



## A Review of Research about Refugees' Lifelong Education: 2001-2021

Nilay NEYİŞÇİ\*

Article Information	ABSTRACT
<i>Received:</i> 15.11.2021	Refugees are defined as people who have left or were forced to leave their country of origin for various reasons, who are worried about their lives and cannot return to their country for this reason. In today's world where many global problems are experienced, the lives of refugees, their struggle to hold on to life, basic human rights such as health, security and education have taken their place among the issues that are kept up-to-date and discussed. In recent years, many studies have been carried out in the field of academia and practice about the education and training processes of refugees. In particular, the number of studies in the literature on the lifelong education of refugees has increased in recent years. The aim of the research is to determine the discipline areas, writing language, distribution by years, publication type and countries of publication of the done studies on lifelong education of refugees. In the research, qualitative research method and document analysis were used. Within the scope of the research, the studies in the Web of Science (WOS) between the years 2001-2021 were examined and interpreted. It has been determined that there are 71 studies on the lifelong education of refugees. According to the results of the research, it has been seen that the most studies on the lifelong education of refugees are in the fields of Education, public health and psychology discipline. In addition, it has been determined that most of the studies are carried out in the United States and Canada. When the type of publication was examined, it was determined that the studies were mostly articles and proceedings papers. Studies are mostly published in English. <b>Keywords:</b> Migration, refugees, lifelong education, web of science, research trends
<i>Accepted:</i> 05.08.2022	
<i>Online First:</i> 05.08.2022	
<i>Published:</i> 31.10.2022	
doi: 10.16986/HUJE.2022.464	Article Type: Research Article

**Citation Information:** Neyişçi, N. (2022). A review of research about refugees' lifelong education: 2001-2021. *Hacettepe University Journal of Education*, 37(4), 1429-1437. doi: 10.16986/HUJE.2022.464

### 1. INTRODUCTION

Migration is defined as the movement of population across an international border or the displacement of individuals within a state, regardless of duration and cause. Throughout history, people have moved for a variety of reasons, including avoiding harsh environmental circumstances, escaping social constraints, and finding safer and better areas to live in. Although international human movements (migration) have continued from the earliest periods of history to the present, it can be stated that the scope and quality of these movements have significantly changed in recent years. In this direction, individuals act according to various types of migration defined in the literature, such as forced or voluntary migration, permanent or temporary migration, illegal migration, transit migration, and gradual migration (Açıklalın & Neyişçi, 2020; Ünal, 2014).

Increasing economic competition with the development of technology in the globalizing world and various economic and political initiatives between countries have been effective in the voluntary -permanent or temporary- migration of individuals. It is seen that mass migrations are experienced with forcibly displaced individuals as well as individuals immigrating from their own country to developed countries for a better and better quality of life. Individuals who are worried about their lives due to factors such as the change of political systems, civil war, violation of human rights, country occupation, redefinition of state borders, ecological imbalance, ethnic and religious conflicts, migrate from their settlements to different geographies, either temporarily or permanently, even illegally and in transit. According to the most recent data, it can be seen that the number of migrants grows yearly (Erçetin, Potas, Açıklalın, Mardin Yılmaz, Görgülü, Çelik, & Çevik, 2018; Kartal & Başçı, 2014).

International refugees constitute 272 million people, or 3.5% of the world's population (IOM, 2020). In the second half of the 21st century, the number of refugees has increased. When this increasing trend continues, it is estimated that the international refugee population will reach 405 million in 2050 (Erçetin, Potas, & Açıklalın, 2018).

\* Assist. Prof. Dr., Hacettepe University, Faculty of Education, Department of Educational Sciences, Division of Educational Administration, Ankara-TURKEY. e-mail: [nilbasar@hacettepe.edu.tr](mailto:nilbasar@hacettepe.edu.tr) (ORCID: 0000-0002-9360-5337)

## 1.1. Refugees and Lifelong Education

### 1.1.1. The Concept of Refugee and the Distribution of Refugees Around the World

Migration is defined as the temporary or permanent departure of people from their own country. Refugees are individuals who have migrated from their country of citizenship due to war, natural disaster, famine, epidemic, climate change, economic or political reasons and have taken refuge in other countries and whose application for asylum has been accepted. The concept of refugee in the United Nations Convention Relating to the Legal Status of Refugees is defined as “people who are outside the country of their citizenship because they have a well-founded fear of being persecuted because of their race, religion, nationality, membership of a particular social group or political opinion” (UN, 1951; Boyraz, 2015).

According to the 2019 Global Education Monitoring Report supported by UNESCO, one out of every 30 people in the world lives in a country different from the country of birth. Again, one out of every 80 people move within or between countries due to conflicts or natural disasters (UNESCO, 2019). According to the Global Trends 2020 Report, the number of people displaced worldwide due to persecution, conflict, violence and human rights violations reached 41 million in 2010, 79.5 million in 2019, and 82.4 million in 2020. The number of people displaced today is more than double the level of 10 years ago, and this number is increasing every year (UNHCR, 2020). Figure 1 presents numbers on the distribution of refugees displaced by country in 2020.

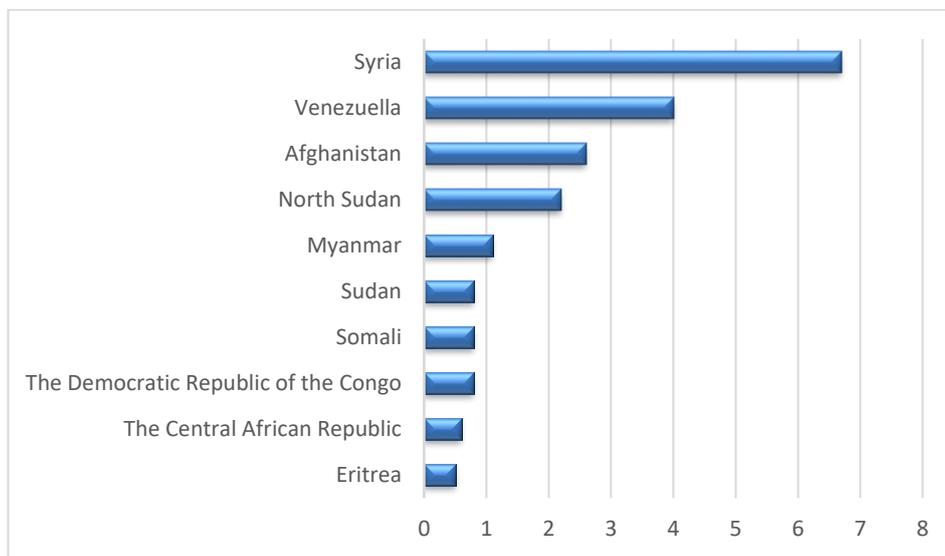


Figure 1. Distribution of Displaced Refugees by Country in 2020 (in Millions)

Source: Global Trends 2020 Report

According to Figure 1, Syria ranks first with 6.7 million refugees displaced. Venezuela ranks second with 4 million, Afghanistan ranks third with 2.6 million, and South Sudan ranks fourth with 2.2 million (UNHCR, 2020).

With the ongoing conflict and violence for more than 10 years, Syria has been listed in history as the place where the largest refugee crisis has been experienced worldwide by far. Despite the restrictions experienced around the world due to the Covid 19 epidemic, the increasing influx of refugees in 2020 reveals that it is necessary to think over and implement urgent measures. Figure 2 presents numbers on the distribution of refugees by host country in 2020.

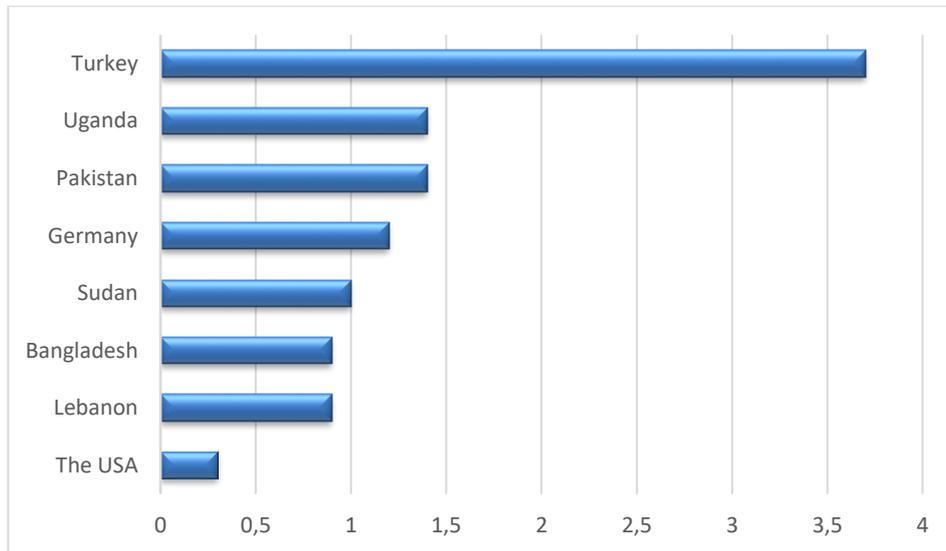


Figure 2. Distribution of Refugees by Host Countries in 2020 (in Millions)

Source: Global Trends 2020 Report

According to Figure 2, when the countries hosting refugees are examined, it is possible to see that Turkey ranks on top. Other countries are Uganda, Pakistan, Germany and Sudan, respectively. In Turkey, which ranks first by hosting 3.7 million refugees, Syrian refugees (92%) and refugees from Iraq, Iran and Afghanistan live the most. All of the Syrian refugees reside in neighboring countries and more than half of them are hosted by Turkey alone. It was also determined that 1.7 million Venezuelan refugees migrated to Colombia and half a million Venezuelan refugees to Peru (UNHCR, 2020).

It is believed that worldwide mass migration waves should be addressed with international solutions. The majority of the world's refugees prefer neighboring countries or low- and middle-income countries for asylum. Key systems including security, health, education, legislative arrangements, language, and communication status of the country of immigration are seen as important factors when determining the reasons for this preference. In addition to basic needs such as food, shelter and clothing, refugees must also be provided with services such as education, health, social services and transportation aid. More importantly, refugees from various cultures are expected to integrate into the society they have recently entered in order to adapt to that society (Açıklın, Dağhan, & Olgun, 2021; Erçetin, Açıklın, Potas, Özdemir, & Doğan, 2018). In the process of integrating refugees into society, the continuity of children's education and training processes has been the priority and the focus. In this process, it took time to realize the importance of lifelong education of refugees. However, in recent years, this issue has come to the fore with global documents and policies. Lifelong education has the potential to provide compensation for disrupted education, self-confidence, participation in society, and access to livelihood for refugees (Morrice, 2021).

## 1.2. Lifelong Education

Lifelong education is an educational activity that aims to develop people's interests, skills and competencies socially and professionally, apart from formal education. These activities can be listed as non-formal education, vocational and technical education, in-service and pre-service education, and distance university education (Güleç, Çelik, & Demiraslan, 2012; Günc, Odabaşı, & Kuzu, 2012; Lee, 2014).

While lifelong education was on the agenda of the world in the 20th century, efforts to establish a life-long education system in Turkey have gained momentum since the 2000s. Targets have been set in top policy documents, Development Plans, and MEB Strategic Plans to create a lifelong education system that can meet the needs and expectations of society in Turkey within the framework of the criteria for harmonization with the European Union, and these targets have been tried to be implemented (Vezne, 2017).

Lifelong education is an important tool in the social integration of individuals, providing professional and personal development, training and training for harmony and business life (Güleç et al., 2012; Kıvrak, 2007; Laal and Salamati, 2012). Lifelong education is required for refugees and immigrant communities to establish healthy communication, access job opportunities and create employment, develop their knowledge, skills, and competencies, and live as happy and harmonious members of society (Green, 2011). Lifelong education has a decisive role in the adaptation of refugees to a new social environment, especially language learning. Furthermore, it is necessary to plan and implement what supports are required in the lifelong education process in order for refugees to lead self-sufficient lives and realize their goals and wishes (Alfred, 2010; Jarvis, 2007; Morrice, 2021).

### 1.3. Lifelong Education of Refugees

In today's world where information and technological developments are experienced rapidly, many factors such as the desire of individuals to gain new knowledge and skills, professional mobility and competence, and the demand for international compatibility reveal the importance of adult education along with lifelong education processes. With the increase in the socio-economic level, the desire for education and the rate of participation in education increase in adults. Adult education practices are given importance, particularly in developed countries, in order to train qualified manpower, maintain social development and development, provide professional skills and personal development, and increase sensitivity to various social problems (Açkalın et al., 2021).

Adult refugees coming to different countries through immigration may have difficulty in adapting to a new society as they internalize the structure and culture of the society they come from. In addition, the integration of refugees into the new society can turn into a complex situation, often experiencing traumatic events in their country or living in long-term travel or temporary living conditions (such as refugee camps) before arriving in the host country. Refugees may face a variety of communication and social issues as they adjust to their new society, including discrimination, social exclusion, marginalization, and prejudice. This issue is accompanied by problems like unemployment, low skill level, illness, and language difficulties. However, refugees' ability to establish harmonious relations with the society by preserving their unique identities and characteristics, maintaining peaceful and social relations, strengthening mutual respect and social relations network between individuals and refugees in the society are important factors that will facilitate their social integration process (Açıkalm, Erçetin, Potas, Çevik, Neyişci. and Görgülü, 2020; Brell, Dustmann, and Preston, 2020; Karanikola and Palaiologou, 2021; UNICEF 2019).

It is undeniable that lifelong learning has a crucial role to play in ensuring that refugees are successfully assimilated into society. However, when we look at international documents and policies, compulsory primary and secondary education is mostly taken into account for refugee individuals, and secondary and higher education and post-higher education of refugees who have not completed their education are ignored. The reason for this situation stems from the thought that refugees will return to their own countries in a short time and they should continue their lifelong education in their own countries. The need to operate more methodically and long-term in the education of refugees has arisen as it has become clear in recent years that refugees will not immediately return to their home countries, depending on the reasons for their migration (UNHCR, 2020).

### 1.4. Purpose and Importance of the Study

In today's world where many global problems are experienced, the lives of refugees, their struggle to hold on to life, basic human rights such as health, security and education have taken their place among the issues that are kept up-to-date and discussed. In recent years, many studies have been carried out in the field of academia and practice about the education and training processes of refugees. In particular, the number of studies in the literature on the lifelong education of refugees has increased in recent years. The purpose of this research is to determine the discipline areas, language, distribution by years, publication type and countries of publication of studies on lifelong education of refugees.

## 2. METHODOLOGY

In the research, document analysis which is one of the qualitative research method was used. Qualitative data can be digitized to increase reliability and make comparisons between themes, and simple statistics can be used in this context (Birel & Çevik, 2020).

Within the scope of the research, a search was made on the Web of Science (WOS) as "refugee + lifelong learning" or "refugee + lifelong learning" about the lifelong education of refugees. It was determined that there were 71 studies between 2001-2021. The discipline areas, language, index status, distribution by years, type of publication, countries in which these studies were published were determined, and the data were interpreted as frequency (f) and percentage (%). In the research, some of the studies examined may be in more than one discipline or may be included in more than one index, publication type and in different countries. The data were analyzed by paying attention to this situation in frequency and percentage calculations.

## 3. RESULTS

The findings obtained from the research were analyzed and interpreted under six headings: discipline areas, writing language, index status, distribution by years, publication type and countries in which it was published. Table 1 shows the distribution of the analyzed studies by discipline.

Table 1.

*Distribution of Studies on Lifelong Education of Refugees by Discipline*

<b>Discipline</b>	<b>f</b>	<b>%</b>
Education Educational Research	28	39.44
Public Environmental Occupational Health	8	11.27
Psychology	5	7.04
Business Economics	3	4.23
Engineering	3	4.23
General Internal Medicine	3	4.23
Linguistics	3	4.23
Neurosciences Neurology	3	4.23
Sociology	3	4.23
Anthropology	2	2.82
Cultural Studies	2	2.82
Environmental Sciences Ecology	2	2.82
History	2	2.82
Information Science Library Science	2	2.82
International Relations	2	2.82
Pediatrics	2	2.82
Religion	2	2.82
Social Issues	2	2.82
Social Sciences Other Topics	2	2.82
Surgery	2	2.82
Area Studies	1	1.41
Arts Humanities Other Topics	1	1.41
Asian Studies	1	1.41
Behavioral Sciences	1	1.41
Biomedical Social Sciences	1	1.41
Communication	1	1.41
Computer Science	1	1.41
Demography	1	1.41
Development Studies	1	1.41
Geography	1	1.41
Government Law	1	1.41
Health Care Sciences Services	1	1.41
Psychiatry	1	1.41
Public Administration	1	1.41
Science Technology Other Topics	1	1.41
Social Work	1	1.41
Urban Studies	1	1.41
Water Resources	1	1.41
Women Studies	1	1.41

According to Table 1, 39.44% of the studies were conducted in the field of educational sciences, 11.27% in the field of public, environmental and occupational health (medicine), and 7.04% in the field of psychology. The disciplinary areas of the researches also reflect the fact that security, health, and education are the most fundamental requirements of refugees in the places to which they migrate. The process of leaving one's own country and assimilating into a new society can be traumatic for refugees due to the turmoil and violence they have experienced. It is considered as an important finding to include the field of psychology in the lifelong education of refugees and to investigate this subject. Table 2 shows the distribution of the analyzed studies according to their written languages.

Table 2.

*Distribution of Studies on Lifelong Education of Refugees by Written Language*

<b>Language</b>	<b>f</b>	<b>%</b>
English	68	95.77
African Languages	1	1.41
French	1	1.41
German	1	1.41

According to Table 2, 95.7% of the studies were written in English, 1.41% in African languages, French and German. It has been determined that the written language of almost all of the studies is English. Table 3 shows the distribution of the studies included in the analysis according to their indices.

Table 3.

*Distribution of Studies on Lifelong Education of Refugees by Index*

<b>Index</b>	<b>f</b>	<b>%</b>
Social Sciences Citation Index (SSCI)	30	42.25
Emerging Sources Citation Index (ESCI)	21	29.57
Science Citation Index Expanded (SCI-EXPANDED)	11	15.49
Conference Proceedings Citation Index – Social Science & Humanities (CPCI-SSH)	10	14.09
Arts & Humanities Citation Index (A&HCI)	5	7.04
Conference Proceedings Citation Index – Science (CPCI-S)	3	4.23
Book Citation Index – Social Sciences & Humanities (BKCI-SSH)	2	2.82

According to Table 3, 42.25% of the studies were SSCI, 29.57% ESCI, 15.49% SCI-E, 14.09% CPCI-SSH, 7.04% A&HCI, 4.23% CPCI-S, and 2.82% BKCI-SSH. Table 4 shows the distribution of studies on lifelong education of refugees by country.

Table 4.

*Distribution of Studies on Lifelong Education of Refugees by Country*

<b>Country</b>	<b>f</b>	<b>%</b>
USA	16	22.53
Canada	10	14.09
Greece	9	12.68
Australia	8	11.27
Scotland	8	11.27
England	5	7.04
Germany	5	7.04
Italy	5	7.04
Norway	4	5.63
Sweden	4	5.63
Ireland	3	4.23
New Zealand	3	4.23
China	3	4.23
Portugal	3	4.23

According to Table 4, 22.53% of the studies were made in the USA, 14.09% in Canada, 12.68% in Greece, 11.27% in Australia and Scotland, 7.04% in England, Germany and Italy, 5.63% in Norway and Sweden, 4.23% in Ireland, New Zealand, China and Portugal. Table 5 shows the distribution of studies on lifelong education of refugees by publication types.

Table 5.

*Distribution of Studies on Lifelong Education of Refugees by Publication Types*

<b>Publication Type</b>	<b>f</b>	<b>%</b>
Articles	55	77.47
Conference full papers	12	16.90
Book chapters	2	2.82
Early access articles	2	2.82
Editor feedbacks	2	2.82
Review articles	2	2.82

When the publication types of the researches made according to Table 5 are examined, it is seen that 77.47% are articles, 16.90% are full papers of conferences, 2.82% are book chapters, review articles, editor views and early access articles. Table 6 shows the distribution of the studies included in the analysis according to the years they were published.

Table 6.

## Distribution of Studies on Lifelong Education of Refugees by Years of Publishing

Years	f	%
2021	11	15.49
2020	15	21.13
2019	14	19.72
2018	7	9.86
2017	8	11.27
2016	5	7.04
2015	5	7.04
2014	1	1.41
2012	1	1.41
2011	1	1.41
2009	2	2.82
2001	1	1.41

According to Table 6, 21.13% of the studies has been published in 2020, 19.72% in 2019, 15.49% in 2021, 11.27% in 2017, 9.86% in 2018, 7.04% in 2015 and 2016. It can be said that the majority of the researches have been carried out in recent years, the number of international refugees has increased each year and the awareness of the importance of the issue has been newly formed. Figure 3 presents the graph of the number of publications and citations.

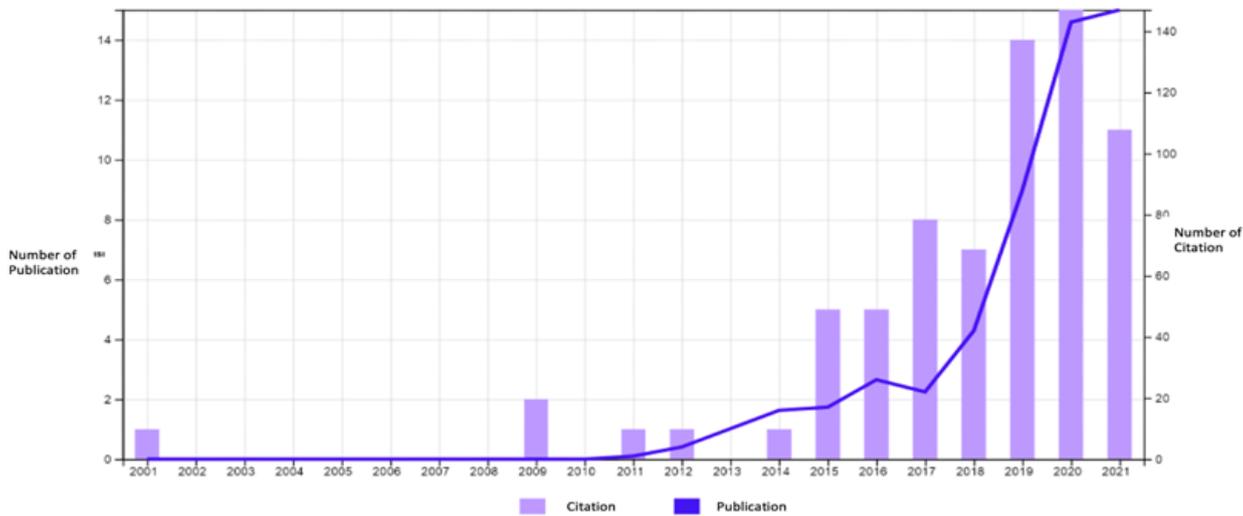


Figure 3. Publication and Citation Statistics

#### 4. CONCLUSION AND RECOMMENDATIONS

Due to reasons such as war, natural disasters, famine, epidemic, climate change, economic, political and racist factors, and the desire to have a better life and education, individuals have to live in a society different from where they live. This situation deeply affects both the living standards of refugees and the vital systems of the countries they migrate to, such as security, health and education. Currently, nations are looking for solutions and need to conduct numerous research to help refugees integrate as quickly as possible into the culture they have just joined. In this context, numerous academic and applied research about the education and training of refugees have been conducted. In recent years, there has been an increase in the number of studies in the literature on the lifelong education of refugees.

In the study, it was determined that the studies on the lifelong education of refugees in the Web of Science (WOS) between 2001-2021 were mostly in the disciplines of educational sciences, public, environmental and occupational health (medicine) and psychology. The fact that the areas that refugees may need most in the societies they have recently joined are security, health and education, which is also reflected in the disciplinary areas of the researches. Refugees' departure from their own countries due to the conflict and violence experienced and the process of adapting to the societies they have just joined affect their psychology, and it is important to include the field of psychology in the lifelong education of refugees and to investigate this issue.

English, which is a common language for reaching international information, spreading this information to more people, and communicating with other people around the world, is the written language of almost all of the studies on the lifelong education of refugees published in the Web of Science (WOS) between 2001 and 2021.

It is noteworthy that almost half of the studies examined within the scope of the research were carried out in the USA and Canada. In addition to the migration of 1.7 million Venezuelan refugees to Colombia and half a million Venezuelan refugees to Peru, the refugee influx caused by conflicts and mass migration waves in countries such as Syria, Iraq and Afghanistan, and their lifelong education processes has been the subject of the studies in the USA and Canada.

It was seen that the majority of the studies examined within the scope of the research were published as articles and proceedings rather than books or editorial studies. Furthermore, when the years of publication of the studies are examined, it is clear that there has been a significant increase in studies on the subject in recent years. This increase can be attributed to an increase in the number of international refugees each year as well as increased awareness of the importance of the issue.

Web of Science (WOS) about the education and training processes of refugees and especially their life-long education in Turkey, which has been flooded with refugees due to the ongoing conflicts and violence for more than 10 years, and which also hosts refugees from countries such as Iraq, Iran and Afghanistan.

In Turkey, which has been flooded with refugees due to the ongoing conflict and violence in Syria for more than 10 years, and which also hosts refugees from countries such as Iraq, Iran and Afghanistan, it is thought that more academic studies should be carried out in areas such as Web of Science (WOS) about the education and training processes of refugees and especially their lifelong education.

### Research and Publication Ethics Statement

In this study document analysis was used and the publications in the literature was the data of this study. Therefore, no application was made to the Ethics Commission in this study.

### Contribution Rates of Authors to the Article

This study was carried out by single author.

### Statement of Interest

There is no conflict of interest in this study.

## 5. REFERENCES

- Açıklın, Ş. N., Dağhan, G., & Olgun, Z. (2021). Türkiye'deki Suriyeli mültecilerin entegrasyonunda yaşam boyu eğitim. *Avrasya Uluslararası Araştırmalar Dergisi*, 9(28), 395-412. <http://dx.doi.org/10.33692/avrasyad.994280>
- Açıklın, Ş. N., Erçetin, Ş. Ş., Potas, N., Çevik, M. S., Başar Neyişçi, N., & Görgülü, D. (2020a). Measurement of social integration: Syrian women in Turkey. *Journal of Refugee Studies*, 34(3), 2960-2983. <http://dx.doi.org/10.1093/jrs/fez120>
- Açıklın, Ş. N., & Neyişçi, N. (2020). A review of graduate dissertations on migration in Turkey: 1967-2018. *OPUS Uluslararası Toplum Araştırmaları Dergisi*, 16(29), 12-25. <http://dx.doi.org/10.26466/opus.783901>
- Alfred, M. V. (2010). Transnational migration, social capital and lifelong learning in the USA. *International Journal of Lifelong Education*, 29(2), 219-235. <http://dx.doi.org/10.1080/02601371003616632>
- Birel, F. K., & Çevik, M. S. (2020). Nitel araştırma desenleri. *Araştırma Teknikleri*. (Ed. Ş. Ş. Erçetin). pp. 63-80. Nobel Yayınları.
- B.M. (1951). *Mültecilerin hukuki statüsüne ilişkin sözleşme*. <https://www.multeci.org.tr/wp-content/uploads/2016/12/1951-Cenevre-Sozlesmesi-1.pdf>
- Brell, C., Dustmann, C., Preston, I. (2020). The labor market integration of refugee migrants in high-income countries. *Journal of Economic Perspectives*, 34(1), 94-121. <http://dx.doi.org/10.1257/jep.34.1.94>
- Boyraz, Z. (2015). Türkiye'de göçmen sorununa örnek Suriyeli mülteciler. *Journal of World of Turks*, 7(2), 35-58.
- Erçetin, Ş. Ş., Potas, N., & Açıklın, Ş. N. (2018). The Problems That School Administrators And Syrian Teachers Encounter During The Educational Process Of Syrian Refugee Children: Ankara-Altındağ Example". *Educational Development And Infrastructure For Immigrants And Refugees*. (Ed. Ş.Ş. Erçetin). IGI Global Publication: 125-137.
- Erçetin, Ş. Ş., Açıklın, Ş. N., Potas, N., Özdemir, N., & Doğan, A. M. (2018). Municipalities and refugee crisis: Ansar policies and numbers. *Social Considerations of Migration Movements and Immigration Policies*. (Ed. Ş.Ş. Erçetin). IGI Global Publication, pp. 46-57.

Erçetin, Ş. Ş., Potas, N., Açıkalın, Ş. N., Mardin Yılmaz, P., Görgülü, D., Çelik, M., & Çevik, M. S. (2018). Türkiye'deki Göçmenlerin Entegrasyonu Raporu.

Green, A. (2011). Lifelong learning, equality and social cohesion. *European Journal of Education*, 46(2), 228-243.

Güleç, İ., Çelik, S., & Demirhan, B. (2012). Yaşam boyu öğrenme nedir? Kavram ve kapsamı üzerine bir değerlendirme. *Sakarya University Journal of Education*, 2(3), 34-48.

Günüç, S., Odabaşı, H. F., & Kuzu, A. (2012). Yaşam boyu öğrenmeyi etkileyen faktörler. *Gaziantep Üniversitesi Sosyal Bilimler Dergisi* 11(2), 309-325.

IOM (2020). *Göç ve göçmenler: Küresel bir bakış*. 2020 Dünya Göç Raporu içinde (2. Bölüm) <https://publications.iom.int/books/world-migration-report-2020-turkish-chapter-2>

Jarvis, P. (2007). *Globalization, lifelong learning and the learning society*. Routledge.

Karanikola, Z., & Palaiologou, N. (2021). Refugees and adult education: A thematic analysis on UNESCO's latest recommendations. *Andragoška Studije*, 1, 57-74. <http://dx.doi.org/10.5937/AndStud2101057K>

Kartal, B., & Başçı, E. (2014). Türkiye'ye yönelik mülteci ve sığınmacı hareketleri. *Manisa Celal Bayar Üniversitesi Sosyal Bilimler Dergisi*, 12(2), 275-299. <http://dx.doi.org/10.18026/cbusos.42910>

Kıvrak, E. (2007). *Avrupa Birliği ve Türkiye'de yaşamboyu öğrenme politikaları ve istihdam ilişkisinin değerlendirilmesi*. Yayınlanmamış Yüksek Lisans Tezi, Ankara Üniversitesi Eğitim Bilimleri Enstitüsü.

Laal, M., & Salamati, P. (2012). Lifelong learning; why do we need it?" *Procedia-Social and Behavioral Sciences*, 31, 399-403.

Lee, W. O. (2014). Lifelong learning and learning to learn: An enabler of new voices for the new times. *International Review of Education*, 60(4), 463-479. <http://dx.doi.org/10.1007/s11159-014-9443-z>

Morrice, L. (2021). The promise of refugee lifelong education: A critical review of the field. *International Review of Education*. Advance online publication. <http://dx.doi.org/10.1007/s11159-021-09927-5>

UNESCO (2019). *Küresel eğitim izleme raporu*. <https://www.raporlar.org/kuresel-egitim-izleme-raporu-2019-unesco/>

UNHCR (2020). *Global trends forced displacement in 2020*. <https://www.unhcr.org/60b638e37/unhcr-global-trends-2020>

UNICEF (2019). *2019 yıllık faaliyet raporu*. <https://www.unicef.org/turkey/raporlar/unicef-t%C3%BCrkiye-y%C4%B1ll%C4%B1k-raporu-2019>

Ünal, S. (2014). Türkiye'nin beklenmedik konukları: Öteki bağlamında yabancı göçmen ve mülteci deneyimi. *Journal of World of Turks*, 6(3), 65-89.

Vezne, R. (2017). *Avrupa Birliği'nin yaşam boyu öğrenme politikaları bağlamında İngiltere, Danimarka ve Türkiye'nin yetişkin eğitimi sistemlerinin karşılaştırmalı analizi*. Yayınlanmamış Doktora Tezi, Ankara Üniversitesi Eğitim Bilimleri Enstitüsü.