison (Sinan, Appendix, 143).

Sinan argues that having a good job not only provides somebody with money, but also a social statue. He believes that if he has a good job, everybody respects him.

Giving the example of the inmates who repaired the heater in the prison, he states that people need a person who has a good job. Due to these social and monetary advantages of having a good job, he recommends inmates acquire a job in a vocational education program in prison.

Next, two participant inmates staying in the same prison state that Literacy is the most beneficial type of correctional education program for them. One claims that “literacy is the basis for learning; everybody should learn or improve their reading and writing skills” (Fatih, MMP2). By his statement, Fatih argues that Literacy is the most beneficial class for inmates as it is a prerequisite for learning something else.

Other than vocational and Literacy classes, three participant inmates state that social-cultural ones are the most beneficial type of correctional education programs.

One explains it:

I think social-cultural programs are the best for the inmates here. You need to relax and have fun here, otherwise the prison life becomes too stressful. For example, I attended Theatre class. In each class, I performed in a different role. I was no more an inmate when I was on the stage there. It was very rehabilitative for me (Emre, Appendix, J-144).

Emre states that social-cultural programs are the most beneficial type of programs for inmates. He argues that thanks to these types of programs, the time spent in prison could be less stressful. In this sense, he states that he had fun when he attended Theatre class. This is because he performed in different roles and during these performances, felt as if he had been somebody else in somewhere.

Last, one participant inmate states “all types of correctional education programs are vital as they keep us away from the ward” (Onur, Appendix, J-145). His criterion for determining how much a type of a correctional education program is

helpful is the fact that it has the function to keep inmates from different wards in the same class.

The Views of Correctional Educators on the Short and Long-term Contributions of the Correctional Education Programs to the Inmates

This heading reveals the opinions of the participant correctional educators about the in-prison and after-prison positive effects of the correctional education programs on inmates.

The Short-term Contributions of the Correctional Education Programs to the Inmates

The stated short-term contributions of the correctional education programs that were experienced throughout the prison time are given in Table 40:

Table 40. The Opinions of the Participant Inmates about the Short-term Contributions of the Correctional Education Programs to Them

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
The short-term contributions of the correctional education programs to the inmates	Psychological	Happiness of learning	1	1	2
		Increase in the self-confidence	4	6	10
	Social	Meeting different people	1	2	3
		Filling time	3	2	5
	Monetary	Earning money in prison	-	1	1
	Other	Not any	1	1	2
Overall			10	13	23

## The Findings of the Participant Inmates Staying in the Men's Prison (MMP2)

As it can be seen in Table 40, the participant inmates staying in BWP provide ten short-term contributions of the correctional education programs to them in the categories of psychological, social and other, with the frequencies of respectively five, four and one.

Five participant inmates state that there are psychological short-term benefits of correctional education programs for them like having the happiness of learning and the increase in the self-confidence, with the frequencies of one and four respectively.

One participant inmate states how these programs increase her self-confidence:

When I was going to the class, I felt as if I had been outside and going to the work. I got up early, had breakfast, wore my clothes and left the ward. I never missed any class as I got rid of the routine in the ward when I was in the class. On the other hand, as I completed Hairdressing class, everybody in the ward comes to me and asks me to arrange their hair before they see their visitors. This makes me more respected (Ayse, Appendix, J-146).

Ayse states that going to the class is like going to the work for her. She adds that as a result of this work-like process of learning, she became the person whom other inmates are in need of. Admitting the increase in her self-confidence due to being an inmate whom others need, she seems to be pleased with this,.

Next, four participant inmates state that there are social short-term benefits of correctional education programs like meeting different people and filling in time,

with the frequencies of one and three respectively. One participant inmate states how correctional education programs enabled her to meet different people:

These classes enabled me to meet different people from not only other wards, but also other countries. A few months ago, a foreign committee visited our prison and they talked to us. I showed them one of my designs that I made on a napkin in the class. The committee liked it very much and gave me a plaque (Gamze, Appendix, J-147).

Gamze finds herself lucky as thanks to a correctional education program she attended, she created a design on a napkin and shared it with a committee of foreign visitors. It is obvious that she values participating in the classes as she regards being honored by a committee as a contribution of correctional education program to her.

On the other hand, one more participant indicates “there is no observable contribution of correctional education programs to me while I was in prison” (Fahriye, Appendix, J-148). She underlines that there might be short-term contributions of these programs; however, she didn’t experience any.

#### The Findings of the Participant Inmates Staying in Men’s Prison (MMP2)

It is possible to further conclude from Table 40 that the participant inmates staying in MMP2 provide thirteen short-term contributions of correctional education programs to them; in the categories of psychological, social, monetary and other, with the frequencies of respectively seven, four, one and one.

Seven participant inmates state that there are psychological short-term benefits of correctional education programs like having the happiness of learning and



the increase in their self-confidence with the frequencies of one and six respectively.

Metin explains how he gains the happiness of learning and self-confidence as a result of participating in correctional education programs:

I noticed that I learnt something and changed when I realized that I quit using slangs. You know in a class you have to be careful about what you say as there is a teacher there. I guess I got used to it and now speak more properly. I am happier with my new style of speaking. Another contribution of my class was that since I got the certificate of achievement from the Hairdressing class, I have been the most important person in the ward. Everybody needs a hairdresser here, they all try to get on well with me and this makes me more confident (Metin, Appendix, J-149).

Metin expresses both his happiness about learning and the increase in his self-confidence resulting from his participation to a correctional education program. He states that he gave up using slang. Furthermore, he states that he has been valued much more by other inmates in his ward since he got the certificate of Hairdressing. Despite being aware that other inmates value him just because they need a hairdresser, he doesn't seem to care it.

Next, four participant inmates state that there are social short-term benefits of correctional education programs like meeting different people and filling in time, with the frequencies of two for each. One participant inmate explains how he was socialized seeing different people via these programs:

The ward is not an easy place to live in. It is full of crime and criminals. You get bored with the people and their stories in it. You look for different people to talk. I could see different people from different wards in the class. When I didn't go to a class, I missed talking to them. Of course, this is thanks to these programs. Unless these programs exist, I wouldn't be talking to you now as well (Tarkan, Appendix, J-150).

Tarkan states that he has difficulty in living with the other inmates in the ward. Just one of his sentences may summarize the atmosphere in the ward which is "... full of crime and criminals". Describing the ward like a hell, he regards his class as a chance of meeting inmates from other wards and even admits that he misses them when he doesn't see them for a day. Besides, he further attributes being a participant of this study to being an inmate student as well.

Next, one participant states "I participated in Plumbing class and the prison administration paid me money for my attendance to it. I never needed any money until this class finished" (Sinan, Appendix, J-151). As mentioned in the earlier sections, inmates are encouraged to participate in some vocational classes. Thus, if they participate in them, they are paid monthly salary by the state. Sinan states that he participated in such a class and satisfied his financial need.

Last, one participant states "I don't believe correctional education programs can help me in a short period of time" (Berk, Appendix, J-152) despite not stating any experience of him about it.

#### The Long-term Contributions of the Correctional Education Programs to the Inmates

This heading deals with revealing whether the participant inmates believe there are long-term contributions of the correctional education programs to inmates and if any, what they are. By long-term, the time after being released from the prison is meant.

The findings are illustrated in table 43 below:

Table 41. The Opinions of the Participant Inmates about the Long-term Contributions of the Correctional Education Programs to the Inmates

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
The long-term contributions of the correctional education programs	Professional	Having a profession	8	8	16
	Social	Socialization	4	3	7
	Recidivism related	Not returning to the prison	1	1	2
	Other	Not any	-	1	1
Overall			13	13	26

The Findings of the Participant Inmates Staying in the Women’s Prison (BWP)

It can be seen in Table 41 that the participant inmates staying in BWP state thirteen long-term contributions of correctional education programs to them in the categories of professional, social and recidivism-related, with the frequencies of eight, four and one.

Eight participant inmates state that the correctional education programs provide them with professional skills which they can use after being released from the prison. One explains it:

I have a good plan for my career in the future. I am good at computer supported designs. I have a good skill of creativity. You know foreigners liked one of my designs. I thought I can create some other designs and sell them to the entire world by my own company. Now that those visitors liked, then other people in the world can like it as well. So that I could be a respected businesswoman and make good money (Gamze, Appendix, J-153).

Having learnt how to make designs in prison, Gamze is hopeful about her future. She reminds that her design was liked by foreigners and they are possible to be liked by

other people in different countries as well. This is why she wants to set up an international company and sell them to the entire world. As a result of this, she notes that she can have not only money, but also respect as well.

Next, four participant inmates state that they have social benefits of correctional education programs in the long run. One explains it:

I will be a literate person when I am released. I will have a certificate from a vocational program as well. In addition, here I acquired the habit of doing sports every day. All of these will let me express myself in the society better which I couldn't manage to do before. So that, my social skills with the people around me can be better (Fahriye, Appendix, J-154).

Fahriye regrets not having enough social skills and good social relations with the people around her before. However, she believes that being as a literate, employed and sportive woman she can compensate it and be a more sociable person in the future.

Last, one participant inmate states "I will get a certificate from all the programs here until I am released. One of these certificates will eventually help me and I won't come here as an inmate again, but maybe as a visitor" (Burcu, Appendix, J-155). Although she has a long time of sentence before her, Burcu hopefully trusts the certificates she will get in the prison and emphasizes that thanks to these certificates she will not make a crime anymore.

## The Findings of the Participant Inmates Staying in the Men's Prison (MMP2)

Table 41 reveals that the participant inmates staying in MMP2 state thirteen long-term contributions of the correctional education programs to them in the categories of professional, social, recidivism-related and other, with the frequencies of eight, three, one and one.

Eight participant inmates state correctional education programs provide them with professional skills which they can use after being released from the prison. One explains it:

Normally, an inmate with a criminal record cannot easily find a job after being released from the prison. However, I am hopeful that I have a certificate of hairdressing. I can open a salon as my criminal record doesn't matter for it and I don't need a lot of money to do it as well. It is a good profession and I learnt it well here. I can do it, earn money, take care of my kids and gain a statue in the society (Metin, Appendix, J-156).

Despite being aware of the hardships that an inmate can have while looking for a job after release from the prison, Metin trusts his certificate of Hairdressing and believes that he can work as a hairdresser who has both money and a social statue.

As for social long-lasting contributions, three participant inmates state that they can be easily socialized thanks to the correctional education programs. One of them explains it:

I participated in Diction class. This class changed me a lot. They taught me how to express myself better. I noticed that I didn't know even how to stand up, speak and read. I was not a sociable guy before and I hope with the skills I acquired in this class, I can be a more sociable one in the future (Onur, Appendix, J-157).

Onur believes that he was not good at his social relations with other people before he started to participate in Diction class in prison. He states that he learnt even basic social skills in this class and hopes to be as unsociable as he was in the past.

As for recidivism-related long-term contributions, one participant states “With the certificate I got here, I will find a good job and be away from the theft or drugs” (Hasan, Appendix, J-158). He believes that the certificate will keep him away from making a crime again.

Unlike the other participants, one participant inmate states “I don’t expect there are classes that can help me in my life after prison” (Berk, Appendix, J-159), which indicates he doesn’t expect any short-time benefits of correctional education programs.

The Participant Inmates’ Expectations to Improve Correctional Educational Programs

This heading deals with what the participant inmates suggest doing to improve the efficiency of the correctional education programs in their prisons. The frequency distribution of the categorical findings is shown in Table 42:

Table 42. The Participant Inmates’ Expectations for Improving Correctional Education Programs

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
Expectations for improving correctional	Financial	More materials	3	5	8
	Educational	Psychological guidance	10	3	13

education programs		Increasing program types	2	7	9
		In-service education for the educators	1	1	2
	Other	General amnesty	-	1	1
Overall			16	17	33

The Findings of the Participant Inmates Staying in the Women’s Prison (BWP)

According to Table 42, the participant inmates in BWP provide sixteen expectations to improve the efficiency of the correctional education programs in BWP, in the categories of financial and educational, with the frequencies of respectively three and thirteen.

Three participant inmates state that financial corrections should be made to improve correctional education programs in BWP. One of them explains it:

I think learning something here would be better if they made more monetary investment on us. The classrooms should be provided with more technological equipments, library should include more books, we should be provided with a study room in each ward and there must be computers that we should use out of the classes. In addition, there are paid classes in which you participate and are paid monthly salary by the state. The number of these classes should be raised as well (Fatma, Appendix, J-160).

Fatma lists what monetary corrections should be made in BWP. She thinks that the prison in which she stays needs especially technological and educational materials like books and computers. She further notes that the inmates should be given cash to be encouraged to participate in the correctional education programs as well.

Next, the participant inmates in BWP make thirteen educational suggestions like arranging psychological guidance programs, increasing program types and arranging in-service education for correctional educators, with the frequencies of respectively ten, two and one.

All the participant inmates state there should be psychological guidance programs to motivate them to succeed in correctional education programs. One explains it:

Inmates are not strong people. Some make plan to participate in the correctional education programs, but never enrolls in any of them; some enrolls in a program, but quits it... Some others regularly attend, but fail in the exams and cannot get the certificate of achievement. They should help us be psychologically strong and get over the barriers before us. They should even follow us after we are released from the prison as we are women and shouldn't be released to outside as weak women (Fahriye, Appendix, J-161).

Stating that they cannot even manage to succeed in a correctional education program, Fahriye argues that inmates are not strong enough to control their lives. She feels so weak that she recommends psychological counselors help them not only while they were in prison, but also after their release from the prison.

Lastly, two participant inmates state that the number of the program types should be increased as well. One states "I will be here for a long time and need more types of programs to attend" (Gonca, Appendix, J-162). She worries that she will have got a certificate from all of the current programs and will be got bored in prison.

On the other hand, one participant inmate states "... some of the correctional educators are not good at teaching and should be educated..." (Ebru, Appendix, J-



163). She adds that the improvement of the teaching style may facilitate their learning as well.

#### The Findings of the Participant Inmates Staying in the Men's Prison (MMP2)

Table 42 further reveals that the participants staying in MMP2 provide seventeen suggestions to improve the efficiency of the correctional education programs in MMP2, in the categories of financial and educational, with the frequencies of five and twelve respectively. Five participant inmates state that financial corrections should be made to improve correctional education programs in MMP2. One explains it:

The state shouldn't leave us here and ignore. I participated in Baglama class. There were more than ten inmates in the class, but just one baglama. We played it by turn. We are not outside, we are inmates in prison. How come can we go out and buy a baglama? The state should think about it. Of course this is an example; other inmates state that the lack of materials is a serious problem in their classes as well, not just in mine (Berk, Appendix, J-164).

Berk believes that he is forgotten by the state. Accusing the authorities off making inmate students try to learn how to play the baglama without enough number of baglamas in the class, he makes a generalization about the existence of the same problem in other classes as well.

Next, seven participant inmates state that the number of the types of the correctional education programs should be increased in MMP2. One explains the need for this:

I got bored with having classes in a closed area and the bars on the windows in the classroom. There must be different classes that are in different places and in which we are taught in different ways. They teach us here, that is good; but why don't they let us learn or practice what we learn in a different place? I am a hairdresser now, they gave me the certificate. Why don't they put me in an open prison and let me cut everybody's hair? My teacher can still visit me and give reports to the warden about me while I am practicing there. This is a way of educating us as well (Metin, Appendix, J-165).

Metin shares his boredom about being taught in a class with bars on the windows. He thinks that inmates should be taught not in a covered place, but also in an open one as well. He recommends they should be sent to an open prison and given the chance of working and practicing there. According to him, this is a way of teaching them as well.

Last, one participant inmate states that correctional educators should be regularly educated as "... some of them don't know how to behave towards inmates" (Emre, Appendix, J-166). He thinks that bad teacher attitudes towards inmates may discourage them to participate in classes. On the other hand, one more participant inmate states "... the government should proclaim general amnesty" (Ali, MMP2) as he believes that most of the inmates have been corrected and will not make a crime again.

#### The Comparison of the Participant Correctional Educators' and Inmates' Perceptions about the Correctional Education Programs

Based upon the findings of both participant correctional educators and inmates, the comparison of correctional educators' and inmates' perceptions about correctional education programs will be provided in this section.

## Being in a Correctional Education Environment

As mentioned in the findings section, both participant correctional educators and inmates are asked why they take place in correctional education environment. Table 43 shows the comparative frequency distribution of both groups.

Table 43. The Comparison of the Reasons for Participant Correctional Educators' and Inmates' Being in the Correctional Education Environment

Theme	Category	Code	BWP Frequency	MMP2 Frequency	Total Frequency
Becoming a correctional educator	The reasons for becoming a correctional educator	Appointment by another institution	3	-	3
		State guarantee	1	3	4
		Convenience	1	-	1
		Extra income	-	1	1
		Recommendation of others	-	2	2
Overall			5	6	11
The reasons for inmates' participation in correctional education programs	Intellectual	Self-improvement	10	7	17
		Making a career	1	-	1
	Professional	Having a job outside	1	-	1
	In-prison	Using time	3	3	6

	time related	efficiently			
		Helping other inmates	1	-	1
	Psychological	Inner strength	1	-	1
	Other	Recidivism-related	-	1	1
Overall			17	11	28

According to Table 43, ten correctional educators state eleven factors that affected them to teach in a prison which are having a job guarantee, appointment by another institution, recommendation of others, convenience and extra income. It should also be emphasized here that none of the participants state that they chose becoming a correctional educator just because it is their dream job or it appeals to them; but because of some other reasons that were mostly out of their control and forced them to work in a prison.

As for correctional educators' views on inmates' reasons for participation in correctional education programs, the participant correctional educators state twenty five reasons in six categories. Both groups of correctional educators teaching male and female inmates agree that there are social, monetary, educational and some other reasons behind inmates' participation in their classes. When the same question, the reasons for participation in correctional education programs are asked to the participant inmates, they state twenty eight reasons in total; in the categories of intellectual, professional, in-prison time related, psychological and other; with the frequencies of eighteen, one, seven, one and one respectively.

The findings acquired from both participant correctional educators and inmates can enable us to come up with a couple of conclusions. The first conclusion can be made about the reasons for correctional educators' and participants' taking place in a correctional education environment. On the one hand, the findings indicate that none of the correctional educators decided to become a correctional educator themselves. That is, they don't think that the prison is the best place for them to teach in. On the other hand, when correctional educators are asked the reasons why inmates participate in correctional education programs, they state that the inmates participate in these programs mostly because of social and monetary reasons. However, when the same question is directly asked to the participant inmates, they state that they attend correctional education programs mostly to learn something new in different fields and improve their different skills, not due to social or monetary concerns. Accordingly, it can be concluded that the participant correctional educators and inmates don't agree on most of the reasons why inmates participate in correctional education programs.

Last but not least, the participant inmates provide different reasons for participation in correctional education programs, however the other stake holders of these educational processes, the participant correctional educators don't state they are eager enough or have many reasons to teach in these programs.

### The Changes on Inmates That Are Made by the Correctional Education Programs

Revealing the changes that inmates experience via participating in correctional education programs is among the aims of this study. In this context, both participant

correctional educators and inmates are asked the positive and negative effects of these programs on inmates. Tables 44 and 45 respectively show these positive and negative effects.

Table 44. The Comparison of the Participants' Opinions about the Positive Effects of the Correctional Education Programs on Inmates

Theme	Category	Correctional Educators' Total Frequency	Inmates' Total Frequency
The positive effects of the correctional education programs on inmates	Professional	2	6
	Monetary	1	1
	Psychological	4	11
	Social	11	10
	Other	1	1
Overall		19	29

Table 44 reveals that as for positive effects, correctional educators state participation to correctional education programs has social, psychological, professional, monetary and other effects on inmates; with the frequencies of eleven, four, two, one and one.

On the other hand, the participant inmates state that these positive effects are psychological, social, professional and monetary, with the frequencies of eleven, ten, six and one. This can give us the inference that the participant correctional educators and inmates don't completely agree on the positive effects of the correctional

education programs on inmates, but meet halfway on them. That is, the category including the highest number of positive effects of correctional education programs on inmates differs in both groups. The participant inmates state that although they experience social positive effects by the correctional education programs, the psychological positive effects are more than the social ones; while the participant correctional educators state positive effects of these programs on inmates are mostly social. However, with the frequency of four, correctional educators accept the existence, but don't emphasize the dominance of the psychological positive effects.

Table 45. The Comparison of the Participants' Opinions about the Negative Effects of the Correctional Education Programs on Inmates

Theme	Category	Correctional Educators' Total Frequency	Inmates' Total Frequency
The negative effects of the correctional education programs on inmates	No negative effects	9	13
	Negative to some extent	1	7
Overall		10	20

The frequency distribution of the negative effects of the correctional education programs on inmates stated by both correctional educators and inmates are shown in Table 45. Regarding the negative effects, almost all the correctional educators state that the correctional education programs cannot harm inmates. The participant

inmates believe that there are no negative effects of the correctional education programs on them as well. That is, out of twenty effects stated by the participant inmates, thirteen are in the category of no negative.

Based upon these findings above, it is possible to conclude that most of the participant correctional educators and inmates agree that there are no negative effects of correctional education programs on inmates. They further agree on the existence of different types of positive effects as well, not on the dominance of the types of these positive effects though.

Challenges Faced with during the Correctional Education Programs

The participant correctional educators and inmates are asked to state the challenges they face with during correctional education programs. The frequency distribution of the challenges stated by both groups is shown in Table 46.

Table 46. The Challenges Faced by the Participants During the Correctional Education Programs

Theme	Category	Correctional Educators' Total Frequency	Inmates' Total Frequency
The challenges	Institutional or in-ward related	8	12
	Inmate-related	3	3
	Not any	3	9
Overall		14	24



The participant correctional educators state institutional and student-related challenges with the frequencies of eight and three respectively. On the other hand, the participant inmates state institutional, self-related and in-ward related challenges with the frequencies of respectively nine, three and three. These frequency distributions can enable us to infer that both participant correctional educators and inmates experience mostly institutional challenges like rules, lack of materials etc. Both sides agree that there are inmate-related problems like not attending the classes regularly or lacking motivation as well. It is also worth mentioning that nine out of twenty participant inmates - almost the half- state that they don't face with any challenges; while three out of ten, with a lower proportion, state the same in the other group.

#### Inmates' Achieving Success in Correctional Education Programs

In order to reveal the participants' views on the issue of inmates' achieving success in correctional education programs, both participant correctional educators and inmates are asked to indicate the requirements that are prerequisites for achieving success in these programs and the obstacles that prevent inmates from being able to succeed in these programs.

The stated prerequisites for inmates' achieving success in the correctional education programs are shown in Table 47:

Table 47. The Opinions of the Participants about the Requirements for Inmates' Achieving Success in Correctional Education Programs

Theme	Category	Correctional Educators' Total Frequency	Inmates' Total Frequency
The requirements for inmates' achieving success in correctional education programs	Student-related	12	30
	Teacher-related	4	-
	Other	-	1
Overall		16	31

As for the requirements, the participant correctional educators state sixteen prerequisites for success in correctional education programs in the categories of student-related and teacher-related, with the frequencies of twelve and four. However, the participant inmates state thirty one prerequisites for success in these programs, thirty of which are in the category of student-related. They never mentioned any teacher-related prerequisites as well. Based on this, it is possible to make an inference that both participant correctional educators and inmates agree that the key to inmates' success in correctional education programs is student-related like attending regularly to the classes and having motivation to learn.

The findings about the obstacles for inmates' achieving success in correctional education programs are shown in Table 48:

Table 48. The Opinions of the Participants about the Obstacles for Inmates' Achieving Success in Correctional Education Programs

Theme	Category	Correctional Educators' Total Frequency	Inmates' Total Frequency
The obstacles for inmates' success in correctional education programs	Outside-related	9	2
	Inside-related	5	3
	Educational	11	30
Overall		25	35

According to Table 48, the participant correctional educators state twenty five obstacles for inmates' achieving success in correctional education programs in the categories of outside-related, inside-related and educational, with the frequencies of nine, five and eleven respectively. On the other hand, the participant inmates state thirty five obstacles in the categories of outside-related, inside-related and educational, with the frequencies of two, three and thirty. These frequency distributions for both groups might lead us to make the inference that both participant correctional educators and inmates believe that the obstacles for inmates' achieving success in correctional education programs are mostly education related ones like the lack of motivation, the lack of regular attendance and the lack of good educational background.

One should also note that, with the frequency of nine out of twenty five, the participant correctional educators state that visits from relatives, news from family members or trials could also be observable factors for inmates' success, despite being the least stated ones by the participant inmates, with the frequency of two.

The Most Contributing Type of Correctional Education Program to Inmates

Both participant correctional educators and inmates are asked what the most contributing correctional education programs to inmates are. The frequency distribution of both groups is provided in Table 51.

Table 49. The Opinions of the Participants about the Most Contributing Correctional Education Programs to Inmates

Theme	Code	Correctional Educators' Total Frequency	Inmates' Total Frequency
The most contributing correctional education programs	Vocational	6	7
	Literacy	2	5
	Social-cultural		3
	All	2	5
Overall		10	20

As Table 49 reveals, about the most contributing correctional education programs to them, the participant correctional educators state ten responses as vocational, literacy and all types, with the frequencies of respectively six, two and two. The participant

inmates, on the other hand, state twenty responses as vocational, literacy, social and all, with the frequencies of respectively seven, five, three and five. These frequency distributions for both groups reveal that both participant correctional educators and inmates believe that vocational correctional education programs are the most prior type of programs for the inmates as they can be provided with professional skills in these programs.

The Positive Effects of Correctional Education Programs on Inmates

The frequency distribution of the stated short-term positive effects of the correctional education programs are presented in Table 50:

Table 50. The Opinions of the Participants about the Short-term Contributions of the Correctional Education Programs to the Inmates

Theme	Category	Correctional Educators' Total Frequency	Inmates' Total Frequency
The short-term contributions of the correctional education programs	Psychological	7	12
	Social	6	8
	Monetary	1	1
	Other	1	2
Overall		15	23

According to Table 50, the participant correctional educators state fifteen short-term effects of the correctional education programs on inmates in the categories of psychological, social, monetary and other, with the frequencies of seven, six, one and one. The participant inmates, on the other hand, state twenty three short-term effects of the correctional education programs on inmates in the categories of psychological, social, monetary and other, with the frequencies of twelve, eight, one and two. These frequency distributions of both groups may lead us to come up with the conclusion that both participant correctional educators and inmates believe that the in-prison effects of the correctional education programs on inmates are mostly psychological like having the happiness of learning or the increase in the self confidence.

Next, the frequency distribution of the stated long-term positive effects of the correctional education programs on inmates is shown in Table 51:

Table 51. The Opinions of the Participants about the Long-term Contributions of the Correctional Education Programs to the Inmates

Theme	Category	Correctional Educators' Total Frequency	Inmates' Total Frequency
The long-term contributions of correctional education programs	Professional	10	16
	Social	3	7
	Recidivism related	2	2
	Other	2	1
Overall		17	26

According to Table 51, the participant correctional educators state seventeen long-term effects of the correctional education programs on inmates in the categories of professional, social, recidivism-related and other, with the frequencies of ten, three, two and two. The participant inmates, on the other hand, state twenty six long-term effects of the correctional education programs on inmates in the categories of professional, social, recidivism-related and other, with the frequencies of sixteen, seven, two and one. These frequency distributions of both groups can enable us to conclude that both participant correctional educators and inmates believe that the long-lasting or after-prison effects of correctional education programs on inmates are mostly professional. That is, the correctional education programs provide inmates with professional skills that can help them find or do good jobs after their release from the prison.

#### The Expectations for Better Correctional Education Environment

As for revealing the ways to improve the educational environments in prisons, both participant correctional educators' and inmates' expectations for improving the efficiency of the correctional education programs in their prisons are asked in this study. The frequency distribution of both participant groups' categorical findings are demonstrated in Table 52:

Table 52. The Expectations of the Participants for Improving Correctional Education Programs

Theme	Category	Correctional Educators' Total Frequency	Inmates' Total Frequency
Expectations for improving correctional education programs	Financial	9	8
	Administrative	3	-
	Educational	10	24
	Other	-	1
Overall		22	33

The participant correctional educators indicate twenty two suggestions in the categories of financial, administrative and educational, with the frequencies of respectively nine, three and ten. On the other hand, the participant inmates provide thirty three suggestions, of which just eight are money-related and twenty five are directly education-related. This might reveal that both participant correctional educators and inmates agree that the educational environments in prisons are in need of mostly educational improvements like the arrangement of guidance programs for inmates, the increase in the program types and the arrangement of in-service education programs for correctional educators.



## CHAPTER 5

### DISCUSSION AND CONCLUSION

In this chapter, the findings of the study are summarized and discussed. In addition, conclusion and suggestion, limitations of the study and recommendations for further research are provided.

#### Summary of the Findings and Discussion

This study examined the perceptions of the correctional educators and inmates about correctional education programs and compared these both groups' perceptions to each other. The population of this study is correctional educators teaching any class in a prison in Turkey and inmates, who enrolled in, regularly participated in and completed one of the literacy, social-cultural and vocational correctional education programs. In order to find the participants that would represent this target population, the procedure below was followed.

To make research in a prison in Turkey, the written permission of GDPDH in the Turkish Republic the Ministry of Justice is required. The researcher planned to select participants from one men's and one women's prison in which literacy, social-cultural and vocational correctional education programs are regularly arranged.

Prisons of both sexes are planned as research settings for the sake of the prevention of gender discrimination in the selection of the participants. Furthermore, as research settings, prisons in Istanbul were planned because the researcher lives in Istanbul. As

a result of the written application to GDPDH, the permission to make research in the women's prison, BWP, and men's prison, MMP2, was obtained.

There are two groups of participants, correctional educators and inmates, in this study. Five correctional educators from each of the two prisons, ten in total, formed the first group of participants. The only criterion for the selection of this group is that they should be teaching in one of these prisons for at least one year. The selection of the participant correctional educators was planned to be made randomly; however, as mentioned in detail in chapter three, it later became the convenience sampling. Eventually, in each prison, three correctional educators who teach vocational classes, one who teaches a social-cultural class and one who teaches a literacy class were selected as the first group of participants.

Ten inmate students from each prison, twenty in total, formed the second group of participants in the study. These inmates were randomly selected. The criteria for selecting them were that all the participant inmates should be convicted, have been staying in prison for at least one year and be enrolled in, regularly attended and completed any of the literacy, social-cultural or vocational correctional education programs in BWP or MMP2. From each prison, there are three participant inmates from literacy, three from social-cultural and four from vocational correctional education programs.

In the collection of the data from both groups of participants, a semi-structured interview, a data collection technique of qualitative method, was employed. Both groups' interviews included fourteen questions and the data gathered from the interviews were analyzed with content analysis method.

The findings about the demographic characteristics of the randomly selected twenty participant inmates are purposefully presented at the beginning of the findings

chapter. That is because, as Hall (2006, p.34) indicates that some of inmates' background characteristics such as length of sentence, prior educational experiences, prior employment experiences, history of substance abuse, family history of education and family socio-economic status affect the way an inmate experiences correctional education. This indication was faced with in this study as well. For instance, it was found out that there are participant inmates with a long sentence who state how worried they are as they will have participated in all the types of correctional education programs in a couple of years and nothing else will be left for them to do throughout their entire sentences. As for prior educational experiences, it was revealed that the illiterate ones had to attend literacy classes as they had no other choice. However, it was further revealed that more educated ones, especially ones with a university degree, chose to participate in social-cultural classes like Marbling or Law. What is more, prior employment experiences are influential on the way participant inmates benefit from correctional education programs as well. It was noticed that the participant inmates who had professional jobs have the tendency of participating or planning to participate in social-cultural classes, while the ones who were worker or out of a regular job have the tendency of participating in or planning to participate in literacy or vocational classes.

Unpacking the reasons why the participant correctional educators and inmates take place in correctional education programs as teachers or learners was among the aims of this study. In this context, it was found that out of ten participant correctional educators, none stated that they intentionally became a correctional educator. On the contrary, they stated that some factors like having a job guarantee, appointment by other institution, recommendation of others, convenience and extra income, made them do so. This confirms Wright's (2005) argument that working in a prison is not

many correctional educators' own preference, but an accidentally made decision. This is also parallel to Maher & Passmore's (2000) findings of their study in which they interviewed seventeen senior adult educators having more than forty years experience of teaching. At the end of this study, they conclude that almost all the participants didn't intentionally choose to work as an adult educator, but they "through various circumstances "fell" into the practice of adult education" (p. 16). In this study, there are adult educators who teach adult inmates and state the same argument that they 'fell' into the prison as well.

The reasons for participant inmates' being in correctional education environments was in the scope of this study as well. In this sense, it was found that the participant inmates take place in classes in prison because of intellectual, professional, in-prison time related and psychological reasons. This confirms what Schlesinger (2005) reports in his study in which he interviews fifteen African American inmates. It is indicated in Schlesinger's (2005) study that inmates participate in correctional education programs for different reasons like intellectual, professional, in-prison time related, psychological reasons and few others.

This study's participants' reasons for participation in correctional education programs also corresponds to some extent with Tewksbury & Stengel's (2006) finding that inmates participate in correctional education programs to feel better about themselves, to get a job when they get out, to improve their skills and due to few other reasons. In their study, Tewksbury & Stengel (2006) asked 281 inmates in Kentucky State Reformatory the question of "What is your main reason / motivation for going to school?". The reason with the highest percentage of response rate was to feel better about themselves. The same question was asked to the participant inmates in this study as well. Different from Tewksbury & Stengel's (2006), the most

frequently stated response to the same question was inmates' concern of self-improving in this study, the purpose of feeling better about themselves was mentioned by this study's participant inmates though.

The success-related questions were among the questions that were asked to both participant correctional educators and inmates. By the statements of both groups of participants, the factors that encourage inmates to succeed in correctional education programs and the other ones that prevent them from being able to do so were unpacked. As for an encouraging factor, inmates' motivation was the most frequently stated one by both participant correctional educators and inmates. On the other hand, as for discouraging ones, it was found by the statements of both participant groups that there are inside and outside-related factors that distract inmates' motivation and prevent them from being successful in the correctional education programs.

The participants' emphasis on the necessity of being motivated to succeed in a correctional education program could be understood easily when Wiodkowski & Ginsberg's (1995) definition of motivation as "direct energy in the pursuit of a goal", (p. 22) is remembered. The participants of this study underlined that inmates' direct energy or motivation could be strengthened or distracted by internal and external factors. This coincides with the indication by Pelissier (2004) who searched the effects of motivation on inmates' participation in drug treatment programs. He states that motivation can be internal and external. That is, external motivation results from any factors outside the inmate; such as early release and extra pay. The internal one, on the other hand, results from the inmate, not any outsiders.

Unpacking whether correctional educators and inmates believe the existence of any negative effects of correctional education programs on them was among the

purposes of this study as well. When both participant correctional educators and inmates were asked what negative effects they have experienced throughout the correctional education programs they participated in, they stated similar responses. That is, almost all the participant correctional educators and more than half of the participant inmates stated that they believed correctional education programs have no negative effects on them. This is parallel to the previous finding that in general, inmates have positive perceptions about correctional education programs (Bethel, 1985; Sachdev, 1995).

Next, the short and long-term contributions of correctional education programs to the inmates were among the findings of this study. From both participant correctional educators' and participant inmates' perspectives, the positive effects of correctional education programs on inmates during and after the incarceration were unpacked.

As for the positive effects of the correctional education programs during the incarceration, the participant correctional educators stated that short-term positive effects are mostly social and there are psychological, monetary and few others as well. On the other hand, the participant inmates stated that short-term positive effects are mostly psychological and there are social, monetary and few others as well. This finding confirms Giles et. al.'s (2004) indication that correctional education programs are not just time-passing activities in prisons. In addition, this finding is also parallel to Tootoonchi's (1993) argument that among the short-term contributions of correctional education, an increase in prisoners' self-esteem, confidence, and self-awareness exist. Last, the argument that inmates who receive correctional education during the incarceration were observed to obey the prison rules more than the ones who don't participate in these educational programs (Saylor

& Gaes, 1992) was also stated by both participant correctional educators and inmates in this study.

It was also found in this study that both participant correctional educators and inmates believe that correctional education programs have positive effects on the inmates not only during the prison time, but also after the release from prison as well.

As for the positive effects of the correctional education programs after the incarceration, both participant correctional educators and inmates stated that the long-term positive effects are mostly professional, and there are social, recidivism-related and few others as well. That is, both participant correctional educators and participant inmates are aware that inmates lack professional and social skills. To satisfy these needs, they participate in correctional education programs and thanks to these programs they may not return to prison again. Furthermore, the participant inmates state that they want to participate in correctional education programs to improve their intellectual skills as well., based upon the statements by some participants, it could be inferred that there are participant correctional educators and inmates in this study, who state that inmates' literacy level is too low. This correspond to the findings of the past research (Visher & Travis, 2003; Austin & Hardyman, 2004; Klein et al., 2004) as well.

In addition, there are participant correctional educators and inmates in this study, who state that a significant reason for most inmates' being incarcerated is their lacking a profession. This is parallel to what is reported in the past research (Drakeford, 2002; Visher & Travis, 2003; Austin & Hardyman, 2004) as well.

In addition, both participant correctional educators and inmates stated that inmates need to be provided with professional skills with which they can find a good job, and as a result, they wouldn't return to prison. This argument is parallel to the

previous findings as well. In this regard, Austin & Hardyman (2004) state that a reason for being in prison is the lack of having a steady job. Besides, after his / her release from the prison, an inmate's re-entering to the society can be regarded as a good reintegration if s / he is able to find a job and don't return to the prison (Drakeford, 2002; Gehring, 1997; Hrabowski & Robbi, 2002; Silva, 1994).

Similarly, the participant correctional educators and inmates in this study expect that inmates can be provided with professional skills in the correctional education programs; and as a result, they can have good jobs and won't return to prison.

### Conclusion, Reflections and Recommendations

In this section conclusion, reflections and recommendations are respectively provided.

#### Conclusion

This thesis examined how correctional educators and inmates perceive correctional education programs and to what extent these perceptions correspond to each other. Certain conclusions could be reached via the findings of the study.

First, being in a prison wouldn't be easy. Teaching or learning could be hard even for people who have freedom; it would be much harder in a prison. In this sense, correctional educators find their jobs hard to do and state that they are not in the best place to teach. They seem to endure it due to several reasons. However, inmates seem to be more pleased with participation in correctional education programs. They provide, monetary, educational and some other reasons and expect that they will have benefits of these programs in the short and long run.



Second, teacher and learners are two basic components of a teaching-learning environment. This is why their beliefs about the effects of learning are important for the atmosphere in the educational environment. The findings of this study reveal that most of the participants agree that there are no negative effects of the correctional education programs on inmates. They further agree on the existence of the different types of positive social, psychological, professional, monetary and other effects as well.

Next, inmates' achieving success in the correctional education programs is another issue on which both correctional educators and inmates have agreements. That is, both correctional educators and inmates agree that inmates' motivation to learn is the most significant factor that leads them to succeed in correctional education programs and get a certificate of achievement. Meantime, both correctional educators and inmates agree that inmates' lack of motivation to learn is the most significant factor that leads them to fail in correctional education programs and not be able to get a certificate of achievement.

In addition, there are three types of correctional education programs in prisons: Literacy, social-cultural and vocational. Both correctional educators and inmates underline that each of these program types are important. However, as most of them relate the reason for making a crime and being unemployed, they state that vocational education programs are more necessary for inmates. This is because they believe that inmates can have professional skills and use these skills after their release; and as a result, may not return to prison.

One more inference could be made about the positive effects of the correctional education programs on inmates. Both correctional educators and inmates believe that the correctional education programs have positive effects on inmates

while they are in prison and after they are released from the prison. That is, just after inmates begin participating in correctional education programs, several psychological, social, monetary and other changes on them are observed by the participants. On the other hand, both correctional educators and inmates believe that the correctional education programs will have professional and social positive effects on inmates when they are released from prison as well.

Lastly, both correctional educators and inmates state that they face with institutional, self-related and in-ward related challenges in the correctional education environments in prison. They agree not only on the existence of the problems, but also on the ways to solve them as well. They agree that the educational environments in prisons are mostly in need of educational improvements like the arrangement of guidance programs for inmates, the increase in the program types and the arrangement of in-service education programs for correctional educators.

In brief, although correctional educators are not as pleased as inmates with being in correctional education environment, they take the similar perspectives about the various perceptual aspects of correctional education such as the factors that facilitate or obstruct inmates' success in correctional education programs, the necessity that all inmates should be provided with professional skills during their incarceration, the existence of both in-prison and after-prison positive effects of the correctional education programs on inmates, the existence of the problems and the solutions of these problems in the correctional education environments.

## Reflections

This thesis has been more than a thesis for me in that I had valuable experiences throughout my work on it. It enabled me to meet people whom I cannot meet in my everyday life. I had the chance of deeply thinking on inmates' daily lives, perceptions and experiences. It let me know how some belongings of me could be ordinary for me, but vital for others. A study in prisons wasn't so easy for me that I had difficulties as well. Therefore, this thesis was both a contributing and a challenging experience for me.

On one hand, the challenging side of the thesis was that I had to be an inmate for two days a week throughout the study. With my qualitative researcher hat on, I was interested in as many details as possible. Hence, I left my personal belongings like cell phone, mp3, camera, money etc. at prison's door and became part of the prison. I observed correctional educators and inmates in their everyday lives. I ate what they ate, helped when they studied and listened to distinctive stories of them. When I visited the prisons, I stayed there whole day. Even just staying in a prison for such a limited time was too frustrating and frightening for me.

On the other hand, the contributing side of this study was that I understood the value of freedom and education. I inevitably compared the people outside, who never value educational opportunities they have; to the inmates, who have no freedom or opportunities, but regard the limited right to education as the only sole remedy. When I saw the inmates who had acquired their right to education in prison... When I saw other inmates who looked at me enviously just because I had the chance of getting out of the prison whenever I wanted... And when I saw some other inmates who regret not having been educated before making a crime, I couldn't help thinking deeply on prisons and the people in them.

Previously, prison was a place I saw with high walls around it and bars on its windows. For me, inmates used to be ones who made a crime and need to be exposed to harsh punishments. However, most of the inmates I observed seemed regretful of being in a prison. In addition, they not only state that they regret, but they take action as well. That is, they participate in correctional education programs and hope to have educational and professional skills thanks to these programs. When they are released, don't want to return to the prison; and as a result, will have freedom forever. They think it is not late for them to learn and they are not in the wrong place to be educated. Therefore, accessing the right to education is accessing the freedom for them as they believe being educated means never returning to prison again. In this sense, I regard them as the oppressed and when I see them striving for accessing the freedom via education under the harsh prison circumstances, I remind what Freire (2005) states: "Freedom is acquired by conquest, not by gift. It must be pursued constantly and responsibly. Freedom is not an ideal located outside of man; nor is it an idea which becomes a myth. It is rather the indispensable condition for the quest human completion" (p. 47). Accordingly, in these prisons I visited, I met people who are constantly striving for conquering their freedom, ignoring the people around them, the circumstances they are under or the place they are in.

Briefly, as a researcher, I was never interested in why the participant inmates are in prison, but what they are doing to survive in prison and not to return to there when released. I believe that I could observe their struggles. The most meaningful inference I could make is that education is everywhere, even in a prison, where most people would never want to be.

## Recommendations

This section includes recommendations for correctional educators, authorities and the entire society.

### Recommendations for Correctional Educators

As it was revealed in this study, correctional educators are not pleased with their profession. They complain about being in a prison and teaching inmates. However, as teachers, they should be aware that teaching is more meaningful when the learners are really in need of what is taught. As the previous scholar works, mentioned in chapter two, reveal and as both participant correctional educators and inmates in this study state, inmates are in need of being educated and changed. The more they are educated, the better it is. The place they will finally return to is the society, nowhere else. That is why correctional educators need to teach inmates more willingly.

### Recommendations for Authorities

The first impression I had in the research settings is that authorities could be regarded as good at pleasing with the correctional educators and inmates by arranging correctional education programs. Both correctional educators and inmates believe that these programs are necessary and provide inmates with short and long-term positive effects. However, as it was noted in chapter four, both correctional educators and inmates state that correctional education programs should be

improved. In this sense, they have several expectations from the authorities such as increasing the program types, employing more qualified correctional educators and making more financial investments on correctional education.

Besides, as the researcher, I noticed that no correctional educators I met for the interviews had an academic background about teaching adults. It is very probable that if current correctional educators are provided with some in-service training and the prospective correctional educators are trained before they begin teaching inmates, the efficiency of the correctional education programs can be raised.

Last, in Turkey, the field of correctional education hasn't been widely studied yet. There must be correctional education institutes at universities and graduate programs should be offered in them. The researchers in these institutes should make academic studies, reveal the life in prisons and collaborate with the authorities in prisons and in the ministry. So that the national academic literature about this topic can be generated and the correctional functions of Turkish prisons can be improved.

### Recommendations for the Entire Society

As it was revealed in this study, some of the inmates are hopeless about their post-prison lives. That is, they believe that even if they are corrected and don't have the intention of making a crime again when they are released; nobody would hire or respect them due to their criminal records. As chapter two reveals, exposing to correctional education programs in a prison significantly decreases the risk of inmates' making a crime again and returning to prison. Therefore, as the members of the society, we should develop more positive attitudes towards the people who have

certificates of achievement from correctional education programs. So that their re-integration to the society would be easier and the crime rate may decrease.

### Limitations

This study has several limitations that are worth mentioning. One is the possible institutional differences between two research settings. As data were collected from a men's and a women's prison, there might be some institutional differences that are invisible to the researcher; but affect the way the participants perceive the correctional education programs. These differences might exist in the styles of both prison administrations' assigning inmates to the classes, selecting correctional educators, de/motivating inmates to learn in prison etc.

Another limitation is about the sample selection. As it was mentioned in chapter three in detail, the participant inmates were selected randomly; however, in the selection of the participant correctional educators, the convenience sampling was employed. It might have been more reliable and valid if random sampling had been used in the selection of both groups' participants.

A third possible limitation is the way the interview data were collected. As a general rule in all Turkish prisons, nobody –even the warden- could enter a prison with an electronic device like cell phone, camera, tape-recorder, mp3 etc. Therefore, the researcher couldn't tape-record what participants said in the interviews and had to write them down. This could enable the participants to feel more comfortable; however, although he tried not to miss anything and checked each interview's data with each participant at the end of each interview; the researcher might have not caught some of them.

Last, the results of this study are specific to two prisons that were research settings of this study. Each of the other prisons in Turkey can have distinctive atmospheres. That is why the results of this study shouldn't be generalized to all Turkish prisons and correctional education environments in them. More research should be conducted with different samples in different prisons to reveal the perceptions of correctional educators and inmates about correctional education programs.

### Recommendations for Future Research

This study unpacked the perceptions of correctional educators and inmates who participated in a correctional education program and compared both parts' perceptions to each other. However, more research should be conducted to make sure correctional educators and inmates have the same perceptions about the correctional education programs in another prison.

One of the suggestions for future studies about the same topic is the inclusion of wardens and vice wardens in the research settings. With the administrative power they have, they can affect the educational environment in a prison. Thus, unpacking their perceptions and comparing these perceptions to correctional educators' and inmates' perceptions would be valuable to better explore the correctional education environments.

Another limitation is the type of the research settings. That is, both prisons from which data are collected are closed prisons. Thus, in the participants of future studies, inmates from open prisons should be included as well.



Next, as they are the participants of correctional education programs, just the perceptions of inmate students were revealed. However, non-participant inmates' perceptions were overlooked. If the reasons why these inmates don't participate in correctional education programs, what they expect, what makes them disappointed and how they are motivated to participate in any of these programs are unpacked, better exploration of correctional education programs can be made.

In addition, although two questions aimed at revealing the similarities and differences between correctional education processes and educational processes at any school outside, not all aspects of the comparison of these educational processes inside and outside the prison could be explored. This might be made through examining the curriculum development, educational administration and teacher training processes as well.

Last, twenty inmates and ten correctional educators from two Turkish prisons were included in this study. The same research design should be replicated with other participants in different research settings. So that, inter-prison comparisons could be made about the correctional education programs in Turkish prisons and a list of standards for arranging and improving the correctional education facilities in these prisons could eventually be made.

## APPENDICES

APPENDIX A

THE PETITION TO GDPDH FOR THE RESEARCH PERMISSION IN TURKISH

TC

ADALET BAKANLIđI

CEZA VE TEVKİF EVLERİ GENEL MÜDÜRLÜđÜNE

ANKARA

01.08.2011

Boğaziçi Üniversitesi Yetişkin Eğitimi Anabilim Dalı'nda "*Türkiye'deki Bir Cezaevinde Yetişkin Eğitimi Programlarının Analizi: Hükümlü ve Eğitimcilerin Algıları*" adıyla yüksek lisans tezi yazmaktayım. Bu tez kapsamında, Adalet Bakanlığı tarafından cezaevlerinde düzenli olarak uygulanan yetişkin eğitimi programlarının hükümlülere olan katkısı, eğitimci ve hükümlülerin gözünden akademik olarak ortaya konacak ve sonuçlar bakanlık ilgili birimlerinizle de paylaşılacaktır. Adı geçen akademik çalışmam için, okuma-yazma, mesleki ve sosyal-kültürel alanların üç türüne de ait kursların düzenlendiđi, bu eğitim faaliyetlerine katılan hükümlü ve eğitimi veren eğitimcilerle kısa görüşmede bulunabileceđim, 5 Eylül 2011- 31 Mart 2012 arası (haftada 2-3 gün) tek başıma ziyaret edebileceđim, İstanbul il sınırları içinde, 1 kadın ve 1 erkek cezaevine girebilmek için yazılı izninizi talep ediyorum.

Geređini saygılarımla arz ederim.

EKLER:

1. Boğaziçi Üniversitesi ilgili ABD başkanı ve tez danışmanının tezin yürütüldüğüne dair resmi yazısı
2. Tezin künyesi
3. Kapsamlı tez planı
4. Eğitimcilerle uygulanacak bilgi formu
5. Eğitimcilerle sorulacak görüşme soruları
6. Hükümlülere uygulanacak bilgi formu
7. Hükümlülere sorulacak görüşme soruları
8. Katılımcı izin formu

**Adres:** İstanbul Üniversitesi  
Yabancı Diller BIm.  
Kirazlı Mescit Sk. No:31 PK: 34116  
Öğrencisi  
Süleymaniye/Fatih/İstanbul/Türkiye  
Elemanı

**Tel:** 0505 253 86 38 / 0530 873 92 74

Hakan ERGİN  
Boğaziçi Üniversitesi Yüksek Lisans  
İstanbul Üniversitesi Öğretim

**E-mail:** [hakan.ergin1@boun.edu.tr](mailto:hakan.ergin1@boun.edu.tr), [hakan.ergin1@yahoo.com](mailto:hakan.ergin1@yahoo.com)

APPENDIX B

THE PETITION TO GDPDH FOR THE RESEARCH PERMISSION IN ENGLISH

TURKISH REPUBLIC  
MINISTRY of JUSTICE  
GENERAL DIRECTORATE of PRISONS and DETENTION HOUSES

ANKARA

August 1, 2011

Dear sir/madam,

I am studying on a master's thesis called "An Analysis of Correctional Education Programs in Turkish Prisons: Perceptions of Correctional Educators and Inmates". In the scope of this thesis, the perspectives correctional educators and inmates take about the contributions of correctional education programs to the inmates will be revealed academically and the results will be shared with the related department at Ministry of Justice. For this study, I am asking for your written permission that confirms I can visit a men's and a women' prisons in Istanbul between September 5, 2011 – March 31, 2012 (2-3 days a week) to observe literacy, social-cultural and vocational classes and interview correctional educators and inmates.

I submit this requisition for your approval.

ATTACHMENTS

1. Signed paper from the thesis advisor
2. Outline of the thesis
3. Detailed plan of the thesis
4. Information form for the correctional educators
5. Interview questions for the correctional educators
6. Information form for the correctional educators
7. Interview questions for the correctional educators
8. Consent form for the participants

Adress: İstanbul Üniversitesi  
Yabancı Diller Blm.  
Kirazlı Mescit Sk. No:31 PK: 34116  
Süleymaniye/Fatih/İstanbul/Türkiye

Hakan ERGİN  
Boğaziçi University MA Student  
Istanbul University Instructor

Tel: 0505 253 86 38 / 0530 873 92 74

E-mail: [hakan.ergin1@boun.edu.tr](mailto:hakan.ergin1@boun.edu.tr) , [hakan.ergin1@yahoo.com](mailto:hakan.ergin1@yahoo.com)

APPENDIX C

APPROVAL OF THE RESEARCH PERMISSION REQUEST BY GDPDH

T.C.  
ADALET BAKANLIĞI  
Ceza ve Tevkifevleri Genel Müdürlüğü

Sayı : B.03.0.CTE.16.204.06.01-661/99308  
Konu : Tez çalışması

05/08/2011

Sayın Hakan ERGİN  
İstanbul Üniversitesi Yabancı Diller Bölümü  
Kirazlı Mescit Sokak No:31 34116  
Süleymaniye/Fatih/İSTANBUL

Boğaziçi Üniversitesi Yetişkin Eğitimi Anabilim Dalı'nda yüksek lisans öğrencisi ve İstanbul Üniversitesi öğretim elemanı olup; "Türkiyedeki Bir Cezaevinde Yetişkin Eğitimi Programlarının Analizi: Hükümlü ve Eğitimcilerin Algıları" konulu tez çalışması kapsamında; okuma-yazma, mesleki ve sosyo-kültürel alanların üç türüne de ait kursların düzenlendiği İstanbul ilindeki kurumlarda bulunan hükümlüler ve kursları veren eğitimciler ile görüşme yapma talebinize ilişkin 01/08/2011 tarihli dilekçeniz ve ekleri incelendi.

Söz konusu çalışmanın; hükümlülerin ve eğitimcilerin rızalarının alınarak, 5 Eylül 2011-30 Nisan 2012 tarihleri arasında Maltepe 1 ve 2 Nolu L Tipi Kapalı, Bakırköy Kadın Kapalı Ceza İnfaz Kurumlarında, kurum idaresince belirlenecek tarihlerde, çalışma konusuyla sınırlı kalınması, ses kaydı ve görüntü alınmaması, araştırma sonucunun iki örneği ile CD'sinin de Genel Müdürlüğümüze gönderilmesi koşullarıyla, kurum öğretmenleri denetiminde yapılması uygun görülmüştür.

Ceza infaz kurumlarında yapılan çalışmalara gösterdiğiniz ilgiden dolayı teşekkür eder, ceza infaz kurumları ile irtibata geçilerek kurumların çalışma kuralları hakkında bilgi edinilmesini rica ederim.

Sefa MERMERCİ  
Hâkim  
Bakan a.  
Genel Müdür

Maltepe 1 Nolu L Tipi Kapalı Ceza İnfaz Kurumu : 0 506 600 6340  
Maltepe 2 Nolu L Tipi Kapalı Ceza İnfaz Kurumu : 0 506 600 6341  
Bakırköy Kadın Kapalı Ceza İnfaz Kurumu : 0 506 600 6344

Konya Yolu No:70 Beşevler 06330 ANKARA Ayrıntılı bilgi için irtibat: Ö.ŞAHİNKOL Şb.Md.  
Telefon: 0 312 204 13 73-75 Faks: 0 312 223 60 07 e-posta:cte.adalet.gov.tr Elektronik Ağ: www.adalet.gov.tr

Evrakın 5070 Sayılı Kanuna göre elektronik imzalı aslına <http://vatandas.uyap.gov.tr/evrak> adresinden Win4vCG - 00ynyc - 9Spoea3 - CCmPVU= kodu ile erişebilirsiniz.



T.C.  
ADALET BAKANLIĞI  
Ceza ve Tevkifevleri Genel Müdürlüğü

Sayı : B.03.0.CTE.16.204.06.01-660/99307  
Konu : Tez çalışması

05/08/2011

..... CUMHURİYET BAŞSAVCILIĞINA

İlgi : Hakan ERGİN'e ait 01/08/2011 tarihli dilekçe.

Boğaziçi Üniversitesi Yetişkin Eğitimi Anabilim Dalı'nda yüksek lisans öğrencisi ve İstanbul Üniversitesi öğretim elemanı Hakan ERGİN'in "Türkiye'deki Bir Cezaevinde Yetişkin Eğitimi Programlarının Analizi: Hükümlü ve Eğitimcilerin Algıları" konulu tez çalışması kapsamında; okuma-yazma, mesleki ve sosyo-kültürel alanların üç türüne de ait kursların düzenlendiği İstanbul ilindeki kurumlarda bulunan hükümlüler ve kursları veren eğitimciler ile görüşme yapma talebine ilişkin ilgi dilekçesi ve ekleri incelendi.

Söz konusu çalışmanın; hükümlülerin ve eğitimcilerin rızalarının alınarak, 5 Eylül 2011-30 Nisan 2012 tarihleri arasında Maltepe 1 ve 2 Nolu L Tipi Kapalı, Bakırköy Kadın Kapalı Ceza İnfaz Kurumlarında, kurum idaresince belirlenecek tarihlerde, çalışma konusuyla sınırlı kalınması, ses kaydı ve görüntü alınmaması, araştırma sonucunun iki örneği ile CD'sinin de Genel Müdürlüğümüze gönderilmesi koşullarıyla, kurum öğretmenleri denetiminde yapılması uygun görülmüştür.

Bilgi edinilmesi ve Başsavcılığımıza bağlı ceza infaz kurumlarında çalışma yapacak olan yüksek lisans öğrencisi Hakan ERGİN'e gerekli yardım ve kolaylığın gösterilmesini rica ederim.

Sefa MERMERCİ  
Hâkim  
Bakan a.  
Genel Müdür

DAĞITIM PLANI:  
Bakırköy Cumhuriyet Başsavcılığı  
Kartal Cumhuriyet Başsavcılığı

Konya Yolu No:70 Beşevler 06330 ANKARA  
Telefon: 0 312 204 13 73-75 Faks: 0 312 223 60 07

Ayrıntılı bilgi için irtibat: Ö.ŞAHİNKOL Şb.Md.  
e-posta:cte.adalet.gov.tr Elektronik Ağ: www.adalet.gov.tr

Evrakın 5070 Sayılı Kanuna göre elektronik imzalı aslına <http://vatandas.uyap.gov.tr/evrak> adresinden  
h19VdXR - 1WvPxOR - jqnYKs - eYfWMs= kodu ile erişebilirsiniz.

APPENDIX D

THE INTERVIEW PROTOCOL FOR THE PARTICIPANT CORRECTIONAL  
EDUCATORS IN TURKISH

Değerli yetişkin eğitmeni,

Bu bilgi formu, Boğaziçi Üniversitesi Yetişkin Eğitimi Anabilim Dalı'nda yürütülen "Türk Cezaevlerindeki Islah Programlarının Bir Analizi: Cezaevi Eğitimcileri ve Mahkûmların Algıları" adlı yüksek lisans tezi kapsamında uygulanmaktadır. Formda kişi adı sorulmamaktadır ve vereceğiniz bilgiler sadece araştırmacı tarafından görülüp, gizli tutulacaktır.

Katkınız için teşekkür ederim.

Hakan ERGİN

Yüksek Lisans Öğrencisi, Boğaziçi Üniversitesi Yetişkin Eğitimi ABD

#### DEMOGRAFİK BİLGİLER

1) Cinsiyetiniz : <input type="checkbox"/> K <input type="checkbox"/> E
2) Doğum yılınız: 19.....
3) Mesleğiniz : .....

#### EĞİTİM BİLGİLERİ

4) Mezun olduğunuz:

Lise türü:	Bölüm:
------------	--------

Üniversite ya da Yüksek Okul:	Bölüm:
-------------------------------	--------

Yüksek Lisans :	<input type="checkbox"/> mezun	<input type="checkbox"/> devam ediyor
Üniversite/Enstitü:	Program:	

Doktora :	<input type="checkbox"/> mezun	<input type="checkbox"/> devam ediyor
Üniversite/Enstitü:	Program:	

5) Toplam kaç yıllık iş deneyiminiz bulunmaktadır?

- 1-5       6-10       11-15       16-20       Diğer  
.....

6) Kaç yıldır yetişkin eğitimciliği yapıyorsunuz?

- 1-5       6-10       11-15       16-20       Diğer  
.....

7) Kaç yıldır bir cezaevinde eğitim vermektесiniz?

- 1-5       6-10       11-15       16-20       Diğer  
.....

8) Çalışma şekliniz:

- Kadrolu, tam zamanlı ve maaşlı olarak çalışıyorum.  
 Sözleşmeli, tam zamanlı ve maaşlı olarak çalışıyorum.  
 Uyguladığım eğitim programı başına ders ücreti alıyorum.  
 Diğer .....

9) Bugüne kadar cezaevlerinde uyguladığınız son 5 yetişkin eğitimi programları nelerdir?

- 1)
- 2)
- 3)
- 4)
- 5)

10) Bir eğitim programına katılma imkânınız olsa, hangi konularda eğitim almak isterdiniz?

- 1)
- 2)
- 3)
- 4)
- 5)

## CEZAEVİ EĞİTMENLERİ İÇİN GÖRÜŞME SORULARI

- 1) Cezaevinde eğitim vermede karar sürecinizden bahsedebilir misiniz?
- 2) Hükümlüler sizce cezaevi eğitimlerine neden katılmaktadır?
- 3) Cezaevi eğitimlerinin hükümlülere ne gibi olumlu yönleri vardır?
- 4) Cezaevi eğitimlerinin hükümlülere ne gibi olumsuz yönleri vardır?
- 5) Cezaevi eğitimleri sırasında yaşadığınız güçlükler nelerdir?
- 6) Eğitimsel bir alan olarak cezaevi ortamını nasıl buluyorsunuz?
- 7) Cezaevi eğitimlerinin yapıldığı ortamı fiziksel altyapı olarak nasıl buluyorsunuz?
- 8) Hükümlülerin eğitim faaliyetlerindeki başarısını nasıl değerlendiriyorsunuz?
- 9) Hükümlülerin cezaevi eğitimlerini başarıyla tamamlaması sizce nelere bağlıdır?
- 10) Hükümlülerin cezaevi eğitimlerindeki başarısını olumsuz etkileyen faktörler nelerdir?
- 11) Hükümlüler için en katkı sağlayıcı kurs türü hangileridir? Neden?
- 12) Cezaevi eğitimlerinin hükümlülere kısa vadeli katkıları nelerdir?
- 13) Cezaevi eğitimlerinin hükümlülere uzun vadeli katkıları nelerdir?
- 14) Cezaevi eğitimi hizmetleri nasıl daha etkin hale getirilebilir?

APPENDIX E

THE INTERVIEW PROTOCOL FOR THE PARTICIPANT CORRECTIONAL  
EDUCATORS IN ENGLISH

Dear adult educator,

This interview form is used in a master's thesis called "An Analysis of Correctional Education Programs in Turkish Prisons: Perceptions of Correctional Educators and Inmates" and studied at Boğaziçi University Adult Education Department. Your name is not asked and all the information you provide will be kept confidential.

Thanks in advance for your contribution.

Hakan ERGİN

MA Student, Boğaziçi University Adult Education Department

DEMOGRAPHIC INFORMATION:

1) Sex : <input type="checkbox"/> F <input type="checkbox"/> K
2) Year of birth : 19.....
3) Original Job : .....

EDUCATIONAL INFORMATION:

4) Graduated:

Type of High School:	Department:
----------------------	-------------

College / University:	Department:
-----------------------	-------------

MA/MS	<input type="checkbox"/> finished	<input type="checkbox"/> ongoing
University/Institute:	Program:	

PhD/EdD	<input type="checkbox"/> finished	<input type="checkbox"/> ongoing
University/Institute:	Program:	

5) How many years of total working experience do you have?

- 1-5       6-10       11-15       16-20       Other

.....

6) How many years of experience in teaching adults do you have?

- 1-5       6-10       11-15       16-20       Other

.....

7) How long have you been teaching in a prison?

- 1-5       6-10       11-15       16-20       Other

.....

8) Your type of working:

- Tenured / Full-time  
 Contracted / Full-time  
 Paid for each class I teach  
 Other .....

9) What are the last five classes you have taught in prisons up to now?

- 1)
- 2)
- 3)
- 4)
- 5)

10) In what subjects would you attend a professional development education?

- 1)
- 2)
- 3)
- 4)
- 5)



## INTERVIEW QUESTIONS FOR THE PARTICIPANT CORRECTIONAL EDUCATORS

- 1) How did you decide to teach in a prison?
- 2) Why do you think inmates attend correctional education programs?
- 3) What are the positive effects of correctional education programs on inmates?
- 4) What are the negative effects of correctional education programs on inmates?
- 5) What are the challenges you are faced with during correctional education programs?
- 6) How do you find prison as an educational environment?
- 7) How do you find the physical infrastructure of the correctional education environment in prison?
- 8) How do you assess the inmates' success in correctional education programs?
- 9) What are the prerequisites for inmates' success in correctional education programs?
- 10) What are the factors that negatively affect inmates' success in correctional education programs?
- 11) What is the most contributing type of programs to the inmates?
- 12) What are the short-term positive effects of the correctional education programs on inmates?
- 13) What are the long-term positive effects of the correctional education programs on inmates?
- 14) What are your recommendations for improving correctional education services?

APPENDIX F

THE INTERVIEW PROTOCOL FOR THE PARTICIPANT INMATES IN  
TURKISH

Değerli cezaevi sakini,

Bu bilgi formu cezaevlerindeki eğitim faaliyetleri hakkında cezaevi sakinleri ve öğretmenlerin görüşlerini almak üzere Boğaziçi Üniversitesi Yetişkin Eğitimi Anabilim Dalı'nda yazılmakta olan "Türk Cezaevlerindeki İslah Programlarının Bir Analizi: Cezaevi Öğitmenleri ve Mahkûmların Algıları" adlı yüksek lisans tezine veri toplamak için oluşturulmuştur. Formda kişi adı sorulmamaktadır ve vereceğiniz bilgiler sadece araştırmacı tarafından görülüp, gizli tutulacaktır.

Katkınız için teşekkür ederim. Hakan ERGİN

Boğaziçi Üniversitesi Yetişkin Eğitimi Anabilim Dalı

### 1. DEMOGRAFİK BİLGİLER

1. En son mezun olduğunuz okul: .....
2. Cezaevine girmeden önceki son yaptığınız meslek: .....

### 2. CEZAEVİ EĞİTİMLERİ HAKKINDA

1. Şu an kaldığınız cezaevinde hangi cezaevi eğitimi program(lar)ına katıldınız?

.....  
.....

2. Bu program(lar)a ne kadar süreyle katıldınız?

.....  
.....

3. Bu program(lar)ın hangilerini tamamladınız?

.....  
.....

4. Daha önce başka bir cezaevinde cezaevi eğitimi program(lar)ına katıldınız mı? Katıldıysanız, hangi program(lar)dı?

.....  
.....

5. Başka hangi cezaevi eğitimi program(lar)ına katılmayı istiyorsunuz?

.....  
.....

## CEZAEVİ SAKINLERİ İÇİN GÖRÜŞME SORULARI

1. Eğitim nedir?
2. Cezaevlerinde neden eğitim programları uygulanmaktadır?
3. Cezaevi eğitimlerine neden katılmaktasınız?
4. Cezaevinde öğrenme süreci nasıl bir süreçtir?
5. Kendinizi şu anda nasıl bir öğrenci olarak tanımlıyorsunuz?
6. Cezaevi eğitimlerinin hükümlülere ne gibi olumlu yönleri vardır?
7. Cezaevi eğitimlerinin hükümlülere ne gibi olumsuz yönleri vardır?
8. Cezaevi eğitimleri sırasında yaşadığınız güçlükler nelerdir?
9. Bir hükümlünün cezaevi eğitimlerini başarıyla tamamlaması sizce nelere bağlıdır?
10. Bir hükümlünün cezaevi eğitimlerindeki başarısını olumsuz etkileyen faktörler nelerdir?
11. Bir hükümlü için en katkı sağlayıcı kurslar hangileridir? Neden?
12. Cezaevi eğitimlerinin hükümlülere kısa vadeli katkıları nelerdir?
13. Cezaevi eğitimlerinin hükümlülere uzun vadeli katkıları nelerdir?
14. Cezaevi eğitimleri nasıl daha etkin hale getirilebilir?

APPENDIX G

THE INTERVIEW PROTOCOL FOR THE PARTICIPANT INMATES IN  
ENGLISH

Dear inmate,

This interview form is used in a master's thesis called "An Analysis of Correctional Education Programs in Turkish Prisons: Perceptions of Correctional Educators and Inmates" and studied at Boğaziçi University Adult Education Department. Your name is not asked and all the information you provide will be kept confidential.

Thanks in advance for your contribution.

Hakan ERGİN

MA Student, Boğaziçi University Adult Education Department

### 1. EDUCATIONAL INFORMATION

1. The last school you graduated from: .....
2. The last vocation before the incarceration: .....

### 2. CORRECTIONAL EDUCATION PROGRAMS

1. In this prison which correctional education program(s) have you attended?  
.....  
.....
2. How long did each program last?  
.....  
.....
3. Which one(s) did you complete?  
.....  
.....
4. Which correctional education program(s) did you attend in a different prison?  
.....  
.....
5. Which correctional education program(s) are you planning to attend?  
.....  
.....

## INTERVIEW QUESTIONS FOR THE PARTICIPANT INMATES

1. What is education?
2. Why do you think correctional education programs are arranged in prisons?
3. Why do you participate in correctional education programs?
4. How would you describe the learning processes in prison?
5. How would you describe yourself as a student?
6. What are the positive effects of correctional education programs on inmates?
7. What are the negative effects of correctional education programs on inmates?
8. What are the challenges you are faced with during correctional education programs?
9. What are the prerequisites for inmates' success in correctional education programs?
10. What are the factors that negatively affect inmates' success in correctional education programs?
11. What is the most contributing type of correctional education programs to the inmates?
12. What are the short-term positive effects of the correctional education programs on inmates?
13. What are the long-term positive effects of the correctional education programs on inmates?
14. What are your recommendations for improving correctional education services?

APPENDIX H

PARTICIPANT CONSENT FORM IN TURKISH



## ARAŞTIRMA İÇİN KATILIMCININ MUVAFAKATI FORMU\*

### Türkiye'deki Bir Cezaevinde Yetişkin Eğitimi Programlarının Analizi: Hükümlü ve Eğitimcilerin Algıları

Bu çalışma, cezaevlerindeki ıslah eğitimi programları hakkında cezaevi eğitimcilerinin ve cezaevi sakinlerinin algılarını tespit ve bu algıların ne kadar örtüştüğünü tespit etmek için yapılmıştır.

Çalışmada iki (2) adet 60 dakikalık yüz yüze röportaj ve ihtiyaç olması durumunda ve sizin de gönüllü olmanız takdirde üçüncü bir röportaj olasılığını içermektedir. Bu nitel prosedürlerle toplanacak veriler Hakan Ergin tarafından analiz edilecektir. Siz cezaevinde ıslah programlarında ders veren cezaevi eğitmeni ya da bu programlardan herhangi birine katılmış ve tamamlamış hükümlü olarak seçilmiş bulunmaktasınız. İsmi ya da herhangi bir tanımlayıcı kişisel özelliğiniz yanıtlarınızda yer almayacaktır.

Bu araştırma etüdüne katılacak cezaevi eğitimcilerinin, araştırmanın yapıldığı kadın veya erkek cezaevlerinden birisinde, en az bir dönem, herhangi bir ıslah programında, programın başından sonuna kadar eğitim vermiş olması gerekmektedir.

Bu araştırma etüdüne katılacak cezaevi sakinlerinin, araştırmanın yapıldığı kadın veya erkek cezaevlerinden birisinde, en az bir yıldır hükümlü olarak kalıyor ve ıslah programlarından herhangi birisine kayıt olup, düzenli devam ederek başarı sertifikası almış olması gerekmektedir.

Bu çalışmaya katılım tamamen gönüllü olup, röportajlar ve çalışmadan istediğiniz zaman ve herhangi bir ceza almaksızın ayrılabilirsiniz. Röportaj tamamlandıktan sonra size maddi ya da aynı bir bedel ödenmeyecektir.

Verileri analiz ederken ve yazarken kimliğiniz tamamen gizli tutulacaktır. Rapor, sunum ya da yayımlarımda vereceğim bilgilerle isminiz hiçbir zaman ilişkilendirilmeyecektir. Özel yaşamınız, kanunların izin verdiği maksimum düzeyde korunacaktır. Röportaj sürecinde rahatsızlık hissederseniz, istediğiniz zaman ve hiçbir cezaya tabi tutulmaksızın bir soruyu cevaplamamayı ve/veya röportaja son vermeyi tercih edebilirsiniz.

Röportaj sırasında ses/görüntü kayıt edici cihaz kullanılmayacaktır. Araştırmacı, röportaj sırasında notlar alacaktır ve bu notlar veri analizi sonrasında yok edilecektir.

Bu çalışmayla ilgili herhangi bir sorunuz olursa araştırmacıyla irtibata geçiniz (Hakan Ergin, [hakan.ergin1@boun.edu.tr](mailto:hakan.ergin1@boun.edu.tr), 0212 440 20 12). Katılımcı olarak, haklarınızla ilgili bir sorunuz ya da söyleyecekleriniz olursa ya da çalışmanın herhangi bir yerinden memnun kalmazsanız kimliğinizi belirtmeden Boğaziçi Üniversitesi İnsan Araştırmaları Kurumsal Değerlendirme Kurulu (İNAREK) Başkanlığı ile kimliğinizi belirtmeden irtibata geçebilirsiniz (Telefon: 0212 359 54 00).

Aşağıya atacağınız imzanız, bu çalışmaya katılmayı gönüllü olarak kabul ettiğinizi gösterir.

\_\_\_\_\_  
Katılımcının Adı

\_\_\_\_\_  
Katılımcının İmzası

\_\_\_\_\_  
Tarih

\* Bu katılımcının muvafakatı formu, Yrd. Doç. Dr. Fatma Nevra SEGGIE'nin doktora tezinde kullandığı katılımcının muvafakatı formundan uyarlanarak oluşturulmuştur.

APPENDIX I  
PARTICIPANT CONSENT FORM IN ENGLISH

## PARTICIPANT CONSENT FORM IN ENGLISH\*

### An Analysis of Correctional Education Programs in Turkish Prisons: Perceptions of Correctional Educators and Inmates

This study is designed to examine the perceptions of correctional educators and inmates about correctional education programs and determine the extent these perceptions correspond to each other.

The study involves two (2) 60 minute face-to-face interviews with a possibility of a third interview as a follow up should the researcher feel the need and you have time to do it. The data collected by these qualitative procedures will be conducted by Hakan Ergin. You have been chosen as part of a sample of correctional educators who have been teaching in a correctional education program in prison or inmates who participated in and completed any of these programs. It is important that you know your name will not be associated with any of your responses nor will any identifying personal characteristics.

Correctional educators that will participate in this research study must be teaching in a correctional education program throughout a semester in one of the prisons which are the research settings in this study.

Inmates that will participate in this research study must be staying in one of the prisons that are the research settings of this study for at least one year, enrolled in, regularly attended and got certificate of achievement in any correctional education programs in one of these prisons.

Participation in this study is entirely voluntary and you may withdraw from any of the interviews and the study at any time with no penalty for doing so. After you complete the interviews, you will be paid no monetary or ocular rewards.

Your identity will remain confidential in all analyzing and reporting of data. At no time will your name be connected with the data we provide in any reports, presentations or publications. Your privacy will be protected to the maximum extent allowable by law. It is possible that you may become uncomfortable during the interview process. You may, at any time without penalty, elect not to answer a question and/or discontinue the interview.

During your interview(s) no audio or video recorder will be used. I will be taking notes during the interview and destroy them after the data analysis.

If you have any questions about the study contact the researcher please (Hakan Ergin, [hakan.ergin1@boun.edu.tr](mailto:hakan.ergin1@boun.edu.tr), 0212 440 20 12). As a participant, if you have any questions or concerns regarding your rights or are dissatisfied at any time with any aspect of this study, you may contact –anonymously, if you wish- Institutional Evaluation of Human Studies Council (INAREK) at Boğaziçi University (0212 440 20 12).

Your signature indicates your voluntary agreement to participate in this study.

\_\_\_\_\_

Name of Participant

\_\_\_\_\_

Signature of Participant

\_\_\_\_\_

Date

\* This participant consent form was adapted from the participant consent form that Assist. Prof. Dr. Fatma Nevra SEGGIE used in her dissertation.

APPENDIX J  
QUOTES IN TURKISH

## QUOTES IN TURKISH

1. Mecburiyetten oldu. İSMEK bünyesinde çalışıyordum, daha doğrusu orda olmam gerekiyor şu an. Şans işte... Birinin buraya (cezaevine) gelmesi gerekiyordu, idarecilerim de beni seçti. Yani bir nevi bana sorulmayan bir atama ile geldim (Pinar, BWP).
2. HEM’de çalışıyorum, kadrom orda. Oradan görevlendirmeye her yıl birinin gelmesi gerekiyor bu branştan, ben geldim. Ancak isteyerek geldim, buranın bir cezaevi olduğu gerçeği beni düşündürmedi. Ne zaman telaşlansam ve pişman olmaya başlasam hemen sıradan bir sınıfta, normal öğrencilerle beraber olduğumu düşünüp kendime geliyorum (Eylem, BWP).
3. İSMEK’te başladım çalışmaya, aslında eğitimciliğe de orda başlayacağımı düşünmüştüm ama burada (cezaevinde) başladım. Başta ön yargılarım vardı ve hemen karar veremedim, ama geldim işte ve alıştım. Doğru yerde olup olmadığı hala benim için bir soru işareti; ama burada çok şey öğrendim ve bu bile bana yeter (Deniz, BWP).
4. Zorunluluktan geldim. Felsefe mezunuyum. Devlette iş aradım, benim branşımdan mezun olup da devlete girmek zor. Buraya atanabildim ve çalışıyorum. Başka bir imkân olsa bu kadar sorunlu insanın bir arada olduğu bir yerde çalışmazdım (Mert, MMP2).
5. Burara çalışma nedenim kesinlikle idealizmle açıklanamaz. Benim durumum bu tabirden çok uzak. Kadroluyum burada ve burası ilk cezaevi deneyimim değil, daha önce çocuk cezaevinde çalıştım istemeden. Cezaevindeki ortamı, mahkûmları başka bir deyişle hayatı biliyorum. Yine buradayım, mutluyum diyemem; ancak yapacak bir şey yok (Metin, MMP2).
6. Pek istemedim esasında, çok düşündüm. Burada, cezaevinde, çalışmaya karar vermek kolay değil. Bunun nedeni de güvenlik kaygısı, çünkü hitap ettiğiniz profil belli. Devlet işi, geldim işte... Ancak zamanla alıştım... Yine de bazen kendime soruyorum burada ne aradığımı, öğrenci profili aklıma gelince (Bırol, MMP2).
7. Benimki aşçılık kursu ve benimki tipik bir sınıf değil, mutfak. Onların (mahkûmların) sıradan bir sınıftan daha fazla rahat edecekleri yer. Birçoğu yıllardır burada (cezaevinde). Evlerini özlüyorlar. Aslında herkes evini özler, ama bunlar farklı. Bunlar kadın, ben de kadını. Eminim ki evlerinde en çok özledikleri kısım mutfakları. Benim sınıf-mutfağımdayken bu ihtiyaçlarını giderdiklerini fark edebiliyorum (Deniz, BWP).
8. Yarısından fazlası vakit geçirmek için geliyor. Öğrenmeye gelen çok az, gelse bile öğrenebilen az, çünkü cezaevi algılarını çok düşürüyor. Mesela geçen dönem kursuma gelen 16 hükümlüden sadece 1 tanesinin öğrendiğine inanıyorum. Sanırım algı ve hüküm süresi ters orantılı (Eylem, BWP).

9. Ben El Sanatları dersi veriyorum. Benim dersime diğer pek çok dersten daha istekliler. Diğer dersler onlara bir umut verebilir ya da meslek kazandırabilir. Ama benim dersimde, ilk gün para kazanmaya başlayabilirler. Onlara bazı basit takıların nasıl yapılacağını gösteriyorum, onlar da gerekli malzemeleri kantinden satın alıp diğer mahkûmlara satıyor ve para kazanıyorlar (Bengu, BWP).
10. Ne zaman dönem başı derse başlayacak olsam, ilk gün sınıftakilerle derin gereklilikleri, notlama, sınavlar, devam gibi konularda konuşurum. Soru ya da yorumları olup olmadıklarını sorduğumda, muhakkak “Sertifika alacak mıyız?, Ne zaman alırız” türünden soru soruyorlar. Sertifika hakkında konuşmaya bayılıyorlar. Bazen dersin içeriği ile değil de sertifikanın kendisiyle daha ilgili olduklarını hissediyorum (Pervin, BWP).
11. Bu kurslar onlar (mahkûmlar) için bir nimet, bir nefes almak. Koğuştan normal şartlarda çıkabileceğiniz durumlar bellidir, duruşma, ziyaretçi ya da hastane gibi. Bu kurslar bunların haricindeki son şans onlar için. Bir koğuştaki yirmi bir kişi var. Kimse yirmi dört saat kalmak istemez aynı koğuştaki. Bu bir fırsat onlar için ve benim dersime gelen bu fırsatı değerlendirmiş demektir (Metin, MMP2).
12. Mahkûmların bu programlara katılmasının tek nedeni kesinlikle meslek ve para kazanmak. Bunu özellikle mesleki programlarda görebilirsiniz. Diğer sınıflarda, mesela sosyal-kültürel kurslarda insanlar (mahkûmlar) ordadır, çünkü sevdikleri içindir. Örneğin, bir mahkûm resim dersine katılıyorsa, sevdiği içindir. Ama mesleki kurslara katılıyorlar, çünkü buna mecburlar. Benim sınıfıma bakın... Genelde fakir elemanlar ve mesleği öğrenip para kazanmak zorundalar (Kenan, MMP2).
13. Okuma-yazma dersi veriyorum. Cidden zor. Bir okuma-yazma sınıfı düşünün içinde çocuklar yok. Daha da kötüsü, bir okuma-yazma sınıfı düşünün içindekiler mahkûm. Onlara öğretmek zor; ama onların öğrenmesi de zor. Çocukluklarında yap(a)madıkları bir şeyi telafi etmeye çalışıyorlar. Benim sınıfıma düzenli gelenin bir şeyler öğrenmek istediğine inanırım. Mesela 72 yaşındaki bir mahkûma okuma-yazma öğrettim. Öğrenme isteği var ve bu istek onu gelmeye teşvik ediyordur, başka bir şey değil (Kenan, MMP2).
14. “... bir mahkum bir şeyler öğrenmek istemiyorsa sadece kayıt oluyor, derslere düzenli katılmıyor. Bu yasal zorunluluk güzel ama çözüm değil”.
15. Koğuştaki sıkıldıklarını kabul ediyorum. Otuz yılı aşkındır burada olan mahkûmlar var. Kolay bir hayatları yok. Yıllardır mahkûm rolündeler ve öğrenci rolüne girmek istiyorlar. Ancak hepsi de bu şekilde davranmıyor. Bazıları bunu istismar etmek istiyor. Cezaevi eğitim programları sayesinde mahkûmlar, farklı koğuştan mahkûmlarla bir araya gelebiliyor. Diğer koğuştaki hasımlarını bulup kavga etmek isteyenler var. Ya da arkadaşlarını bulup, bazı illegal faaliyetler planlamak isteyenler de. Yine ki, eğitimciler olarak ne biz, ne de idare bunlara müsaade etmez (Mert, MMP2).

16. Buradakilerin (mahkûmların) profiline ve eğitim geçmişine bir bakın. Neden burada oldukları sorusuna bir yanıt bulacaksınız. Buradalar, çünkü önceki hayatlarında bir hiçti birçoğu. Yani, ne para, ne sosyal statü ne de saygınlıkları vardı. Bu yüzden suça yöneldiler. Buraya gelmeden önde bu kadar kötü bir hayatlarının olmasındaki neden işsiz olmalarıdır. İşleri yoktu, esasında bir şey yapmayı da bilmiyorlardı. Bunu sadece biz değil, onlar da biliyor. Bunun için burada bir mesleğin en ince ayrıntılarını öğrenmek istiyorlar (Pınar, BWP).
17. Mahkûmları eğitmenin tek bir olumlu sonucu, bu eğitim programlarının onlara olan ekonomik katkısı. Bu benim sınıfımda rahatlıkla görülebilir. Benimki el sanatları dersi. Benim sınıfıma gelenler mutlu görünüyor; çünkü ilk hafta basit takıları yapmayı öğreniyorlar, koşu pratik edip kendi dizaynlarını koşu arkadaşlarına satıyorlar. Sadece bu şekilde kazandığı parayla geçinen mahkûmlar biliyorum (Bengu, BWP).
18. Benimkisi açılış dersi ve sınıf-mutfak tarzında bir yerde buluşuyoruz. Bu onlar içi büyük şans, mutfak sınıfa geliyorlar, beni bir şeyler yaparken izliyorlar ve sonra ben de onlara yaptırıyorum. Bitirince yaptıkları yemeği bana ve birbirlerine ikram ediyorlar. Yaptıklarını ikram ederken yüzlerindeki mutluluğu görmelisiniz. Hele de beğendiniz mi, davranışlarındaki değişikliği fark edebilirsiniz kolaylıkla. Özgüvenleri artıyor, farklı şekilde farklı şeyler yapmak istiyorlar ve sonuç olarak yaratıcılıkları da gelişiyor (Deniz, BWP).
19. Burada eğitimsel faaliyetlere katılmak, mahkûmları yirmi dört saat mutlu eder. Sadece birkaç saatliğine kalıyorlar, ama burada aldıkları eğitim, onların koşuındaki hayatlarını da düzenliyor. Koşuında yirmiden fazla kişi yaşıyorlar. Hepsi sorunlu insanlar ve kavga kaçınılmaz oluyor. Ancak, buraya geldikleri zaman, farklı insanlar ve ortam görüyorlar. Ayrıca bir şeyler öğreniyorlar. Koşuılara döndükleri zaman sınıfta yaptıklarından konuşuyorlar ve birbirlerine anlatıyorlar. Bu da şiddet dolu koşu ortamını daha da insanileştiriyor. Bu benim uzaktan koşu hayatına dair çıkarımım değil, onların benimle paylaştıklarıdır (Pınar, BWP).
20. Benim berberlik kursum sıradan bir öğrenme ortamı değil. Adeta mesleki bir okul. Ben onlara sadece alanımla ilgili teorik bilgi vermem, özellikle pratiğe dönük öğretim. Çünkü ben şuna inanıyorum onlar bir gün çıkacak ve bir yerlerde berber olarak çalışacak. Onlar da buna inanıyorlar ve benim derslerime düzenli katılan bir kimse, kurs sonunda rahatlıkla berberlik mesleğim var diyebilir (Kenan, MMP-2).
21. Bu eğitim programlarının, mahkûmlara olan en belirgin faydası psikolojik. Bu programlar onların vizyonunu genişletiyor, kendileri hakkında, neden cezaevinde oldukları, güçlü ve zayıf yanları hakkında düşüncelerini sağlıyor. Dini dersler alıp da ciddi bir değişime uğrayanlar bile var. Onların önceki halini de bildiğim için, ruh hallerinde ciddi bir değişim fark ettiğimi söyleyebilirim (Bırol, MMP2).

22. Cezaevi eğitim programlarının görünen ve görünmeyen olumlu katkıları vardır. Örneğin, elinde okuma-yazma kursunun belgesiyle gördüğünüz bir kişi okuma-yazmayı öğrenmiştir diyebilirsiniz. Bu görünen bir olumlu sonuçtur. Ancak, bazı olumlu sonuçlar vardır ki, bir belgeyle desteklenemez. Sosyalleşme bir örnektir. Bu insanlar (mahkûmlar) genellikle sosyal olarak sorunlu insanlar. Çoğunluğu, nerde, ne zaman ve nasıl konuşacaklarını ya da davranacaklarını bilmiyor. Bizim derslerimiz onlara sadece bir alana dair teorik ve pratik bilgiler vermekle kalmıyor, onlara birisi konuşurken sabırlı olup dinlemeyi, gecikince kapı çalmayı, konuşmadan önce el kaldırmayı ve bir şey ödünç almadan önce izin istemeyi de öğretiyor. Bunların hepsi buradaki eğitimsel süreçlerin bir parçası (Mert, MMP2).
23. Benimki okuma-yazma sınıfı, yani okuma-yazma bilmeyen hükümlüler benim sınıfıma başlar. Okuma-yazmayı söktüklerinde bununla yetinmeyip, daha da fazlasına bakıyorlar. Çünkü okuma-yazma kursundan bir sertifikaları var, ama diplomaları yok. Diplomasız kısıtlı bir hayatlarının olacağını farkındalar, ehliyet alamama gibi. Çünkü Türkiye’de ehliyet alabilmek için ilkokul mezunu olmak gerekmektedir. Bu yüzden benim sınıfım, açık ilkokula devam etmek ya da başka belgeler almak gibi bazı güzel şeylere giden bir yol olarak görülebilir (Levent, MMP2).
24. Bana bu eğitim programlarının hükümlülere bir olumsuz yanı var mıdır diye sorarsanız, kesinlikle olmadığı cevabını veririm. Bu sınıflar onlar için ikinci bir yaşam alanı. Onlara istediğiniz kadar bu sınıflarda kalabilirsiniz deseydiniz, eminim ki hiç koşullarına dönmezlerdi ve sınıflarda kalırlardı. Koşullarda kavga, yalnızlık ve saygısız bir hayat var; bunların hiçbiri sınıfta yok. Birbirlerine sınıfta saygı gösteriyorlar ve görüyorlar. Benim gibi düşünmeselerdi zaten gelmezlerdi, sonuçta kimse onları zorlamıyor (Eylem, BWP).
25. Sınıflarımda bazıları var, niye orada olduklarından, ne olup bittiğinden ve bu kursların kendilerine katkılarının ne olacağından haberleri yok. Sınavlardan iyi not alamıyorlar, düzenli gelmiyorlar ve pek de istekli görünmüyorlar. Bence sadece koşuştan kaçmak için geliyorlar, başka bir şey için değil. Ya da tavsiye üzerine başlamışlardır, sevmemişlerdir ama bırakmıyorlardır. Sadece fiziksel olarak oradalar ve vakit harcıyorlar (Levent, MMP2).
26. Yaşadığım en büyük sorun eğitimsel malzemelerin eksikliği. Benimki aşçılık dersi. Sınırlı malzemeyle, lezzetli yemek yapmaya çalışıyorum. Baharatı eksik bir çorba hayal edebiliyor musunuz? Sadece tadı değil, yaptığım şeyin görünümü de önemli. Kek yaptığım zaman güzel görünmesini isterim. Ancak, krema, meyve ya da kakao yoksa nasıl iyi görünecek? Ben onları öğrencilerime örnek diye nasıl sunacağım? İstedikimi yapamadığım için de motivasyonum düşüyor (Deniz, BWP).
27. Her şey yolunda. Hiçbir sorunum yok. Bir eğitimci için burası ideal bir işyeri. Başka yerlerde ders veren birçok arkadaşım var, onlardan daha serbestim. Ne olursa, cezaevi idaresiyle paylaşabiliyorum, benim görüşlerime değer



veriyorlar ve maaşımı da zamanında yatırıyorlar. Buradaki öğrencilere de alıştım. Benim için artık onlar mahkûm değil, sıradan birer öğrenci (Deniz, BWP).

28. Benimki berberlik dersi. Belki de buradaki hocaların arasında, güvenlik açısından en şanssızı benimdir. Benimkisi uygulamalı ders. Yani, ben onlara teorik olarak saç ya da sakal dizaynlarından bahsedemem; sadece uygulama yaparlarsa öğrenebilirler. Ancak, benim kurs materyallerim kitaplar ya da kalemler değil, makas ve jilet. Bunlar normal bir insanın elinde bile tehlikeli olabilirler; ancak gerçek olmayan aletlerle çalışamayacağımız için o aletleri onlara vermek zorundayım. Bazen onların mahkûm olduklarını hatırlayıp ürküyorum; ancak idare sorunlu olanları göndermiyor buraya ve bir gardiyan da bizimle ders boyunca bekliyor. Bu beni biraz olsun rahatlatıyor (Kenan, BWP).
29. Hemen hemen her gün yaşadığım sorunlardan bir tanesi hükümlülerin derse geç kalmaları. Sanırım bu onların suçu değil. Kendi başlarına derse gelemiyorlar, bir gardiyan onları koğuştan alıp, tek tek derse getiriyor. Tüm mahkûmları tek tek derse getirmek kolay değil. Bu yüzden biraz ders gecikiyorlar. Bu da benim konsantrasyonumu sarsıyor çünkü anlattığımı tekrar etmek zorunda kalıyorum ve bu da o günkü ders programımı aksatıyor (Mert, MMP2).
30. Onlar benim öğrencim, ancak onlardan gelebilecek kötü şeylere karşı her zaman alarm durumundayım. Mesela, bazı hükümlüler benimle özel sorunları hakkında konuşmak istiyorlar, samimi görünüyorlar ve hatta sigaralarını bile paylaşıyorlar. Hemen sonar da dışarıdan bir şey istiyorlar. Mesela geçen bir tanesi benden dışarıdaki arkadaşına bir mektup götürmemi istedi. Bir başkası da dışarıdaki bir arkadaşını ziyaret etmemi ve ona bir mesaj taşımamı istedi. Bunların hepsini reddettim, çünkü yasak. Onlarla o kadar samimi olamam (Metin, MMP2).
31. Bu öğrenciler dışarıdakiler gibi değil. Beni dinledikleri zaman, aslında dinlemediklerini, dinliyor gibi yaptıklarını kolaylıkla anlayabiliyorum. Ziyaretçilerinin gelip gelmeyeceği, dışarıdaki yakınlarından iyi haber alıp alamayacakları ve çocuklarının iyi olup olmadıkları konularını düşünmekle meşguller hep. Bunlar onların kafasındayken, dikkatlerini çekmek ve onları bir şeyler öğrenmeye sevk etmek cidden çok zor (Levent, MMP2).
32. 15 yılı aşkındır burada ders veriyorum. 1,000 civarı hükümlü var burada ve ben belki de 900'ünü tanıyorumdur. Birçok insanın tepkisini bile kestirebiliyorum burada. Belki de bu yılların tecrübesi beni rahat hissettiriyor, bilmiyorum ama öyle yadırgadığım bir yerde de değilim. Başka yerlerde de başka zamanlarda ders verdim; ama buradaki eğitim havası ile oralardakilerin arasında ciddi bir fark olduğunu söyleyemem (Pervin, BWP).
33. Benimki el sanatları sınıfı. Dışarıda da aynı dersi veriyorum yetişkinlere. Şunu açıkça itiraf etmeliyim ki, burada ders vermek, dışarıda ders vermekten daha kolay. Çünkü buradaki öğrenciler, dışarıdakilerden daha istekliler.

Buradaki hükümlüler, tekrar buraya dönmek için iyi vatandaş olmaları gerektiğinin farkındalar. Ayrıca, bunun eğitimle olacağını da biliyorlar. Başka yerlerdeki yetişkin eğitimi programlarında öğrencilerin amacı yoktur; ama buradakilerin var. Bu yüzden hükümlüler buradayken bir şeyler öğrenmeliler ve bunu onlar da biliyorlar (Bengu, BWP).

34. Yüksek güvenli bir okul düşünün, gardiyanlar ve nöbet tutan askerler tarafından sürekli izlendiğiniz. Ders anlatırken bir gardiyan olur da mahkûmlar sınıfta olay çıkartır diye size bekler. Ders aralarında, başka bir yerdeki öğretmen bahçeye çıkabilir, farklı insanlar görebilir ya da çocuklarına telefon açabilir. Burada cep telefonu bile yasak. Tüm gün kimseye telefon açamıyorum. Normalde, başka bir yerde camdan baktığımda, gökyüzü, ağaçlar ve insanlar görürsün; ama burada parmaklıkları (Eylem, BWP).
35. Sınıfa girince kendimi normal bir sınıfta hissediyorum. Hiçbir şey ya da öğrenci dışarıdakilerden farklı değil (Birol, MMP2).
36. Açıkçası, buradaki eğitim havası pek de mükemmel değil. Sokakta görüp de yolumu değiştireceğim adamlarla ders veriyorum. Suçla geçinen adamlarla beraberim. Bunlar benim üzerimde bir baskı oluşturuyor. Bazen etik kavramını da kendi içimde tartışıyorum (kafasını eliyle gösteriyor). Birkaç gündür uykusuzum. Sınıfımdaki mahkûmlardan birinin çocuk tecavüzcüsü olduğunu öğrendim. En başta, ona sertifika vermemeye karar verdim; ama dönem sonunda başarılı oldu ve geçme notunu aldı. Verdim sertifikayı. Bir eğitimci olarak doğru olanı yaptım; ama bir baba olarak aynısını söyleyemem. Bazen sertifikayı verdiğim için kendimi suçluyorum. Aslında onu da suçlamak istemiyorum. Buradan çıktığında sertifikasız ona iş vermezler, almak zorundaydı. Bu duygular benim için yeni değil, hayatımın bir parçası. Burada bir hükümlü gibiyim... Parmaklıklar ve yüksek duvarlar ardında... Bazen kendimi rüyamda cezaevinde görüyorum ve sıçrayarak uyanıyorum (gülüyor). Cezaevi benim hayatımda değil, aynı zamanda bilinçaltımda (Metin, MMP2).
37. Dışarıda da ders veriyorum. Ders verdiğim yerdekilerle bu cezaevinin fiziksel özellikleri arasında hiçbir fark yok. Burası o okul kadar konforlu fiziksel olarak. İhtiyacım olan malzeme burada da var. Sınıfı gördünüz, sizin ders verdiğiniz sınıflardan bir farkı var mı? (Pinar, BWP).
38. Buranın fiziki imkânlarıyla dışarınıninkini kıyaslamaya gerek yok. Cevabı belli bunun. Burası cezaevi, ne koyarsanız koyun yine de cezaevi. Demek istediğim, burada yasal kısıtlamalar var. Bu masanın üzerine bir bilgisayar koyabilirsiniz, ama internete bağlanamazsınız yasak olduğundan. Bu tarz kısıtlamalar insanın yaratıcılığını kısıtlıyor burada. Örneğin ben Grafik tasarım dersi veriyorum. Önceden, bu dersi internetsiz hayal bile edemezdim, çünkü ders anlatırken internetten farklı dizayn türleri buluyordum. Şimdi onsuz da öğretmeye alışmak zorunda kaldım (Eylem, BWP).
39. Dışarıda da bir berber salonum var. Salonu kendim kurdum, iyi salon nasıl olmalı ve olmamalı iyi bilirim. Açıkçası burada ders verdiğim sınıf benim

kendi salonumla aynı. .unu da iddia edebilirim ki birçok berber salonunun burada olduğu kadar malzemesi yoktur (Kenan, MMP2).

40. Cezaevindeki sınıfımın fiziksel imkânlarıyla, dışarıdaki normal bir sınıfın fiziksel imkânlarının iyi olduğunu söyleyemem. Öncelikle, sınıfta güvenlik nedeniyle bir gardiyan bekliyor cezaevinde. Fiziksel olarak bir kere o orada ve bu da cezaevi sınıfını özel kılıyor. Dahası, bazı materyaller beni bazen deli ediyor. Birkaç gün önce, birçok bilgisayar bozuktu ve sadece öğretmen bilgisayarımı kullanmak zorunda kaldım. Hükümlüler etrafımda toplanıp benim yaptıklarımı izlediler sonra da sırayla aynısını yaptılar. İğrençti! (Metin, MMP2).
41. Okuma-yazma dersimde öğrencilere sadece yazılı sınav veriyorum. Kütüphanede okuma saatine gönderme ya da ödev verme gibi seçenekleri de uygulamak isterdim. Ancak, yapamıyorum. Biliyorsunuz, okuma-yazma öğrenirken pratik yapmak lazım bolca. Birkaç kez onlara ödev vermeyi denedim; ancak hiçbiri yapmadı. Neden yapmadıklarını sorduğumda, koşullarında uygun ortam olmadığını söylediler ve ödev vermememi rica ettiler. Bu da tabii ki onların okuma-yazmayı sökmelerini geciktiriyor (Pinar, BWP).
42. Benimki Aşçılık dersi olduğu için teorik ölçme araçları kullanmam. Aslında, genel olarak yazılı sınavlara karşıyım; ama kendi dersimde özellikle karşıyım. Kek yaparken kaç gram kakao kullanmaları gerektiğini bilmelerine gerek yok, bunu göz kararıyla da yapabilirler. Dönem boyunca grup çalışması yaptırırım, uygulamaya odaklanırım ve yemek yaparken yaratıcılıklarını kullanmalarını isterim. Bunların hepsi, yüz üzerinden bir dönem sonu geçme notlarını oluşturur. Dönem sonunda elli aldılarsa, sertifikayı alırlar (Deniz, BWP).
43. Sadece yazılı sınav yapıyorum. Birinci Kademe okuma yazma sınıflarımda kısa cevap gerektiren sorular soruyorum. Kâğıda adını yazanlara bile sertifika veriyorum. Onları motive etmek istiyorum, ikinci kademede daha çok çalışmaları gerekecek. İkinci kademe okuma yazma sınıflarında ise daha uzun cevap gerektiren genel kültür soruları soruyorum. Ama yüz üzerinden elli geçme notunu alabilen hükümlülerin sayısı o kadar çok değil. İlkokulu üçüncü sınıftan bırakan bile var, ama adını bile yazamıyor. Ödevi yapıp getirmedikleri için vermiyorum. Koşullarda çalışmıyorlar ya da derslerden sonra cezaevinde işlerde çalışıyorlar. Bu yüzden yazılı sınavlara göre değerlendiriliyorlar (Levent, MMP2).
44. Benim için, yazılı sınavların bir değeri yok. Felsefe dersi veriyorum. Önceden de, Sosyoloji, Okuma-yazma ve üniversiteye hazırlık dersleri bile verdim. Hiçbir zaman öğrencilerimi sadece yazılı sınavlara dayalı olarak değerlendirmedim. Devam, aktif katılım ve de en önemlisi araştırma benim için çok önemlidir. Bazı meslektaşlarım beni anlamakta zorluk çekiyorlar ve hatta eleştiriyorlar. Aslında ben onları anlamıyorum. Neden araştırma yapıp bana bir araştırma ödevi vermesinler ki? Kütüphanede 6,000'den fazla kitap var (Mert, MMP2).

45. Kuaförlük dersimde öğrencilerime her dönem onların teorik bilgilerini ölçmeye yönelik on beş tane sınav vermem bekleniyor. Öğrencileri ne tür teorik bilgilerle donatmak istiyorlar anlamakta zorlanıyorum. Ben bile teoriyi bilmiyorum. Benimkisi uygulama merkezli bir ders, yazılı sınavları önemsemiyorum ve makası iyi kullananlara sertifikayı veriyorum (Kenan, MMP2).
46. Hoca olarak bir öğrenme ortamında öğrencinin motivasyonunun önemli olduğuna inanırım. Çünkü, eğer bir öğrenci motive olmuşsa ve öğrendiği şeyi konsantre olmuşsa, hocanın içi çok kolaylaşır. Burada, öğrenci motivasyonu daha da önemli. Önünde sorunlu insanlar var. Bazen gülerler, bazen ağlarlar, bazen konuşmazlar, bazen çok konuşurlar ve bazen de sınıfa hiç gelmezler. Böyle bir durumda onlara hiçbir şey öğretemezsin, almazlar (Bengu, BWP).
47. Hocaların mahkûmlara karşı tutumları çok önemli. Bir hoca burada öğrencisini anlamalı. Buradaki ilk aşkılık dersimde, on yılı aşkıdır burada kalan bir mahkûm bana yumurta yememizi teklif etti, hatta yumurtayı da kendisi kırdı ve yıllardır bir mutfakta yumurta kırıp da yemediğini söyledi. Ağlayacaktım, kendimi zor tuttum (ağlıyor). Pekâlâ dedim ve dersten önce beraber yumurta yedik. Aynı gün eve gittiğimde çocuklarım yumurta istedi, yapamadım. Onları yiyemeyen insanları düşündüm. Çocuklar ağladı, ama birkaç gün yapamadım. O günden beri, ne zaman yumurta yesem o mahkûmu hatırlarım. Dahası, birkaç mahkûm bana eteğimi ve kazağımı nerden aldığımı sordu. O günden sonra ders anlatırken giydiğim elbiselerime de dikkat ediyorum. Satın alamıyorlar, hatta modayı bile benim üzerimde takip etmeye çalışıyorlar (halen ağlıyor). Demem o ki, bir öğretmen öğrencilerini elbiseleriyle bile üzmemeli (Deniz, BWP).
48. Bir öğrenci başarılı olmak istiyorsa, istekli olmalı. Yani öğrenci gibi davranmalı. Sınıftayken, sınıfta olduğunu hissetmeli. Sınıfa, kendinden bir şeyler öğrenmesi beklendiği için getirildiğini unutmamalı. Ders anlatırken, birçok öğrencimin beni dinlemediğini fark ediyorum. Daha çok konsantrasyon sahibi olmalılar. Bir çözüm belki de kısa vadeli plan yapmaları olabilir. Örneğin, okuma-yazma bilmeyen bir öğrencim, özel mektuplarını başkalarına okutmaktan rahatsızdı. Mektup okumayı kendine kısa vadeli hedef koydu ve birkaç haftada okuma-yazmayı söktü. Bu da şunu gösterir, hükümlüler öğrenmek istemeli, isterlerse, herkes onlara yardımcı olur. (Levent, MMP2).
49. Bir hükümlü benim sınıfımda başarılı olmak istiyorsa, her derse katılması gerek. Ben bilgisayar veriyorum. Malum, sıralı konu düzeninde, kolaydan zora doğru gidiyorum. Eğer bir mahkûm bir ders kaçırırsa onu telafi etmesi çok zorlaşır. Daha da kötüsü takip eden konuları anlaması da zor olur, kaçırılan ders bir sonraki için bir nevi önkoşul (Biro, MMP2).
50. Berberlik tamamıyla uygulamalı bir ders. Bir hükümlünün berberlik sertifikası almasındaki en önemli faktör, onun makasla ne kadar anlaşabildiğidir. Yani, makasın yapısı ya da uzunluğu gibi teorik bilgileri bilmesine gerek yok; makası iyi kullanmasına gerek var. Bu da çok fazla

pratik yapmakla olur. Pratiği sevmeyen, benim dersimi almamalı (Kenan, MMP2).

51. Bu kadar hassas öğrencileri başka yerde görmedim. Gerçekten çok farklılar. Cezaevi dışındaki herhangi bir şey onlar için ciddi bir sorun olabilir. Benim çalışkan bir öğrencim vardı, derste hazır olurdu her zaman ve beni dikkatlice dinlerdi. Nasılsa aniden dersleri bıraktı. Konuştum, akrabalarının onu ziyarete gelmediğini, buna üzüldüğünü, tüm gece ağladığını ve gündüzleri de uyuduğunu söyledi (Eylem, BWP).
52. Burada hükümlüler için hayat zor. Burada çeşitli suçlardan dolayı kalan hükümlülerle beraber kalmak zorundalar. Ödev verdiğimde birçoğu yapmıyor. Ayrıca bir kısmı dersime de düzenli gelmiyor. Devamsızlık sorunları olanlarla tek tek görüşüm ve birçoğu koğuştaki ders çalışmadıklarını, gece uyuyamadıklarını ve sonuç olarak da sabah kalkamadıklarını söyledi. Her istediklerinde koğuştaki ders çalışmadıklarını çünkü koğuştakilerin çok konuştuklarını söylediler. Ayrıca, koğuştakilerin gece muhabbetlerinden dolayı da gece uyuyamadıklarını söylediler (Bengu, BWP).
53. Onlar için biz aileden biri hatta bazen de en iyi arkadaşız. Herhangi bir özelini bizimle paylaşmak istiyorlar. Bize güveniyorlar ve seviyorlar. Onlardan daha eğitilmiş olduğumuzu, suç işleyemeyeceğimizi, hayatı daha iyi algıladığımızı ve hatta özel hayatımızda hiçbir sorun dahi yaşamayacağımızı bile düşünüyor olabilirler. Bu açıdan bir öğretmen onların her şeyi olduğunu unutmamalı ve onlara karşı tutumlarında dikkatli olmalıdır (Pervin, BWP).
54. Ziyaretçiler hükümlüleri çok etkileyebiliyor. Bir mahkûmla konuşuyorum, her şey yolunda, bir şeyler öğrenmek istiyor ve istekli görünüyor. Bir ziyaretçiyle görüşüyor, tanımıyorum. Tamamıyla farklı birisi oluyor çıkıyor. Çalışmak istemiyor, öğrenmek istemiyor ve hatta dersi bile bırakmak istiyor. Bu ziyaretçiler bu çocukları niye üzüyor anlamıyorum, adamlar zaten içeride ve daha fazla üzülmeye lüksleri yok (Levent, MMP2).
55. Bilgisayar dersi veriyorum, daha doğrusu vermeye çalışıyorum. Bazıları sayıları, hatta bazı harfleri bile bilmiyor. Bazıları daha önce hiç bir klavye ya da fareye dokunmadıklarını söylüyorlar. Kendinizi benim yerime koyun, buradakilere bir şeyler öğretmek zor değil mi? yeni bir konuya başlamadan önce bir öncekini tekrar ediyorum. Yeni şeyler öğrenmek için akademik anlamda çok da hazır olduklarını söyleyemem. Bu yüzden bu programlarda başarılı olmaları zor olabiliyor (Metin, MMP2).
56. Buradaki mahkûmlar için en iyisi mesleki programlar. Buna bakın (gülerek kolundaki bileziği gösteriyor), bir öğrencim hediye etti. Bunu yapmayı öğrenmiş mesleki bir derste ve şuan bununla içeride bile para kazanıyor. Buradaki insanların hobi edinerek vakit kaybetme lüksleri yok. Kendilerine para kazandıracak mesleki becerileri kazanmaları lazım (Eylem, BWP).

57. Genel olarak alanları birbirinden ayırmam. Modern-ötesi bir zamanda yaşıyoruz ve günümüzde alanlar iç içe girmiş. Ana dillerini iyi kullanmalılar, okuma ve yazmaları iyi olmalı; ama mesleki beceriye sahip olmalı ve de bir hobi olarak, resim gibi, sosyal-kültürel ders almaları lazım (Pinar, BWP).
58. Bir hükümlünün burada yapabileceği en iyi şey okuma yazma kursuna katılmak. Bu diğer branşlar için bir ön koşul. Bazı hükümlüler tanıyorum, okuma-yazmaları yok ama resim dersine katılmak istiyorlar. Anlayamıyorum onları. Okuma-yazma bilmeden, buna nasıl cesaret ederler? Daha kalem tutmayı bilmiyorlar, resim çizerken fırçayı nasıl kullanabilecekler? (Levent, MMP2).
59. Bu insanlar bir işleri olmadığı için buradalar. Buradayken mesleki dersleri almaları lazım. Tabii ki bu alacakları mesleki ders kolayca öğrenebilecekleri ve aynı zamanda çıkınca para kazanabilecekleri bir şey olmalı. Örneğin, benim Kuaförlük dersimi alabilirler. Saç kesmeyi kolayca öğrenebilirler ve çıkınca da cüzi bir fiyata, 5,000 TL'ye (yaklaşık 2,500 \$) salon açabilirler (Kenan, MMP2).
60. Bence buradaki programlar sayesinde hükümlülerin yaşamı uzuyor. Eğitim faaliyetlerinin olmadığı bir cezaevi düşünemiyorum. Onlardaki değişimi dönem boyunca fark edebiliyorum. Altı aylık bir derse başladığımda, en başta birçoğu üzgün ve içine kapanık. Dönem sonunda, farklı bir karakterde, farklı birer insana dönüşüyorlar. Bir öğrencim, dönem sonunda adeta yeniden doğmuş gibi olduğunu söyledi (Deniz, BWP).
61. Bir koğuştta yaklaşık yirmi hükümlü ile kaldığınızı düşünebiliyor musunuz? Allah korusun! Orada bir an bile kalmak istemezdim; ama orada yirmi yılı aşkıncı kalanlar var. Hatta ömürlerinin sonuna kadar orada kalacaklar bile var. Bu insanlar için hocalar doktor ve dersler de ilaç. Koğuştardan dışarı çıkıp farklı insanlar görüyorlar ve sosyal bir yaratık olan insan olduklarının farkına varıyorlar (Pervin, BWP).
62. Benim bilgisayar dersimde, değişik bilgisayar programları öğretiyorum. Genelde ilk defa bir klavye ya da fareye dokunuyorlar. Hatta fareyi ters tutan bile var (gülüyor). Onlara bir şey öğrettiğimde, koğuştalarına gidip, "Ben şu bilgisayar programlarını biliyorum, sen biliyor musun?" diye koğuşt arkadaşlarına soruyorlar ve kendine güvenleri yerine geliyor (Bırol, MMP2).
63. Benim Kuaförlük dersim gelenlere sadece mesleki değil aynı zamanda sosyalleşme imkânı da sağlar. Asosyal tipler benim derse gelirler ve dönem sonunda birçok arkadaş edinmiş olarak geri dönerler. Çünkü bir hükümlü traş etmeyi öğrenince, diğer hükümlüler ondan kendilerinin saçlarını traş etmelerini rica ediyor. Bu sayede de birçok arkadaş ediniyor (Kenan, MMP2).
64. Buradaki pek çok insanın en büyük sorunu, meslekleri yok. Burası bunu telafi etmeleri için onlara büyük bir şans. Eğer düzenli derslere katılır ve mesleki bir programda bir mesleği öğrenirlerse, cezaevinden çıkınca bu mesleği yapabilirler. Bir öğrencim vardı Elsanatları dersinde, birkaç yıl önce tahliye

oldu ve bana bir mektup yazdı. Bir Elsanatları dükkânı açtığını söyledi ve bana teşekkür etti (Bengu, BWP).

65. Bence bir hükümlü cezaevi eğitimlerine düzenli katılırsa ve bir meslek edinirse, tekrar buraya dönmesi neredeyse imkânsız. Pek çok kişi buraya gelmeden önceki hayatında işi ve parası olmadığı için şu an burada. Cezaevindeki zor koşulların farkındalar. Kimse tekrar buraya gelmek istemez. İstisnalar var elbet. Bazı öğrencilerim birkaç kez buraya girip çıktı uyuşturucu satmaktan yine satacaklarını itiraf ediyorlar. Ne buradaki ne de başka yerdeki hiçbir eğitim onlara fayda etmez (Deniz, BWP).
66. Buradaki adamlara bir bakın, birçoğu fakir. Kendileri de Kabul ediyor, yeterli paraları ve düzenli bir işleri olsa şu an burada olmayacaklarını. Bir öğrencim, hırsızlıktan dolayı burada. Para kazanamadığını ve çocuklarına bakamadığını bu yüzden de bir yerden para çaldığını söyledi. Eğer bir işleri olursa iyi vatandaş olacaklarına inanıyorum (Biro1, MMP2).
67. Berberlik sınıfında müşteriyle nasıl konuşulur, iş arkadaşlarıyla nasıl konuşulur ve benimle nasıl konuşulur öğreniyorlar. Bunların kolayca unutulacağını sanmıyorum. Kendi salonlarını açtıklarında, etrafındaki insanlarla nasıl sosyal ilişki kuracaklarını biliyor olacaklar. Şu an buradaki eğitim programları sayesinde sosyal açıdan gayet sağlıklı görünüyorlar ve ileride de böyle olmaya devam edecekler diye düşünüyorum (Kenan, MMP2).
68. Burada ilginç herifler var. Onları düzelterek eğitim program, hoca ya da materyal yok. Hırsızlığı korkak işi olarak gören, kendisi cesur olduğu için gasp yaptığını söyleyen ve bununla övünen bir öğrencim var. Başka bir öğrencim de buraya gelmeden önce müteahhit olarak çalışıyormuş. Aynı daireyi seksen kişiye satmış. Bunları nasıl değiştirebilirsiniz? (Metin, MMP2).
69. Malzeme eksikliği ciddi bir sorun burada. Grafik Tasarım dersi veriyorum. İnternet lazım ama yok. İnternette örnek bir tasarım bulup da sınıfta öğrencilere gösteremiyorum. Ayrıca ödev veremiyorum çünkü koşullarında bilgisayar yok. Derste anlattıklarımı unutuveriyorlar, çünkü ders dışında kendi başlarına pratik yapamıyorlar. Koşullarında bilgisayar olmasını beklemiyorum, olamaz da. En azından ders dışında kullanabilecekleri bir bilgisayar laboratuvarı olabilir. Bilgisayarların internet bağlantısı olmak zorunda değil. Sadece ödev amaçlı kullanılabilirler (Eylem, BWP).
70. Cezaevi ile bakanlık arasındaki bürokrasiden bıktık. Her ne yapıyorsak, mesela sosyal faaliyet düzenlerken, sivil toplum örgütlerini çağırırken ya da bir yeri ziyaret ederken önceden bakanlıktan izin almamız gerekiyor. Bu da bizim tempomuzu yavaşlatıyor. Buradaki cezaevi idarecileri kendileri bu kararları verebilmeli (Pervin, BWP).
71. Burada yaklaşık 1,000 tane mahkûm ve yirmi tane de eğitim program var. Her bir programın mevcudu ise yirmi civarında. Bu da demektir ki buradaki rakamsal ihtiyaç karşılanamıyor. Hemen herkes bir tane programa kayıt

olmak istiyor, ama olamıyor. Bu sorun daha çok program, daha çok hoca ve daha çok sınıfla çözülebilir (Pervin, BWP).

72. Burada en büyük sorun malzeme ve fiziksel imkânların yetersizliği. Elinizde yeterli malzeme yoksa ve fiziksel imkânlar pek de iyi değilse, orada ders anlatmanız mümkün değil. Bilgisayar dersimde bazen sıkıntı çekiyorum; ya bilgisayarlar çalışmıyor, ya da çalışanlarda benim istediğim programlar yok. Bu sorunu bilgisayar laboratuvarlarına daha fazla yatırım yaparak çözmeleri gerekir (Bırol, MMP2).
73. Gerek buradaki eğitimcileri, gerekse de hükümlülere üzen bir mevzu, bizim her dönemin sonunda, her bir dersten başarılı olan hükümlülere verdiğimiz başarı sertifikası. Problem şu ki, sertifikanın üzerinde Adalet Bakanlığı'nın logosu var. Mahkûmlar buradan çıkınca yeni bir hayata başlamayı düşünüyorlar ve suç kayıtlarını da kimseyle paylaşmak istemiyorlar. Ancak, başvurdukları yerlerdeki insanlar logoyu rahatlıkla görebilecek ve sertifikayı nereden aldıklarını anlayacak. Haklılar, çünkü hikâyelerini herkese anlatmak zorunda değiller ve de herkes onların hapisane yıllarını bilmek zorunda değil. Bu açıdan oradaki logo Adalet Bakanlığı tarafından hemen kaldırılmalı (Metin, MMP2).
74. Burada ciddi bir sorun var. Ne parasal ne de kurumsal. Doğrudan öğrencilerle ilgili. Buradakiler sadece öğrenci değil, aynı zamanda hükümlü. Pek çok sorunları var ve bu sorunlar onların derslerdeki başarı ve motivasyonlarını olumsuz etkiliyor. Hocayı dinlemeyebiliyorlar ya da derslere düzenli katılmayabiliyorlar. Psikologlar var ama eğitim danışmanları ya da eğitim danışma programları yok bu insanlar için. Onları kaybetmemeliyiz, ıslah edilmeliler, çünkü yine topluma, aramıza dönecekler (Levent, MMP2).
75. Burada, cezaevinde, adeta dar görüşlü bir insan olmaya itiliyorsun. Burada eğitim seni kurtaran kişisel gelişim aracıdır. Kendini geliştirmek derken, etrafında olup bitenleri bilebilmeyi, farklı açılardan görebilmeyi ve dar ufuktan kurtulup zihnini geliştirebilmektir. Tüm bunları eğitim sayesinde yapabilirsin, başka bir şey sayesinde değil (Pelin, BWP).
76. Eğitim diploma değil, toplumsal statü sahibi olmak demektir. Diploma sahibi olmakla eğitilmiş olmak arasında bir ilişki yoktur. Her üniversite mezunu eğitilmiş değildir, öyle değil mi? Asıl mevzu senin toplum içindeki yerindir. Bunun ne demek olduğunu ben iyi bilirim. Türkiye'nin güneydoğusundanım. Benim memleketimde eğitilmiş olmak sosyal ve ekonomik olarak iyi olmaktır ki bu sayede herkes sana saygı duyar. Eğitimin bana bunu sağlayacak bir şey olduğunu düşünüyorum (Ebru, BWP).
77. Buraya gelmeden önce çok zor günler yaşadım. Bu zor günler bitti mi bilemem malum uzun süre buradayım. Ama emin olduğum bir şey var o da şu, eğitim benim için tüm bu zor günlerin üzerine beni hayatta tutan şeydir. Burada bir şeyler öğrenmeye başlayınca hala hayatta olduğumun ve umudumun olması gerektiğinin farkına vardım (Gonca, BWP).



78. Eğitim beni geliştiren şeydir. Yani eğitim sayesinde her şeyi öğrenebilirim ve cehaletten kurtulabilirim. Bu hayatta her şeyi bilmek durumundasın. Örneğin bunun ne olduğunu (masanın üzerindeki CD'yi gösteriyor) ve ne işe yaradığını. Ya da en azından ihtiyacın olanı bilmelisin. Yasal mevzuatı bilseydim, şu an her şey benim için daha güzel olabilirdi (Tarkan, MMP2).
79. Eğitim beni sosyal yapan şeydir. Toplumda nasıl davranacağını, neyi ne zaman söyleyeceğini ve kendini nasıl ifade edeceğini eğitim sayesinde bilebilirsin. Eğitimli hayvanlar bile toplum içinde nasıl davranılacağını bilir. Toplum içinde düzgün davranmak için herkes eğitilmelidir (Emre, Appendix, J-79).
80. Eğitim benim için futbol demektir. Futbol benim her şeyim. Futbolu iyi oynamak ve iyi bir futbolcu olmak için çok uğraştım. Elimdeki eğitimle ilgili tek belge ya da kâğıt futbol okulundan aldığım sertifika. Eğitim sertifikalı olmaksa, futbol eğitimin kendisidir, ben de eğitimli (Ali, MMP2).
81. Cezaevi hükümlülere ıslah etmek demektir. Bir hükümlüyü eğitmeden ıslah edemezsiniz. Pek çok kişi entelektüel seviyeleri ve hayata dair genel bilgileri yeterli olmadığı için buradalar. Suç işlemeyi bir çözüm olarak seçmişler ve yetkililer de bunun farkında. Bu yüzden her bir hükümlüyü ortalama bir insanın sahip olması gereken temel genel kültür seviyesiyle donatmayı amaçlamaktalar (Pelin, BWP).
82. Bizi tanıyorlar. Hata ettik ve şu an buradayız. Evde, çocuklarımızın yanında olmamız gerekirdi. Devlet bunun farkında. Eninde sonunda toplum içine geri döneceğim ve toplumun bir parçası olacağım. Devlet beni bu şekilde istemez. Çünkü çocuklarımı bu bilim ve becerilerimle iyi yetiştiremem. Devlet risk almak istemiyor ve benim cezaevine asla düşmeyecek iyi çocuklar yetiştirmemi bekliyor (Fahriye, BWP).
83. Buradaki hükümlüler sizin günlük hayatınızda gördüğünüz kadar sağlıklı insanlar değiller. Farklı türden suç işleyip de onun cezasını çeken insanlar var burada. Bu insanları kendi hallerine bıraksanız birbirlerini öldürürler. Herkesin özel sorunları var ve birbirleriyle iyi geçinmeye pek de meraklı değiller. Cezaevi eğitim programları buradaki şiddeti önlüyor (Ebru, BWP).
84. Sanırım bu program bizim bir şeyler öğrenmemiz gerektiği için düzenleniyor. Normalde insan çocukken bir şeyler öğrenir. Ancak biz bunu başaramadık. Bu yüzden bu programlar burada bizimle. Yani biz şu an yetişkinler olarak bile bir şeyler öğrenebiliriz ve cezaevi idaresi de bunu göstermeye çalışıyor (Fatih, MMP2).
85. Devlet hiçbir vatandaşının burada olmasını istemez. Bizim buraya bir daha asla dönmememizi ister. Bu yüzden yetkililer bize bir meslek kazandırıp, tahliye sonrası da bu meslekle para kazanmamızı bekliyorlar. Böylelikle para kazanabilirim, çoluk-çocuğuma bakabilirim ve bir daha bir şey çalmam (Onur, MMP2).

86. Bir kořuřta mahkûmlarla beraber kalıyoruz. Bazen herkes sınırlı oluyor... Bunu anlamamız zor. Burada size sınırlendirebilecek pek çok neden var. Ziyaretçiler, kořuř arkadaşları, idare, gardiyanlar, duruřma vb. Bunlardan birine kızdıđında yapılacak tek Őey etrafınızdaki bir hûkûmlüyle kavga etmek. Çünkü buradan çıkmamız ve bařka bir Őey yapmanız mümkün deđil. Bu eđitim programları bizim kavga etmemizi önlüyor. Çünkü bizi meřgul edebiliyor. İdare de bu eđitimler sayesinde daha kolay kontrol ediyor burasını (Nedim, MMP2).
87. Türkiye kendi düzenlemiyor ki bu eđitimleri burada, Avrupa Birliđi istediđi için düzenleniyor (Sinan, MMP2).
88. Ben galiba zihinsel beceri ve yeterlikleri geliřmiř birisi deđilim galiba. Bu yüzden Őimdiye kadar, hayatı, etrafımdaki insanları ve hatta kendimi bile tanıyamadım. Eđer kendimi geliřtirirsem etrafındaki insanlara nasıl davranılması gerektiđini bilen birisi olabilirim. Eđitim seviyem iyi olmadıđı için dođru kararlar veremedim ve zor zamanlar geçirdim. Cehaletten kaynaklanan tüm bu aptal günlerden kurtulacađım (Gonca, BWP).
89. Buradayım çünkü okuma-yazmayı bilmiyordum ve de düzgün bir iřim yoktu. Buradayım, bu gerçeđi deđiřtirememe, bir süre daha kalacađım sonuçta. Hazır buradayken okuma-yazmayı öğrenebileyim bir de meslek sahibi olayım dedim. Birkaç yıldır buradayım, okuma-yazmayı öğrendim ve tekstil atölyesinde çalışıyorum. Zaten istediđim de buydu, bunun için buradaki eđitimlere katıldım (Burcu, BWP).
90. Burada bizim için eđitim programlarının olduđunu duyunca ihtiyacım olmadıđını düşündüm, çünkü ben üniversite mezunuyum. Daha sonra kayıt olmaya karar verdim, çünkü aynı odada bařka mahkûmlarla kalmak gerçekten çok zor. Sosyal iliřkilerinde sorunlu çok insan var. Őu an sevindiđim Őey bu eđitimler sayesinde günde birkaç saat de olda kořuřtan çıkabiliyorum. Hem de benim kořuřtaki oda arkadaşlarımdan okuma-yazma kursu alan ya da açık ilkokula devam edenler var. İstediklerinde yardımcı oluyorum ve bu da beni mutlu ediyor (Pelin, BWP).
91. Bu programlar bana cezaevine girdiđimde tamamen yitirdiđim o iç gücü verdi. Niye buraya geldim ve ne yapacađım bilemiyordum. Burada hukuki mevzularla ilgili ne yapmam gerektiđini bilmek için Hukuk dersi almaya karar verdim. Őimdi burada yařadıđım tüm zorluklarla bařa çıkmayı öğrendim, çünkü her hûkûmlünün bilmesi gereken dođru bilgileri öğrendim (Beren, BWP).
92. Dıřarıda bir Őeyler öğrenme Őansım olmadı. Daha dođrusu buraya gelmeden önce bir Őeyler öğrenmeye vakit ayırmadım. Bir iři öğrenmeye ya da çocuklarıma bir Őeyler öğretmeye hiç Őansım olmadı. Etrafımdaki insanlara hayrım dokunmadı yeterince. Bunların hepsi benim bilgi eksikliđimden kaynaklandı. Çok öğreneceđim, kendimi geliřtireceđim ve bunları telafi edeceđim (Tarkan, MMP2).

93. Bizim için eğitim programları yapıldığını duyduğumda katılmak istemedim önce. Çünkü koğuştta sıkılacağımı düşünmüyordum. Bir süre kaldıktan sonra yanlış düşündüğümü anladım. Bir koğuştta aynı insanlarla yirmi dört saat kalmak korkunç! Farklı insanlar görmek ve halen konuşan, farklı bir mekâna giden ve yani bir şey öğrenen bir insan olduğumun farkına varmak için programlara katılmaya karar verdim (Nedim, MMP2).
94. Bizde bağlama bilmeyeni adam yerine koymazlar, öğrenmek lazım (Berk, MMP2).
95. On iki yaşında evlenmeye zorlandım. On üçümde anne oldum. Çocuk, genç ya da belki de insan olma duygularını hiç tatmadım (ağlıyor). Çevremdeki insanlar benim hayatımı mahvetti. Hiç güzel gün görmedim. Özgürken mutlu değildim. Şu an özgür değilim, ama mutluyum. Her gün okuldan eve gidip gelen bir öğrenci gibiyim. Bu da bana yeter, başka da bir şey istemem (Gamze, BWP).
96. Özgür değilken özgüven kazanmak çok garip. Buraya ilk geldiğimde, bir arkadaşşıma mektup yazmam gerekti. Okuma-yazmam yoktu ve bir arkadaşştan rica ettim. Bedava yazmayı kabul etmedi. Çok kızdım ve bu derslere başladım. Şimdi okuma-yazmayı biliyorum. Kendi mektuplarımı okuyup yazabiliyorum, kimseye sormama gerek kalmadı ve kimse de benim özelimi okuyamıyor. Okuma-yazmayı söktüğüm günden beri sanki o eski ben değilim. Kendime daha çok güveniyorum (Fahriye, BWP).
97. Bir şeyler öğrenmek güzel olabilir. Katıldığım bir şey bu. Ama burada öğrenmek daha az anlamlı. Bana ne öğretirseniz öğretin, cezaevinde olduğum gerçeğini değiştiremezsiniz. Ne zaman bir şey öğrensem, özgür olmadığımı ve bir hükümlü olduğumu hissettim. Çünkü ne zaman bir şey öğrensem kendimi, dışarıda bu öğrendiklerimi kullanırken hayal ettim. Bu açıdan, burada bir şey öğrenmek bana pişmanlık veriyor (Ebru, BWP).
98. Okuma-yazman yoksa bu hayatta bir hiçsin. Buraya gelmeden önce benim yoktu, iyi bilirim. Birkaç ayda okuma-yazmayı öğrendim. Şu an kendimi çok değerli birisi olarak hissediyorum ve artık cahil birisi olmadığımı düşününce mutlu oluyorum. Cezaevi artık benim için sadece bir cezaevi değil; geçmişte katılmadığım bir okul (Fatih, MMP2).
99. Dışarıdaki insanlara mahkûmları sorsanız, muhtemelen çoğu sadece cezaevinde yatan ve tespîh çeken birileri olarak söyler. Benim tespîhim bile yok, görüyorsunuz elim boş (gülüyor). Aslında onları yapmaya vaktim de yok. Gündüzleri kuaförlük dersiyile akşamları da kitap okumakla meşgulüm. Dahası, bu programlara başladığımda sigarayı da bıraktım. İnsanlar buraya gelip burasının uyuyan insanlara özgü bir yer olmadığını ve bizim de tembel insanlar olmadığımızı görmeli (Metin, MMP2).
100. Cezaevi benim için başarısızlık hikâyemin ev sahibi (Berk, MMP2).

101. Bence iyi bir öğrenciyim. Sınıf arkadaşlarımla ve hocamla iyi geçinirim. Sınıfta çok konuşan ya da hocayı dinlemeyenler var. Ben onlardan değilim. Hatta birbiriyle kavga etmeye çalışanlar bile var. Ben kavga etmem. Hocam ne derse yaparım. Derslere düzenli katılırım ve hatta konuşmadan önce söz bile isterim (Fahriye, BWP).
102. İyi bir öğrenciyim çünkü bu (gülerek kafasını gösteriyor) çalışıyor. Burada en iyi Matematiği olan benim. Bu benim fikrim değil, hoca da aynıını söyledi. Duyduğumu anlarım. Normalde bir ders burada ortalama altı ay sürer, aslında daha kısa da sürse olur, çünkü altı aylık konuyu iki ayda anlayabilirim. Bu arada dışarıdaki insanları anlayamıyorum. Özgürler ve özel dersane ya da özel ders gibi her türlü imkânları var. Ama hala tembeller. Bana bu imkânlar verilse üniversitede profesör olurum (Ebru, BWP).
103. İyi bir öğrenci olduğumu söyleyemem. Matematik gibi sayısal dersleri anlamakta zorlanıyorum. Zorlanmamın nedeni bilgi edinecek kapasitem yetersiz. Bu da benimle değil, cezaeviyle ilgili bir durum. Normalde kapasitem iyidir ama cezaevi öldürdü (Beren, BWP).
104. İyi bir öğrenciyim çünkü sosyal bir sıkıntım yok. Burada çok asosyal hükümlü var. Hocayla nasıl konuşulur bilmiyorlar daha. Ben hocamla ve sınıf arkadaşlarımla olan ilişkilerimde dikkatliyimdir. Aslında insanların bana olan tutumlarına göre onlarla sosyal ilişki kurarım. Benim sınıf arkadaşlarım ve hocam bana karşı nazikler, ben de onlara karşı nazığım (Tarkan, MMP2).
105. Buradaki en çalışkanlardan biriyim. Kuaförlük dersi aldım ve sınıftaki saç kesmeyi öğrenen ilk kişiydim. Şu an herhangi bir tarzda saç kesebilirim. Her sabah derse gidecekleri almaya bir gardiyan gelir bizim koğuşa. Ben her zaman ilk kalkan ve gardiyanı bekleyen olurum. Hiç devamsızlık problemim olmadı ve hocam ne derse yaparım (Metin, MMP2).
106. Utangaçlığım yüzünden başarılı bir öğrenci değilim (Emre, MMP2).
107. Başarısızlığımındaki tek neden benim çabuk sıkılmam (Nedim, MMP2).
108. Bugüne kadar ne başıma ne geldiyse, düzgün maaşlı bir işimin olmadığından geldi. Buraya gelmeden önde hep düşük maaşlı işlerde çalıştım. Şu an okuma-yazma sınıfındayım, bitireyim hemen bir mesleki kursa yazılıp sertifika alacağım. O sertifikayla bir iş bulabilirim ve hayat geçmişte olduğundan daha iyi olabilir benim için (Fahriye, BWP).
109. Okuma-yazma kursuna katılmadan önceki ve katıldıktan sonraki hallerim arasındaki farkları size anlatamam. Neni önceden görmeliydiniz. Önceden burada sadece bir hükümlüydüm, ama şu anda hem de öğrenciyim. Önceden bir bacağı olmayan masa gibiydim, ayakta durmakta zorlanıyordum; ama şu an özgüvenim var ve insan olduğumu ve her zaman güçlü olmam gerektiğini söyleyebilirim. Bu ders beni insan olduğumun ve istediğimde her şeyi başarabileceğimin farkına vardırdı (Beren, BWP).

110. Bu eğitimler beni daha da sosyal yaptı. Önceden sadece kendi koğuşumdakileri biliyordum, şimdi başka koğuşlardan daha çok kişiyi tanıyorum. Birlikte sosyal aktivite ve projeler bile düzenledik. Geçen yıl, devasal bir Türk bayrağı yaptık bir grup olarak, biliyorsunuzdur belki, en büyük Türk bayraklarından ve geçen yıl 29 Ekim’de (Türkiye Cumhuriyeti’nin kuruluş yıldönümü) bir kutlama programında kullanıldı. Hepimiz onla uğraşırken çok güzel vakit geçirdik (Pelin, BWP).
111. Bilgisayar dersine katıldım ve daha da ileri kurlarını alacağım. Şu an elimde sertifikam var, teknolojinin gerisinde değilim ve her yerde bilgisayar becerisi istendiğinden kolayca iş bulabilirim. Çünkü şu an mesleki yeterliğim var, temel bilgisayar becerilerim var ve daha da geliştireceğim (Hasan, MMP2).
112. Bana para gönderen kimse yok. Parasız burada yaşayamazsın. Sigara, iç giyim, traş bıçağı alman lazım. Parasızlıktan ciddi zor zamanlar geçirdim. Sonra cezaevi yöneticileri paralı kursların olduğunu söylediler. Düzenli katılırsan günlük beş TL veriliyor. Tesisat dersine katıldım ve ders süresi boyunca gününde yatırdılar paramı. Bu parayla tüm ihtiyacımı giderebildim (Sinan, MMP2).
113. Çok değiştim. Buraya ilk geldiğimde, okuma-yazmam yoktu. Okuma-yazma sınıfına katıldım ve birkaç ayda okuma-yazmayı söktüm. Artık cahil birisi olmadığım aklıma geldikçe, kendimi farklı bir insan gibi hissediyorum. Önceden insanların ellerinde gazete gördüğümde onları kıskanıyordum, şu an ben de onlar gibi herhangi bir şey okuyabiliyorum (Ali, MMP2).
114. Diksiyon dersine katıldım. Ders bittiğinde koğuşa tekrar dönmeyi istemezdim. Koğuşta konuşulan mevzular aynıdır hep. Herkes duruşma, ziyaretçi, parasızlık, çoluk-çocuk vb. Den konuşur. O kadar çok dert dinlemekten bıktım. Kendimi sadece dersle de tatmin edemedim ve bir de tiyatro gösterisine katıldım. Hem gösteri hem de ders harkaydı. Bana farklı koğuşlardan farklı insanlarla tanışma ve cezaevinde çok zor olan neşeli vakit geçirme şansını verdi (Onur, MMP2).
115. Tamamen vakit kaybı (Berk, MMP2).
116. Nasıl olur da olumsuz etkileri olabilir? O programlar bizim içi rehabilitasyon programları gibi. Onlar olmasa burada birçok hükümlü birbirini öldürürdü. Bu programlar sayesinde biz burayı cezaevi değil, bir okul olarak görüyoruz. Umarım bu programlar sadece bu cezaevinde değil, tüm dünyadaki cezaevlerinde yapılyordur (Gamze, BWP).
117. Belki size ciddi gelmeyebilir ama beni bazen kaygılandırıyor bu sorun. Ne zaman bir şey öğrensem, boşuna öğrendiğimi düşünüyorum. Uzun zaman daha burada olacağım, bir şey öğrendiğinde, onu birisine öğretirsen güzel. Burada öğrendiklerimi aileme öğretebilme şansım yok. Bu yüzden bu cezaevi eğitimleri beni bazen depresif hale getiriyor (Gonca, BWP).

118. Bu derslerin bana hiçbir olumsuz yönü yok. Bu derslerin vakit kaybı olduğunu söyleyenlere inanamıyorum. Ciddi olamazlar. Daha önemli işleri ne? Burada zaman bol hatta zamandan bol bir şey yok. Her şeye zaman ayırabilirsin. Bir gün 24 saat ve bunun iki saatini bu sınıflarda geçirebilirsin (Onur, MMP2).
119. Bu eğitim programları yüzünden koğuştakilerle kavga ettim. Hem programlara katılmıyorlar, hem de beni sabah derse giderken ya da öğleden sonar dersten gelirken gördüklerinde “Niye gidiyorsun derse? Vali mi olacaksın yoksa başbakan mı? Sen hükümlüsün!” diyerek dalga geçiyorlardı. Bu sözleri hemen her gün duyuyordum, bir gün dayanamadım ve bir tanesiyle kavga ettim ve şu an hiçbirisiyle de konuşmuyorum (Tarkan, MMP2).
120. Her zaman geç geliyorlar ve her sabah onları bekliyorum (Beren, BWP).
121. Benim için tek sorunlu yer koğuşun ta kendisi. Her koğuştaki bir çalışma salonu olmalı. Kimi şarkı söylüyor, kimi sigara içiyor ya da kimi ağlıyor. Böyle bir ortamda çalışmak imkânsız. Çalışmak için malzeme de yok zaten. Bir kaç gün önce üzerinde Matematik problem çözmemiz için beyaz tahta lazım oldu, istedik vermediler. Sonra da insanlar bu derslerde başarılı olamıyor (Pelin, BWP).
122. Devamsızlık burada ciddi bir sorun. Geçen dönem Ebru dersine katıldım. İlk ders yirmiden fazla kişi vardı; son derste ise, sadece beş. İtiraf etmek gerekirse bazen ben de katılmadım. Ama ben sertifika alanlardım. Derslere mümkün olduğunca katılmaya çalıştım, çünkü sınıf arkadaşlarım katılmadığında motivasyonum olumsuz etkileniyordu. Onlara aynısını yapmaya hakkım yok diye düşündüm (Leyla, BWP).
123. Her şey yolunda. Bunlar sonuçta gönüllülük esaslı programlar, kimse sizi katılmaya zorlamaz. Hiçbir sıkıntı olamaz orada (sınıflarda).
124. Cezaevi yönetimini anlayamıyorum. Bu güvenlik mevzuunu bazen abartıyorlar. Buradayız anladık ve bir yere de gitmiyoruz. Normalde her yere yanımda suyla giderim ama derslere suyla gitmeme izin vermediler. Niye anlamıyorum? İstesem bununla bile (masanın üzerindeki kalemi gösteriyor) adam öldürebilirim. O kadar önlem almaya çalışmalarına gerek yok. Başka bir mevzu da buraya daha iyi öğretmen seçmeye dikkat etmeleri lazım. Bazıları daha sınıfı yönetmeyi ya da basit bir konuyu anlatmayı bile bilmiyor (Berk, MMP2).
125. Ben çaycıyım (cezaevi jargonunda meydancı ) koğuşumda. Ben koğuştaki en küçüğüm ve benden daha küçük birisi gelene kadar bu işi yapmak zorundayım. Sabahları erken kalkarım, çayı yaparım ve akşamları da geç yatarım. Bazen koğuştakiler gece bile beni uyandırıp çay istiyorlar. Yorgun olduğum ve hep çayla meşgul olduğum için de çalışmıyorum (Fatih, MMP2).

126. Hiçbir problemim yok kurslarla ilgili. Keşke her yer böyle olsa (Onur, MMP2).
127. Bir hükümlü buradaki bir derste başarılı olmak istiyorsa, daha fazla öğrenmek için motivasyon ve konsantrasyonu olmalı. Sadece kendisi değil, etrafındakiler de onun bu motivasyonundan olumlu etkilenebilirler. Örneğin iyi bir yöntem, koğuştaki dersten bahsetmektir. Benim koğuştaki biri Resim dersinde yaptığı tabloları gösteriyordu hep koğuştaki. Yeteneğine şaşır kaldık ve aynı koğuştaki birkaç kişi de onun gibi tablolar yapabilmek için aynı derse başladı (Ayşe, BWP).
128. Gözlemim o ki, cezaevi eğitim programlarında başarılı olanların çoğunun derslere düzenli katılma alışkanlığı var. Burada sana hocadan başka bir şey öğretecek kimse yok. Bir hükümlü ne kadar hocasını dinler ya da onunla konuşursa, o kadar başarılı olabilir. Çünkü onlar bir şey öğrenebileceğimiz tek kaynak (Ebru, MMP2).
129. Genel olarak, öğrenmeye istekli olmak önemlidir; ama burada daha çok önemlidir. Burada insanı bu eğitim programlarına katılmaktan alıkoyan birçok neden var. Hiçbirini takmamak lazım ve sadece kendi kendine “Buranın en iyisi olacağım” demek lazım. O zaman kimse sizi tutamaz. Ben yaptım ve okuma-yazmayı öğrendim (Ali, MMP2).
130. İlkokulu bitiremedim, sevmedim çünkü. Okulu astığım zaman babam beni okula gitmeden öğrenilmez diyerek döverdi. O zaman ne dediğini anlayamadım. Şu an çok geç biliyorum ama anladım. Kader işte! Böyle bir şeyi cezaevinde anladım (gözleri doluyor). Tesisat dersi aldım. Gerçekten zor bir ders. Birkaç dersi kaçırdım ve sonraki dersleri anlamakta cidden zorlandım. Bu yüzden sertifika almak için herkesin derslere düzenli katılması lazım (Sinan, MMP2).
131. Cezaevi eğitimlerinde ödev yapmak ve günlük tekrar etmek çok önemli, ben yaptım ve sertifikayı aldım (Hasan, MMP2).
132. Cezaevi eğitimleri zaman kaybından başka bir şey değil, iyisi hiç gitmemek (Berk, MMP2).
133. Normalde güçlü birisiyimdir, ama buraya gelince değiştim. Cezaevi insanı daha da duygusal yapıyor. Ailemden aldığım haberler konusunda çok hassasım. Birkaç ay önce, kızımın notlarının eskisi kadar iyi olmadığını öğrendim. O günden beri ağlıyorum. Bu da benim burada sınıftaki başarıma yansıyor ve öğrendiğim şeye bu sorundan dolayı konsantre olamıyorum (Pelin, BWP).
134. Koğuştaki kadınlardan nefret ediyorum. Hepsi de aptal. Hem eğitimsizler, hem de etraflarındaki eğitimcilere saygı duymazlar. Ne zaman elimde kitaplarla koğuşa gelsem bazıları “Koca kadına bakın! İlkokul çocuğu gibi davranıyor” diyor. O yüzden elimde kitaplarla koğuşa girmek istemiyorum (Beren, BWP).

135. Başarısızların çoğu derse gelmeyi beceremiyor. Hocalar dışarıdan geliyor, bunlar yan koğuştan kalkıp da derse gelmiyor” (Leyla, BWP).
136. Eğer öğrenme isteğin yoksa burada öğrenemezsin. Eğlenebileceğin tek yer var o da sınıf. Eğer sınıfa gitme enerjini yitirirsen, eğlenme ve farklı bir yer görme şansını da yitirirsin. Bazı hükümlüler tanıyorum, dersi bıraktılar ve daha mutsuz ve depresif hale geldiler (Gonca, BWP).
137. Her sabah bir gardiyan koğuşa gelip beni sınıfa götürür. Geldiğinde eğer hazır değilseniz adınızı bağırır. Birkaç koğuş arkadaşım geldi ve erken kalkmamı ve sabah memurun seslenmemesini söylediler. Kızdım adamlara ve birkaç gün gitmedim derslere. Yine ki, tekrar başladım ama neredeyse bırakacaktım (Tarkan, MMP2).
138. Benim koğušta bazı hükümlüler biliyorum, derse gitmiyorlar ve tek başlarına çalışıp sertifikayı alacaklarını söylüyorlar. Galiba kendilerini dünyanın en zeki insanı sanıyorlar! Derse katılmadan nasıl olurda sertifikayı alabileceğin ki? İnanın birçoğu kalıyor. Bu yüzden, burada sertifika almak istiyorsanız, her gün derse gitmeniz lazım (Emre, MMP2).
139. Kademe 1 Okuma-yazma sertifikası aldım. Aldım ama pek de kolay olmadı. Okuma-yazmayı en geç öğrenen bendim. Sınavlarda da en düşük notları alan yine ben. Bu başarısızlıkların nedeni, ödevimi düzenli yapmadım ve o günkü dersi tekrar etmedim. Bir sonraki günü anlayamadım ve kimseden de yardım istemedim. Daha istekli ve motive olmuş olsaydım sertifikayı daha kolay almış olabilirdim (Fatih, MMP2).
140. Satranç ya da Kur’an gibi bazı programları bir hobi olarak görüyorum. Birçok insan burada çünkü cezaevi öncesi hayatlarında iyi işleri ve paraları yoktu. Burada bir iş öğrenemezlerse çok muhtemelen buraya bir daha dönecekler. Bu açıdan keşke herkes burada bir mesleki kursa katılsa keşke (Ayşe, BWP).
141. En faydalı cezaevi eğitim programı kesinlikle Okuma-yazma. Burada pek çok hükümlünün boş zamanlarındaki tek sosyal aktivitesi mektup okumak ve yazmak. Okuma-yazmayı burada öğrendim ve şu an dışarıdaki akrabalarım buradan yazabiliyorum. Mektup yazdırmak ya da okutmak için kimseye ihtiyacım yok. Bunun mutluluğunu bilemezsiniz (Gonca, BWP).
142. Hepsi de faydalı. Hepsinin sertifikasıyla da para kazanabilirsin (Ebru, BWP).
143. İyi bir işin olmadığı zaman, paran da olmuyor; sonuç olarak da ne aile mutluluğu ne de toplumda statü. Ama iyi bir işin olsun, herkes sana saygı duyar. Birkaç hafta önce cezaevindeki kalorifer bozuldu. İdarenin dışarıdan kimseyi çağırmasına gerek kalmadı. Doğalgaz Uzmanlığı programını tamamlayan birkaç hükümlü tamir etti. Gördüğünüz gibi eğer iyi bir işiniz olursa, cezaevinde bile size ihtiyaç oluyor (Sinan, MMP2).



144. Bence mahkûmlar için en iyisi sosyal-kültürel programlar. Çünkü burada rahatlanan ve eğlenmen lazım, yoksa cezaevi hayatı çok stresli olur. Mesela ben Tiyatro dersine katıldım. Her derste farklı bir rol oynadım. Orada sahnedeiken artık bir mahkûm değildim. Benim için çok rehabilite ediciydi (Emre, MMP2).
145. Tüm cezaevi eğitim programları çok önemli çünkü hepsi de bizi koğuştan uzak tutuyor (Onur, MMP2).
146. Ders olduğu zaman, dışarıda işe gidiyor gibi hissettim kendimi. Erken kalkar, kahvaltı yapar, elbiselerimi giyer ve koğuştan ayrılırdım. Hiç ders kaçırmadım, çünkü sınıfa gidince koğuştaki rutinden kurtuluyordum. Bir de, Kuaförlük dersini tamamladığım için, sınıftaki herkes ziyaretçileriyle, eşleri ya da diğer aile üyeleriyle, görüşmeden önce gelip bana saçlarını yapmamı istiyor. Bu da beni saha saygın bir hale getiriyor (Ayşe, J-146).
147. Bu dersler bana sadece başka koğuşlardan değil, aynı zamanda başka ülkelerden insanlarla dahi tanışma fırsatı verdi. Birkaç ay önce, yabancı bir komite bizim cezaevini ziyaret etti ve bizimle konuştu. Onlara bir peçetenin üzerine sınıfta yaptığım dizaynı gösterdim. Komite çok beğendi ve bana bir plaket verdi (Gamze, BWP).
148. Bana, bu programların cezaevindeiken gözlenebilir bir katkısı olmadı (Fahriye, BWP).
149. Küfürlü konuşmayı bıraktığımı gördüğümde, aslında yeni bir şeyler öğrendiğimi ve değiştiğimi de fark ettim. Malum sınıfta hoca var, söylediklerinize dikkat etmeniz gerekiyor. Ben de bu duruma alıştım ve şu an daha düzgün konuşuyorum. Yeni konuşma tarzımdan da memnunum. Benim dersin bir başka katkısı da şu oldu, Kuaförlük derimden sertifika aldığımndan beri koğuşun en önemli insanı benim. Herkesin burada bir kuaföre ihtiyacı olur, hepsi de benimle iyi geçinmeye çalışıyor ve bu da beni mutlu ediyor (Metin, MMP2).
150. Koğuş kolayca yaşanacak bir yer değil. Suç ve suçlularla dolu. Koğuşun içinde insanlardan ve onların hikâyelerinden sıkılıyorsunuz. Konuşacak başka insanlar arıyorsunuz. Sınıfta farklı koğuşlardan farklı kişilerle tanıştım. Sınıfa gitmediğim zaman onlarla konuşmayı da özledim. Bu da tabii ki bu programların sayesinde. Bu programlar olmasaydı, şu an sizinle de konuşuyor olmazdım (Tarkan, MMP2).
151. Tesisat dersine katıldım ve katılımım nedeniyle idare bana para Verdi. Dersler bitene kadar hiç paraya ihtiyacım olmadı (Sinan, MMP2).
152. Cezaevi eğitimlerinin bana kısa vadede yararının olduğunu zannetmiyorum (Berk, MMP2).
153. Kariyerimle ilgili geleceğe dair güzel bir planım var. Daha önce de dediğim gibi ben bilgisayar destekli dizaynlarda iyiyimdir. Yabancılar benim dizaynı

sevmişti biliyorsunuz. Başka dizaynlar üretip, onları da şirketim aracılığıyla tüm dünyaya satabilirim diye düşündüm. Böylece saygın bir işkadını olabilir ve iyi para kazanabilirim (Gamze, BWP).

154. Tahliye edildikten sonra okur-yazar biri olacağım. Mesleki bir programdan bir sertifikam da olacak. Ayrıca, burada her gün spor yapma alışkanlığı kazandım. Bunların hepsi, benim kendimi toplumda daha iyi ifade etmemi sağlayacak, yani bugüne kadar yapamadığım bir şeyi. Böylelikle etrafımdaki insanlarla sosyal ilişkilerim de daha iyi olabilir (Fahriye, BWP).

155. Tahliye olana kadar buradaki tüm programlardan sertifika alacağım. Birisi benim işime yarar ve buraya tekrar mahkûm olarak değil de, ziyaretçi olarak geri gelirim (Burcu, BWP).

156. Normalde bir hükümlü sabıkasıyla tahliyeden sonra kolay kolay iş bulamaz. Ama ben ümitliyim, benim kuaförlük sertifikam var, bir salon açabilirim ve açarken de sabıkam sorun olmaz ve çok da para gerekmez. İyi bir meslek ve ben de burada iyi öğrendim. Yapabilirim, para kazanabilirim, çocuklarıma bakabilirim ve toplumda bir statüm olur (Metin, MMP2).

157. Diksiyon dersine katıldım. O sınıf beni çok değiştirdi. Bana kendimi daha iyi nasıl ifade edebileceğimi öğrettiler. Daha ayakta durmayı, konuşmayı ve okumayı bile bilmediğimi fark ettim. Önceden sosyal birisi değildim, ama umarım bu derste kazandığım becerilerle gelecekte daha sosyal olabilirim (Onur, MMP2).

158. Buradan aldığım sertifikayla, iyi bir iş bulup, hırsızlık ve uyuşturucudan uzak durabilirim (Hasan, MMP2).

159. Bana cezaevinden sonraki hayatımda faydası dokunacak kursların burada olduğuna inanmıyorum (Berk, MMP2).

160. Bence bizim üzerimize daha fazla parasal yatırım yapılırsa burada bir şeyler öğrenmek daha iyi olabilir. Sınıflar daha teknolojik aletlerle donatılmalı, kütüphane daha fazla kitap içermeli, her koşulda bir tane çalışma odası sağlanmalı ve ders dışında kullanabileceğimiz bilgisayarlar olmalı. Ayrıca, katıldığımızda devlet tarafından katılana aylık maaş verilen dersler var. Bu derslerin sayısı da artırılmalı (Fatma, BWP).

161. Hükümlüler güçlü insanlar değiller. Bazıları cezaevi eğitimlerine katılmak için plan yapar ama hiç kayıt olmaz; bazıları kayıt olur ama bırakır; bazıları da düzenli devam eder ama sınavdan kalır ve sertifikayı alamaz. Bizim psikolojik olarak güçlü olmamız ve önümüzdeki engelleri aşmamıza yardımcı olmalılar. Hatta bizi tahliye edildikten sonra bile takip etmeliler, nihayetinde bizler kadınız ve zayıf kadınlar olarak sokağa bırakılmamalıyız (Fahriye, BWP).

162. Daha uzun bir süre buradayım ve daha fazla programa ihtiyacım var (Gonca, BWP).

163. Bazı hocalar iyi ders anlatamıyor, eğitilmeleri lazım (Ebru, BWP).
164. Devlet bizi buraya terk edip de ilgilenmezlik yapmamalı. Bağlama dersine katıldım. Sınıfta ondan fazla hükümlü vardı ama sadece bir tane bağlama. Sırayla çalışıyorduk. Dışarıda değiliz, bir cezaevinde hükümlüyüz. Nasıl gidip bağlama alalım? Devlet bunu düşünmeli. Tabii bu bir örnek, diğer hükümlüler de malzeme eksikliğinin birçok sınıfta ciddi bir sorun olduğunu söylüyorlar (Berk, MMP2).
165. Kapalı alanda ders almaktan ve sınıftaki pencerelerin üzerindeki parmaklıklardan bıktım. Farklı yerlerde, içinde farklı yöntemlerle öğretileceğimiz sınıflar olmalı. Bize burada öğretiyorlar; iyi, güzel; ama neden başka yerde öğrenmemize ya da öğrendiklerimizi pratik etmemize yardımcı olmuyorlar? Şu an berberim, sertifikayı kendileri verdi. Beni niye açık bir cezaevine koyup da herkesin saçını kesmeye izin vermiyorlar? Ben orada pratik yaparken, hocam yine gelebilir ve cezaevi müdürüne benle ilgili rapor verebilir. Bu da bir öğrenme yöntemidir (Metin, MMP2).
166. ... bazıları hükümlülere nasıl davranılacağını bilmiyor (Emre, MMP2).
167. ... hükümet genel af ilan etmeli (Ali, MMP2).

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