

Right of Education and Distance Learning

Eđitim Hakkı ve Uzaktan Öğretim

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ABSTRACT In this study, distance learning programs and their applications which are carried out by Anadolu University were analyzed within the context of the right of education. Qualitative research method was applied. In the first part of study, the concept of right of education was analyzed within the context of international and national laws. Additionally, basic aims, applications and features of the distance learning were examined. In the second part of the study features of the distance learning programs were analyzed in this context. The study showed that distance learning programs which are carried out by Anadolu University provides a number of individuals who lives in different parts of the country and who are at various ages and have different qualifications with the opportunity to use the right of education. However, inflexibility of programs, the high costs of technological infrastructure, the lack of financial support for economical disadvantaged individuals is the main disadvantages of right of education.

Key Words: Distance education, open learning, right of education.

ÖZ Bu çalışmada, Anadolu Üniversitesi tarafından yürütölen uzaktan öğretim programları ve bunlara ilişkin uygulamalar, eğitim hakkı kavramı bağlamında analiz edilmiştir. Çalışmada nitel araştırma yöntemi uygulanmıştır. Çalışmanın birinci bölümünde uluslararası sözleşmeler ve ulusal yasalar açısından eğitim hakkı kavramı analiz edilmiştir. Ayrıca, uzaktan öğretimin temel amacı, uygulamaları ve özellikleri incelenmiştir. Çalışmanın ikinci bölümünde uzaktan öğretim programları eğitim hakkı kavramı bağlamında analiz edilmiştir. Araştırma sonucunda, Anadolu Üniversitesi tarafından yürütölen uzaktan eğitim programlarının, farklı bölgelerde yaşayan, her yaşta ve farklı nitelikteki çok sayıdaki bireye eğitim hakkını kullanma olanağı sağladığı saptanmıştır. Ancak, programların yapısının esnek olmaması, teknolojik altyapının çok pahalı olması, gelir düzeyi düşük bireylerin sisteme girişinin desteklenmemesi eğitim hakkı açısından önemli olumsuzluklardır.

Anahtar Sözcükler: Uzaktan eğitim, açık öğretim, eğitim hakkı.

INTRODUCTION

The Right of education can be described as an individual's opportunities to receive education from the preschool to university. Definition of the right of education is still being discussed, because the concept of right of education changes along with the developments in the concepts of right, democracy, and of human rights. Right of education stated in the cultural right is described as second-

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generation human rights. The right of education is described in international conventions, laws and constitutions of the countries. Based on these descriptions, the concept of the right of education has been tried to be determined. It is taken account context of human rights and is the most difficult right to be legalized by regulations (Nowak, 1997, 210).

Right of education involves equal opportunities. Equal opportunity means that the education should be opened and reachable by the society without segregation in the frame of foreseen conditions (Ulug, 2000). Equal opportunities also mean giving these opportunities to every individual in an equal way. Ulug (2000) states that making common standards related with educational atmosphere prevalent in country level and cost of education for an individual are also involved in equal opportunities concept.

Right of education is the one that an individual should have during his/her entire life. Because every individual may want to use his/her right without limiting throughout to a certain part of his/her life (Gülmez, 2000). All countries should carry out their responsibilities about foreseeing right of education based on the international laws they have signed. So as to utilize the right of education to make education reachable for all the people, all countries should review and guide the practices (Gülmez, 2000). The rights of education have a solid base in international law on human rights. It has been laid down in several universal and regional human rights documents (Benedek & Nikolova, 2003). International and national documents related with description of right of education and related articles of the law were shown as follows: United Nations Documents, European Council Documents and National Documents which describe right of education.

United Nations Documents are composed of Universal Declaration of Human Rights, Article 26, (1948), International Economic, Social and Cultural Rights Contract, Article 13 (1966), the Convention on the Elimination of All Forms of Discrimination Against Women, Article 10 (1979), the Children Rights Contract, Article 28, 29 (1989). European Council Document is composed of European Social Contract, Article 10 (1965). National Documents that describe right of education are composed of Turkish Republic Constitutions, Article 42 (1982), National Education Basic Law, Article 7, 8, 9, 38 (1973), Higher Education Law numbered as 2547, Article 5 (1982) (TBMM, 2001; Benedek & Nikolova, 2003).

Distance Learning Programs

Distance Learning programs are carried out in a conventional college, university, school system or training department of the faculty (Moore & Kearsly, 1996). The earliest development of distance and open learning at university level was introduced in 1970s in the United Kingdom (Mills, 1999). Distance and Open Learning programs were started in 1982 in Turkey. It has been carried out by Anadolu University in accordance with the distance learning principles. The characteristics of the distance learning are extended accessibility independence of the learning location, methodological flexibility and equality of opportunity (Peters, 2001). Distance and open learning systems are often confused with each other. Distance learning and open learning are linked together as a single concept (Unterhalter et al., 2000). "The term of distance learning and/or distance education refers to the teaching-learning arrangement in which the learner and teacher are separated by geography and time" (William et al, 1999, 2). Open Learning is an

educational system for utilizing the educational programs, generally well organized in a higher educational level and either mandatory or voluntary using distance learning processes (Marland, 1997). "Open learning has become the catchword or slogan used for the same things as distance learning and open learning is often used to refer to institutions" (William et al, 1999, 2). Open Learning is neither a system nor a technique but is an education utilization process that gives the opportunity and technology of the distance learning program to the learners, and in which instructors' roles change providing with learners more control opportunities on how, where, when and what to learn focusing on learners' needs (Marland, 1997).

"Most of countries, such as China, Turkey, Great Britain, France, India and Pakistan have established several large-scale distance learning colleges or mega universities that enroll hundreds of thousands of students" (Picciano, 2001, 200). These programs are arranged in accordance with the distance, and the formal learning principles. Therefore, it is necessary to discuss principles of both formal and distance learning programs. In both formal and distance learning programs, it is necessary to plan learning objectives beforehand to teach in accordance with the program. While formal education has a rigid and inflexible system, it has been easier to make new arrangements within the distance learning programs for individuals and social needs, due to the scientific and technological changes, in both practice and theory. For example, in formal education programs there is an age limit for starting and attending the primary education system. Individuals who are over this age limit can neither start nor attend in this system. While a 21-year-old individual cannot attend primary education programs in formal education system, he/she can participate in primary education programs and writing and reading courses in distance learning system.

Formal education programs are long programs and give diplomas for program graduates. Distance Learning Programs in Anadolu University give diplomas to graduates, too. Even if these programs are based on giving diplomas, their practices and procedures are different from those of formal education system. Entrance requirements of Distance Learning Programs, learning-teaching processes and arrangements and practices related to evaluation and feedbacks are different from those of formal education. Contents of the curriculum of distance learning and formal education may be the same but there are differences in their purposes. According to Chander (1991), distance learning should be given besides formal education and it should be parallel to formal education system, applications should be so flexible that it should reach all ages, sexes, economic classes and the individuals in distance residences, it should provide opportunities for both in-service and lifelong learning and use communication technologies for providing broad-content education.

The distinctions and similarities between distance learning and formal learning are obvious and distance learning has another feature which differ it from the formal learning: distance learning conjures up different images to different people in different settings. Distance learning can refer to a wide variety of instructional delivery system including technology-enhanced offerings such as audio, video, computer-based, assisted instruction, instructional TV, microwave, cable network, correspondence courses, broadcast television, and computer mediated instruction (Picciano, 2001; Shoemaker, 1998). Distance learning includes elements "sometimes optional, sometimes compulsory of face to face tuition within their programs" (Tight, 1996, 94).

METHOD

The purpose of this study was to evaluate the distance learning programs and the applications carried at Anadolu University in the context of the right of education. Qualitative research method was applied in this study. "Qualitative research focuses on process, meaning and understanding the product of a qualitative study" (Merriam; 1998, 8). The primary instruments of qualitative research include interviews, observation and documents. This study based on document analysis. The documents include printed materials such as yearbooks, school budgets, pupil case files, curriculum guides, test scores and non printed materials such as picture, video tapes, films, drawing and other illustrations (Charles & Mertler, 2002; Hitchcock & Hughes, 1995; McMillan, 2004; Merriam, 1998; Smith & Glass, 1987).

Document analysis was completed through third main phases in this study. During the first phase of document analysis, the researcher found out primary and secondary source of document related to the research topic. In this phase three types of primary document were found. The first type of document was international documents related to definition of concepts of right of education. The second type of document was national documents related to definition of concepts of right of education. The third type of document was about the distance learning programs and applications carried out at Anadolu University. At the end of the first phase of document analysis, the researcher decided to analyze United Nation Documents as international documents, because United Nation Documents were primary and main documents in the other international documents.

In the second phase, the documents collected during the first phase of document analysis were classified and evaluated. In this phase, the concept of right of education based on international documents and national documents, and also characteristics of distance learning programs were analyzed.

During the third phase of document analysis, the distance learning programs and their applications were analyzed and evaluated according to the international and national views of right of education.

FINDINGS

The concept of right of education in Distance Learning programs and applications were evaluated according to the explanations related to the concept of rights of education done by the international documents and national documents.

The Distance Learning programs and applications were evaluated; according to following the United Nations Documents

1. Universal Declaration of Human Rights, Article 26,
2. International Economic, Social and Cultural Rights Contract, Article 13,
3. Children Rights Contract, Article 28.

In accordance with the first item of the 26th Article of Universal Declaration of Human Rights, "Education in technical and professional fields is reachable to everybody" and "Higher education should be reachable for everybody according to their skills" (TBMM, 2001, 207). Distance Learning Programs are reachable for everybody in accordance with this statement and as it is clearly seen that everybody has the necessary requirements to enroll to Distance Learning Programs without any

limit in capacity of cadres. On the other hand, only in 2001-2002 educational periods, two programs had capacity problems.

There is a statement in paragraph "b" of the 13th Article of the International Contract on Economic, Social and Cultural Rights Contract as "taking all measurements, secondary, technical and professional education should be made reachable and open for everyone via making education free of charge for every one" (TBMM, 2001, 88). The application of this statement can be seen in Open High School application which is a program of Distance Learning. Individuals who are too old to attend the secondary school or have not any chance to attend to secondary education because of any reason can apply Open High School programs.

Paragraph "c" of the 13th Article of the International Economic, Social and Cultural Rights Contract foresees that "higher education should be reachable in every proper way and especially free of charge, for everyone in accordance with their skills" (TBMM, 2001, 88). When the statement "every proper way of higher education" and "in accordance with their skills higher education should be reachable for everyone" were evaluated for Distance Learning Programs, it was seen that various learning-teaching processes such as face to face teaching, teaching via TV, books, video conferences, CDs, and other computer based teaching methods could meet the requirements of the statement "education in every proper way". For example, the masters program on "Management of Information", which is given via the Internet, is an example of the higher education given in a different way. "The higher education is open for everyone according to their skills" can be evaluated in the context of equality in entrance requirements and variety in the program types.

There is a statement "basic education should be encouraged and empowered for the individuals who could not have a chance to graduate from basic education" (TBMM, 2001, 88) in the paragraph "d" of the 13th Article of the International Economic, Social and Cultural Rights Contract. This statement's application can be seen in Distance Learning Programs started for Turkish citizens who have been living in West European Countries. These programs provide people who do not have a formal education with using their right of education.

However, there is an important inadequacy related with the principle of prevailing free, continuous non-charged, education emphasized in paragraph "b, and c" of the 13th Article of the International Economic, Social and Cultural Rights Contract is that the necessary measurements have not been taken for successful and poor people to use their right of education. This is also the criticized dimension of the system.

There is a statement "Using all appropriate tools, higher education should be made ready for everyone" (TBMM, 2001, 149) in paragraph "c" of the first division of 28th Article of the Children's Bill of Rights. Two determinations related with right of education were made in this article. The first one was "using all appropriate tools", and the second one was "higher education should be open for everybody according to their skills." "Using all appropriate tools" shows that the kind of actualizing education programs should be evaluated in the context of the right of education. In this point, various teaching methods such as face to face teaching, learning from TV, books, videoconference, CD's and computers serve the right of education including individual and group learning styles.

Related with the actualizing the statement "higher education should be open for everybody depending on their skills", two applications can be talked about. The first one is giving students enrolling right to a second university program while attending a first one. The second one is making programs open for students by giving the opportunity to them to complete a four-year program after graduating from a two-year program, transferring to a four-year program in accordance with their skills.

The Distance Learning programs and their applications were evaluated according to following the National Documents;

1. TR (Turkish Republic) Constitutions, Article 42,
2. The Turkish National Ministry of Education Basic Law, Article 7, 8, 9, 38,
3. The Turkish Higher Education Council /Higher education Law numbered as 2547, Article 5.

42nd Article of Turkish Republic constitution not only describes education right as giving all opportunities to the individuals in order not to deprive them from education but also (T.C. Anayasası, 1995) foresees education and teaching to reach the universal standards (Balcı, 1998). When Anadolu University Distance Learning Programs were examined, it was seen that they have caught the universal standards especially within actualizing education programs. It can also be said that processes of intensive and appropriate use of technology during the provision of education programs, contacting students, giving teaching service, and evaluating the results, are utilized in accordance with universal standards.

Anadolu University has started Distance Learning Programs in accordance with the concept of West European Programs in 2000-2001 education years. These programs are related to the statement "primary education is the right of every Turkish citizen" in the 7th Article of National Education Basic Law and related to the right of education described in the same article. This is a new application related to the right of education described in the 7th Article of National Education Basic Law.

There is no application related to the statement "necessary help that no charge education, financial aid awarded to students, etc. is given to the successful students in poor condition in order to take them in higher education phases" (T.C. Milli Eğitim Bakanlığı, 1998, 6-7), which is related with continuity of right of education, in the 8th Article of National Education Basic Law.

According to the 9th Article of National Education Basic Law which is related with to equal opportunities "it is essential for individuals to continue their general and professional education lifelong". It is seen that lifelong education-content of the statement "besides helping youngsters conform with their lives and work fields, taking necessary measurements for providing continuous education for adults is also an education mission" (T.C. Milli Eğitim Bakanlığı, 1998, 7) is actualized via open learning programs. Shortly, it can be said that education practice stated in 9th Article, is actualized via open learning programs. When statistics related to individuals' ages and professions are reviewed, it is seen that 60 % of the enrolled students are at the ages between 25 and 44. Majority of the students in this age group have a job. When statistics related to their professions are examined, it is seen that they are managers either in state or private institutions, civil servants, workers, soldiers, secretaries, salesmen, teachers, officers, policemen, etc. (AOF öğrenci istatistikleri, 2004).

The statements "measurements related to equal opportunity are taken in education" (Hatiboğlu, 1995, 15) given in the paragraph "e" of 5th Article of Higher

Education Law numbered as 2547 related to basic principles, and “higher education is not free, or charged, but necessary help (no charge education, financial aid awarded to students, etc.) is given to the successful students in poor economical condition in order to take them in higher education phases” given in the 38th Article of National Education Basic Law, (T.C. Milli Eğitim Bakanlığı, 1998, 20) describe the equal opportunities in education and foresee taking necessary measurements to meet the education fee of especially successful students in poor economical condition. Formal students have the right to take both higher education scholarship and university scholarship. However, open learning students have right to take only the higher education scholarship.

DISCUSSION AND SUGGESTIONS

Approximately 677.353 students graduated from open learning programs which started in 1982, until 2003-2004, and the number of the enrolled students in the program was 678.986 in 2003-2004 terms (<http://ogrsayi.anadolu.edu.tr/ozet.htm>). Until 2003-2004 terms total 38 programs included four-year programs, two-year programs and two-year completion programs and masters programs were started. Variety of the programs, numbers of the graduate and present students show that programs have been effective in the context of using right of education.

If distance learning programs are to be evaluated generally within the context of opportunity equality, it can be seen that they are open for everyone in some certain conditions. If the statistics of the ages of students are analyzed, it can be seen that there is a target group at ages between 17 and 80 (AOF öğrenci istatistikleri, 2004). This shows that programs are open to everyone without any discrimination. Enrolling, consultancy and examination services are given in 79 province, Cyprus, and six western European countries with total 103 exam centers (<http://www.aof.anadolu.edu.tr/a0521.htm>). As open learning reaches to everywhere, even to the villages which are the smallest residents, by means of various service presentations and wide service network and the individuals take the educational services at their homes, it actualizes “being reachable and near” principle of opportunity equality in education. Additionally, providing educational services in the residents of the students lessens transportation, housing and nutrition costs of the students. Therefore, it helps individuals use their right of education effectively.

That Distance Learning Programs are open to a variety of student at certain age group of employee, youngsters, inmates, the disabled people is another dimension that needs to be evaluated. The programs given in the level of secondary and higher education for the those people who are deprived of educational services after mandatory education due to the economic reason can help those people actualize their educational objectives by using education opportunities.

Diploma equality between the graduates of open learning programs, the contents of which are the same with formal ones, but different in implementation processes, and the graduates of formal programs reflects the principle of opportunity equality in education.

That the students are provided free movement with vertical transferring opportunities in the programs is another feature that needs to be evaluated in the context of right of education. Additionally, they do not have horizontal transferring opportunities. This situation affects the provision of the rights of education negatively.

Using common standards in planning, practicing implementation and evaluation of open learning programs show that a principle is followed in providing equal opportunities in education. However, the fact is that these common standards are not appropriate for everyone and they contradict with the understanding of equal opportunities in education.

There is a need for utilizing technology—CD, TV programs etc. and for benefiting from learning teaching form processes ut everybody can not meet the cost of them, and this effects the equal opportunity principle negatively. Building technology infrastructure is very expensive and it is impossible for individuals to meet the cost of it. "This represents a kind of double inequality for those who cannot access conventional provision" (Yates, 2000, 236). Additionally, the students of open learning programs have to buy books, audio and videocassettes, CDs, mails, tests and experiment equipments. Buying all of them as compulsory may affect the right of education of those who are successful but coming from families in poor economic conditions or with below average incomes.

Distance Learning Programs' students do not have horizontal transferring right between programs and universities is a question needs to be answered for using right of education. Necessary arrangements should be made to give the free movement right to the students in and between programs and universities based on certain conditions such as student competency, interests etc.

The fact that the education should be free, without charge, which shows the social dimension of education, provides the right of education with actualization. It is necessary to meet the cost of education for people who are economical disadvantaged but who want to use the right of education. Necessary arrangements should be made for the continuity of the education without forcing the people who are unable to pay the cost of education and buy the right of education.

Distance Learning Programs have broad options besides high standard programs which help use right of education. Distance learning should have not only the programs giving diplomas, but also the programs giving certificates. Distance learning certificate programs, actualizing life long education principles are requisition of right of education. For that reason, informal education programs based on certificate given should be prepared and practiced by reorganizing the system.

Distance learning system should continuously try to solve the problems in formal education. Distance learning should serve the people who do not have a chance to enter both formal and distance learning. Distance learning is a challenge and is a trend in continuing higher education in the last years (Shoemaker, 1998). Distance learning will be an important element of the future education and training systems and may offer some responses to the world's educational challenges (Williams et al, 1999). Distance learning gives the autonomy for learners, and distance learning system supports democracy, human right and rights of education.

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ÖZET

Giriş

Açık öğretim, bireyin ihtiyaçları üzerine odaklanmış, bireylere nasıl, nerede, ne zaman ve ne öğreneceği gibi konularda daha fazla kontrol olanakları sunan ve ağırlıklı olarak uzaktan eğitim yöntemleri ve eğitim teknolojisi olanaklarını kullanan, öğretici rollerinin farklılaştığı eğitim uygulaması olarak tanımlanmaktadır (Marland,1997). Örgün eğitim programları daha katı ve esnetilemeyen bir yapıya sahipken, uzaktan eğitim sistemi birey ve toplumun ihtiyaçlarını karşılama doğrultusunda yeni düzenlemeler yapılmasına olanak veren esnek bir yapıya sahiptir. Örneğin, örgün eğitim programları kapsamında yürütülen ilköğretim sistemi içinde kalma 21 yaş ile sınırlıyken, 21 yaşından büyük bir birey uzaktan eğitim ya da yaygın eğitim kapsamında düzenlenen ilköğretim programına veya okuma yazma kursuna katılabilmektedir.

Anadolu Üniversitesi'nde 1982 yılında başlatılan ve günümüze kadar uygulamaları yaygınlaştırılarak devam eden Açık Öğretim (AO) programlarının düzenlenme ve uygulanma ilkeleri örgün eğitim sisteminden farklıdır. Yürütülen uzaktan öğretim uygulamaları ile Türkiye, Çin, İngiltere, Fransa, Hindistan ve Pakistan gibi ülkelerde yüz binlerce bireye (Picciano, 2001) eğitim fırsatı sunulmaktadır.

Eğitim hakkı, insan haklarının gelişim sürecinde ikinci kuşak haklar olarak tanımlanan kültürel haklar içinde yer almakta olup, daha çok uluslararası sözleşmeler ve ülkelerin anayasa ve yasalarında tanımlanmaktadır. Hak, özgürlük, demokrasi ve insan haklarındaki gelişmeler doğrultusunda eğitim hakkı kavramının kapsamında da değişiklikler olmaktadır. Eğitim hakkı, örgün eğitim programları açısından her bireyin kendi kapasitesi doğrultusunda okul öncesinden yüksek öğretime kadar eğitimden yararlanabilme hakkı olarak tanımlanmaktadır. Ancak, eğitim hakkı bireylerin tüm yaşamları boyunca kullanmaları ve yararlanmaları gereken bir haktır. Bu nedenle bireyler yaşamlarının belli bir dönemi ile sınırlı kalmaksızın eğitim hakından yararlanmak isteyebilirler (Gülmez, 2000).

Bu çalışmada, eğitim hakkı kavramının kapsamı, Birleşmiş Milletler ve Avrupa Konseyi tarafından kabul edilen uluslararası belgeler ile Anayasa, Milli Eğitim Temel Kanunu, Yüksek Öğretim Kanunu gibi ulusal belgeler taranarak ortaya konulmuştur. Anadolu Üniversitesi tarafından yürütülen uzaktan öğretim programları ve bunlara ilişkin uygulamalar ulusal ve uluslararası belgelerden tanımlanan "eğitim hakkı" bağlamında değerlendirilmiştir.

YÖNTEM

Çalışmada nitel araştırma türlerinden biri olan doküman analizi uygulanmıştır. Doküman analizi üç aşamada gerçekleştirilmiştir. Birinci aşamada eğitim hakkı ile ilgili birinci ve ikinci derecede önemli olan uluslararası ve ulusal belgeler taranmıştır. Elde edilen dokümanlar incelendikten sonra, çalışmanın birinci derecede önemli olan dokümanların analizi ile sınırlandırılmasına karar verilmiştir. Birleşmiş Milletler ve Avrupa Konseyi tarafından yayınlanmış olan uluslararası dokümanlar, ulusal yasalar ve Anadolu Üniversitesi tarafından uygulanan uzaktan eğitim programları birinci derecede önemli dokümanlar olarak kabul edilmiştir. Çalışmanın ikinci aşamasında, araştırma kapsamında incelenmesi uygun görülen dokümanlarda eğitim hakkı ile ilgili yapılmış olan açıklamalar analiz edilmiştir. Bu aşamada ayrıca, Anadolu Üniversitesi'nde uygulanan uzaktan eğitim programlarının temel özellikleri incelenmiştir.

Çalışmanın üçüncü aşamasında, uygulanmakta olan uzaktan eğitim programının yapısı ve uygulamalarının uluslararası ve ulusal dokümanlarda açıklanan eğitim hakkını sağlamada ne derece yeterli olduğu değerlendirilmiştir. Bu aşamada uzaktan öğretim programları; program türleri, programa giriş koşulları, program hedef kitlelerinin özellikleri, programların gerçekleştirilme biçimi, öğrenme-öğretme süreçleri,

değerlendirme ve geribildirim verme, programlar arasındaki yatay ve dikey geçiş olanakları, bireysel ihtiyaçlara cevap verme, öğrenci giderleri gibi boyutlar açısından eğitim hakkı bağlamında değerlendirilmiştir.

BULGULAR

Değerlendirmeler sonucunda, Anadolu Üniversitesi tarafından yürütülen uzaktan öğretim programları ve uzaktan eğitim sisteminin en önemli özelliğinin, farklı bölgelerde yaşayan genç, yaşlı, çalışan ve çalışmayan farklı özelliklere sahip çok sayıda bireyin eğitim hakkını kullanmasına olanak vermesi olarak saptanmıştır. Bu açıdan bakıldığında, uzaktan eğitiminin hedef kitle tanımının çok geniş olması ve öğrenme-öğretme sürecindeki çeşitlilik eğitim hakkının kullanılmasını olumlu etkileyen özelliklerdir. Ancak, programların yapısının esnek olmaması, özellikle yatay ve dikey geçişlerin yetersiz olması, sadece diplomaya dayalı programların uygulanması, uygulamalar için gerekli olan teknolojik altyapının çok pahalı olması ve hızlı değişmesi, bölgeler arasında teknolojik alt yapıyı elde etme ve kullanma açısından farklılıklar olması, gelir düzeyi düşük başarılı bireylerin sisteme girişinin ve programlara devamının desteklenmemesi eğitim hakkının kullanılmasını olumsuz etkileyen özellikler olarak saptanmıştır.

Tartışma

AÖ programlarından 2003-2004 öğretim yılına kadar yaklaşık 677.353 öğrenci mezun olurken, 2003-2004 öğretim yılında yaklaşık olarak 678.989 öğrencinin kayıtlı olduğu görülmektedir (<http://ogrsayi.anadolu.edu.tr/ozet.htm>). 2003-2004 öğretim yılına kadar dört yıllık lisans, iki yıllık ön lisans ve lisans tamamlama programlarından oluşan toplam 38 program açılmıştır. Programlardaki çeşitlilik, mezun ve mevcut öğrenci sayıları AÖ programlarının eğitim hakkının kullanılmasında etkili olduğunu göstermektedir.

AÖ programları eğitimde fırsat eşitliği sunma açısından değerlendirildiğinde ise programların belli bir ön koşul çerçevesinde herkese açık olduğu görülmektedir. AÖ öğrenci yaş istatistikleri incelendiğinde 17 yaş ile 80 yaş arasında bir hedef kitle olduğu görülmektedir (AÖF öğrenci istatistikleri, 2004). Bu da programların yaş ayrımı olmaksızın her yaşta bireye açık olduğunu göstermektedir. AÖ Eğitim hizmetinin sunumundaki çeşitlilik ve yaygın hizmet ağı nedeniyle en küçük yerleşim birimi olan köylere dahi ulaşmış olması ve eğitim hizmetinin bireylerin yaşadıkları mekanlara ve ortamlara götürülmesi, eğitimde fırsat eşitliğinin "yakın ve ulaşılabilir olma" ilkesinin gerçekleştirilmesidir. AÖ programlarının hedef kitle özellikleri ve program türlerindeki çeşitlilik eğitim hakkını olumlu olarak etkilediği saptanmıştır. Ekonomik, bölgesel ve kültürel nedenlerle zorunlu eğitimden yararlanamayan veya zorunlu eğitimden sonra eğitim yaşantısına ara veren bireylere ilköğretim, ortaöğretim ve yüksek öğretim düzeyinde sunulan programlar ile eğitim hakkını kullanması için olanak sunmaktadır.

Örgün programlarla kapsamı aynı ancak gerçekleştirilme süreçleri farklı olan AÖ programlarından mezun olan bireylerle örgün programlardan mezun bireylerin diploma denkliğinin olması eğitimde eşitlik ilkesini gerçekleştirmektedir.

AÖ programlarının sadece dikey geçiş imkanları ile öğrenciye programın içinde hareket özgürlüğü sağlaması eğitim hakkı bağlamında değerlendirilmesi gereken diğer bir özelliktir. Programa kayıtlı öğrencilerin yatay geçiş haklarının olmaması ise eğitim hakkının sağlanmasını olumsuz etkilemektedir.

Bireyleri diplomaya götüren programların yanı sıra uzaktan eğitimin sertifika programlarının da kapsamı gerekir. Bu nedenle sertifikaya dayalı yaygın eğitim programlarının açılması için yapı içinde yeni bir düzenleme yapılarak bu programların hazırlanması ve uygulamaya konulması gerekmektedir. Uzaktan eğitim kapsamında düzenlenecek olan ve yaşam boyu eğitim ilkesinin gerçekleştirilmesini sağlayan sertifika programları eğitim hakkı kavramının bir gereğidir.

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