

Uluslararası Öğrenim Gören Öğrencilere Yönelik Eğitim Politikaları

Educational Policies for International Students

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Özet

Küreselleşme olgusu birçok alanda değişim ve dönüşümün gerçekleşmesine aracılık etmiştir. Ekonomide, siyasal kurumlarda, sosyo-kültürel değerlerde, bilim ve teknolojiye dinamik dönüşümlere neden olan küreselleşmenin eğitim alanındaki en belirgin etkilerinden biri uluslararası öğrenci hareketliliğinin artmasıdır. Uluslararası öğrenciler, gittikleri ülkelere hem ekonomik gelir hem de beşeri sermaye açısından katkılar sağlamaktadır. Eğitim için en fazla tercih edilen ülkelerin ekonomileri incelendiğinde, bu ülkelerin uluslararası öğrencilerden önemli gelirler elde ettikleri görülmektedir. Bu durum, uluslararası öğrencilerin eğitimi konusunun bir devlet politikası olarak ele alınması ve yürütülmesi gerektiğine işaret etmektedir. Üniversite, iletişim ve tanıtım, yapısal değişiklikler ve yasal düzenlemeler olmak üzere dört farklı boyutta sıralanan önerilerin bu alandaki mevcut politikaların gözden geçirilmesi ve yeniden düzenlenmesi açısından faydalı olacağı düşünülmektedir.

Anahtar kelimeler: Eğitim, Öğrenim, Öğrenci, Uluslararası, Eğitim Politikaları

Abstract

The phenomenon of globalization has mediated the realization of change and transformation in many areas. One of the most obvious effects of globalization in the field of education, which causes dynamic transformations in the economy, political institutions, socio-cultural values, science and technology, is the increase in international student mobility. International students contribute to the countries they visit in terms of both economic income and human capital. When the economies of the countries most preferred for education are examined, it is seen that these countries earn significant income from international students. This indicates that the issue of education of international students should be handled and implemented as a state policy. It is thought that the proposals listed in four different dimensions: university, communication and promotion, structural changes and legal regulations will be useful in terms of reviewing and reorganizing existing policies in this area.

Keywords: Education, Learning, Student, International, Educational Policies

Introduction

The globalization of the world economy, the desire of governments to capture competitive advantage, and the investment policies of international organizations have had an accelerating effect on the internationalization of higher education in developed countries (Bloom, 2006). One of the

most important indicators of internationalization in higher education is student mobility. International student mobility, which can be explained as a student going beyond the borders of his/her country for educational purposes (Kelo, Teichler and Wächter, 2006), is considered as the second dimension of globalization by the Organization for Economic Development and Co-operation (OECD).

International education in the twenty-first century; Although it has focused on diplomacy and the development of cultural and political ties, the massification of higher education has brought up a new market in which international students are seen as a source of income. The increasing demand for education around the world has brought prestige and value to marketable educational products. Accordingly, higher education administrators and politicians see international students as an economic advantage. While studying abroad provides important opportunities for personal and professional development, it also reveals a narrow perspective in which students are viewed as an economic resource. This is an irony of globalization (Douglass and Edelstein, 2009).

Neoliberal globalization has not only turned education into a billion-dollar market, but also led to a great divide between developed and developing countries. Due to international student mobility and the internationalization of higher education, leading developed countries in the fields of science, engineering and medicine attract the attention of all talented people in the world with their advanced technology and modernization. While this situation provides great benefits to developed countries, it creates a basis for brain drain in developing countries (Pusser and Turner, 2004). International students go from developing countries to developed countries for a better education and participate in business environments after graduation (Zheng, 2010).

Expansion of the international student market; It plays an important role by affecting all dimensions of science, technology, industry, business, politics, culture and a global society (Moor and Henderkx, 2013). However, student mobility; There are three main reasons for this: the lack of local infrastructure in certain areas, the commercial value of diplomas obtained from foreign universities, and the desire to meet new cultures (Varghese, 2008). The competition between countries and universities to attract international students also plays an active role in shaping national higher education policies. Developed countries that are aware of this; The government uses different strategies by determining its policies in cooperation with ministries of education and non-governmental organizations (Pusser and Turner, 2004). In this study, the policies of developed countries regarding international student mobility were examined and suggestions that were thought to increase Turkey's competitiveness in this field were presented in four dimensions.

Competition in the international student market

From the early days of higher education, international education began in the 13th century, when the University of Paris opened its doors to experts from outside France and students wanted to receive the education they provided. Since the European Middle Ages, academic education has continued on a global scale; Latin was used as the common language in classes, and experts and students regularly studied in other countries. It is seen that the subsequent increase in international students in Europe continued largely in parallel with the Bologna and Lisbon Declarations and the developments in the European Higher Education Area. All these policy reforms and the general

scheme of European citizenship have resulted in increased student mobility in post-secondary education.

Factors affecting international student movement

All factors that can be associated with international education, such as tuition fees, living expenses, kinship relations of countries, expertise in foreign languages, academic achievements of universities, visa procedures and work opportunities, affect the decisions of students who are considering applying to a particular educational institution. Factors affecting international student flows are explained below.

Educational expenses

Education costs are one of the important factors that direct international education movements. Studying abroad is expensive and education costs are covered by financial institutions or bilateral governments. Almost all states that did not reduce student fees until the 1980s now cover these costs themselves. However, today there are still states that impose fees for international students.

Kinship relationships

International kinship relations are also an important factor in international student mobility. This situation was similar during the colonial period and the Cold War, and today, the effect of this factor has been alleviated with the inclusion of different elements. The most important reason for this situation is globalization. In the globalizing world, the acceleration of communication and the effort to minimize students' expenses have reduced the impact of kinship relations.

Expertise in foreign languages

Countries that offer education opportunities in widely spoken languages such as English, French, German and Russian are the countries that host the highest number of international students in the world. The fact that the majority of international students study in countries such as the USA, England, Australia, Canada and New Zealand, where the language of instruction is English, shows that English is accepted as a global language. The rapid increase in the number of international students in Australia, Canada and especially New Zealand in the last decade reveals the impact of language on students' country preferences (Özoğlu, Gür and Coşkun, 2012).

Academic achievements of universities

Another factor that affects the decisions of international student candidates is the success status of universities. For example, the known educational quality and success of universities in the USA and the UK are an important reason for preference for international students.

Visa procedures

Ease of visa procedures is a factor that positively affects international student mobility (Macready and Tucker, 2011). For this reason, countries such as the USA, Canada, Australia and New Zealand offer services that reduce visa waiting times and enable students to apply online to facilitate the visa process.

Work opportunities

Finding a professional work environment and starting a high-income job is also one of the factors that greatly affects international student mobility. Most of the students who wanted to receive education in scientific and technological fields went to the USA. Most of the students who went to the USA from China and India to study have now found job opportunities in the IT sector. For example, it is noteworthy that many experts working in Silicon Valley are international students graduating from American universities.

Some countries' policies regarding international students

In many countries of the world, governments are implementing national policies to increase the number of international students at their universities. Depending on this situation, some governments even pay attention to the plainness of the language in the textbooks published in their countries. Northern European countries such as Sweden support international student mobility to expand local students' and their own visions and gain a global understanding. States such as South Africa are still trying to increase student mobility within the continent (Bhandari, Belyavina and Gutierrez, 2011). The United States of America, which has been the most preferred country for international students since 1950, hosts 18% of students from different countries of the world at the higher education level. The USA becoming a center of attraction for international students in higher education, II. It started after World War II. American universities, which became the best research universities in the world especially in the 70s and 80s, brought this country to the top in international education (Wildavsky, 2010). In the USA, international students outnumber domestic students by 25%. This ratio is exactly the opposite in China. There are some features that make the USA effective in international student mobility. For example, the USA has left most of its student mobility policies and strategies to independent organizations and private companies, which has stimulated competition in the student market.

England is the European country most preferred by international students for higher education. This country has a national advisory board called the UK Council for International Student Affairs, which serves the interests of international students and those who care for them. The purpose of this board is; To increase the support given to international students, to raise awareness in society about the benefits of international education to the country, to contribute to the professional development of staff working in relevant units, to identify and eliminate factors that negatively affect the flow of international students. In addition, this board closely follows the government's policies regarding international students and tries to direct these policies in line with the interests of the students through its publications and lobbying activities.

France, which hosts the highest number of international students after America and England, is a country with various national policies and legal regulations to increase student mobility. Recruitment supported by government aid, more effective and flexible visa applications, eligibility for certain loans and leave opportunities for students to study after school, as well as providing scholarship opportunities for international students to improve their situation in cooperation with consulates and embassies, these policies and can be counted among the applications. 11% of international students come for undergraduate education and 36% for graduate education. Students are also offered options such as attending professional English courses in the fields of business, engineering and science.

New Zealand generates approximately \$1 billion in revenue from international education, with a market share of 3%. New Zealand is preferred by Asian students, especially Malaysia and China, in terms of affordable education prices and geographical proximity. In addition, as in the case of Canada, it can be said that New Zealand is a candidate to maintain its place in student mobility due to the fact that English is spoken and the standard of living is high (Verbik and Lasanowski, 2007).

China is a country that is preparing to play an important role in the international student market. China, which has increased the number of international students significantly in recent years, aims to increase this number to 500,000 by 2020. In line with this goal, the government is working with all its might to support international student employment. The China Scholarship Council awarded 20,000 scholarships for international students in 2010, doubling the number in 2007. However, approximately 52% of international students have Chinese government scholarships. South Korea, Japan, USA, Vietnam and Thailand are the source countries, and Chinese language, medicine and management are the departments preferred by international students.

Turkey's situation in international student mobility

The first movements in history of international student mobility studies, which have an important share both academically and economically within the framework of the education policies of the 21st century for Turkey, coincide with the Tanzimat and post-Tanzimat period of a country that was still in the process of modernization. During this period, the development in fields such as military and medical sciences also manifested itself in the field of education and paved the way for Galatasaray High School, one of today's preferred schools, to take important steps despite some reactions. The Galatasaray High School Project, implemented by the French Minister of Education, was initiated at that time by both France and the pro-westernization statesmen of the period, with a dual benefit. In addition to teaching courses in French in high school, the inclusion of courses such as Turkish, Latin, Greek, history and positive sciences in the program has been a serious step in terms of international education in our country (Berkes, 2011).

Table 1. Number of Foreign Students by Nationality (ÖSYM, 2023)

Years	Total Student	New Registration	Graduate
2009/2010	25.805	3.713	2.774
2010/2011	25.505	3.707	2.746
2011/2012	25.017	4.070	2.813
2012/2013	24.693	4.289	2.599
2013/2014	24.794	4.226	2.499
2014/2015	25.481	4.323	2.599
2015/2016	25.893	4.533	2.550
2016/2017	26.829	4.824	2.691
2017/2018	28.158	5.099	2.754
2018/2019	31.361	6.100	2.980
2019/2020	36.228	8.273	3.093
2020/2021	41.170	9.410	4.200
2021/2022	44.025	15.082	4.450

The issue of international students began to be addressed as a policy area in Turkey since the early 90s. As a reflection of this situation, the most important project in the field of education is the Great Student Project (BÖP). Within the scope of BÖP, students from Turkic Republics and Related Communities have been accepted to Turkey on scholarship since the 1992-1993 academic year. Approximately a quarter of international students receiving higher education in Turkey continue their education within the scope of BÖP. However, the ups and downs experienced in the number of international students registered in higher education institutions show that the policies followed in this regard are not stable.

Result

Developed countries attach great importance to international student mobility and carry out determined and stable policies in this regard. These countries; It considers international students as human resources that contribute greatly to economic development and international competitiveness. In addition to their contributions to science and technology, international students provide significant income to the economy of the country they are in, both through the education fee they pay and the expenses they make for accommodation, travel and daily needs. Therefore, many states are in fierce competition to increase their market share in international education. In this competition, Turkey is a country that sends a lot of students to foreign countries but is less preferred by international students.

The number of international students in Turkey has not increased significantly over time. However, looking at the data of the last 5 years, it can be said that student mobility has increased. As a result of initiatives such as providing assurance for students coming to our country to continue their education in case their financial means are not sufficient, preparing promotional documents and catalogs for Turkey, encouraging universities to participate in fairs abroad and make their promotions, and opening international student offices within universities, a new school was established in 2013. The number of registered students increased to 13,082. In addition, with the regulation made by the Council of Higher Education within the scope of "Principles Regarding the Admission of Students Abroad" in 2010, the centralist approach in the admission of international students was abandoned and universities were given the opportunity to determine their own admission criteria.

In order for Turkey to expand its share in the international student market, this issue should be accepted as a policy area and national strategies and targets should be determined. The effectiveness of these policies and targets aimed at attracting and keeping international students in the country can only be achieved if all stakeholders support the process with their attitudes and behaviors. In this regard, a significant breakthrough in international education can be achieved thanks to the synergy created by the state in cooperation with the business world and non-governmental organizations.

Turkey's strong characteristics regarding international student mobility can be highlighted. In our country, which has hosted various civilizations since the past and has impressive beauties with its unique nature, historical and cultural texture, people of different languages, religions, races and cultures live their lives in a tolerant manner. The society's positive approach to every person,

whether local or foreign, and its humane characteristics such as hospitality and sincerity can be associated with the educational services offered at universities. Within the framework of such a comprehensive promotional campaign, when Turkey's unique education brand is successfully presented, its potential in the field of education will be revealed.

As a result, there is no golden rule or a single practice that corrects the conditions, such as "in order to become a center of attraction in international education, it is necessary to do this". On the contrary, the necessary elements for increasing student mobility in higher education are intertwined. Our universities need to take a stance that focuses on international success and encourages success, as well as taking steps to improve educational conditions in every field. Therefore, it is unthinkable to increase the number of international students without taking quality in education seriously at every stage, without having original models, without becoming a worldwide brand in this field, and without determining strategies within the framework of sustainable policies. Therefore, it is of great importance in terms of socio-economic and geopolitical aspects for our country to review its policies regarding international student mobility and to create effective strategies in line with new developments.

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