

CONTENT ANALYSIS OF THESIS AND ARTICLES ON LIFE LONG LEARNING IN TURKIYE

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Abstract

As the pace of technological developments increases, it has become necessary for individuals to be in continuous learning in order to catch up with the developing information and technologies. In order to meet these needs, individuals need lifelong learning. There are studies supporting lifelong learning in the world and in Turkey. The importance of lifelong learning in Turkey has been understood more after the 2000s. Lifelong learning activities are carried out under the umbrella of the General Directorate of Lifelong Learning, which was established by the Ministry of National Education. Lifelong learning, the value of which is understood in Turkey and the necessary studies are carried out for its development, is a comprehensive education field in which the individual learns from birth to death, including adult education.

The purpose of this research, It is the examination and evaluation of postgraduate theses written on lifelong learning in Turkey and articles published in Dergipark, the national academic journal platform, by using content analysis method. As a result of

this research, instead of reaching information about the contents of theses and articles related to lifelong learning one by one, It is aimed to provide a general evaluation of all theses and articles. In the research, content analysis of 189 theses available in the National Thesis Center of the Higher Education Institution and 175 articles available in Dergipark was carried out. Scanning model was used in the research. In the content analysis, the documents were examined and answers were sought in 9 sub-titles in the analysis of the data. When the publication years of theses and articles are examined, it is seen that there has been an increase in the studies done in the last five years. It is seen that the master's theses written on lifelong learning are more than doctoral theses, and the number of theses made in Turkish language is higher than the theses made in foreign languages. When the theses were examined, it was determined that the university with the most studies was Bartın University. When the research method tendencies of the theses and articles are examined, it is seen that the quantitative method is more common than the other method types, and the scale type data collection tool is more common than other data collection tools. It has been seen that the most used keyword is "lifelong learning". While the number of article authors is seen to be up to 6, the rate of articles with 2 authors is higher than the others. It is thought that when the number of theses and articles is increased, it will have an impact on the subject of lifelong learning to take place more in the agenda of Turkey. It has been observed that the number of qualitative and mixed studies is low and it is recommended to increase the number of these studies.

Keywords: *Adult Education, Content Analysis, Lifelong Learning*

Introduction

Changes in the social field reveal the importance of the concept of relearning every day. Konakman and Yelken (2014) stated that in today's society where information is constantly changing, individuals who can take on responsibilities such as lifelong learning and have these skills are needed. According to Güleç, Çelik, and Demirhan (2013), lifelong learning emerges as a wide-ranging concept that requires restructuring of the existing education system, aims to develop all potentials related to education, and includes formal-non-formal education. The concept of lifelong learning emerged from the need of people to constantly remember and renew their past knowledge (Lambeir, 2005). According to Bhowmick (2021), lifelong learning tries to meet the cultural needs of the society through a curriculum that systematically conditions all activities of education. One of the important factors of lifelong learning is that it supports learning outside of school. The terms lifelong learning and lifelong education are words that can be used synonymously. Eurydice (2000) stated that the concept of lifelong learning is used more often than the concept of lifelong education.

When lifelong learning studies in the world are examined, it is seen that lifelong learning was mentioned for the first time in the conference organized by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in 1960. It is seen that 1996 was declared the year of lifelong learning in Europe. A meeting on lifelong learning for all was organized in 1996 by the Organization for Economic Cooperation and Development in Europe (OECD). In the content of the meeting, it was emphasized that the learning that will continue throughout life should be conscious. In the same year, "learning; The report named "Treasure in the World" was published and named as

the Delors report. It can be said that thanks to the Council of Europe, the concept has been recognized and spread.

Considering the lifelong learning studies in Turkey, although the history of the concept of lifelong learning is not new, the systematic introduction of lifelong learning into our lives and the acceleration of the studies took place after the 2000s. The importance of lifelong learning was understood in Turkey in the 2000s and the General Directorate of Lifelong Learning was established by the Ministry of National Education (MEB). Lifelong learning studies are gathered under the umbrella of the General Directorate of Lifelong Learning in Turkey. In 2018, the name of "General Directorate of Apprenticeship and Non-Formal Education" was abolished with the Decree-Law and transformed into a new one named "General Directorate of Lifelong Learning" (MEB, 2018).

To touch on the aims of lifelong learning; It is a fact that lifelong learners can develop themselves, develop their minds, and most importantly, have a place for themselves in the changing world order. Torres (2001) stated that the self-development of individuals should be given importance, and this would be achieved by giving importance to human development apart from learning and educational activities. Human development should be considered not only in terms of physical aspects, but also in terms of education. All of the learning needs that the individual cannot meet at later ages after leaving compulsory education can be met through lifelong learning. The spread of education beyond the boundaries of the school is a necessity for a quality human life.

In the literature, it is seen that many researchers deal with lifelong learning in terms of different subjects. Titmus (1999) stated that lifelong learning is one of the

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goals of life, not just out of necessity. According to Günüç, Odabaşı and Kuzu (2012), the most important goal in lifelong learning is to realize oneself, therefore, lifelong learning also aims to increase the quality of life of the individual. It is seen that especially lifelong learners have features such as self-learning, taking responsibility, providing their own development, having the desire to learn, and communicating effectively and easily (Cornford, 2002; Adams, 2007). According to Erdoğan (2004), lifelong learning can be associated with earning money, career advancement, being successful and self-development. Lifelong learning activities, which we encounter for different purposes, bring to mind that they aim to raise individuals with high proficiency. Lifelong learning can be characterized as a concept that covers the educational needs of the individual at all ages.

1.1. Purpose And Importance Of The Research

The aim of this study is to research, examine and evaluate the postgraduate theses written on lifelong learning in Turkey and the articles published in Dergipark by using content analysis method. It is aimed to contribute to the literature on lifelong learning. The content analysis study will form an idea for future research.

For this purpose, answers were sought for the following 9 questions;

1. What is the distribution of theses and articles by years?
2. What is the distribution of theses and articles by language of writing?
3. What is the Distribution of Theses by Universities?
4. What is the distribution of theses according to graduate levels?
5. What is their distribution according to the research methods adopted in theses and articles?

6. What is the distribution of theses and articles according to data collection tools and techniques?
7. What is the distribution of theses and articles according to data analysis techniques?
8. How is the distribution of articles according to the number of authors?
9. What is the distribution of the articles according to the journals in which they are published?

2. Methods

In this study, scanning model was used. Content analysis is a method that allows the analysis of behaviors that do not provide direct observation (Büyüköztürk, 2009). According to Berelson (1952), the objective and systematic transfer of content is content analysis. In content analysis; similar data are brought together in certain facts and concepts and presented to the reader in certain arrangements (Yıldırım and Şimşek, 2011). In this research, theses and articles published until 31 December 2021 on lifelong learning were determined as the scope. 191 theses and 176 articles are the universe of the study. There was no sample in the study and it was tried to reach the whole universe. During the search, it was seen that 2 theses and 1 article did not have permission to use. It is assumed that 191 theses and 176 articles reached and examined represent the universe group.

In the research, publication access of the national thesis center (yok.gov.tr) of YÖK was used for theses as a platform for data collection, and Dergipark website (dergipark.gov.tr) was used for articles. Among the theses and articles in the field of lifelong learning, those whose full publication could be accessed were included in the

research. In this study, frequency and percentage were used to interpret and make sense of the data.

3. RESULTS AND DISCUSSION

3.1. What is the Distribution of Theses and Articles by Years

The change in the number of theses published in the field of lifelong learning according to the years is presented in Figure 1. The first thesis on lifelong learning in Turkey was written in 2007.

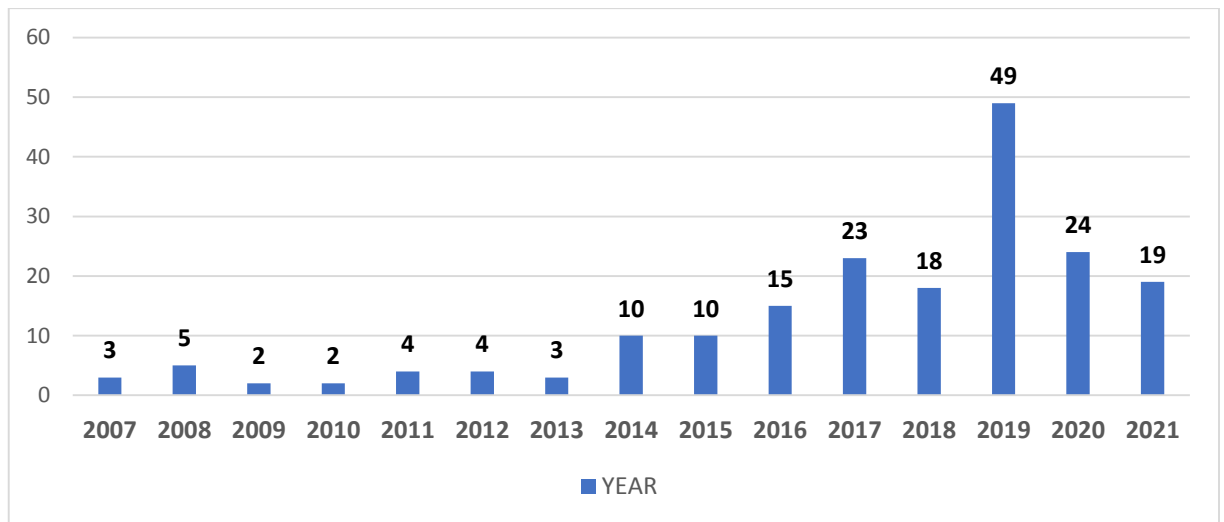


Figure 1 Distribution of Theses by Years

As a result of the change in the table according to the years, 189 theses, which could be reached among 191 theses, were analyzed. 2019 was the year with the most publications, with 49 theses published.

The change in the number of articles published in the field of lifelong learning by years is presented in Figure 2. It is seen that the first article on lifelong learning in Turkey was published in 2005.

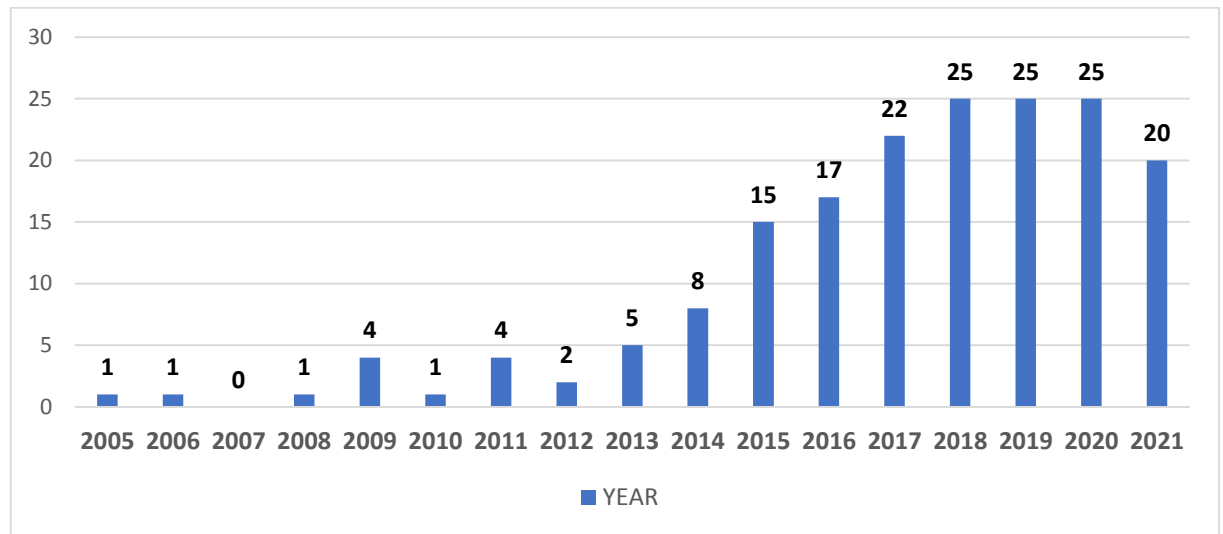


Figure 2 Distribution of Articles by Years

As a result of the change table by years, the years 2018-2019-2020 are the years with the most publications.

Looking at the years of theses and articles on lifelong learning, fluctuating figures were observed until 2014; There has been an increase in theses and articles on a yearly basis after 2014. As a result, 2019 was the year with the most theses written with 49 theses, while the years 2018-2019-2020 were the years with the highest number of articles written with 25 articles. In the years 2020-2021, there was no increase in the article and thesis. The reason for this should not be considered as the loss of importance of studies on lifelong learning. The virus, which has been seen globally since 2020, has also disrupted academic studies. Lifelong learning, which was on the agenda in the world countries after the 1960s, started to attract attention in Turkey after the 2000s. Therefore, it is normal for theses and articles to be written after 2005-2007. The fact that the subject of lifelong learning is a current issue, that is closely related to the society, that has a direct effect on the individual, can be considered as the focus of attention of educational researchers.

3.2. What is the Distribution of Theses and Articles by language of writing

When the writing language of the theses is examined, it is seen that Turkish is the most preferred language in the field of lifelong learning, while thesis is written in English and French languages other than Turkish.

Table 1. Distribution of Theses by Publication Language

Spelling Language	Frequency (f)	Percent (%)
Turkish	180	%95,2
English	8	%4,2
French	1	%0,6
Total	189	100

When the written language of the articles is examined, according to the result, Turkish has been the most preferred language in the field of lifelong learning. It has been observed that articles have been written in English other than Turkish.

Table 2. Distribution of Articles by Publication Languages

Spelling Language	Frequency (f)	Percent (%)
Turkish	153	%87,4
English	22	%12,6
Total	175	100

It has been concluded that the majority of theses written in foreign languages are researchers studying in foreign language departments. In addition, it was evaluated that there were foreign students among them. It has been observed that there are journals that publish in English in articles in English.

3.3. What is the Distribution of Theses by Universities

The distribution of theses written in Turkey between 2007-2021 on lifelong learning by universities is shown in Table 3.

Table 3. Distribution of theses by universities

University	Frequency (f)	Percent (%)
Bartın University	31	%16,4
Sakarya University	21	%11,1
Gazi University	11	%5,8
Marmara University	10	%5,2
Ankara University	8	%4,2
Hacettepe University	6	%3,1
Bolu Abant İzzet Baysal University	5	%2,6
Yıldız Teknik University and İstanbul Aydın University	5	%2,6
Universities With Only 4 Theses Written (6)	24	%12,6
Universities With Only 3 Theses Written (7)	21	%11,2
Universities With Only 2 Theses Written (7)	14	%7,7
Universities With Only 1 Theses Written (33)	33	%17,5
Total	189	%100

When Table 3 is examined, it is seen that the thesis on the subject of lifelong learning was written in 61 different universities in Turkey between the years 2007-2022. The cloud of the density of the universities where the theses are made is shown in Figure 3.



Figure 3 Cloud of Density of Universities Where Theses Are Made

When universities are examined, it is seen that the most theses were written in Bartın University with 31 theses. As a result of the research, it is seen that there is a lifelong learning department at Bartın University. We can say that the fact that it is the university where the most theses about lifelong learning is written is an indication that it is effective in this situation. It is seen that 21 theses were written in Sakarya University, which ranks second after Bartın University. It is seen that Gazi University has 11 theses in the 3rd rank. The reason why Gazi University is the 3rd most written university about lifelong learning in Turkey brings to mind the fact that it has a deep-rooted educational background.

3.4. What is the Distribution of Theses According to Graduate Levels

In Table 4, the frequency values of the theses according to the postgraduate levels are shown below.

Table 4. Distribution of Theses by Undergraduate Level

Publication Type	Frequency (f)	Percent (%)
Master Thesis	160	%84,6
PhD Thesis	27	%14,3
Expertise	2	%1,1
Total	189	100

When the frequency ratios are examined, it is concluded that the rate of master's theses is higher than doctoral thesis. In Turkey, doctorate programs are less in number than master's programs. Therefore, it is a normal indicator that there are fewer doctoral theses on lifelong learning.

3.5. What is their Distribution according to Research Methods Adopted in Theses and Articles

The distribution of theses according to research methods is shown in Table 5.

Table 5. Distribution of Theses According to Research Methods

Method Type	Frequency (f)	Percent (%)
Quantitative	108	%57,2
Qualitative	26	%13,8
Mixed	37	%19,5
Undetermined	18	%9,5

Total	189	100
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The distribution of the analyzed articles according to research methods is given in Table 6.

Table 6 Distribution of Articles by Research Methods

Method Type	Frequency (f)	Percent (%)
Quantitative	92	%52,6
Qualitative	52	%29,7
Mixed	9	%5,1
Undetermined	22	%12,6
Total	175	100

While the quantitative, qualitative and mixed methods are shown in the table, the theses and articles where the method is not specified are shown in the table as undetermined. When the theses and articles on lifelong learning are examined, the quantitative method is in the first place in both of them. The reason why it is the most preferred quantitative method in research can be shown that the questionnaire and scale method can reach more people in a shorter time and can be evaluated objectively. Qualitative studies may take longer in terms of time and require more effort. While the number of theses whose method could not be determined was 18, this number was 22 in the articles. It is important to specify the method in research. Even if inference is made, the inability to determine the methods still highlights the deficiencies in theses and articles.

3.6. Distribution of Theses and Articles by Data Collection Tools and Techniques

The distribution of data collection tools used in theses on lifelong learning in Turkey is shown in Table 7.

Table 7 Distribution of Theses According to Data Collection Tools and Techniques

Data collection tool	Frequency (f)	
Quantitative	Scale	137
	Questionnaire	37
	Scale development	6
	Achievement test	4
Qualitative	Interview	49
	Observation	3
	Document review	33
Total	269	

According to Table 7, it has been determined that the scale is the most preferred data collection tool and technique in theses. In addition to the scale, questionnaires and interviews are among the most preferred data collection tools. In addition to the 189 dissertations examined, the total number of data collection tools being 269 indicates that more than one data collection tool is used in many theses.

The distribution of data collection tools used in articles on lifelong learning in Turkey is shown in Table 8.

Table 8 Distribution of Articles by Data Collection Tools and Techniques

Data collection tool	Frequency (f)	
Quantitative	Scale	91
	Questionnaire	8

	Scale development	7
Qualitative	Interview	25
	Observation	2
	Document review	39
Total		172

According to Table 8, it was determined that the most preferred data collection tool in the articles was the scale.

It is seen that the most used data measurement tool according to the data collection tools and techniques of theses and articles on lifelong learning is the scale. The scale is easy to use and brings to mind that it is more preferred to be completed in a short time. In addition, being easily measurable and providing safe results can be shown among the features of being used more. It is seen from the totals that more than one data collection tools and techniques are used in theses and articles.

3.7. What is the Distribution of Theses and Articles by Data Analysis Techniques

The data analysis techniques of the research on lifelong learning were examined in three dimensions. In the first dimension, the distributions regarding whether the analysis techniques of the theses are parametric or not are shown in Table 9.

Table 9 Distribution of Theses According to Data Analysis Techniques

Analysis Techniques of Theses	Frequency (f)	Percent (%)
Parametric	235	%60,7
Non-parametric	152	%39,3

Total	387	100
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When the distribution table of theses according to data analysis techniques is examined, it is seen that more than one data analysis technique is used in some theses. In the first dimension of the analysis, it was examined whether the theses were parametric or not.

The second dimension of the analyzes is the types of parametric tests in theses. It is shown in Table 10.

Table 10 Distribution of Theses by Parametric Analysis Types

Types of Parametric Analysis	Frequency (f)	Percent (%)
t test – f test	82	%34,9
ANOVA - ANCOVA	80	%34
MANOVA - MANCOVA	2	%0,9
Regression Analysis	20	%8,5
Factor Analysis	15	%6,4
Pearson Product Moment Correlation	36	%15,3
Total	235	100

In the third dimension of the analyzes, the distribution of non-parametric tests by analysis types is shown in Table 11.

Table 11 Distribution of Theses by Non-Parametric Analysis Types

Types of Non-Parametric Analysis	Frequency (f)	Percent (%)
Mann Whitney U	60	%39,4

Kruskal Wallis	55	%36,2
Wilcoxon Sign Test/Friedman	4	%2,6
Chi-square	14	%9,3
Spearman Brown	19	%12,5
Total	152	100

While significant differences were observed in the analysis tests used according to the parametric and non-parametric results, the most used test was the t-test and the f-test.

Data analysis techniques of articles on lifelong learning were examined in three dimensions. The distributions regarding whether the analysis techniques are parametric in the first dimension are shown in Table 12.

Table 12 Distribution of Articles by Data Analysis Techniques

Analysis Techniques of Articles	Frequency (f)	Percent (%)
Parametric	128	%66
Non-parametric	66	%34
Total	194	%100

When the distribution table of the articles according to the data analysis techniques was examined, it was seen that more than one data analysis technique was used in some articles.

The types of parametric tests, which are the second dimension of the analyses, are shown in Table 13.

Table 13 Distribution of Articles by Parametric Analysis Types

Types of Parametric Analysis	Frequency (f)	Percent (%)
t test – f test	50	%39
ANOVA - ANCOVA	37	%28,9
MANOVA - MANCOVA	2	%1,6
Regression Analysis	12	%9,4
Factor Analysis	6	%4,7
Pearson Product Moment Correlation	21	%16,4
Total	128	%100

In the third dimension of the analyzes, the distribution of non-parametric tests by analysis types is shown in Table 14.

Table 14 Distribution of Articles by Non-Parametric Analysis Types

Types of Non-Parametric Analysis	Frequency (f)	Percent (%)
Mann Whitney U	27	%40,9
Kruskal Wallis	23	%34,8
Chi-square	4	%6
Spearman Brown	12	%18,3
Total	66	100

The distribution of theses and articles on lifelong learning according to data analysis techniques was examined and it was concluded that parametric tests were used in most of the theses and articles according to the research results.

3.8. How is the distribution of articles according to the number of authors?

When the number of authors of the articles is examined, it is seen that the number has increased up to 6. The number of authors of the articles is presented in Table 15.

Table 15 Distribution of articles by number of authors

Number Of Authors	Frequency (f)	Percent (%)
1 Author	52	%29,7
2 Authors	83	%47,4
3 Authors	29	%16,6
4 Authors	9	%5,1
5 Authors	-	-
6 Authors	2	%1,2
Total	175	100

The distribution of articles on lifelong learning according to the number of authors was examined and according to the results of the research, it was seen that the number of authors increased to 6, and there were no articles with 5 authors.

3.9. What is the Distribution of the Articles According to the Journals They Published

When the journal in which the articles are published is examined, it is seen that they were published in 109 different journals. Table 16 presents the journals in which the articles were published.

Table 16 Distribution of articles by journals in which they are published

Journal Published In	Frequency (f)	Percent (%)
Bolu Abant İzzet Baysal University Faculty of Education Magazine	8	%4,7

Bartın University Journal of the Faculty of Education	7	%4
Kastamonu Journal of Education	7	%4
Trakya Journal of Education	7	%4
Journal of Ankara University Faculty of Educational Sciences	5	%2,8
Journal Of Higher Education And Science	5	%2,8
Journal of Hacettepe University Faculty of Education	4	%2,3
Hitit University Journal of Social Sciences Institute	4	%2,3
Journal of Mersin University Faculty of Education	4	%2,3
Journals Published Only 3 Articles (6)	18	%10,8
Journals Published Only 2 Articles (12)	24	%13,2
Journals Published Only 1 Article (82)	82	%46,8
Total	175	100

It is seen that 175 articles were examined according to the journals in which the articles were published and published in 109 different journals. The high difference in the number of journals indicates that lifelong learning can be examined from various branches. Since it is a subject directly related to education, it is seen that the rate is higher in education journals.

Reachable Results of the Study

- ❖ The subject of lifelong learning is a research topic that attracts attention in many universities in Turkey.
- ❖ The number of theses and articles on lifelong learning has increased significantly in recent years.
- ❖ Most quantitative methods were used in theses and articles on lifelong learning.

- ❖ It has been observed that the number of doctoral theses is less than the master's theses.
- ❖ It is seen that scale is mostly preferred as data collection tool in theses and articles on lifelong learning.
- ❖ It is seen that the t-test-f test is the most preferred data analysis tool in theses and articles on lifelong learning.
- ❖ In the table of the number of article authors, it is seen that the number of articles with 2 authors is high.

Recommendations According to the Reachable Results of the Study

- ❖ It has been concluded that the number of theses is insufficient since the subject of lifelong learning targets the learning of all individuals, not a certain audience, and it is recommended to increase the number of theses on lifelong learning.
- ❖ Since the subject of lifelong learning is a subject that concerns individuals all over the world, it is recommended to conduct a thesis in different languages, the number of theses in foreign languages in Turkey was deemed insufficient.
- ❖ The number of doctoral theses remains at a very low level compared to master's theses. In doctoral studies, lifelong learning issues can be emphasized.
- ❖ Compared to quantitative research, the number of qualitative and mixed studies is relatively few. It is recommended to increase the number of qualitative and mixed studies on lifelong learning.
- ❖ According to the data collection tools, observation, scale development and achievement test were the least preferred methods, it can be recommended to increase the method of observation, scale development and achievement test.

- ❖ In content analysis studies, it is necessary to calculate the time that details can be created and to make a good work plan.

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