AN ASSESSMENT OF MoNE-YLSY SCHOLARSHIP PROGRAM FROM THE PERSPECTIVES OF SCHOLARS': CHANGES IN CULTURAL, POLITICAL, ECONOMIC AND EDUCATIONAL PERCEPTIONS

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ABSTRACT

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This study aimed to assess MoNE-YLSY scholarship program relying on the
opinions of scholars, and determine the changes in scholars' cultural political,
economic and educational perceptions and the reasons that lie behind the changes.

Mixed design was used to examine the stated purpose. Qualitative data were
collected from 18 participants studying in the UK to obtain information on the
program. A self-developed questionnaire was delivered to 156 participants studying
in the UK to obtain information on the changes in scholars' perceptions and the
reasons. SPSS Statistics 20 was utilized for the explanatory factor analysis,
descriptive statistics and regression analysis.

According to the results, the aims and objectives of MoNE-YLSY scholarship
program were student mobility, training future academics, gaining overseas

experiences, strengthening new-opened universities, contributing to scientific developments in Turkey, gaining language skills, and international networking. The program did not accomplish its aims and objectives regarding sending determined number of students due to lack of advertising, and unsystematic structure. MoNE-YLSY scholars complained about the amount of stipend, lack of employee rights, academic advisory, miscommunication with MoNE and consultants at universities in Turkey, bureaucratic procedures and the duration of compulsory service. MoNE-YLSY scholars underwent some changes such as becoming more open to different ideas, being more respectful to individual differences, decreasing their prejudice against different nations, religions, and ethnicity. The reasons of these changes are the cultural, political, economic and educational characteristics of the host society. The changes in scholars' perceptions were only related with cultural, political and educational reasons.

ÖZ

MEB-YLYS BURS PROGRAMININ BURSİYERLERİN BAKIŞ AÇILARINDAN DEĞERLENDİRİLMESİ: KÜLTÜREL, POLİTİK, EKONOMİK VE EĞİTİMSEL ALGILARINDA DEĞİŞİM

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M. S. Eğitim Programları ve Öğretimi Bölümü

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Bu çalışma MEB-YLSY bursiyerlerinin görüşlerine dayanarak MEB-YLSY burs programını değerlendirmeyi ve bursiyerlerin kültürel, politik, ekonomik ve eğitimsel algılarındaki değişimi ve değişimlerin sebepleri belirlemeyi amaçlamıştır.

Bu amaçları incelemek için karma araştırma deseni kullanılmıştır. İngiltere'de eğitim gören 18 katılımcıdan programı değerlendirmeye nitel veri toplanmıştır. Yine İngiltere'de eğitim gören 156 katılımcıdan onların kültürel, politik ve eğitimsel algılarındaki değişimleri ve bu değişimlerin sebepleri hakkında bilgi toplamak amacıyla araştırmacı tarafından geliştirilen anket kullanılmıştır. Verilerin analizi için açımlayıcı faktör analizi, betimleyici istatistik ve regresyon için SPSS 20 programı kullanılmıştır.

Bulgulara göre, MEB-YLSY burs programının amacı ve kazanımları öğrenci hareketliliği sağlamak, geleceğin akademisyenlerini yetiştirmek, yurtdışı deneyimi kazanmak, yeni açılan üniversiteleri desteklemek, Türkiye'deki bilimsel gelişmelere katkı sağlamak, dil becerisini geliştirmek ve uluslararası bir iletişim ağı oluşturmak olarak belirlenmiştir. Program hedeflenen rakamlara (5 yılda 5 bin bursiyer) tanıtım yetersizliği ve programın yapısal belirsizlikleri nedeniyle ulaşamamaktadır. MEB-YLSY bursiyerleri, aldıkları ücret, özlük hakları, akademik danışma, Türkiye' deki universitelerdeki danışmanlarla ve MEB'in kendisi ile iletişim kurma, bürokratik işlemler ve zorunlu hizmet süresi gibi konularda şikâyet etmektedirler. MEB-YLSY bursiyerleri farklı fikirlere açık olma, farklılıklara yönelik özen gösterme, bireysel farklılıklara daha fazla saygı duyma, farklı milletlere, etnisitelere ve dinlere yönelik önyargıyı azaltma gibi bazı değişiklikler oluşmuştur. Bu değişikliklerin nedeni ev sahibi ülkenin kültürel, politik, ekonomik ve eğitimsel dinamikleri ve özellikleridir. Değişim kültürel, politik ve eğitimsel sebeplerle ilişkilidir.

Anahtar Kelimeler: MEB-YLSY Burs Programının Değerlendirilmesi, Uluslararası Öğrenci Hareketliliği, Kültürel Algılar, Siyasi Algılar, Ekonomik Algılar, Eğitimsel Algılar

Writing a thesis is like walking in a dark forest with a hand torch, you see as the torch illuminates. I dedicate my work to my mother, my father; my brother and my sister whose courage made me believe that I can see more in the darkness and to my supervisor whose help increased my sensation to walk in the forest.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATION

ALES	Entrance Examination for Academic Personnel and Postgraduate Education
CGPA	Cumulative Grade Point Average
CIES	Council for International Exchange of Scholars
DfE	Department for Education-UK
EU	European Union
FCO	Foreign and Commonwealth Office
HESA	Home Office and Higher Education Statistics Agency-UK
IELTS	International English Language Testing System
IIE	Institute of International Education
JMJC	Jean Monnet Joint Committee
LYS	Undergraduate Placement Examination
MEBLEM	Ministry of Education Undersecretariat of Education
METU	Middle East Technical University
MoNE	Ministry of Education
MoNE-YLSY	Ministry of Education-Candidates' Selection and Placement Process for Graduate Studies
MTA	General Directorate of Mineral Research and Exploration in Turkey
NHS	National Health Services-UK
OECD	Organization for Economic Co-operation and Development
ÖSYM	Evaluation, Selection and Placement Centre

PTE	Academic English Language Proficiency Test
TOEFL	Test of English as a Foreign Language
UKBA	United Kingdom Border Agency
UKCISA	United Kingdom Council for International Student Affairs
YGS	Higher Education Entrance Examination
YÖK	Higher Education Council

CHAPTER I

INTRODUCTION

> An investment in knowledge pays the best interest.
>
> Benjamin Franklin

1.1. Background of the Study

As Benjamin Franklin mentioned, knowledge is the best investment in today's world. Therefore, people ardently seek for better education. People are ready to pay more and to make self-sacrifice for their educational expenses to increase their knowledge. This increasing demand of people to get education canalized the investment of many countries towards education.

Many students choose to study in well-developed countries to gain more opportunities in life. Each year, the university enrollment rate of international students is increasing. According to the statistics of OECD (2009b), 3.0 million international students were enrolled at a university different than their home country in 2007. 2.5 million (83.5%) of the international students studied in OECD area (Kondakçı, 2011). It is estimated that this number will double in 2015 (IIE, 2005).

A consequence of the drastic rise in the number of international students is that the demand of people for education caused knowledge to become a commodity and education to be perceived as a new business sector. Many countries opened new educational institutions and considered higher education important to get a share from this newly-raised sector. Majority of the universities in the USA, United Kingdom, Canada, and Australia enhanced their capacity and optimized their

educational settings to provide better study conditions to their students. OECD (2008) and UNESCO (2008) indicated that the USA, UK, Australia, Canada and New Zealand became the prominent destinations for international students seeking higher education (Kondakçı, 2011). English language, broad range of academic programs, quality of education which are offered by universities, gaining international skills and living in a different country are the pulling factors for international students (Marginson, 2006; OECD, 2009a; Ziguras & Law, 2006). However, the educational conditions and opportunities such as low tuition fees and research capacities of some countries other than the USA, UK, Australia, Canada, and New Zeeland are additional pulling factors for students (Chen 2006; Chen & Barnet 2000, McMahon 1992; OECD, 2009a).

Just a few decades ago, universities and educational institutions, particularly the successful ones, established new scholarship programs and funded many successful applicants in order to attract many students (Gribble, 2008). As an example of these scholarship programs, Fulbright, Chevening and Jean Monnet can be counted as long term scholarship program; Erasmus and Socrates can be considered as short term exchange programs. The common point of these scholarship and exchange programs are that, they not only concentrate on the benefits of their institutions or countries but also consider the possible influence of these international students on their culture, economy, policy and education. The adaptation of students and the values that they receive during their education gain importance since they are considered as cultural ambassadors. Generally speaking, the main purpose of these scholarship programs is to foster a mutual cultural understanding between countries. To benefit from the advantages of international student mobility, many countries prepared national scholarship programs for their students as well as joining in international programs or supporting these scholarship programs financially. In addition, some of the institutions offer double diploma programs for their students.

Previously, the main purpose of international programs was to return to the home country to become leaders, and maintain close political and diplomatic trade links with the countries where they studied. On the other hand, the profile of international students has changed and they want to settle down in the receiving countries

(Gribble, 2008). However, the policy of governments remains the same since international education has always been considered as an opportunity for public. Therefore the states want to appreciate the benefits of returned highly skilled people.

Turkey as a developing country joined international student mobility process in the early times of the republic and she has been sending many students to overseas countries as well as receiving many international students (Gürüz, 2011). According to Gürüz (2011), in 1929, the Law No. 1416, which includes the legacy and legislations about the conditions of official national scholars, was enacted, since the educational system of the new republic, particularly the higher education, was immature. The Law No. 1416 covered the government scholarships to be presented to students who would be selected to study abroad in return for compulsory service in state institutions and organizations upon completion of their studies (Gürüz, 2011). The Law No. 1416 generally talks about sending students abroad and it does not specifically mention any requirements about the graduation level of students. The students can either be graduates of high school or university, or else they can be student enrolled in a university. However, there is no certain information about the graduation level of previous students. This conclusion was made with the help of the memories of previous scholars where and when they took the exam required by MoNE. On the other hand, nowadays, only the students among university graduates are being selected for being sent abroad.

Based on Law No. 1416, Ministry of Education prepared a new national scholarship program called MoNE-YLSY scholarship program (Candidates' Selection and Placement for Overseas Graduate Studies-Yurtdışında Lisansüstü Adaylarının Seçme ve Yerleştirilmesi) to send selected graduate students for master or doctoral level education to different countries.

The aim of MoNE-YLSY scholarship program is to meet the need of academic personnel and experts for state institutions and organization (Law No: 1416, 1929; Milli Eğitim & Maliye Bakanlığı, 2011). The Republic of Turkey has developed her policy on capacity-building approach for international student mobility since 1929. Many governments of Turkey used the Law No.1416 to overwhelm the increasing

needs of experts and academics and established policies. The previous application of MoNE-YLSY scholarship programs until 1970s and the current scholarship program of Ministry of National Education are designed to increase educated man power. In addition, the development plans suggested after 1961 Turkish Constitution included legislations and regulations about sending student abroad policy.

The countries which value the international exchange and scholarship programs regularly assess and objectively maintain the programs based on the needs of international students, global market economy and their countries. The outcomes, that are international students, are important since they are accepted as skilled migrants and they can take part in reconstructing society in accordance with scientific developments. In addition, in the case of international students' returning to their country of origin, they could help to build up new and strong economic, political, cultural and educational relationships as cultural ambassadors. Therefore, the authorities of other scholarship program valued revision of program objectives and maintenance of program structure. Regularly, the assessment team of other scholarship programs releases reports about economic impacts of international student mobility on their country, try to find out the actual number of students as well as their country of origin and ethnic background, publish articles and books about the effects of scholarship programs and decipher the most important factors that attract and affect overseas students (UNESCO, 2008). Similar studies are expected to be performed by Turkish authorities to record the number of international students and their background information as well as assessing the programs on sending Turkish students abroad.

1.2. Problem Statement

MoNE-YLSY was, first, established as a five-year program and aimed to select and place a thousand students to overseas universities each year. In the past five years, it completed its duration; however, the program did not achieve its purpose of sending five thousand students within five years. The program itself should have come to an end in 2011 according to the name of the program; however, to reach the determined number of students, MoNE continued to run MoNE-YLSY scholarship program. For

example; according to the list of chosen students provided by MEB (2012b), 814 students were chosen to MoNE-YLSY scholarship program in 2012.

In addition to not achieving the determined number of students, neither was a study carried out, nor a report was released about the influence and operations of MoNE-YLSY scholarship program, and detailed statistical information about the scholars of the program. MoNE-YLSY scholarship is still an on-going program however it needs an assessment to ensure that its objectives are accomplished and it operates properly including the selection and placement processes of applicants, guidance service, academic advisory board, and supervision of scholars. The Law No.1416 includes some articles such as article 11, article 14, article 15 and article 16 regarding the supervision and monitoring of students' progress and attitudes. On these bases, it is also important to assess how MoNE inspectors and educational consultants use to monitor students' success and progress.

The personal changes in MoNE-YLSY scholars should be analyzed deeply since any changes in their perception, ideas, thoughts and attitudes may have impact on the structure of the society in long term. Nunn (2005) highlighted the particular importance of skilled migration due to the fact that academics and students take an important role in accelerating research and innovations, transforming research and innovations into technological products and ideas, as well as promoting organizational planning and development. However, Hugo (2003) underscored the side effect of skilled migration since many research and projects first give benefits to the host countries. In addition, the unmet demands such as extra payment and loss of budget may cause financial problems for sending country. MoNE-YLSY differs from other scholarships since it oblige its scholars to work in state institutions and organizations. The scholars have to work two times more than their main educational period. So to speak, this regulation guaranteed that they are going to turn back to Turkey and as Gribble (2008) mentioned, they will be the building blocks of education, science, politics and, thus, society.

In order to be an effective scholarship program at international level, the objectives of MoNE-YLSY scholarship program should be revised and restated by considering

today's needs. In addition, while revising the program objectives, the opinions of scholars, academics and other alumni of MoNE-YLSY should be taken into consideration. Only identifying the need of academics and experts in state organizations and institutions is not enough to set up clear, comprehensive and coherent objectives.

Furthermore, selection criteria and placement procedure are highly important issues for such kind of scholarship programs. MoNE-YLSY scholarship program aims to promote a new and skillful workforce for public services. In all reason, it is important to designate the applicants' academic competencies, readiness to study at master or PhD level, background knowledge in their subject area, and success at undergraduate level. MoNE only asks applicants to submit ALES scores and CGPA; however, these requirements are not enough to determine above mentioned applicants' background and success at undergraduate level. With a new discriminative and attentive selection and placement procedure criteria, MoNE-YLSY scholarship program may create a more successful, willing, determined and academically demonstrated profile of scholars.

Finally, if there is a need of revision and a new structure for the program, the authorities should develop a new program in accordance with the opinions of scholars, experts, policy makers, universities' chancellors, deans and department coordinator, alumni, and curriculum specialists. Without being aware of the results and defining clear conditions for scholars' future and position, it is hard to get through the problems caused by misconstruction, miscommunication and insufficient planning. Concurrently, any weakness in selection and placement procedure may put the investments on scholars at risk. All the things considered, the outcomes of this program, that is scholars, are important for the infrastructure process of new-opened universities. In addition to this, any changes in scholars' perception on education, culture, and politics may have impacts on social structure either in a negative or positive way. Therefore, it is also important to understand to what extent the scholars' perception has changed, and what caused these changes to prevent the side-effects on reconstruction of higher education.

Following to the stated issues, it is crucial to increase the standards and quality of MoNE-YLSY scholarship program itself. The program regulations do not mention any application related to academic advisory board, orientation program, networking events or meetings. Only financial issues are explained clearly in the legislation and regulation of the Law No. 1416. However, academic advisory is as important as financial support since the procedure to apply a university and select the best one for their career is a challenging issue for scholars especially the ones who do not have any information and experience about foreign educational institutions.

In this study, the researcher proposes to revise the objectives of the MoNE-YLSY scholarship program from the scholars' perspective as well as defining the unstated and unexpected objectives of the program. Also, the researcher investigates the accuracy, efficiency and benefits of MoNE-YLSY scholarship program on scholars based on scholars' responses. It is aimed to recommend solutions to the authorities for the deficiencies of academic advisory board, guidance, orientation program, communication, and program structure. The researcher also would like to highlight the scholars' critiques about the program, individual experiences, problems caused by unorganized organizational structure and employee personal rights issue.

1.3. Purpose and Research Questions

There are two purposes of this study. The first purpose is to assess MoNE-YLSY scholarship program to explore its objectives as part of international student mobility from the perspectives of scholars. However the present documents disclose few and shortly stated objective of the scholarship program. On the other side, as it is highlighted in the literature, internationally itinerant students inevitably gain different skills such as multicultural competencies, language improvements, academic writing skills, and self-study abilities (De Keijser, 1991; Ginsbergen, 1992; Milton & Meara, 1993) and maintain different attitudes such as cultural empathy, open-mindedness, social intuitive, emotional stability, and flexibility (Van Oudenhoven, 2004; Stronkhorst, 2005) at the end of their education. By taking these issues into account, the aim of this study is to clarify the objectives of the program form the perspectives of MoNE –YLSY scholars.

The second purpose is to determining the changes in the scholars' cultural, political, economical and educational perceptions evolved throughout international student mobility process and, find out the reasons that lie behind these changes.

A program can be prepared to transfer knowledge and information, and convey related messages to targeted audiences; however, human factors may cause your audience to gain completely or somewhat different educational attainments, or develop unexpected attitudes and behaviors. Also, the reasons behind the changes should be taken into consideration to actualize the purpose of the program. Therefore, both detecting the changes and determining the reasons behind the changes are as noteworthy as what scholars think about the program.

Related to the above stated purposes the main research questions and the sub questions of the study are stated as the following:

1. What are the objectives of MoNE-YLSY scholarship program according to MoNE-YLSY scholars?

2. How do MoNE-YLSY scholars assess the selection and placement procedure of MoNE-YLSY scholarship program?

   2.1. What are the strengths and weaknesses of MoNE-YLSY scholarship program according to MoNE-YLSY scholars?

   2.2. How do MoNE-YLSY scholars assess the services provided by MoNE in relation to academic advisory board, orientation and guidance?

3. How do MoNE-YLSY scholars assess the compulsory service that they are supposed to fulfill?

   3.1. What are the future expectations of MoNE-YLSY scholars?

4. What are the changes in scholars' cultural, political, economic, and educational perceptions due to the interaction with the host community throughout the international student mobility process?

5. Are there any relationships between the changes in scholars' cultural, political, economic and educational perceptions and the reasons behind the changes?

1.4. Significance of the Study

This study will be a significant endeavor in presenting the positions related to MoNE-YLSY scholarship program, and offering possible solutions.

To begin with, this is the first attempt to assess MoNE-YLSY scholarship program including program objectives, selection and placement process, and services provided by MoNE as well as stating the problems that the scholars face during the program. The available studies were limited since they mainly focused on presenting the problems of students and in the program. The authorities and policy makers are expected to benefit from the results of the study as they intend to revise the program.

MoNE-YLSY scholarship program was prepared by MoNE based on Law No.1416. All the bureaucratic procedures and processes related to program implementation are carried out by MoNE under Secondary Education General Directorate. MoNE is also responsible for the appointment of scholars to the universities. Although MoNE cooperates with the Higher Education Council and universities to designate scholars' positions as academics in universities, this situation creates a dilemma both for institutions and for scholars. Due to the above stated explanations and reasons, this study aims to accentuate the concerns of the scholars regarding their future positions caused by this dilemma.

Another contradictory issue is related to the enactment date of the Law No. 1416. It was enacted in 1929. Although it has been updated several times to improve the structure of the program, only minor changes has been done in the scope of the law such as name of the related state and educational institutions. However, these updates

are more or less related with development plans and institutional structuring of other Ministries. The responsible authority of the program is MoNE and Secondary Education General Directorate, as mentioned before. Previously, the program was run by Higher Education General Directorate under MoNE. However, this directorate was removed from the body of MoNE due to the establishment of Higher Education Council (Gür, 2011; Tekeli, 2009). As a consequence of not updating the law according to today's condition and changes in responsible authority to implement the program, the scholars experience some inconveniences and problems during their education and find themselves in a double bind particularly about their subject area and future position (Gümüş & Gökbel, 2012). This study highlights the problems of the scholars regarding the changes in organizational structure of MoNE and how the changes in the main body of MoNE affected their situation.

Moreover, the need of universities is not defined in details. For example, according to the 2012 guideline for applicants, MoNE announced that X University needs academic personnel to study Biomedical Engineering but the specific subject area was not defined clearly. More to say, unspecified subject areas are also problematic for scholars to those who want to specialize in a particular topic rather than studying general issues in their subject areas. In addition to that for example, for a position of Geometry subject area, it is required to be one of the graduates of these departments such as Department of Mathematics, Mathematics Engineering, Applied Mathematics, Applied Mathematics and Computer, and Mathematics and Computer. This situation also justifies that the positions are offered to applicants without considering the actual needs of universities and institutions.

Sending students abroad dates back to Constitutional Monarchy Period, the final stage of Ottoman Empire, and continued during the first years of the Republic of Turkey (Çetinkaya, 2008). The first group of students in the Ottoman Empire were specifically sent to be trained for military and meeting the needs of teachers and experts in Western style modern schools. The changes in their opinions, ideas, and beliefs accelerated the westernization movement in the Ottoman Empire. When the latest years of the Ottoman Empire and the early years of the Republic of Turkey are examined, the Young Ottomans had critical position to reshape the regime of the

Ottoman Empire and restructure the society. To be more precise, they laid the foundations of new republic (Yazıcı, 2002). To talk about the beginning of the Republic of Turkey, the current government supported internationally experienced students to accelerate the development process (Çetinkaya, 2008). So to say, the international students of the new republic again influenced the politics and society since they were also influenced due to the interaction with the social values and norms of the host countries. The results of this study provide some insights and information on how the scholars of recent MoNE-YLSY scholarship program might be influential in reconstructing the Higher Education by determining the changes, the degree of changes and the reasons behind the changes in their perceptions. Brodin (2010) underscored that living in a global society requires trained and educated individuals who will have capacity to understand different individuals and different society as a whole. MoNE-YLSY scholarship program tries to answer this need because the scholars of this program are educated in a different country within a different culture.

All in all, this study may motivate researchers to conduct further studies on the subject of assessing international scholarship programs. This study may also help researcher to develop a comprehensive assessment tool to evaluate international scholarship programs. This study is a humble attempt to remark the problems of scholars and problems in the program to increase the awareness of the authorities and policy makers. Lastly, this study may contribute to the quality improvement of the program since it presents the recommendation of scholars.

1.5. Definition of Terms

Some of the terms are needed to be defined by considering its usage in the study. To explain the terms, it is benefitted from the literature on international student mobility, legislation and regulations of MoNE based on the Law No. 1416, and academic dictionaries.

International student: international students refer to those who cross their national borders for educational purposes and reside in the host country with a permanent

residence permit. The definition of international students was created by using definition used by the UK, Turkey and UNESCO.

According to UNESCO Institute of Statistics, international students are defined as those "who have crossed a national or territorial border for the purposes of education and are now enrolled outside their country of origin." According to the definition of the United Kingdom, "foreign students are defined by foreign domiciliary address, thus excluding permanent residents. Data on tertiary foreign students do not include foreign tertiary students enrolled in offshore and distance education program. As Turkey, "only foreigners who come to Turkey for the purpose of study are counted as foreign students. Data on tertiary foreign students do not include foreign tertiary students enrolled in advanced research program (Gürüz, 2011).

MoNE-YLSY scholar: is the person who is sent abroad for graduate education in return to compulsory education and whose expenses are paid by Ministry or related institutions based on the legal requirement of article 1 of the Law No.1416. (Change: 15/08/1994-94/6032 Cabinet Decree).

Main educational period: is the educational period which starts after completing language education. The main educational period should be higher than the previous degree and should be done in accordance to the education system and requirement of the host community.

Perception: refers to the individual's attitudes, opinions, judgments and beliefs (Toch & Smith, 1968). They stated that social perception is related to the awareness and interaction so that if a person is not aware of the existences of a phenomenon or an existence, that person will have no social perception. The author also added that stimulus around human being has a potential and powerful impact on people's purposes. Moreover, perceptions are not inherited, but they are characterized by emotional, affective, interactive and social norms. The definition of perception in this study is the opinions, beliefs, attitudes, and judgments of the scholars because; the scholars will interact with the host community of which the social norms, beliefs,

judgment, and ideas are different than their previous social, political, cultural and economic context.

Cultural context: is the environment of people that surrounds intended audience. Cultural context reflects how the people around something use and interpret social norms and values. Briefly, it is the things that shape people's view and opinions (The Stanford Dictionary, 2013). The social context is exposed to change from a situation of apparent harmony and disharmony (Corijin, 1987). To me more explicit, everything in society creates new norms and demolishes the previous or existent norms. However, social context is intertwined with culture. Cultural structure of the society is the main sources of norms in social context.

Political context: reflects the environment in which something is produced indicating its purpose or agenda. The best way to define political context is to ask certain questions about the policy makers, the reason for its establishment, the usefulness for society and possibility of producing ideas (The Stanford Dictionary, 2013). MoNE-YLSY scholars as part of international student community are being affected by the policy of England and Turkey. Any changes in law or legislation and any decision given by the UK or Turkey depending upon laws might affect international students' duration of stay. For example, If English government brings a new migrant policy that restricts visa type and duration or if MoNE makes changes in the scholars' work permits, the students will automatically be affected by these policies. In this study, the political context is limited by the laws regarding the regulations for international students and general political mechanisms such as government type, regime of the host country, common understandings of host community from politics, and political situation in the host country that surround MoNE-YLSY scholars.

Economic context: is somewhat related to the financial mechanism of the society. According to UNESCO, economic context includes information on employment, minimum wages, domestic income, means of livelihood and purchasing power. Living in a different country setting rather than country of origin brings new opportunities together with disadvantages. Currency rate of the host country, the

amount of wages, being married or single, having work permit or not might affect people's living style in all aspects due to changes in economic contexts that they are familiar with. As mentioned before, any changes in people's lives cause their perceptions to change. In this study, economic context is limited to financial mechanism that MoNE-YLSY scholars' are exposed to.

Educational context: The definition of educational context is the most difficult term to define since it is interdependent on social, economical and political context. Three dimensions of the term should be taken into consideration as well as systematic dynamics of education. In this study, educational context is more related to cultural context due to the interactions between university and academic staff in any educational institutions in England and MoNE-YLSY scholars. Financial mechanism of educational context is related to the requirements that MoNE-YLSY scholars are exposed in educational environment such as university fees and the cost of educational materials. Political context is also intertwined with educational context since any political decision made by governments and universities affects the situations of international students. For example, increase in university fees and changes in work hours for graduate students.

CHAPTER II

REVIEW OF LITERATURE

> Twice of thrice over, as they say,
>
> good is it to repeat and review what is good.
>
> Plato

This chapter presents the review of literature on history of student mobility and how it evolved over the years. It gives information about the roots of sending student abroad policy in Turkey and explains the practice of this policy in the history of Ottoman Empire and the Republic of Turkey. Following then, the literature review focuses on global knowledge economy as part of international student mobility and explains the way of countries to join international student mobility process. The country profile of the UK and Turkey is presented to provide a general understanding about the structure, features and dynamics of culture, economy, politics and education of the countries. Finally, the studies on international scholarship program abroad and in Turkey were presented. This chapter concludes with a summary of the literature review.

2.1. History of Student Mobility in the World

This section of the chapter presents a general framework about the history of student mobility. The evolution of definition of international student is analyzed historically, as well as the changes in the concept of student mobility. As known, so many pulling and pushing factors cause students and scholars to move from one place to another. These factors are mentioned while analyzing the history of international student mobility.

The history of international mobility is highly related with the development of science, and the flow of knowledge. Scholars preferred to travel to the regions, areas or cities where information flourished, science developed and the facilities that were well-developed with libraries. They also preferred to travel due to the desire to study with well-known academics and scholars.

To begin with, international student mobility is not a new phenomenon since many scholars and students were travelling from one place to another to find an institution since time immemorial. Although the concept of international student mobility remained the same for years, it evolved in relation to the needs of students and scholars (Bhandari & Blumenthal, 2010; Calvo, nd; Gürüz, 2011; OECD, 2009b; Atlas Project, 2011)

Throughout the history, knowledge and information were considered as the main source of development to increase the quality of life. However, before the medieval age, scholars, polymaths, philosophers, and students were itinerating between cities and educational centers to get and share knowledge and civilization. The reasons for changing place in old times were easier to explain than now; because, there was a lack of educational institutions at that time and they changed their place to listen famous orators and philosophers so that it caused people to migrate (Gürüz, 2011). On the other hand Kohle (nd.) mentioned that the intention of improving knowledge capacity and finding a place to lead intellectual discussions caused students and scholars migrate. Nowadays, there are many rationales that affect the students and scholars' educational journey in hope to find better education. Moreover, recently, different rationales and factors are strongly intertwined with each other.

When the history of philosophy was examined, sophists were accepted as the first international students (Duke, 2012; Kohle, nd; Welch, 1997). Actually, their intention to travel was somewhat to teach wealthy students in Greek lands. However, owing to the mutual beneficiary nature of education, they were counted as the first example. Besides, Chinese shih also had a similar purpose as sophists since they itinerate to sell their knowledge and information (Nakayama, 1984).

The final destinations of the students, that is the current knowledge and information centers, have changed many times. First, the centre was Athens for students ("Education in Ancient Athens", 2013), of course, due to the existence of ancient philosophers such as Aristotle and Plato. However, the Roman Empire demolished Athens and erased the reminiscent of Greek culture to terminate paganism. Alexandria rose as a new knowledge capital. The library and museum had been used as research centre and it attracted many researchers and scholars (Erskine, 1995). The famous scientists of Alexandrian time were Euclid, Archimedes, Strobe, and Ptolemy. The last two names recorded as the visitor scholars of the Alexandria Museum. Then Pergamum was raised against to Alexandria since the adoption of knowledge used in Alexandria helped Pergamum scholars to develop medical sciences. Hippocrates was one of the specialties of Pergamum (Valdermama, 2013).

Until the adoption of Christianity, the knowledge and information centers were dominated by the Western culture. Unlike to the Greek culture and philosophical approaches used in Greek civilization, Christian norms were against scientific and inquiry methods used in philosophy. The Christian norms considered early works of philosophers as paganism (Barbour, 2013; Gürüz, 2011).

After the collapse of Roman Empire, new empires emerged in Anatolia region. The knowledge and information heritage of Roman Empire and Greek Culture was used in new emerging empires. The accumulated experiences and intellectual capacities of past and recent civilizations also affected to generate new form of synthesis intellectual world by Islamic culture (Garcia, 1991; Gürüz, 2011).

The changes in intellectual capitals and research centers automatically affected the scientific language used by scholars and researchers. While, the most preferred language was Latin and Greek, the rise of Islamic intellectual world popularized Arabic in science (Falagas, Zarkadoulia & Samonis, 2006). As Gürüz (2011) mentioned, the Abbasid caliphs supported to open libraries, observatories, and hospitals. The last but not the least, translation centers gained favor. Falagas, Zarkadoulia and Samonis (2006) mentioned that many works of ancient, Greco-Roman and Roman Empire philosophers and scholars were translated into Arabic

with the help of translators emerged at that times, and also Asian and Hindu scholars' works were translated. Baghdad flourished with science and knowledge.

The intellectual movement expanded the geographical area from Arabian Peninsula to Spain. A group of polymaths such as Avicenna, Al-Razi, Al-Farabbi, and Ibn-Sina protected the early work of Greco-Roman heritage and developed them with their contributions (Kronomer, Wolfe & Gardner, 2007). The subject area of the East philosophers was not limited to some subject areas. They contributed to literature, science, mathematics, medicine, astronomy and so on. Chemistry, algebra and historical science developed by the efforts of Eastern philosophers and polymaths (Rubenstein, 2003).

As aforementioned, the common language formed a basis for the mobility of scholars and polymaths. Therefore, the knowledge has flowed from one place to another. Centers, knowledge capitals, geographies and the prominent nations has changed within the history of science; but , what remains the same is the necessity of reading and writing in higher education. Edvinsson, Lief and Bonfour (2005) highlighted that two main elements of intellectual capitals are human and the reflection of values on the necessary tools and apparatus to create knowledge. In the light of this explanation, it can be referred that international students are influential on the changes of language over the times since the values that they created also mobilized with them.

As time went by, Europe popularized again with its unique institutions called as universities before 1500s. The universities were cooperating and autonomous bodies which were responsible to prepare curriculum, appoint teachers, admit students and award degrees (Gürüz, 2011). The European Universities became educational centers for students from all over the Europe; however, the famous universities such as Paris and Bologna was dominated by some particular nations such as French including all Latin-origin races, Normans from Normandy, Picards from low countries, and English including Germans. On the other hand the Italian universities included there nations such as Romans, Tuscans and Normans. Consequently, it is hard to conclude

that these universities are part of international student mobility. They somewhat set up some limitations for students to be accepted to study in these universities.

Later on the policy changed regarding international students in 1500s. Foreign students were considered to be a high value for humanistic studies. Also, student mobility was considered to be the best alternative for students who desire to learn languages. The sectarian violence in Europe again altered the university choice of students. Catholic universities were so strict with the changes in curriculum whereas the Protestant universities emerged in Germany had more flexible and humanistic structure for students together with Italian institutions. In 17th century, the estimated ratio of international students among all student enrolments in European institutions was 10% (Gürüz, 2011; Neave, 2002; Ridder-Symoens, 1996).

The wars and fights in Europe reached a peak until the French Revolution (1789). There was a dramatic decline in the number of internationals students in Europe (Perkin, 2006). Perkin (2006) also mentioned that the restriction in diploma programs and certification in institutions as well as increasing emphasis on utility of education caused Europe to lose its position as the pioneer of education. Later then, the Europe gained its educational reputations by the end of Renaissance and Enlightenment.

In the beginning of 1800s, the Ottoman Empire started off to find a way to stop empire's gradual fall. Some historical document indicated that some of the grand viziers were sent abroad to improve their language abilities or learn additional languages and also selected student were sent to Europe to be trained for new opened military schools in the reign of Mahmud the Second (Bilim, 1999).

The colonization and industrialization caused many people and students to migrate European capitals. Especially, the countries, which colonized other countries, used and benefitted from the educated man power of oppressed nations. For example, Gandhi and the prime minister of India were trained in England (Shills & Roberts, 2004). Europe became the centre of knowledge and politics.

There were so many factors contributing to international student mobility in 19th and 20th century. The war, scientific development, the quality of educational institutions, politics and racism caused students to mobilize. For example, due to the restriction policies for the aforementioned non-nations applied in European universities, many students preferred to go Swiss to study. Eventually it increased the enrollment ratio of international students up to 57% in Swiss in 1910 (Gerbod, 2004). Additionally, there were negative discrimination against Russian, Hungarian Jews, and women, accordingly many moved to Paris, Berlin and Swiss for education (Charle, 2004; Luyendhijk-Elshout, 2004). The First World War decelerated the flow of international student mobility towards Europe; however, the centre of knowledge capital remained Europe until the Second World War (Şarman, 2005).

As it is known, the students and scholars mobilize because they want to increase their capacity. However, previously, the so called student mobility has started with the mobility of researchers, teachers, and polymaths not the students only. Today, the students wander in the world more than scholars itself. On the other hand, the increasing number of institutions and universities helped scholars to travel less than students. Also, the technological developments of transportation, and innovations on internet technology enabled easy access to knowledge.

2.2. Sending Students Abroad in the Ottoman Empire

The policy of sending students abroad emerged as part of the modernization process of the Ottoman Empire in the first half of 19th century (Erdoğan, 2010; Şişman 2003). Sending students abroad started in the beginning of 1830s but accelerated between Tanzimat period and the proclamation of the Constitutional Monarchy. Erdoğan (2010) stated that Tanzimat period (1839), which was the mile stone for the modernization of the Ottoman Empire, transformed the application of sending students abroad into a state policy.

First and foremost, the Tanzimat reform era was prepared to stop the empire's gradual fall. Before this attempt, several reforms were announced in order to strengthen the army forces but the infrastructure of the institutions was not fully

ready and the qualified man power was not enough to sustain the applications of reforms (VanDuinkerken, 1998). Erdoğan (2010) stated that the Ottoman modernization has a unique character since the empire had no doubt on its philosophy of life, religion, and culture; so to say, its ambition was to be competent at using technology and science and to find out the rationale of success in western development rather than modernizing the empire itself. VanDuinkerken (1998) also indicated that the Tanzimat was a big mistake since the reformists overlooked the modernization. The Ottoman reformists thought that the success behind the technological and scientific development was about modernization. The notion of modernization was formed with Renaissance and Reforms in Europe. As a consequence, the technology and science shaped not only by modernization but also by the endeavor of intellectuals that enabled education to be used as a tool for the development of social, philosophical and political aspects of Western society (Budak, 2007; Erdoğan, 2010)

The Ottoman Empire began to take some precautions to prevent military failure before the Tanzimat and these applications continued after the Tanzimat. The first precaution was to bring well educated western military officers to strengthen the army (Bilim, 1999; Lewis, 2002; Esad, 1892). The aims were to restructure the Ottoman army in parallel to the Western military standards, and to train and educate senior military officers (Erdoğan, 2010). The Ottoman Empire established new military schools such as the Naval Engineering School (Mühendishane-i Bahri-i Humayun) in 1773, the Army Engineering School (Mühendishane-i Berri-i Humayun) in 1793 and the School of Military Sciences (Mekteb-i Ulum-u Harbiye) in 1834 after realizing that bringing military experts from Europe was not enough to accomplish the state's long term objectives (Bilim, 1999; Şişman, 2003; VanDuinkerkern, 1998).

The movement of sending students abroad gained speed with the establishment of new military schools. The new-opened military schools were equipped with and structured based on Western standards; however, there was shortage of teaching staff due to lack of educational institutions at elementary level with western standards (Bilim, 1999). The state fell behind in training teaching staff in the country and the

current teachers were not competent at teaching in new-opened schools (Erdoğan, 2010). Accordingly, the Ottoman Empire began to select and send students abroad to meet the increasing need of bureaucrats with language skills, military officers equipped with scientific knowledge and teachers who can teach and train long term man power in the empire (Bilim, 1999; Erdoğan, 2010; İhsanoğlu, 1998).

The first application, which was the beginning of the policy of sending student abroad, began in 1830 before the Tanzimat reforms by sending five students to Paris to get military engineering education (Erdoğan, 2010). İhsanoğlu (1998) and Bilim (1999) recorded the number of students as four in the first group. Together with the Tanzimat, the number of the students increased and the civilians were also sent to Europe to get technical education (İhsanoğlu, 1998). Although the policy was expanded from military schools to public schools, the main concern of the application was to acquaint the students with technology and scientific development; thereby, the students would present the knowledge and skills that they gained to the empire. Modernization created a perception in the empire that political sovereignty was the natural cause of scientific and technological development. Nevertheless, İhsanoğlu (1992) stated that the returned students neither attempted to establish new science and technology institutions nor produced new information in the institutions that they are appointed.

The international relations of the Ottoman Empire with other countries were influential on the policy of sending student abroad. The choice of European cities changed due to the positions of the countries against or with the Ottoman Empire during warfare and cold war. For example; Austrian Ministry of Foreign Affairs wrote a letter in 1853 to the Ottoman Empire to request to stop sending students to Vienna until the empire finishes the war and signs a peace treaty with Russia. After Crimean War, some of the students were sent to London and Vienna again with the impact of the Royal Edicts of Reform (Islahat Fermanı); however, the previous relations led students to go to Paris, Liege and Berlin. France was the prominent destination for the Ottoman students until the relations with Germany was strengthened. The entertainment business in Paris and other related factors were showed as the reason of sending students to Germany.

This period also changed the focus of the students from military to industry. Consequently, it affected the education system of the Ottoman Empire. Meanwhile many European countries started to send invitations for the students to the empire to strengthen the international relations. Prussia invited the Ottoman students to Berlin, whereas England proposed engineering and language curriculum according to the level of students. Austria also appointed a responsible authority to give special attention to students. Also, the Austrian Emperor rewarded successful cartography students for mapping and pictures (Erdoğan, 2010)

As a result, the international relations took an important role in the selection of European countries for sending students. Technological development and the prominent position of the cities at certain subject areas were among the influential factor of city preferences.

Brief information about the major destinations of Ottoman students was provided. As mentioned before, the reason of sending student to particular cities was related to international relations and technological development of the countries. Paris, London, Vienna, Berlin and Liege were the most preferred cities for the empire.

As mentioned before, the first group of students was sent to Paris in 1830 and the application of sending students to Paris continued until 1875. The first group of students was trained for lithography, medicine, chemistry and nautical sciences. The following groups, which were selected from Military Engineering schools, were sent to study at engineering, artillery, mechanics, and chemistry (Erdoğan, 2010). The subject areas became diversified over the times due to the increasing number of students. Agriculture, mining, architecture, art, sericulture, weapon production, and law were one of those subjects that were chosen by students except from fundamental sciences (Şişman, 2003). There were also some students selected from vocational schools and they were trained at leathery, clock-making, photography, typography, shoe-making, and plaster of Paris.

The qualification and success level of students abroad was unsatisfactory. Although the cost of sending students abroad was high, the current sultan of the period, Sultan Abdulmecit, supported these students and mentioned that when these students turned back, they would educate many students in the empire with the same cost. However, the quality of the students was not high as expected to teach at modern schools in the Empire. Therefore, a commission was established to evaluate the students and consequently, the empire called back the rest of the students and stopped sending students to Paris in 1875 (Şişman, 1999).

The second main destination for students was London. 67 students were sent to be trained for nautical sciences (Funun-u Mimariye-i Bahriye) such as artillery, naval occupational training, engineering, and ship building. The other European capital was Vienna. Only 34 students from Military Academy (Harbiye) were sent to Vienna until 1857. They got military training particularly military discipline in addition to language education. Surprisingly, 6 students from the first group trained as a tailor. Other students studied medicine and engineering (Erdoğan, 2010). Following, 14 students came to Berlin in 1839 due to the severe weather conditions in Paris. Berlin became important destination for students, after establishing new relations with Germany (Bilim 1999; Erdoğan, 2010; Esad, 1892). Additionally, the unsatisfactory result of the students in Paris caused Berlin to be the centre for the Ottoman students.

According to the statistics, the total estimated number of students was 300 in Paris, 67 in London, 34 in Vienna, 14 in Berlin and 5 in Liege.

Student Selection Criteria: No sooner had the student sent abroad than the application of sending students institutionalized. There is no certain document about the procedure of the application but there is a newspaper advertisement related to students' selection and placement criteria. The newspaper advertisement indicates that the application of sending student abroad turned into a long term policy since it was sustained after the Independence War (Şarman, 2005).

In 1914, before World War I, the regulations for sending students abroad were published in the newspaper (Takvim-i Vekayi, 6 Recep 1332-31, May 1914). The

application and selection criteria were also explained in the same newspaper. The prerequisites for selection and application criteria were as the following;

1.　　　Students should be the citizen of the Ottoman Empire.
2.　　　Students should be the graduate of high schools.
3.　　　Students should be between the ages of 18 and 25.
4.　　　Students should have no crime related to murder and honor.
5.　　　Students should have no epidemic illness and physical impediment that might affect their education.

In addition to these prerequisites, the students would take an exam and be ranked according to the exam results. The exam was prepared by Ministry of Education along with the announcement of the exam date.

The duration of education for the selected candidates was up to 8 years. Also, if necessary, they have right to have additional two years for language education. During their main educational period, the students had to provide their satisfactory exam results to the Ministry of Education (Erdoğan, 2010).

The scholarship program was not open to any student. It was required to be selected and nominated by the related institutions and the required features for applicants were not announced to public for a long time. During the sending student abroad policy, the applicants were selected from state departments, new-opened modern schools, and the army that was subjected to reforms. Some of the applicant wrote a petition to the state to apply the scholarship program, but still they were officers in one of these institutions (Erdoğan, 2010; Şişman, 2004). This practice somewhat provided an easy control mechanism to the state. The criteria for being officer were more or less the same with being a scholar. In addition, the state had information about the applicants' criminal record, citizenship status, and background education.

The age of the students was one of the concerns of the responsible authorities such as embassies in the selected cities, school principals, and the Minister of Education. The first students were selected from high school level. Due to being older than 18, they

had difficulty in gaining required language skills. They had also low motivation level because of being bored of studying for years. They also complained about getting education with younger student in the same class. By considering these facts, the Ministry of Education wanted to select younger students. But this created a new concern about the Turkish language acquisition of students and alienation towards Ottoman culture. Eventually, the sultan of the Ottoman Empire rejected the idea of sending younger students and ordered to send students who know how to write and read in Turkish and are old enough to estimate national identity and culture (Erdoğan, 2010). Consequently, selecting students from high schools accepted as a method of sending student abroad.

The application of sending student abroad included many students from different social class, religion, ethnicity, nation and region. The army officers, new-opened modern school students, bureaucrats, and state officer generated the profile of the students. However, the students were selected from any social level and status regardless of class, geography, ethnicity, religion and race (Şişman, 1994)

The capital city of the Ottoman Empire was Istanbul. Istanbul was also the center of the application for sending students abroad since the Ministry of Education was located in Istanbul. There were no regional restriction in selecting students but all the applicants were coming to Istanbul to complete official procedures before and after the program.

The supervision and control of the students was one of the problematic issues for the Ottoman authorities. At the beginning, the embassies were responsible from carrying out all the activities of students such as supervising the students, paying stipends, accommodation, health services, providing educational materials and disciplining them (Kuran, 1961; Bilim, 1999). There was also a local minister attained by European countries that the students were sent. The local ministers were responsible for helping the students adapt to their new conditions. Finally, senior and successful students were also taking care of the new students. There was a hieratical relation among students (Erdoğan, 2010).

To sum up, the reasons for sending student abroad were highly related to the gradual fall of the Ottoman Empire and the military lost of the Army. The empire also wanted to modernize the society by establishing several reforms. The aim of the Ottoman Empire was to regain its political reputation and military power. According to their idea, the only way was to restructure the empire by bringing the technology and scientific development from European Countries.

The Ottoman Empire tried many ways to become a powerful state again on the history stage. Therefore, experts and teachers from European capital were brought, new schools were opened, and reforms were released. After realizing that there was still a lack of educated manpower in the institutions, sending students abroad appeared as a precaution to stop the gradual fall of the empire and ameliorate the structure of institutions. This attempt would not only meet the increasing demand of trainees in the army, officers and bureaucrats in the state offices, and teachers in new-opened schools but also help to educate many students in the empire.

The Minister of Education was responsible for sending students abroad and by the time this application turned into a policy. As mentioned before, the students were selected based on defined criteria. Each candidate should be citizen of the empire, between the age of 18 and 25, healthy, free of criminal penalty and graduate of high school. Finally, the students were obliged to take a qualification exam.

It is obvious that this policy had some significant impact on the empire (Ergün, 1996). The application for sending students abroad was an expensive practice, the sultans of the empire wanted to continue to send students abroad (Erdoğan, 2010). The returnees took important roles in the reorganization of the empire from education to policy, art to technology, and administration to innovation (İhsanoğlu, 1998). For instance, Keçicizade Fuat Efendi in Education, and Derviş Pasha in Chemistry (Erdoğan, 2010), Abdi in Law Administration (Şişman, 1999) were one of the important figures of the sending students abroad policy.

The application of sending student abroad was continued from 1830 to 1914 in the Ottoman Empire. However, it is hard to say that 1914 was the last time for this

application since students were sent abroad in a similar way after the proclamation of the Republic of Turkey.

2.3. Sending Students Abroad in the Republic of Turkey

The phenomenon of sending students abroad has started with the Tanzimat and continued to the republican period. Although sending-students abroad policy in the Ottoman Empire and the Republic of Turkey are not accepted as the same policy, they have some similarities. These policies are similar since the authorities aimed to increase the educated man power but they differ from each other in terms of directing and canalizing the educated man power to state institutions. The first attempt wanted to restructure the military institutions as well as educational institutions to get the lost political power of the Ottoman Empire by using the knowledge gained by students, whereas the attempt of the Republic of Turkey desired to generate a new society with the help of intellectuals who were educated based on Western thought. The mission of modernization of the Republic of Turkey had significant characteristics and differs from attempt of the Ottoman Empire since the empire sought short term and baseless solutions for gradual fall (Yurttadur, 2012).

Together with the proclamation of the Republic of Turkey, it is aimed to be attuned to Western culture and science. The university, which was Darülfünun, in Turkey fell behind with European universities and the graduates of this university were educated far away from contemporary scientific issues (Demirtaş, 2008; Şarman, 2005). At the beginning of the republic, some precautions were taken to overcome the issue of increasing the quality of educational institutions and alternative solutions were offered.

First of all, as an attempt to increase the number of higher education institutions and to extend these institutions to Anatolia region, new institutions such as Law School in Ankara in 1925 and Gazi Institute of Education in Ankara in 1926 were established (Şarman, 2005; Bozdemir, 2009). Following, Darülfünun transformed into Istanbul University in 1933 to increase and accommodate with the standard of higher education (Arslan, 2005; Namal & Karakök, 2011).

The Republic of Turkey used every means possible to designate and meet the needs of academics in new opened institutions in Anatolia and Istanbul University. Respectively, three alternatives were tried to overcome the problems regarding the need of academics. The previous academic staff of Darülfünun, the most debatable and spoken topic, was to invite academics from Germany and finally, establishing a scholarship program to send students abroad were proposed to meet the need of academics in state institutions and organizations (Namal & Karakök, 2011; Şarman 2005).

The proposal on establishing a scholarship program to send students abroad was expressed in government program in 18 August 1923 (Şarman, 2005; Öndin, 2003; Dilmaç, 2011). As it is defined in government program:

> Night courses and apprenticeship schools will be opened for the education and discipline of the public. Besides, in colloquial language, the students with high talents and tendencies, and the students whose families' economic conditions are not convenient will be sent to abroad to be trained at education institutions in Europe.

In addition to the statement made by Minister of Education, Ataturk's instruction to the current Minister of Education to select students to be trained abroad in science, art, politics, and technique started the process of sending highly talented and successful students to Europe.

As a result of the Ministry of Education statement and Ataturk's suggestion, an examination called as "Avrupa Konkuru-Europe Competition" was prepared to select students in 1924 as part of the first year celebration of republic (Dilmaç, 2011; Yurttadur, 2012). According to the results of first competition, 22 students were selected and sent to Germany and France (Şarman, 2005; Yurttadur, 2012). The students were sent to Europe to study history, literacy, law, chemistry, music, art, politics, archeology, astronomy, poetry, philosophy, hittitology, mathematics, geology, engineering, geography, water resources, petroleum engineering, physics, textile engineering, history of art, pathology, theater, sculpture, architecture, mechanical engineering, naval engineering, sociology, and mining engineering.

The expectation from these students was considerably high. Ataturk's telegram to the students who would be sent to Europe could be presented as evidence for this expectation. He says, "I send you as a sparkle. You must return back as a volcano."

From the beginning of the application, the duration of the students' education was defined by the Ministry of Education. The selected students would have stayed in Europe until 1929: however, they had returned between 1927 and 1928. The reason for their early return, the statistics of students and where they studied are missing due to the great fire in Ministry of Education in 1946 and other reasons which are not mentioned specifically, many achieves and records were damaged. The information about the students were gathered from students' memories, dairies, works, achievements, stories and the university archives in which they studied.

The Avrupa Konkuru- Europe Competition was practiced in 1925, 1926, and 1928 (Dilmaç, 2011; Şarman, 2005). The main destination was France and German; following years, some of the students were sent to Belgium, Sweden and England.

The second important person, who played role and took initiative in sending student abroad policy after Ataturk, was Minister of Education, Mustafa Necati. His observation in Germany and endeavors to systematize sending student abroad application prepared a base for the legislation of Turkish Law No.1416 (the law on students to be sent abroad). In 1929, the Law No.1416 was enacted.

This law included the rules and regulations about students who would be sent to abroad on behalf of state institutions such as government offices, offices of the governor, municipalities, chambers of commerce, Sümerbank, and Mineral Research and Exploration (MTA), and educational institutions such as Military School and universities. (Şarman, 2005; Law No.1416).

Şarman (2005) explained the conditions and requirements for being a selected student. First of all, the state institutions and organizations, and educational institutions had to inform the Ministry of Education about the actual number and

education level of candidates. After that, the information regarding where the candidates want to study and what subject they want to study had to be defined until end of April in each year. It is also asked to submit a health report before and after the examination. Europe Examinations, which was prepared by a commission assigned by Ministry of Education, was announced at least 15 days earlier than exam date. The exam places generally were held in Istanbul University, Istanbul Male High School, Vefa High School, Istanbul Technical University, and Ankara Faculty of Language History and Geography. The exam papers were evaluated by the same commission. After selection, the selected student received a contract, terms of agreement. The students were required to sign the document and submit the original copies to Ministry of Education. After signing the document, they were recognized as scholars by Ministry of Education. The scholars had no restriction in choosing the institutions in which they want to study and no information about foreign institutions provided by MoNE. Therefore, the scholars placed a great emphasis on the experience of previous scholars (Dilmaç, 2010). However, Ziyaeddin Fahri Fındıkoğlu, one of the returned students, talked about a list which includes the name of subject and specialization area while he criticized the application of sending student abroad (Şarman, 2005). No information has found about the list mentioned by him.

As Şarman (2005) explained that there was an inspection committee to control and supervise scholars where they study. It regularly monitored students' progress and attitudes. The committee also could visit scholars' schools or universities, if the committee members detect an important reason. Although this committee was responsible from the scholars within the context of the Law No.1416, they could also inspect and report scholars who acted against national honor. The amount of stipend for scholars was 94 Liras. When the economic depression and political uncertainty in European zone, and the high value of Turkish Liras were considered in the late 1920s, the students had comfortable living conditions.

The first student group only included 22 students; however, the number of students increased gradually in each year. According to the 1932-1933 statistics of Ministry of Education, there were 99 students in France, 97 in Germany, 29 in Belgium, 16 in

Sweden, 9 in England, 5 in Czechoslovakia, 4 in Italy, 2 in Swiss, and 1 in Austria. The number of female student was quite high, when the condition of the first years of republic was considered. There were 59 female students out of 271 students (Şarman, 2005; Bozdemir, 1998).

In the beginning of the Second World War, all students were brought back to Turkey. The European institutions guaranteed that students could study further in their previous institutions, in case they wanted to return (Şarman, 2005). After the Second World War, USA became the new destination of MoNE scholars (Bozdemir, n.d.). According to the record of Ministry of Education, 2.800 students were sent to the USA until 1950s. Due to increasing number of students, the inspection committees in European cities and in the USA transformed into the Education Consultants and were connected to Turkish Embassies after 1950s.

Sending student abroad policy has been practiced many times for different purposes after the Law No.1416 enacted. Despite, it was criticized by many people. At the beginning of the policy, the number of students was low and it was easy to control them and provide financial support and guidance services. Nevertheless, the increasing number of the students caused some inconveniences to appear in the application. Besides, the people started to argue that the students are being sent abroad for unneeded subject areas. So to say, the people were complaining about the cost of the policy. Also, many people criticized that the Law. No.1416 was far away from overwhelming the need of 1950s since it was enacted to sustain manpower for the first year of the republic. The other concern was about the behaviors of inspectors and students. As time passed, the inspectors avoided their responsibilities and only concerned about the necessary payments of the students. Also, the motivation of the students to return and study was considerably low when they are compared with the first group of students. Finally, the sending student abroad policy was occasionally used for ideological purposes. As a matter of fact, it attracted negative attention of people (Şarman, 2005).

When the previous studies on Turkish education examined, the continuous application of the Law No.1416 can be seen clearly. For example, the 1946 Law on

Universities includes a statement about the legislation of sending student abroad by referring to the Law No.1416. Later on, different rectifications and regulations were announced about the usage of foreign currency by students. Following that, English language teachers were sent to USA (Ceylan, 2008).

Tuzcu (2003) stated that the model of planned development was adopted in the 1961 Turkish Constitution. According to Tuzcu (2003), eight 5 year development models were prepared between 1963 and 2000. Each of them aimed to overwhelm the increasing need of academics in higher education and to improve the standards in higher education. In the first model of planned development, the purpose was to send 3000 graduates after selecting them with an examination. The plan was unsuccessful since only 500 students were sent abroad. The second and third model of planned development targeted to send 6000 students but failed to meet the target. The uncertainties in the working conditions of returnees were mentioned in the fourth model of planned development as the reason for not meeting the expectations of academics in higher education institutions. The fifth model of planned development targeted to increase the number of overseas scholars to a certain level with the purpose of training academics whereas the sixth development plan indented to take some precautions to be able direct talented graduate students to higher education institutions. It also touched on developing a new project to meet the increasing needs of academics and experts. Besides, it mentioned the necessity of joining international scientific and technological projects to compete with world standards, increasing budgets to develop and establish new research and development centers, and searching new and alternative ways to close the knowledge gap with other developed countries. Unfortunately the sixth and seventh model of planned development emphasized that none of the objectives of the plan reached a satisfactory level. The eight model of planned development not only mentioned to increase and meet the educated man power and academics in higher education but also stated a solution for the problems related to low motivation of graduates to study abroad. It was proposed to guarantee the vacancy positions of the selected students by signing a contract before they go to abroad.

As Tuzcu (2003) and Çelik (2012) mentioned in their study, the Law No.1416 modified occasionally. Inherently, the articles of the law are written in line with today's daily language. Many wordings and explanations were adapted to today's conditions. The sending student abroad policy named as scholarship program. In addition to those mentioned above, the infrastructure of education system and related institutions of education has changed together with the reforms so that the responsible authorities of scholarship program changed automatically. However, the main structure and the requirements of the law still remains the same. Previously, it was required for all applicants to be nominated to European Competition by their institutions and to have good health conditions. If they did not provide proof about their health conditions, they were not allowed to enter the exam. A committee was assigned for each subject area and the committee was responsible to prepare, conduct and evaluate the exam. The original text of the Law No. 1416, first, underlined the importance of the examination, process of nomination and announcement of the results. Second, the law explained the financial plans of the scholars regarding the stipends, plan of journey, and additional payments. Ministry of National Education, youth and sports, and Ministry for Customs were responsible for payment of the students' stipend. In additions to that, in case of having financial problems, students had right to get advance payment based on the Decree Law No. 24, 15.02.1979. As mentioned in the article 15 an 16, in case of an unpleasant situation, failure, attitudes and behavior against national honor, the student should be reported to MoNE and their family. Finally, the conditions about the students' return after completing their education were explained in detail. Each returnee had to inform their institutions 6 months earlier than the time they finish their school (The Law No. 1416, 16 April 1929, Official Journal No.1169). See Appendix D.

In comparison with the first original text of the Law No.1416, the latest project of MoNE, which was prepared based on modified law, regarding sending students abroad are not required applicants to be nominated or have good health condition before they apply. A different type of examination called as ALES, which is prepared by ÖSYM, is being used to select candidates. The current exam evaluates verbal and numeracy abilities of each candidate regardless of their graduation subject area. When it comes to scholars' stipend, the scholars receive additional payment when

they are selected under the name of domestic subsidy. Educational Consultants of MoNE are responsible to pay the stipends of the students and MoNE is responsible from paying additional payment; however, the scholars receive additional payment indirectly. There is a refund system; first the scholars pay and then they are paid back. The students are obliged to submit their acceptance letter, payment invoices of required exam such as IELTS, TOEFL, GRE, GMAT and SAT, and payment invoices of university application to refund exam and application fees. In addition, their health insurance is covered by MoNE and all the hospital expenses and medical controls will be refunded to the students, if they spend money. The scholars have to inform MoNE about their student status to be paid their stipend regularly. More clearly, due to lack of inspection system for the scholars as it was prepared in 1929, the scholars need to submit related documents to MoNE that indicates they are still registered in a university. Finally, the conditions of compulsory service are explained that for any kind of education they received in Turkey, the duration of compulsory service is one year for each academic year. However, the students are supposed to work two years in return for each year they study abroad (The Law No. 1416, 24 April 2011-Official Journal No.27914) See Appendix D.

In 2006, another study-abroad project was prepared based on the Law No.1416. The name of the project was "5 Thousand Students in 5 Years". The aim was defined as to recruit academics and experts for the state institutions and organizations (ÖSYM, 2012). Identically, this project has no significant structural difference from the previous ones introduced above. However, the problem is that although this policy has been applied several times to overwhelm the need of academics, it has failed to reach the desired number of students. Only the first example of the application in 1924 could be considered as successful since all the students returned to Turkey. The first example of study-abroad policy also differ from other application which was established as part of model of planned development, since it aimed to increase the quality of the educated man power rather than increasing the number of students.

To illustrate, the aim was to send 1000 students in each year. Nevertheless, according to the 2012 acceptance list, only 814 candidates application were approved by MoNE-YLSY scholarship. The statistics of 2012 was given intentionally; because, as

mentioned in the name of the project, the project should have lasted in 2011. On the contrary, it continued to select students to send abroad to reach the number of students as determined at the beginning of the program.

As seen in the Table 2.1, the statistics of the graduate study students with government scholarship (MEB, 2011b) demonstrates that the number of students was far away from expectations.

Table 2.1

Statistics of MoNE-YLSY Scholarship Holders

2005-2006		2007-2008		2008-2009		2009-2010		2010-2011	
n		n		n		n		n	
Master	PhD	Master	PhD	Master	PhD	Master	PhD	Master	PhD
80	292	107	124	329	183	622	279	622	325

Consequently, another sending-students abroad project appears at the stage of history in Turkish Higher Education system by sharing the similar purpose with the other examples and aiming to educate determined number of graduates.

2.4. Global Knowledge Economy and International Student Mobility

Aristotle says "all men by nature desires knowledge" and many philosophers as, Francis Bacon emphasize that "Knowledge is power". Two of these quotes indicate the importance of knowledge for human beings.

The desire for increasing knowledge capacity of human being, and getting a prestigious graduate status caused students and scholars to travel to find or study in better educational institutions in order to develop their academic background (Mazzarol & Soutar, 2002). This mobility not only caused to increase the interaction between nations but also transformed education into a commodity. Correspondingly, the economically powerful countries, particularly the ones with the most preferred and well-known universities have created an understanding across the world that education is a commercial commodity. As a result, education is started to be used to

gain economic power and it is treated as a trade service due to the increasing number of international students (McMahon, 1992).

Education is recently a fast developing global business following the trend of other industries (Naidoo, 2007). The international examination, textbooks, certificate programs either online or class-based, standardized qualifications are the indicators of this phenomenon (Liston & Reeves, 1985). These indicators contributed to the development of academic trade (McMahon, 1992) of which the most significant one is international student mobility (Bourke, 2000).

The changes in the norms of education are not the only cause that creates global knowledge economy. Knowledge is powerful to accelerate scientific and technological innovations. The countries which hold the power of knowledge make the technologically less developed countries to be contingent upon the products, services and innovations by obtaining patent rights. Therefore, as Gürüz (2011) mentioned that any attempt to examine the academic mobility without identifying the links between academic mobility and the development of educational institutions, significant scientific and technological movements, and changes in the structure of higher education institutions at the administrative, financial and governance strata is inadequate.

Globalization is highly dependent and intertwined with technology and mobility, indeed. The term globalization refers to the flow of technology, knowledge, people, values, ideas, capital, goods, and services across national borders that influence each nation in a different way; because, cultural indicators together with the social norms and values, historical background and financial mechanism have different priorities in different society (Knight, 2004).

As Giddens (2002) emphasize, it is important to be aware of how globalization is reshaping our lives. For instance, nearly two centuries ago, it was easy to differentiate between a nation and a civilization because of lack of communication and transportation technologies. However, the technology has developed each year and caused people to engage and interact with each other more than before (Gürüz,

2011). As a consequence, the nuances between nations decreased and the existences of national borders lost their meaning worldwide. The political, scientific, technological, socioeconomic, artistic, and literary values, which belonged to a specific civilization, became available to the masses worldwide within the process called as globalization (McNeill & McNeill, 2003).

Globalization involves multidimensional interaction of people and nations. There is a considerable contribution of globalization to the evolution of international student mobility. As part of international mobility, scholars and students played a key role to spread ideas, knowledge, beliefs and civilization.

Globalization, which is an effective factor on international student mobility, has an impact on many countries' education policy and system. Due to globalization and the assertion to be the knowledge-based world power, many countries are gradually setting political agenda to enhance their higher education (Ferretti, 2010). The intention of the policy makers is to reconceptualise higher education by creating a common structure in the world without borders since the knowledge in nature and the logic of science are universal. Any attempt to search or explore knowledge is not limited by borders (Teichler, 2012). For example, the growth in international partnership among universities is one of the examples of internationalization of Higher Education (Weber & Duderstadt, 2008). Universities being in the first place among other educational institutions establish a new structure based on internationalization for academics to spread idea of cosmopolitanism (Teichler, 2012).

Tiechler (2010) stated that to challenge national borders of higher education, some activities were undertaken in four stages. The first stage includes activities to increase mutual understandings between the universities. This activity, indeed, founded to facilitate student mobility to decrease the prejudices among countries and increase sympathy for different ideas and life. The second stage was characterized by stimulating the increase of international students to sustain an economic development. The third stage aimed to create cooperation between universities in different countries. Therefore, Erasmus exchange program was prepared. Finally,

most of the European countries aimed to follow common higher education policies. This aim prepared a base for the establishment of the Bologna Declaration in 1999.

Due the advancement in globalization of higher education, the international student mobility created a highly profitable area for many countries (Findlay, 2010). Theories, such as supply and demand-size theory, were adapted to understand the multidimensional aspects of this concept such as the financial mechanism behind the mobility, who the organizers are, and who supply the outcomes to which place. Topçu (2011) also stated that Europe established many educational programs that promote academic exchanges between countries and Turkey took part in most of them. These are Erasmus Student Exchange Program, Comenius for developing relations between institutions, Leonardo, Socrates, and Youth for Europe.

Student mobility as a way of global talent recruitment embodied within the globalization of higher education (Kuptsch, 2006; Yang, 2003). The responsible authorities of promoting international higher education have opportunity not only to make significant amount of money in the process, but also favor from the cultural differences and valuable information of international students (Findlay, 2010).

As mentioned before, many educational programs were established by European countries. The aforementioned educational programs refer to short terms exchanges activities among European and bilateral agreement countries. In addition to those mentioned, there are other educational programs so called international scholarship programs, which target to promote global higher education and create long term mutual understandings between the host and home countries. These are, for instance, Fulbright, Chevening, and Jean-Monnet.

2.4.1. International Scholarship and Exchange Programs

International student mobility fostered not only the movement of people but also the movement of institutions and programs (Gürüz, 2011). The movement of educational institutions and programs are shaped by academic considerations; however, cultural, political, and economic concerns grounded a base for fostering these programs.

These programs can be categorized as either in short term and long term exchange programs or scholarship programs. Depending on the purpose of the program, names and categories may vary.

To illustrate, *Alliance Francaise* was founded before the First World War. The purpose of this institutional formation was to spread French Culture and nowadays, it has nearly one thousand schools in 129 countries. Also this foundation sent French teachers to the French-speaking countries with *Services de la Cooperation Culturelle et Technique* program (Klineberg, 1976). Due to the increasing trend in seeing international academic mobility as a foreign policy, *Institute of International Education* (IIE) was founded in USA following to the end of First World War. Then, German Academic Exchange Program was established and within the same year the foundation of British Council was laid (Gürüz, 2011). However, the use of academic program as a foreign policy accelerated at the end of Second World War to reunite Europe again and ameliorate the wounds of the war. In addition to the new program, scholarships were established by the international organizations such as NATO, European Economic Community as the previous form of EU, and by governments. For example, the UK and France set up special scholarship program in their former colonies (Gürüz, 2011)

Fulbright, Chevening, Jean-Monnet and Erasmus were selected to explain to give a sense about the foundational reasons, the aims and objectives, structure, the financial sources of their budget and the policies of these program, and criteria for the nominees, since they are the very well-known program in Turkey. In addition, in the study, MoNE-YLSY scholars were asked to compare MoNE-YLSY scholarship Program with other international scholarship program. Therefore, it is aimed to present a frame for the reader of this study how other international scholarship program function. This section of this chapter provides information about the structure, aim and objective, and selection process of other international scholarship program.

2.4.1.1. The Fulbright Program

The Fulbright was prepared by Senator J. William Fulbright in 1946 following the end of Second World War. According to J. William Fulbright; the founder of Fulbright and whose name was used to name the program, the notion of this program is that "America has much to teach in the world but also much to learn, and that the greater our intellectual involvement with the world beyond our frontiers, the greater the gain for both America and the world" (Fulbright, 1965). Therefore, the aim of the Fulbright Programs is to "create mutual understanding between the people of the United States and the people of other countries.

The cost of the program was proposed by Senator Fulbright to the Prime Minister of America. Actually, 1946 is not only the year of establishment of the program but also the enactment of Fulbright Act Law. In addition to the government support, McWhirter and McWhirter (2010) indicated that the main financial source of the program was wisely provided by selling the war surplus properties to the host countries whose currencies had little value. The proceedings were used to support the international exchange from and to the United States.

More than 250,000 participants benefitted from the opportunities of the Fulbright Programs. Although it is an exchange program, the 110,000 US citizens have also been supported together with the other participants from other countries. According to the statistics of CIES (2010b), over 1,000 grants are awarded to U.S. scholars to go to 150 countries annually. As Adams and Infeld (2011) stated that the Fulbright grant are open to any discipline and allows applicant to study unique subjects in their subject area.

The application criteria of the Fulbright programs are challenging; however, the specific characteristics and requirements are determined by the country of the applicants (CIES, 2010a). For example, the application criteria for master studies in Turkey are; being citizen of the Republic of Turkey, minimum 3.0 CGPA from undergraduate degree, a good command of English, taking GRE or GMAT exam but not mandatory to submit results at the time of application and there are some specific

requirement for different subject areas. All applicants in Turkey prepare an application form to explain the purpose of their application, on which subject area they want to study, and what their motivations are to apply the program. In addition to these, the applicants need to have three reference letters and write a personal statement to complete the form (Fulbright Turkey, 2013). The selection criteria of Fulbright scholarship program differ for each country; however, the Fulbright Scholarship program is sensitive with selecting students who could have capacity to take a role as cultural ambassador.

After the selection, each candidate is interviewed by a committee assigned by Fulbright Commission and the U.S. Embassies. Generally, the committee members are assigned among the alumni of the Fulbright programs.

The International Exchange of Scholars (CIES) as part of the Institute of International Education (IIE) is the main body to control the program implementation together with bilateral agreement organizations such as Fulbright Commissions and Foundations or the Public Affairs Sections of U.S. Embassies (IIE, 2010).

2.4.1.2. The Chevening Programs

The Chevening Scholarship programs are funded by the Foreign and Commonwealth Office (FCO) and partner organizations in other different countries. It was established in 1983 and currently it has more than 41,000 alumni. The target audience of scholars of the Chevening Scholarship is those who have remarkable academic background and leadership capacity from all over the world. The Chevening Programs award students, who have the potential to become the future leaders, decision makers and opinion formers, to study at universities in the UK (The Chevening, 2013).

The Chevening Scholarship programs offer one-year postgraduate Master courses from a variety of disciplines such as politics, government, business, media, the environment, civil society, religion and academia (PR, N., 2012). Chevening Scholarship programs include over 116 countries worldwide (excluding the USA and

the EU). The number of students changes according to the year; but, it is planned to support approximately 700 scholars in 2013-2014 academic year.

To be eligible for the Chevening Scholarship programs, the applicants should be the citizen of a partner country, hold a degree which is at least equivalent to second-class honor degree, have at least two years work experience, and have minimum English Language requirements such as overall 6.5 score from IELTS, 79 points from TOEFL and overall 58 points from PTE. English language examination scores have also sub- requirements for each listening, writing, speaking and reading (The Chevening, 2013).

After being selected as candidate for the scholarship, the committee assigned by British embassy and British High Commission in partner country carries out an interview to understand whether the candidate is personally, academically and intellectually eligible to be part of Chevening Scholarship programs.

2.4.1.3. The Jean-Monnet Act and Scholarship Programs

Jean Monnet (1888-1979), the French origin economist, as the proponent of European Union is the founder of Jean Monnet Act and scholarship programs (Britannica online, n.d.; Columbia University, 2013).

The European Union is the results of very drastic historical and politic conditions as well as the results of long lasting transformation of Europe. Therefore, the attempt and endeavor to establish the Jean Monnet act for the integration of Europe can be stated as the best example (Pauzaite & Krisciunas, 2012). This act helped to restructure Europe in a harmonized and grounded a base to recreate common European values, ideas and objectives. Turkey has joined the Jean Monnet Act together with 24 countries. Turkey has joined Jean-Monnet act in the enlargement process (Pauzaite & Krisciunas, 2012).

As Aykın-Mehter (2003) stated, the Jean Monnet Program was put into practice in 1990. The general purpose of the program is to create integration of EU countries in

the scope of economy, policy, law, and administration. The main purpose of these programs for Turkey is to support Turkey's administrative capacity building efforts for the effective implementation of the EU acquits (Jean Monnet, 2013).

The scholarships and project are funded by European Union and are managed by Jean Monnet Joint Committee (JMJC), and the Republic of Turkey Ministry of Foreign Affairs.

There is a three-stage evaluation system of candidates. First, the interview grid is given to the interview committee. The committee members are from Jean Monnet Joint Committee (JMJC), Ministry of Foreign Affairs, and delegation of the European Union to Turkey. The second form is to control the eligibility of the applicant. It includes the criteria for being a Jean Monnet scholar regarding competency in a required language such as French, German, Spanish, Italian and English for the subject they want to study, field of study in compliance with the criteria listed in the Guidelines, being younger than 40 years old, nationality, undergraduate diploma, undergraduate transcripts, sufficient academic qualification minimum 2.5 CGPA out of 4, or 70 out of 100, at least 36-month work experience, and currently not working or studying undergraduate or postgraduate program abroad. Finally, the applicants are required to take a written exam on evaluation of their subject knowledge, analytical skills and language competencies in writing (Jean Monnet, 2013).

2.4.1.4. Erasmus

Erasmus Exchange program has started as a grant program by European Commissions to support the joint academic studies between European Higher Education institutions and short term academic visits (Özdem, 2013). Although, it was prepared as an individual program at the beginning, Erasmus activities were connected to Socrates Education Programs in 1995 and it was considered as part of educational activities under Bologna Declaration after 1998 (Süngü & Bayrakçı, 2010). As Serbest (2005) stated, Turkey had right to join European Union Education

and Youth Programs in 2004 as being in the European Union full membership process.

Erasmus Exchange program historically has had a mission to sustain academic exchange between students and scholars from different universities. Erasmus Exchange programs' namesake, Dutch philosopher Erasmus, was the prominent of supporting the idea of abolishing the impact of dogmatism and struggled to expand the limits of freedom and human rights in Europe (Rençber, 2005). Therefore, the namesake of the program and his actions reflect the aim of the program. The aims of the program are to promote platforms that foster academic exchanges, provide reciprocal educational atmosphere for both side of exchange students, and helps institutions to gain international reputations as well as increasing the quality of the higher education institutions in Europe and strengthening the structural dimension of higher education institutions (Duman, 2001; Ulusal Ajans (National Agency), 2005).

In addition to the aims mentioned above, Erasmus exchange program aimed to create a maximum understanding and cultural awareness through teaching different languages as well as creating networks between different disciplines and area of expertise. The other purpose is to decrease racism among European youth (Serbest, 2005).

After joining Erasmus Exchange program nationwide, it is necessary to make bilateral agreements between universities. Based on this agreement, universities set up their rules and requirements for exchanging students. The duration of the exchange program can be at least three months and up to twelve months (Gençer, 2009).

In conclusion, this very selective review of literature points out that the international scholarship and exchange programs not only target scientific development as a primary concern but also aim to promote the name of their institutions, set up long term foreign relationships, spread out their cultural values through language policies and gain intellectual experience of the other countries' scholars and students.

2.5. Countries' Profile

> Our scientific power has outrun our spiritual power.
>
> We have guided missiles and misguided men.
>
> Martin Luther King

Every country has its own immigration policy and international students are counted in immigration policies. But, to what degree the countries give importance or the priority given to international student mobility changes according to the cultural, political, financial and educational mechanism of the host country.

International students are often accepted as temporary migrants or skilled migrants. Labelling or categorizing international students in a political way is problematic (Evers & Lewis, 2008). Due to the education level of these people, they are not accepted as a threat by the host countries. Although this is a wide-spread understanding for many countries in some circumstances, the literature has some examples for the opposite conditions. For instance, Jallede and Gordon (1996) mentioned that the negative attitudes of local people and the fear of international students on being treated as marginal prevent international students from trying this international opportunity. However, as Findlay (2010) argued, it is a limited opinion on explaining the preference of international students. The only way to understand the preferences of the students and the changes of the students' personalities can be detected by examining the cultural, social, and economic context of the host country.

International student mobility may be influential in generating a new social class (Williams, 2006). The experiences of the return migrants and their educational backgrounds as well as gaining international network and competencies might create "overseas educated locals", and as Sklair (2001) proposed, this class is powerful to function as transnational a capitalist class.

With the help of very selective review of literature, the policies on international students, their position in culture, financial mechanism, and educational setting of the host country and home country will are explained. To be more precise, basic

information about the cultural, political, economic and educational context of both host and home country is given.

2.5.1. England as a Host Country

To begin with, it is important to explain why the UK is used more than England. England together with Wales, Scotland and Northern Ireland forms the United Kingdom. The United Kingdom of Great Britain and Northern Ireland is commonly known as the United Kingdom or Britain. These four countries have some commonalities in state policy, social structure, education and economy; but, there are also some differences in administrative body. These differences are highlighted, when necessary.

England as part of Great Britain and the United Kingdom is located in Western Europe. The capital city is London. The official language is English; however, there are some regional languages such as Welsh in Wales, Gaelic or Scot in Scotland, Irish in Ireland and Cornish in Cornwall.

2.5.1.1. Cultural Context

The UK is one of the densely populated countries in the world with a population over 63 million people. The high standard of living conditions are available in the UK. Besides, state gives particular importance to the respect of human rights and civil liberties. The public takes the advantage of the best welfare system in the world. The population of the country are comprised of 92% of white people, and the others respectively Indian, Chinese, the Caribbean, and African. One of the biggest concerns about the population of the country, as in the other European countries, is old age population. Therefore, the increases in the old age population pose a threat to social, economic and political challenges. The reasons behind the old age population are related to the long life expectancy of the people and the people's tendency about having fewer children. Due to the migration flow after Second World War, the UK society has transformed into a multicultural, multiethnic and secular society. (Country Profile-UK, 2012)

When it comes to religion, the society is dominated by two official churches, one of them is the Anglican Church of England and the other is the Presbyterian Church of Scotland. But the other religions are present in the society such as Muslims, Sikhs, Hindus, Roman Catholics and Jews.

The society is multicultural but the UK underwent through some stages to provide an equal opportunity to all people. The first approach was assimilation which aimed to create a common dominant English culture through education. After assimilation policy through education was failed to create common culture, integration policy in education followed emerged in the educational settings. Finally, multicultural educational policy has applied in many institutions and it is based on respecting others, human rights, building empathy and protecting one's own culture (Themelis, 2010).

The general understanding of English culture is shaped by Empiricism. According to British empiricism, only the knowledge that comes from sensory experience is valid. Therefore, the education system is more practice-oriented rather than theory-based (Goldthorpe & Lockwood, 1963).

The aforementioned information about the UK highlights the dynamics shaping British culture. Precisely, British are rather used than English since there is considerable diversity of culture. British include Scots, Irish, Welsh and English. When only English used, the other people reacts sensitively. Consequently, it is hard to define cultural traits. However, there are some general British cultural traits that an individual can notice in encountering with a Briton. It is important to underline that British might have a strong sense of nationalism (Lowe, 2010) History of colonization has an influence in creating sense of nationalism. When it comes to language, they are very sensitive with proper English; they rather prefer to teach English than learning foreign language (WEC, 2002)

The people living in the UK prefer individualism rather than team spirit. Recently, the very idea of individualism started to change into acting and doing without

consideration. The motto of today among British is "if it feels good to me, I will do it" (Dreyden, 2002; WEC, 2002)

Another significant cultural trait of British culture is privacy. British do not like being questioned on their private life. Even asking about questions on simple personal details can be considered as improper. Also, British people preserve their privacy at home. As the old English saying, "an Englishman's home is his castle". Therefore, they prefer to arrange outdoor activities with their friends rather than inviting them to their friends (Lowe, 2010; "UK Life and Culture", 2013; WEC, 2002).

Not all but most British people tend to be reticent until they set up strong friendship. They do not quickly share their feelings, emotions and personal ideas. They generally think twice, before talking. They are also self-effacing and do not like people talking about themselves regarding their educational achievement, business success, their country of origin and so on since British humor is built up cynicism and black humor (WEC, 2002)

British people also pay attention to punctuality. The life in the UK is therefore organized and planned. British do not like doing something at the last minute. For example, almost every bus stop has a time schedule and time counter which show the arriving time of buses. (Moore, 2008)

The family relations are not so strong. Generally, children tend to live home at the age of eighteen. Family members prefer to live alone. Additionally, the family structure has changed in the recent years and many people prefer to live as partners. Gender role cannot be seen easily in the family. Individualism also affects the family structure. Accordingly, the children do not receive sufficient parent discipline. Physical punishment cannot be used to discipline a child, in the event of physical punishment; the child might be taken away from the family (WEC, 2002)

All in all, the attitudes of people between north and south have clear distinction. The geographical condition of the people's upbringing has an impact on not only their

accent, and social background, but also their attitudes, humor, nationalistic tendencies, and their relations with people. Generally, Northern people are friendlier whereas Southern people are more reticent.

2.5.1.2. Political Context

The UK has a constitutional monarchy which means it has both parliamentary system and monarchy. Different than many countries, the UK has no written constitutions; however, the Scotland has different legal system. The parliamentary system is comprised of two houses. The members of the House of Commons are selected by the public whereas the members of the House of Lords are appointed by the Queen (Country Analysis Report: UK, 2008). The head of government is the prime minister who is selected by the public and the head of state is the Queen. Although it is a constitutional monarchy together with parliamentary system, the democracy presence in the UK has strong foundations; however, the current government is established with coalition partners so that it causes a political challenge due to the tension between the ruling Conservative Party and the Liberal Democrats. On the other hand, the statistics of World Bank indicates that the UK is one of the most effective countries in applying the rule of law, controlling corruption, government effectiveness and sustaining quality. To add that the governance indicators illustrate that the UK has a high ranking in term of government effectiveness with 92.3 percentile rank (Country Report-UK, 2012).

The UK is known with its strength and power on international relations. The UK has influences on the cultural, political, economic and educational structure of many countries. The UK is called as a cultural superpower which is a state or country with a dominant position on international issues and has ability to influence culture of other countries. The reason why the UK is a cultural superpower is highly related with its Common Wealth countries and territories. Further, it is part of European Union, North Atlantic Trade Organization and G8; nevertheless, the UK shows resistance in applying the requirement of European integration. For instance, the currency rate of the UK is pound sterling rather than Euro, and although it is part of Schengen area, there is no open border policy. It also permits the European citizens

to pass the border without visa. However, the UK is one of the countries which have high migrant population, even though, it has strict visa policy.

Generally speaking about the history of Britain, although they had significant historical events to shape democracy and to define the position of monarchy, Britain never experienced such a nationwide revolutionary event such as French Revolution and Bolshevik Revolution. Britain, as the name of United Kingdom, has been well-known with its colonies (Darlington, 2013; Yılmaz, nd.) Wright (2000) mentioned that only abolishing monarchy or House of Lords might be considered as a revolutionary act and the other events are the causes of general features of British political culture.

The political culture in the UK can be contradictory for an individual to understand by looking at the history, even though it gives a sense of how politics react since political behaviors shape British political culture (Wright, 2000, Yılmaz, nd.).

Although British people joins political mainstream, they present an apolitical society (Yılmaz, nd.). Every citizen has right to vote when they are at the age of eighteen (Ateş, 2008, Darlington, 2013, Wright, 2000); however, as Yılmaz (n.d.) mentioned, it is not a popular trend to vote. Altough the society presents an apolitical position; it is indirectly influential on politics, especially at local level. People in the UK has right to open non-governmental organizations, and participate in decision making process of local authorities. They can even run their own school and hospitals (Dreyden, 2002).

According to political theory, three arms of state; the executive, the legislature and the judiciary, are different than other political system. Therefore, the political system is flexible and pragmatic (Darlington, 2013). Also monarchy has right to repeal some decisions and executions as head of state (Yılmaz, nd.)

The existence of Monarchy and the House of Lords is not compatible with democracy, unlike the other example of democracy, Britain perseveres monarchy and

House of Lords. The reason of this fact is highly related with the slowly-evolving democracy and changes in political right (Dreyden, 2002).

When it comes to the behaviors of politics in the parliament, politics carry out debate and discussion in a confrontational approach. Fiery speeches are common in parliament and the speeches might be interrupted by anyone in the parliament (Darlington, 2013).

2.5.1.3. Economic Context

The UK is the second largest economy among European countries. In 2011, the economic growing rate of the country was so low that it created a recession by the end of 2012. The economic recession primarily affected the working class and approximately 2.5 million people became unemployed. Another posing threat of economic depression is the rising amount of government debt; but yet, the UK has a prominent position in providing social welfare, high standards of living, employment, high interest rates, low inflation, and inward and outward foreign investment.

The government has taken some precautions to cope with the problems caused by economic recession. For example, the austerity policy was applied to decrease the amount of budgets spending on social welfare. In addition to that in 2012, the university fees tripled for the citizen of UK. As it is seen, rising government debt will pose a threat for the government of the UK in the medium term.

After giving some information about, the economic traits in the UK explained. Recently, as the other European countries, the UK has been affected by economic recession. The people in the UK have changed their shopping habits. It seems like they negotiated to change their habits. David (2008) explained that the shopping preferences of the people showed differences compared to previous decade. First of all, people tend to shop from small market areas and local cheap grocer rather than big shopping centers. People still think that going to boutiques or luxury shopping areas are a treat for their financial situation (Rueben, 2012).

Actually, the people in the UK experienced different austerity periods in their history. However, the recent analysis indicates that the people in the UK became more consumer-oriented than before (Deloitte, 2009; Prince, 2013). On the other hand the people in the UK take important role to keep economy alive. For example, "Keep Calm and Carry On", which was prepared by government and used to encourage people during Second World War, is still in use in the UK; but this time, they use this icon and slogan in their shops to sell (Heyden, 2013).

As Banerjee and Batini (2003) mentioned, habit in consuming formation is an economically important indicator for British households. As mentioned before, the British people prefer to act alone; consequently, this preference of the people reflects on their working habits. As an example to explain how individuality and importance given to individual differences, the duration of lunch break is not same for all workers. The regulations for lunch breaks are different by considering age, the hours spent in workplaces and the kind of work; all workers do not get their rest break at the same time. ("Rest Breaks", 2013)

National Health Services (NHS) is responsible from public health (NHS, 2013a). According to the principals of NHS, services provided by NHS are free of charge (NHS, 2013b). People can buy their medicine form supermarket but some medicines are required to transcription approved by a doctor. Pharmacies are included in supermarkets and sell medicine. Also, it is allowed to advertise medicines; however, Manufacturer's and wholesale dealer's licenses are required. The activities that a manufacturer can do are explained in detail in the licenses (MHRA, 2013).

Safe and healthy transportation is also important for society and economy. Therefore, there are so many alternative transportation systems and the transportation system in the UK operates in a well-structure plan. For example, twenty four hour services are available four many cities. At night, night buses operate. Moreover, there is a strong railway system in the UK which provides opportunity for people to travel easily (Department for Transport, 2013).

2.5.1.4. Educational context

The age for compulsory education begins from five and ends from sixteen. Most of the children attend state-schools. English Education System has 4 main key stages and foundation level before Key Stage 1. If necessary, children may go to Sure Start, pre-school playground or nurseries. Foundation stage is for the children who are between the ages of 3 and 5 and it is also part of Key Stage 1. Therefore some sources shows the beginning age of Key Stage 1 as 6 years old and whereas others indicate the beginning age as 7. Key Stage 1 and 2 are usually taught in primary schools whereas Key Stage 3 and 4 are usually taught in secondary schools. Most students go to secondary level from primary level at the age of 12 or 13 years (Chitty, 2002).

The education system in the UK is centralized. Secretary of State for Education, which is a ministry, is the highest authority which is responsible from all work of the Department for Education. It controls early year education, adoption and child protection, teachers' pay, the school curriculum, school improvement, and the establishment of academies and free schools (DfE, 2013). The education system in England, Northern Ireland, and Wales are more o less similar to each other, however, the Scotland has different education system. On the other hand, Twiselton and Bloxham (2005) stated that only England and Wales have the same institutions for educational purposes.

The educational institutions in the UK, particularly the higher education institutions are well-known and prestigious in worldwide. Historically, the higher education institutions and universities are considered to be among the most prestigious institutions. The reputation of the institutions attracts many international students to flow to the UK territory. Another pulling factor for international student to prefer English higher education institutions is related to the duration of studies, which is generally three years for undergraduate, one year for Master of Science and 3 years for PhD studies.

The Higher education system in the UK is not governed by state, they are independent self funded private institutions; but, they are partly funded by government. Each individual who wants to attend to universities or colleges should pay the required fee for the education. The admission criteria to apply universities are defined by Universities and Colleges Admissions Service. However, certain subject areas might have different application procedure and requirement. The application criteria have some differences for international students regarding schools fee, admission date, and application criteria. Although there are certain application deadlines for higher education, most of the universities have rolling admission procedures particularly for PhD candidates.

The education system in the UK shows differences at elementary, secondary, and higher education level in comparison to Turkey. Generally speaking, the aforementioned structure helps reader of this study to form a base to understand educational traits of British education system regarding study methods, instructor-students, student-student, student- university staff and the attitudes towards students in higher education.

To begin with the study methods and course, the courses in the UK generally form two stages, lecture and seminars. Lectures are the traditional way of teaching with large group of students whereas seminars are group-discussion oriented sessions with a tutor and a small group of students. Generally lectures are uninterrupted sessions but seminars provide students to talk, discuss, and raise their concern about the structure of modules. Even there are group works and seminar sessions, British education system favor individual works and place great emphasis on self-teaching. Therefore, the evaluation system is shaped by this understanding, and requires students to engage with long term and research based projects, essay, presentations and assignments. When it comes to ethical issues, British higher education system is so strict with plagiarism. Penalties are unavoidable in case of any not paying attention to plagiarism (International Student Guide, 2012/13).

Student and academic staff are in a friendly way. There are not so many hieratical procedures between students and academic staff. General communication way is e-

mailing since it is hard to find academics in their office without appointment. However, if academics are in their office, it is probable to discuss on an issue. The students can see their advisors generally twice a week. The titles of the academic staff are not used in the educational setting, or any honorific form of titles such as Sir, Madam, and teacher is not used. It is allowed for students to use their instructors' name. The evaluation system can be considered as objectives since there is not only one tutor in modules. The students generally interact with between three and eight tutors in a module and assessed by a group of tutors (UKCISA, 2010; "Your Relationship", 2008). UKCISA (2010) summarized the features of academic culture in the UK as in the followings; studying on their own for significant period of time, developing critical judgments, having ability to assess the quality of arguments, learning large amount of factual data and using them to create new ideas with a specific focus on subject area, and integrating reading, learning and researching with personal life.

Moreover, the students might get advice or help from any university staff for their daily and academic needs since their advisor will have limited time to help students all the time. Academic writing centre, information desks and students' guides are available in campus areas.

2.5.2. Turkey as a Home Country

The whole name of the Turkey is Republic of Turkey. The government type is republican parliamentary democracy. The capital city of the Republic of Turkey is Ankara and the official language is Turkish; however, there are some people who speak other languages such as Albanian, Arabic, Armenian, Bulgarian, Domani, Greek, Kurdish, Ladion, Romani, Serbian-Croatian and Tartar as well (CIA-the World Fact, 2013).

2.5.2.1. Cultural Context

Turkey has an important geopolitical position since it connect Asia Minor, which is Anatolia, and Europe. Therefore, Turkish culture is composed of geographic,

economic and social values. Turkey presents a unique cultural composition by combining Western lifestyles and traditional values with its rural areas, metropolitan cities, coastlines, mountainous areas, and barren lands (Country Analysis Report-Turkey, 2009)

According to the 2010 National Statistics, the population of Turkey is more than 76 million. Majority of the population live in urban areas, the rest of the population lives in districts and rural villages due to the economic factors. The country's age structure indicated that Turkey is a growing population since the median age of the population is 27. The 26% of the population is between the ages 0 and 14 whereas the 66% of the population is between 15 and 65.

The religious life in Turkey is generally affected by Islam. Majority of people are Muslim. Turkish Muslims are generally Sunni; however, there is considerable number of Alawi Muslims. Furthermore, there are small communities of Christian and Jews (CIA-The World Fact, 2013).

Turkish culture is both traditional and modern. The impact of old civilizations and states can be traced. Many folkloric elements and cultural heritages are well-known worldwide such as Ottoman Carpets, Turkish delight, ceramic and tiles. Besides, Modern Turkish Culture emerged with the declaration of republic in 1923. Due to the westernization movement inherited from the Ottoman Empire, the arts, literature, drama, and classical and contemporary music became part of Turkish Culture. On the other hand, Turkey as a developing country achieved so many technological development and improvement ("Turkey-Turkish Language", 2013).

Turkish people are known with its philanthropy and hospitality. According to the articles of Miller (2013) about Turkish soldiers in Korean War, they are also altruists; however, due to the changes in social values and structure, the people are getting more individualistic than before.

Generally speaking, Turkish people are warm and welcoming. Turkish society is shaped by customs but it is not possible to talk about a common custom for all

regions of Turkey since each region has their unique tradition and culture. Yet, there are some stereotypes that fit in people living in Turkey.

To begin with, family relations and friendship are strong in Turkey. Respecting to elder people both in family and society are important, the youth kisses hands of elder people to show their respects. Friends and relations are companionable. Turkish people generally favor to host their guest at their home. They generally prepare dinner or offer something to eat to their guests. If the hosts take out their quests to dinner, according to Turkish protocol, the host pays the bill. The other way of paying bills such as sharing is accepted as improper. Furthermore, courtesy and modesty are mostly favorable characteristics in Turkey.

Turkish people like to answer questions about their country; however, the political and historical questions about their history can trigger their discussions. During communication, eye contact and showing interests is important since it can be considered as insincerity.

2.5.2.2. Political Context

The governance system in Turkey is republican parliamentary democracy. The latest election was conducted in June 2011. Although Turkey has strong government effectiveness, the relationships with the neighborhood countries poses a threat. As part of NATO, Turkey had to follow some procedures regarding missile settlement; however, Iran menaced Turkey in the time of the missile settlement debate has stated. Currently, the war in Syria is a challenge for Turkey to sustain unproblematic foreign affairs (Country Profile-Turkey, 2012b).

Turkey has a written constitution which is established in 1982. It has undergone several changes in the period of 1990-today. According to the principles of separation of powers, legislature, executive, judiciary power is controlled by different state system. The reasonability of maintenance of law and order is carried by an independent judicial system. Turkey has embarked on constitutional acts

pertaining to the development policies and application of Turkey (Country profile-Turkey, 2012a).

One of the biggest concerns of Turkey is tax evasion. The total workforce in Turkey is 23 million; however, only 2 million people paid direct taxes in 2010. Due to the fact that, tax evasion negatively affects democracy since it is against the citizenship and human rights; and badly reflects on public services (Country profile-Turkey, 2012a).

The political system in Turkey is secular. Namely, Kemalizm was the dominant and influential political ideology after the foundation of the Republic of Turkey. Kemalizm symbolizes the reforms announced to public and reconstruction of Turkey. Kemalists under Mustafa Kemal Atatürk tried to modernize the country (Aliyev, 2013). Principles of Ataturk's present the base of Turkish policy since it inculcates independence, anti-imperialism, rationalism, republicanism, nationalism, statism, laicism, revolutionism, comtemporaneitism, and populism (Arslan, 2005). However, Turkish politics also is characterized by another military ideology which favors "rule from above ideology". Due to these understandings, the democracy was interrupted several times in history (US-Library of Congress, 2013).

Consequently, the assumptions on Turkey, that it has Islamic identity in politics, are not true. However, the Islamic movements are formed another dimension of politics and it creates political problems regarding headscarf and democracy. Additionally, Turkey has experienced problems related to ethnicity (Aliyev, 2013)

2.5.2.3. Economical Context

The economy of Turkey has developed recently and many successful attempts resulted 9%percent of economic growth in 2010. Although there were economic depression and recession in many European countries such as Greece, Spain and Italy, Turkey's economy showed resistance to financial rise and falls of Europe. Although Turkey's economy is developing in each year, the unemployment rate was 11.9% in 2010.

Agriculture still is an important part of economy since there is a considerable amount of people who live in rural areas and earn money with agriculture activities. Apparel, foodstuffs, textiles, metal products, transport equipment are the main export commodities.

Several reforms in different financial sector and general economic system have been put into application. For example, Turkish banking sector progressed gradually with net profit of $13.9bn. Turkey implemented macroeconomic strategies together with fiscal policies and structural public reforms to sustain economic progress and attract foreign investments.

Turkey's economic growth provided many pleasant improvements on social welfare system. Unemployment insurance, medical insurance, and insurance for work-related injuries, maternity insurance and housing security is some of the most significant developments in welfare system. In addition to that, Turkey is aiming to make significant changes both in public and private sector by establishing technological infrastructure to increase the productivity. It also increased the amount of budget on Research and Development centers.

Turkish society cannot be labeled like consumer-oriented. Recently, young people, who are at age of 25 or under 25, prefer to go to shopping malls; but, the intention of going to shopping malls is rather leisure time activities than shopping. Still, the traditions to shop from street markets and bazaar are common in cities; however, due to adaptation process to consumer oriented world, many people suffered from misusage of credit cards (Price Water House Coopers, 2006).

2.5.2.4. Educational Context

Generally speaking about the education system of Turkey, it is divided into two parts, which are formal and informal education, to sustain education among all citizens (Law No: 1739, 1973). The formal education is for the children who are ready to start school. Four main levels are structured based on the students' age and

these levels are called as pre-school, primary, secondary and tertiary education (MoNE, 2011). The aim of the non-formal education is to educate all citizens and to increase the literacy of the population. Everybody has a chance to attend the informal education at any age.

MoNE set up the continuous compulsory education as 8 years; however, MoNE prepared a new Education System Plan for compulsory education. It was announced to public as "4+4+4 Education System". This plan not only increased the duration of the compulsory education up to 12 years, but also provided a base for children to change their school type after completing the each 4 years (Law No. 6287, 2012). On the other hand this change caused so many problems in education system. MEB (2012a) tried to explain the questions of public with report on twelve year compulsory education. The concern that raised by academics, researchers, teachers, and families are related to new structure. The concern of the families was generally about the schooling age and which transition between elementary to secondary school. This structure also created dilemma for families whether to send their children, who are five six years old, to pre-school or primary school. Additionally, many universities argued 4+4+4 education system that education system need revision rather than a change. They also commented that five-year old children are not mature enough to go to school. Another concern raised by universities was that due to the changes the numbers of students who go to 1st class will double. They also complained that this practice may increase the number of child labors and early age marriages among girls. The interrupted education might have negative impact on teaching moral norms and citizenship issue to children (Boğaziçi University, 2012; Hacettepe University, n.d; Middle East Technical University, n.d,).

Turkey has a centralized education system (Gershberg, 2005). The schools are public schools, but there are some private schools. The higher education institutions in Turkey are also funded by the state. State universities are free of charge for students; however, according to Official Gazette (n.d.), there are some regulations about university fee. For example, students who extend their academic year, fail to pass some of their course, change their university but remain in the same department, study at Open University and so are oblige to pay university fee.

The education system of Turkey is insufficient to establishing a connection between labor demand and supply. Many university graduates are unemployed whereas many institutions need educated manpower. As it is assumed that knowledge economy will be the prevalent notion in the world to sustain a strong economic power. Therefore, Turkey's unsolved educational problem might cause the country to be incapable of providing necessary public services and meeting the need of citizens.

Higher Education institutions generally offer two years or four years education to the secondary schools graduates. According to the application procedure, regardless from their graduate school or academic competencies, all secondary school graduates need to take two-stage University Entrance Exam YGS (Higher Education Entrance Examination) and LYS (Undergraduate Placement Examination). According to the scores of the exam and secondary school graduates' points, they are being ranked and after being ranked they are placed in a university among the preference list that they made.

Master and PhD candidates, following to their graduation, need to take Entrance Examination for Academic Personnel and Postgraduate Education (ALES) and submit foreign language score. However, there is not certain application procedure in applying Master and PhD studies. Each university may ask applicants to fulfill different requirements and eligibility.

Turkish higher education institutions are gaining international reputation. Some of the universities started to appear among the top 100 universities in international university ranking list. Therefore, many international students came to study. In addition that, low university fee, additional government support and affordable living conditions are some of the important factors that attracts international students.

2.6. Studies on International Scholarship Program

As international student mobility is a rising global trend in the world, there are many studies on international students and mobility, the determinants of student mobility,

the pulling and pushing factors on studying abroad, the changes in students' perception, culture shock, and so on. Also many reports and statistics about the increasing number of international students have been released. The increasing number of studies regarding international student mobility does not refer that international student mobility is the phenomenon of 20th and 21st century. When, the biography of philosophers and some celebrities is examined, it can be concluded that they were also an international student.

In this part, the contemporary studies on international student mobility were presented in two sections regarding the studies which were conducted in Turkey and the world.

2.6.1. Abroad

International student mobility is considered as financial sources in many countries, particularly the countries in which the higher education institutions are privatized. It is essential for these countries to have certain data about the number of students and their preferences; because they reconstruct or renovate their institutions according to the global education tendencies. In addition to that many of these countries have high immigration rates. Regardless of increasing number of international students, the immigration policies of these countries are required to record the number of incoming and outgoing students.

To being with, the statistics of the number of international students in different countries and the choice of students' subject area were presented in the report of OECD (2011). Together with OECD (2009a), UNESCO (2008) also releases annual reports about the core destination of international students as well as their number.

Teichler (2012) analyzed the international student mobility in the context of Bologna Process. According to the author, two general trends were raised due to Bologna process; first, it contributed to inward mobility of student to the other countries in the world not only European countries; and second, there is an increase among the

students who prefers to join exchange program before they graduate, but it did not help to decrease the cultural differences.

More specifically, the countries have more detailed statistics about the number of international students, where they come from, and what they study. For example, the UK annually publishes reports about the trends in international student mobility (Choudaha & Chang, 2012; HESA, 2008). Rather than keeping statistics, the studies in the UK try to find out the motivations and experiences of students (Findlay et all, 2010). As a method of collecting data, HESA (UK Higher Education Statistics Agency), UKBA (UK Border Agency) and the higher education institutions work in collaboration.

Findlay (2010) studied on the number of student to assess the supply and demand-size theorizations of student mobility. The researcher tried to explain the changing characteristics of student mobility, differentiation between social demand theories which analyze the tendencies of middle class families to send their children to western institutions, and supply side theories that might cause to merge elite higher education opportunities because of those who power this process with financial interests. On the other hand, Gribble (2008) and Naidoo (2007) examined the impact of international student mobility on sending and receiving countries, policy options that regulates international student mobility, establishment of funded research programs, concern of international students about returning to their country of origin, and the necessary policies to eliminate brain drain.

All of these studies mentioned above were relied on document analysis and review of literature with nationwide or worldwide perspective. Moreover, there are studies which focus on smaller number of international students, evaluation or assessment of the international student mobility programs. There are also some studies on students' perception, competencies, motivation and success (Galijasevic & Hadzibegovic, 2012).

In the first place, Ferretti (2010) designed a mobility program for law students in a law school. After selecting 5 international students from European countries and the

UK, the researcher prepared a program to train these students for a month to be ready to study in Thai. Following that, several modules were given to student and they were assessed at the end of the program. The purpose of this study was to make need analysis before funding an international student mobility program. Later, the proposal of the program was explained in detail.

Stronkhorst (2005) evaluated the learning outcomes of international mobility at two Dutch Higher Education institutions. According to the evaluation model proposed in the study, the researcher first made an in-depth investigation about European and Dutch policies on international student mobility then used the definition of global citizen and employers' requirement on international orientation for specific profession to define indented learning outcomes. Then, the researcher assessed three different groups of international students. The first group was the students who study in universities; the second group was the students, who study and make internship; and the third group was the students who have background information in specific courses. Then, the researcher measured the students' language competencies, multicultural professional characteristics, international and national competencies before and after the study. The researcher also used several instruments to assess background, experiences and motivations. Finally, the researcher compared the findings of the study regarding the aims and objectives of the program with the actual aims and objectives of the program.

According to the literature, the perception of student on international student mobility is also worthwhile to study. Trilokekar and Rasmi (2011) studied the student perception of international education and study abroad; their results indicated that international student mobility is recognized as a valuable experience by undergraduate students. The students also believe that the barriers for being part of international student mobility can be overcame with the help of academic staff, advisor and administrative body of their institutions.

2.6.2. Turkey

The number of studies on international studies is increasing in every year. The importance of international student mobility to strengthen international relations, gain political power, increase countries reputation and obtain cultural information about the sending countries attract researcher to study on this phenomenon.

Kondakçı (2011) indicated that there are minor, that is private and major, that is public dynamics that attracts international students to study in Turkey. According to the results, the minor dynamics such as culture of Turkey are influential on the choice of Western students to study in Turkey, whereas major dynamics such as economic and academic reasons are prominent for Eastern students. Kondakçı (2011) also stated that cultural, political, economic and historical relations between Turkey and sending country are significantly influential on the number of international students. Generally, the private rationales are more prominent rather than public rationales for Turkey as a developing country.

Özoğlu, Gür and Coşkun (2012) released another study on international student in Turkey. The researchers interviewed with international students and representatives from different institutions that are responsible for international student programs. The results obtained from students' interview suggested that the international students prefer to study in Turkey due to the quality of education, scholarship opportunities, Turkish culture, low educational and living cost, and relatives living in Turkey. The students also stated that there is not enough advertisement on scholarships provided by Turkish Embassies. There some common problems that these students challenge in Turkey. First, during application, the students stated that they are being misinformed by the authorities. Second, they had difficulties in adapting social and academic life. Finally, the increasing international student fees caused many students to experience financial problems and therefore many of them returned back their home country without completing their studies. On the other hand, they stated that they want to stay in Turkey, if they find a job and don't have any bureaucratic barriers. The representatives of the institutions generally mentioned the problems at cooperate level. For example, they indicated that there is lack of

communication among responsible authorities; and the majority of the universities do not have international student office. Another problem was that the academic staff had negative attitudes towards international student due to religious and ethnic reasons. Finally, the embassies of the international students underlined the overcrowded dormitories and students halls as the problems of the international students.

Although there are studies and reports about international students in Turkey, there is limited number of studies about the students that Turkish government sent to abroad. Eventually, the studies on MoNE-YLSY scholarship program are increasing. The unresolved problems in the application of MoNE-YLSY scholarship program, the worsening situation of MoNE-YLSY scholars, and the apathy of higher education institutions towards returning scholars caused researchers to concentrate on MoNE-YLSY scholarship program. In addition to that the platforms which were established by MoNE-YLSY scholars increased the awareness of the researchers.

There is limited number of studies about MoNE-YLSY scholarship program. Chronologically, Tuzcu (2003) assessed one of the examples of sending students abroad policy (as part of Law No. 1416) from a financial perspective. The researcher mentioned about how the process of sending students abroad was planned for graduate studies. In summary, after explaining the historical roots of the program and making cost analysis of the program by considering the university fees in the host country and the stipends given to scholars, the researcher analyzed the aims and objectives of the program. At the end of the study, he found two significant results. First the program was established in a rush to immediately overcome the lack of academics and personnel in educational institution; therefore, it did not have a structural body and procedure. Second, the students were sent abroad without considering the actual need of universities and defining the subject areas.

Gümüş and Gökbel (2012) conducted a qualitative study with total 12 returning and current MoNE-YLSY scholars. According to their results, defining the subject areas is problematic for scholars since subject specialization is common and important in host countries. In addition, inadequate definition of subject areas causes scholars to

find a position when they return. The participants also complained about the inequalities and problems with their stipend amount, lack of employee personal rights, the problems in their return, and duration of compulsory service.

Çelik (2012) assessed MoNE-YLSY scholarship program from a different perspective. The researcher not only mentioned the general problems of the scholarship program but also underlined the situation of returning students and the issues that they challenge in their working place. Çelik (2012) conducted a case study with two returnees. An interview schedule was used to collect data. According to the results of the study, the scholars regretted to turn back to Turkey due the problems they faced in their working conditions. As the interviewees reported their colleagues neither support nor show respect to them. They also complained about the resistance of new ideas and lack of classroom materials. Another big concern that the interviewees mentioned was favoritism. As the participants of the study stated, there are rules but not valid for everyone.

These studies on MoNE-YLSY scholarship program drew conclusion on the problems that the scholars face with and challenges when they return.

2.7. Summary of the Literature Review

International student mobility has always existed at the world stage. The reminiscent of international student mobility can be traced to ancient times and medieval ages. Many students, scholars, sophists, shihs, philosophers and academics travelled from one place to another to find a better place for education. In Turkish history, the first practice of international student mobility was in 1830 in the time of Ottoman Empire. Then, it continued in the Republic of Turkey. Many scholars funded by state were sent abroad to study. Consequently, MoNE-YLSY scholarship program, the subject of this study, is not a new scholarship program.

When the literature reviewed, it is understood that MoNE-YLSY scholarship program has some similarities with the present examples in the history. For example, the selection criteria of the first example in the Ottoman Empire and the early time of

the Republic of Turkey have similarities with MoNE-YLSY scholarship program. Another issue that needs to be taken into consideration is that MoNE-YLSY scholarship program was established based on the Law No. 1416 which was enacted in 1929.

The studies carried in Turkey on MoNE-YLSY scholarship program indicated that the program has problems regarding defining subject areas for applicants, personal and employee rights, and working conditions when they return Turkey. These studies mostly followed qualitative methods to reveal out the problems regarding MoNE-YLSY scholarship program.

The studies carried out abroad related to scholarship programs or international student mobility gives importance on the changes in scholars' perception, the reasons that cause students to stay and work in the host country, the possible consequences of students' interaction with the host community, and benefits of international student mobility for host and home country. The literature supported that international students are inevitably affected by the dynamics of the host countries.

Studies in Turkey available to the researcher generally tend to use qualitative method to assess MoNE-YLSY scholarship program, whereas studies abroad available to researcher more frequently used both qualitative and quantitative method to analyze the programs and find out the changes in students' perceptions, ideas and beliefs.

CHAPTER III

METHOD

Research is what I'm doing when I don't know what I'm doing.

Wernher von Braun

This part of the study provides information about the overall design, research questions, the participants, the data collection instrument, data collection procedures data analysis and limitations.

3.1. Overall Design of the Study

This study is a mixed method design. Researchers define mixed methods in two different ways. While some of them consider mixed method as a focus on philosophical assumption to explain the complexity of research process (Tashakkori & Teddlie, 1998), the others emphasize the techniques and methods of collecting data (Creswell & Plano Clark, 2007; Greene, Caraceli, & Graham, 1989). In this study, mixed method was used as a method of collecting both qualitative and quantitative data.

The data were collected by a semi-structured interview and a self-developed questionnaire. The interview provided qualitative data for the research, whereas the questionnaire was the source of quantitative data. The data gathered from the interview were used to assess MoNE-YLSY scholarship program, while the data collected by the questionnaire was used to determine the changes in the scholars' cultural, political, economical and educational perception throughout international student mobility process, and find out what lies behind these changes.

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Mixed method provides a better understanding about a phenomena rather than qualitative and quantitative data set used alone (Creswell & Plano Clark, 2007). According to Creswell & Plano Clark (2007), it is important how to mix the data as well as conducting the research. Four categories were proposed on how to mix the data such as merging data, connecting data, embedding data and single study (Creswell & Plano Clark, 2007). Fitzpatrick, Sanders and Worthen (2004) also refer to the categorization proposed by Creswell and Plano Clark (2007) as iterative/spiral, embedded, holistic, and transformative.

In this study, the connecting data was used to mix data that Fitzpatrick, Sanders and Worthen (2004) defined as iterative/spiral. As proposed by Fitzpatrick, Sanders and Worthen (2004), the iterative design provides researchers to use different methodologies in sequence with the results of each directing to the next stage of data collection and interpretation. More clearly, interviews might be conducted to develop a new survey or questionnaire, and then the new developed questionnaire might be administered to a larger group to analyze deeper perceptions of the participants on the interview and find out how many people share the same perception. Tashiro (2002) and Ely (1995) also stated that mixed method designs, first, enable researchers to define how participants describe a topic by starting with an interview, and then researchers use the analysis of the interview to develop or strengthen a survey that will be administered to a larger sample from a population.

The researcher used the interview for two purposes in this study based on the stated literature above. See Figure 3.1. Following the first purpose which aims to understand how MoNE-YLSY scholars assess the program, and the statements of the interviewees regarding the changes in scholars' perception were used to strengthen and enrich the questionnaire. Finally, both forms of data were analyzed, and an interpretation was made by combining the information obtained with the two data collection instruments (Gogolin & Swartz, 1992).

Fraenkel, Wallen and Hyun (2002) also state the importance of balancing the data since more emphasis on either qualitative or quantitative may change the design of the study from mixed method to qualitative or quantitative; however, as long as the

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qualitative and quantitative data gathered form participants provide rich context and detailed information, it is considered as an example of mixed method design (Creswell & Clark, 2007; Morse & Richard, 2002).

Consequently, the following research questions were formulated to elicit throughout the study.

1. What are the objectives of MoNE-YLSY scholarship program according to scholars?

2. How do the current MoNE-YLSY scholars assess the selection and placement of MoNE-YLSY scholarship program?

   2.1. How does the MoNE-YLSY scholarship program differ from the other international scholarship programs according to MoNE-YLSY scholars in relation to selection, placement, provided services such as academic advisory, orientation, and guidance?

   2.2. What are the strengths and weaknesses of MoNE-YLSY scholarship program according to the scholars?

   2.3. How do the MoNE-YLSY scholars assess the services provided by MoNE in relation to academic advisory board, orientation and guidance?

3. How do the MoNE-YLSY scholars assess the compulsory service that they are supposed to fulfill?

   3.1. What are the future expectations of the current MoNE-YLSY scholars?

4. What are the changes in scholars' cultural, political, economic, and educational perception due to the interaction with the host community throughout the international student mobility process from the perspective of scholar?

5. Are there any relationships between the changes in scholars' cultural, political, economic and educational perceptions and the reasons that lie behind the changes?

3.2. Participants

The actual population of the study was all the MoNE-YLSY scholars studying in the UK. The accessible population was the students who are studying at universities in the UK which take part in the university list of MoNE. The reason why this list was taken as a starting point is that it is easy to reach scholars who study at a university in the list.

According to the Turkish Education System Organization Report (MoNE, 2011b) published by MoNE, the number of the scholars studying in European Union countries with government scholarship program is 704; however, this number also includes all scholars who study in EU territories. On the other hand, the resigning rate and the number of students who did not continue PhD studies after master or who preferred to study in a different country is not mentioned in the report. Additionally, the number of returned students also is not specified in the report. The main educational period of the scholars is 4 years since generally, master studies are one year and doctoral studies are three years in the UK. As mentioned before, the duration of MoNE-YLSY scholarship program is five year according to "Five Thousand Students within 5 Years" project. The reason of indicating the year of the campaign is that many MoNE-YLSY scholars might have returned after completing their main educational period. Consequently, this reason also decreases the number of students studying in the UK. Finally, according to the chosen list provided by MoNE in 2012, the number of students in the UK was defined as 71 to study in the UK. Therefore, the number of MoNE-YLSY scholars is estimated between 350 and 400 by considering the duration of MoNE-YLSY scholars' main educational period.

To select a sample form the population, some criteria are defined for sampling procedures. First sampling criterion is that participants should be the scholars who were selected to work in universities after they return. Second, it is required for

participants to live in the UK for minimum 6 months to eliminate the bias of culture shock. According to Stronkhorst (2005), international students generally have intense emotional feelings at the start of their experience when they are trying to adapt to a new socio-cultural environment and unfamiliar academic situations. Third, none of the participants should have any overseas experience before being a MoNE-scholar since it could create confounding results for the questions related to the changes on the scholars' cultural, political, economic and educational perception. Finally, they should live in the UK territory; the scholars, who were conducting field study in a different country, were not included in this study.

Two groups of participants were selected among MoNE-YLSY scholars for this study and they were denominated as interview group and questionnaire group.

The interview group was selected with purposive sampling procedure since there are certain criteria for selecting participants. The researcher conducted the interviews with scholars who volunteered to participate to the study. The number of participant was 18 MoNE-YLSY scholars. According to demographic information of the participants, there is equal distribution for female and male participants. Half of the participants are female and half of the participants are male. Of all 12 participant were studying in London, 2 of them were studying in Nottingham. The rest of the participants were studying in different cities such as Essex, Manchester, Oxford and York. Their duration of stay ranged between 6 and 48 months. Most of the participants were in the UK for more than a year. Respectively, there were 10 master students, 7 PhD students and 1 language school student. Their ALES score ranged between 75 and 94 and the number of participants who applied MoNE-YLSY scholarship program with equally-weighted and numeracy score were 8, whereas with verbal score were 2. Only one participant mentioned that s/he did not take IELTS and was accepted to study in a university in the UK due to being graduated from a university where the medium is English. The IELTS score of other participants ranged between 6 and 8 points. See Appendix B.

The participants of the questionnaire were aimed to be all MoNE-YLSY scholars in the UK. According to Fraenkel and Wallen (2006) a sample looks only part of the

population, whereas a census tries to look at entire population. In this study, the researcher attempted to acquire data from each MoNE-YLSY scholars. The reasons of delivering the questionnaire to all available MoNE-YLSY scholars were that the exact number of the population is not known and the population size was small. Therefore, due to the difficulty in defining a representative sample for the study, census was used to define the questionnaire group.

According to the demographic information of the participants of questionnaire group, the data was collected from 156 MoNE-YLSY scholars. See Table 3.1

Table 3.1

Basic Demographic Information of Questionnaire Group

Variables	*f*	*%*
Gender		
Female	72	46.2
Male	84	53.8
Language Usage		
Yes	13	8.3
No	143	91.7
Ales Score Type		
Numeracy	62	39.7
Verbal	27	17.3
Equally-weighted	67	42.9
Program Type		
Language School	12	7.7
Pre-master	5	3.2
Master	71	45.5
Doctorate	68	43.6
Application Year		
2006	1	.6
2007	7	4.5
2008	14	9.0
2009	34	21.8
2010	47	30.1
2011	44	28.2
2012	9	5.8
Duration of stay		
6-12 months	53	33.1
13-18 months	27	17.3
19-24 months	32	20.5
25-30 months	11	7.1
31-36 months	19	12.2
37-more months	14	5.2

Among 156 participants, 72 (46.2%) participants were female and 84 (53.8%) participants were male. 13 (8.3%) participants indicated that they submitted language

score for MoNE-YLSY scholarship program; whereas, 143 (91.7%) participants did not use language score for application. In terms of ALES score type, 62 (39.7%) participants used ALES numeracy score (*M*= 88.79, *SD*= 5.93), 27 (17.3%) participants used ALES verbal score (*M*= 86.14, *SD*= 5.45), and 67 (42.9%) participants used ALES equally-weighted score (*M*= 84.81, *SD*= 5.34). Among these participants, 12 (7.7%) participants were receiving language education, 5 (3.2%) participants were pre-master students, 71 (45.5 %) participants were master students and 68 (43.6%) participants were PhD students.

The application year of the participants ranged between 2006 and 2012. Respectively, the number of participants according to their application year is; 2006 1 (.6%) participant, 2007 7 (4.5%) participants, 2008 14 (9.0%) participants, 2009 34 (21.8%) participants, 2010 47 (30.1%) participants and 2011 44 (28.2%) participants. The duration of stay at the time of data collection of participants (*M*= 21.35, *SD*= 13.53) ranged between 6 to 66 months. See Table 3.1.

The participants were graduated from different universities; however, as the highest number of participants, 7.7% (*n*= 12) of the participants were from Istanbul University, 7.7% (*n*= 12) of the participants were from METU, 7.1% (*n*= 11) of the participants were from Gazi University and 7.1% (*n*= 11) of the participants were from Konya-Selçuk University. See Appendix B Table 2. Among these participants, 8.3% (*n*= 13) of the participants studied Law, 8.3% (*n*= 13) of the participants studied Mathematics, and 6.4% (*n*= 10) of the participants studied International Relations. See Table 3 in Appendix B.

About, 8.3% (*n*=13) of the participants were living in Leicester, 25.6% (*n*= 40) of the participant were living in London, and 7.7% (*n*= 12) of the participants were living in Nottingham. See Appendix C, Table 4. Of all 7.7% (*n*= 12) participants were studying in University of Leicester and the other participants were studying at different universities. Maximum 9 participants were studying in the same university. See Table 5 in Appendix B. Additionally, not more than 8 participants were studying in the same department. See Appendix B, Table 6.

All in all, the number of participants for the interview group was 18. The researcher contacted with more than 30 MoNE-YLSY scholars for interview; but, carried out 18 interviews and defined 4 additional substitutes in case of participant loss. As for the quantitative data due to using online survey tool, the exact number of MoNE-YLSY scholars that could be reached was not known. On the other hand, according to the statistics of Facebook update status on YLSY-England, the first attempts of the researcher in sharing survey links on Facebook were seen by 151 MoNE-YLSY scholars. Second, it was seen by 150 scholars; third, it was seen by 134 scholars and finally it was seen by 130 scholars. See Appendix C for statistical information. However, according to the statistics of SurveyMonkey, the number of MoNE-YLSY scholars who clicked on the survey links was 215. As a result, the total number of valid responses was 156.

3.3. Data collection instruments

Two data collection instruments were used in this study. Both of the instruments were developed by the researcher (Self-developed). An interview was used to assess MoNE-YLSY scholarship program. A questionnaire was used to determine the changes in scholars' social, political, economic, and educational perception after being involved in international student mobility process and to find out what lay behind the changes.

In both of the instruments, a set of questions were asked to gather demographic information. The demographic information covered participants' gender, the university that they graduated from in Turkey, the language score and type that they used to apply to MoNE-YLSY scholarship program, if applicable; ALES score and its type, ILETS score that they used to apply to universities in the UK, the city they live in, the university they enrolled in the UK, and the program type they are already registered (language, pre-master, master and PhD). In addition to that, in order to understand whether the participants were suitable for the purpose of the study and the criteria defined in the beginning, two additional questions were added regarding their duration of stay in the UK and previous overseas experiences, if any. These two questions were used to screen the ones who studied abroad in another country before.

The researcher aimed to minimize the effects of culture shock and other overseas experiences by excluding those who studied in the UK shorter than 6 months and those who studied elsewhere on MoNE-YLSY scholars' responses.

3.3.1. Interview Schedule

To begin with, the interview includes eleven questions on assessing MoNE-YLSY scholarship program. The instrument is a semi-structured interview. Fraenkel and Wallen (2006) stated that semi-structure interviews are useful for researchers to obtain more consistent data in parallel to research questions.

While forming the interview schedule, the selection and application criteria of MoNE-YLSY scholarship program, the placement procedure of the selected applicants to universities in Turkey, language education procedures of MoNE-YLSY scholars both in Turkey and the UK, university application process of MoNE-YLSY scholars were considered. Additionally, the researcher conducted literature review on the assessment of international scholarship programs to understand the general structure of an international scholarship programs (Choudaha & Chang, 2012; Ferretti, 2010; Findlay, 2010; Gribble, 2008; Stronkhorst, 2005; Teichler, 2012). Particularly, the studies on MoNE-YLSY scholarship program were investigated (Çelik, 2012; Gökbel & Gümüş, 2012; Tuzcu, 2003) Based on the literature review, the interview schedule took its final form after adding questions related to aims and objectives of MoNE-YLSY scholarship program, and the benefits of the program for MoNE-YLSY scholars. See Appendix A for the interview schedule.

In addition to the literature review, the appropriateness, usefulness and meaningfulness of the statements, the consistency of the content and format, and the format of the interview schedule were examined thorough experts opinion. The schedule was reviewed by two experts from the Department of Curriculum and Instruction, and one expert from the Department of Educational Administration and Planning. The definition of the terms and clarity of the statements were checked by a graduate student of the Department of Turkish Language at Bolu Izzet Baysal University. Besides, a former scholar of MoNE-YLSY scholarship program

controlled the interview schedule to examine how adequately the items are serving for the purpose of the study. The interview schedule was administered to three current MoNE-YLSY scholars for piloting purpose.

Finally, the coding consistency of the interview schedule was checked. The researcher randomly selected two interviews among 18 interviews and coded them. At the same time, the selected interviews were given to two researchers. At the end, the codes and themes generated by the researcher of the present study and the codes and themes obtained by two researchers were compared to verify the generated codes and themes consistency among coders.

3.3.2. Questionnaire

The questionnaire was also a self-developed data collection instrument. The questionnaire had two main sections; Section I regarding the demographic information of the scholars and Section II regarding the changes in scholars' perception and reasons that lie behind the changes. Section II included three parts: the reasons behind the changes, differences in learning environment and the changes in scholars 'cultural, political, economic and educational perceptions. See Appendix A for the Questionnaire.

The first part of Section II embodied 31 items about the factors behind the changes. The items were scored on a five point scale ranging from 5 "very effective" to 1 "ineffective". The second part consisted of 12 items to understand the institutional differences between Turkey and the UK since these differences might be influential on the educational perception. The items were ranked on a five point scale as "very satisfied", 4 "satisfied", 3 "dissatisfied", 2 "very dissatisfied" and 1 "not applicable". Finally, the third part included 41 items that refer to the changes in scholars' cultural, political, economic and educational perception. The items were ranked on a five point scale ranging from 5 "certainly agree", to 1 "certainly disagree".

For developing the questionnaire, different questionnaires about international student mobility were examined (Canadian Bureau for International Education, 2009;

Galijasevic and Hadzibegovic, 2012; Rotary Youth Exchange, nd.). The literature on international students' perception (Trilokekar & Rasmi, 2011), determinants of international student mobility (Gonzalez, Mesanza & Mariel, 2011; Naidoo, 2007) and culture shock and excitement that international students experienced (Brown & Holloway, 2008) were examined. The features of the culture, economy, politics, and education of the host community were considered as influential reasons for the changes. Therefore, these features were also used to write the items of the questionnaire. In addition to that, the statements of the participants of the interview were used to strengthen and enrich the items and content of the questionnaire.

The expert opinions were taken about the questionnaire. First of all, two experts from Imperial College and London School of Economics; and one expert form the Department of Educational Administration and Planning at METU examined the questionnaire whether the content is consistent with the purpose. They also checked the appropriateness of the items and the format. Two former and five current MoNE-YLSY scholars helped to check the clarity of the items, appropriateness of the language and the themes used to reflect the cultural, political, economic, and educational features of the host country.

For the first and third part of the second section of the questionnaire, an explanatory factor analysis was conducted. As Field (2009) stated, factor analysis is being used for three purposes, first, to understand the structure of set of variables; second, to construct a questionnaire; third, to minimize the number of items in the questionnaire. In this study, the aim of using explanatory factor analysis was to understand the structure of set of variables. Furthermore, Guadagnoli and Velicer (1988) stated that the results from explanatory factor analysis accumulate related items. Erden (2010) also used explanatory factor analysis to underlie the dimension of the questionnaire.

For the Exploratory Factor Analysis (EFA) of the questionnaire, maximum likelihood and oblique rotation were chosen. As mentioned before, this part of the questionnaire was developed by considering the cultural, political, economic and

educational context of the host country. Therefore the researcher had an aim to control whether the items of the questionnaire were grouped under similar categories.

The data of the whole questionnaire were checked of any outliers. Next, the necessary assumptions were checked for each section of the questionnaire. According to Hair, Anderson, Tatham and Black (2006), the values of some items were higher than .30; it indicates that the correlation matrix was not an identity matrix. Kaiser-Meyer-Olkin values were checked whether the values were higher than .60 to understand if the sample size was adequate (Tabachnick & Fidell, 2007). Barrlett test of sphericity values should be significant ($p<.05$). Normality was checked by histogram, and. Skewness and Kurtosis values between +3 and -3 were accepted that there is no violation for normality assumptions (Tabachnick & Fidell, 2007). Additionally, scatter plot was examined to check the linearity of items. For first and third part of the second section of the questionnaire, the assumptions were not violated.

An explanatory factor analysis was conducted on 31 items of the Part I of the Section II of the questionnaire; but the factor loading value of four items, 2, 7, 10, and 13 was lower than .30. Therefore, EFA was run again with 27 items, after omitting the items mentioned above.

An EFA was conducted on the 27 items of the Part I of the Section II of the questionnaire; reasons that lie behind the changes. The Kaiser-Meyer-Olkin measure verified the sampling adequacy for the analysis, KMO = .86 which was great according to Field (2009) and all KMO values for individual items were > .73 which is well above acceptable limit of .5 (Field, 2009). Bartlett's test of sphericity χ^2 (465) = 2534.74, p < .001, indicated that correlation between items were appropriate for EFA.

An initial analysis was run to obtain eigenvalues for each component in the data. Four components had eigenvalues over Kaiser's criterion of 1 explaining 53.77% of the total variance. See Table 3.2. The scree plot was slightly ambiguous and showed inflexions that would justify retaining four components.

Table 3.2

Eigenvalues, Percentages of Variance, and Cumulative Percentages for Factors of Section II-Part I

Factor	*Eigenvalues*	*% of variance*	*Cumulative %*
Educational Reasons	9.82	31.67	31.67
Economic Reasons	3.65	11.80	43.47
Political Reasons	1.67	5.394	48.86
Cultural Reasons	1.51	4.89	53.76

Extraction Method: Maximum Likelihood

Given the large sample size, the convergence of scree plot and the Kaiser's criterion on factors, four components named economic reasons, educational reasons, political reasons, and cultural reasons were retained in the final analysis. Table 3.3 presents the factor loading of each item. The items accumulated under component 1; educational reasons, component 2; economic reasons, component 3; political reasons, and component 4; cultural reasons.

Furthermore, the reliability of each factor was calculated. Educational factors had Cronbach's α= .92, Economic factors had Cronbach's α= .87, political factors had Cronbach's α= .75, and cultural factors had Cronbach's α= .73. See Table 3.3. According to Kline (1999) Cronbach's α value higher than .8 indicates good reliability and Cronbach's α value higher than .7 indicates reliable scale.

For the Part II of Section II, the participants compared the differences of educational institutions in Turkey and in the UK. As this part of the questionnaire has one dimension, only reliability value was calculated. Cronbach's α= .80 which indicates high reliability.

Table 3.3

Summary of Items and Factor Loadings for Section II-Part I of the Questionnaire

Items	Factor loadings				Communalities
	Educational factors	Economic factors	Political factors	Cultural factors	
23	**-.62**	.13	.04	.01	.48
24	**-.86**	-.08	-.13	.19	.75
25	**-.84**	-.07	-.08	.21	.73
26	**-.86**	-.04	.02	.10	.76
27	**-.86**	-.05	-.09	.02	.71
28	**-.73**	.13	.18	-.44	.77
29	**-.68**	.18	.17	-.40	.72
30	**-.48**	.36	.16	-.24	.58
31	**-.77**	.01	.01	.00	.62
8	-.11	**.78**	-.10	.03	.57
9	-.07	**.69**	-.00	-.10	.50
15	.09	**.52**	.20	.26	.54
17	.13	**.43**	.20	.04	.34
18	-.01	**.58**	.09	-.15	.39
19	.05	**.81**	-.10	-.03	.65
20	-.00	**.73**	.04	-.15	.59
21	.01	**.77**	-.06	-.00	.52
22	.23	**.54**	.05	.00	.46
1	-.05	-.07	**.56**	.08	.32
4	.16	.11	**.65**	-.05	.46
11	.01	-.04	**.85**	.01	.69
12	-.00	-.07	**.86**	-.08	.67
16	-.07	.17	**.38**	.33	.46
3	.10	.27	.29	**.40**	.47
5	-.25	.17	.26	**.31**	.45
6	-.29	.16	-.14	**.58**	.55
14	-.26	.16	.13	**.42**	.45
α	.87	.92	.75	**.73**	

Explanatory factor analysis was conducted for the Section II-Part III of the questionnaire. Although the Kaiser-Meyer-Olkin measure verified that sample was adequate and the assumptions were not violated. After running explanatory factor analysis, it was observed that the items load to a single factor; therefore, this part of the questionnaire was accepted that it has one dimension. The Cronbach's α reliability of all items (*n=41*) was = .88 indicating a high reliability.

3.4. Data Collection Procedure

This section explains how the researcher administered the data collection instruments to collect data. The data of this study was collected in two steps. First, the interviews were conducted. Second, the self-developed questionnaire was administered.

To begin with, the data collection process began with obtaining necessary permissions from Applied Ethics Research Center (Uygulamalı Etik Araştırma Merkezi-UEAM) at METU. First of all, the appropriateness of the interview schedule was discussed with the thesis advisor of the researcher and then the opinions of three academics at METU were taken. Following to their approval, the researcher applied to UEAM to get consent form for data collection process. The researcher obtained the first ethical approval of the study in March. See Appendix A for ethical permission.

At the end of March, the researcher travelled to London to carry out face to face interviews with the participants. The researcher stayed in London for two weeks and in Nottingham for three days. The researcher made several phone calls with non-governmental organizations, student clubs and MoNE-YLSY scholars to arrange face to face interviews. Additionally, the researcher sent e-mail to the scholars to ask them to be participants of the study. The necessary consent forms and the summary of the study were all sent to each nominee. As a result, the researcher arranged two face to face interviews in Nottingham, eleven face to face interviews in London, and five Skype interviews, after receiving e-mails and calls from MoNE-YLSY scholars who volunteered to participate in the study. Accordingly, the researcher invited 18 participants and four additional interviewees in case of losing some participants.

Before talking about the data collection process, the researcher used a computer and a voice recorder to store recorded data electronically. All the interviews were synchronically recorded on computer and a voice recorder.

At the first step, the researcher arranged three meetings; one was a Skype meeting in London and two were face to face meetings in Nottingham. The Skype interview took around 58 minutes. Then, the researcher travelled to Nottingham on the same day. Next day, the researcher met with the participant living in Nottingham and participants invited researcher to his/her flat to carry out the interview. The duration of interview was around 43 minutes. Another day in Nottingham, the researcher went to University of Nottingham to meet with the second participants. The second

interview was also carried out in the flat of participant. The interview took around 37 minutes. At the end of the interview, the researcher travelled back to London.

In London, the fourth participant accepted to participate in the study. The interview was carried out in a university near Holborn, London and took around 52 minutes. No interruption occurred during the interview.

The researcher carried out there interviews with P5, P6 and P7 around zone three in London. The interviews were carried out in participants' flat around Palmers Green, Wood Green and took between 33 minutes and 85 minutes. There was no distraction around all participants, while the interview was conducted.

Next, the researcher continued to data collection process and interviewed with two MoNE-YLSY scholars living around zone 4, in Southgate. The interview took place in participants' flat and lasted around 43 minutes to 53 minutes.

Following then, the researcher carried out two Skype interviews in Manor house. During the interviews, no interruption and internet disconnection occurred. The first interview took around 74 minutes, whereas the other lasted 61 minutes. On the thirteenth day, participant went to Southgate to interview with three participants. Respectively, the duration of the participants' interview was around 25 minutes, 31 minutes and 45 minutes respectively. Next day, the researcher completed two Skype interviews. The first interview was conducted with no problem and lasted 52 minutes; however, due to internet disconnection the interview was cut two times. After solving the problems with internet, the interview was successfully completed within 45 minutes.

Finally, the researcher carried out interviews with two participants. The first interview took place in a café around Russell Square tube station. The interview was conducted in a friendly atmosphere. Due to lunch hour, there were many people around; but, the participant wanted to make interview in the café. S/he mentioned that the crowd in the café does not disturb him/her since there is low probability that people around us know Turkish. The interview took around 74 minutes. Finally, the

last interview was carried out around Russell Square in the library of a closed by university. The interview was conducted at in the early hours of the morning; therefore, there no one in the library. The duration of the interview was around 65 minutes.

As a result, the researcher carried out eighteen interviews successfully in the UK and the total duration of the interviews was around 918 minutes. After the data collection, the interviews were organized based on the order of interviews as seen in Figure 3.2. The preliminary findings of the data were defined, when the researcher came to Turkey.
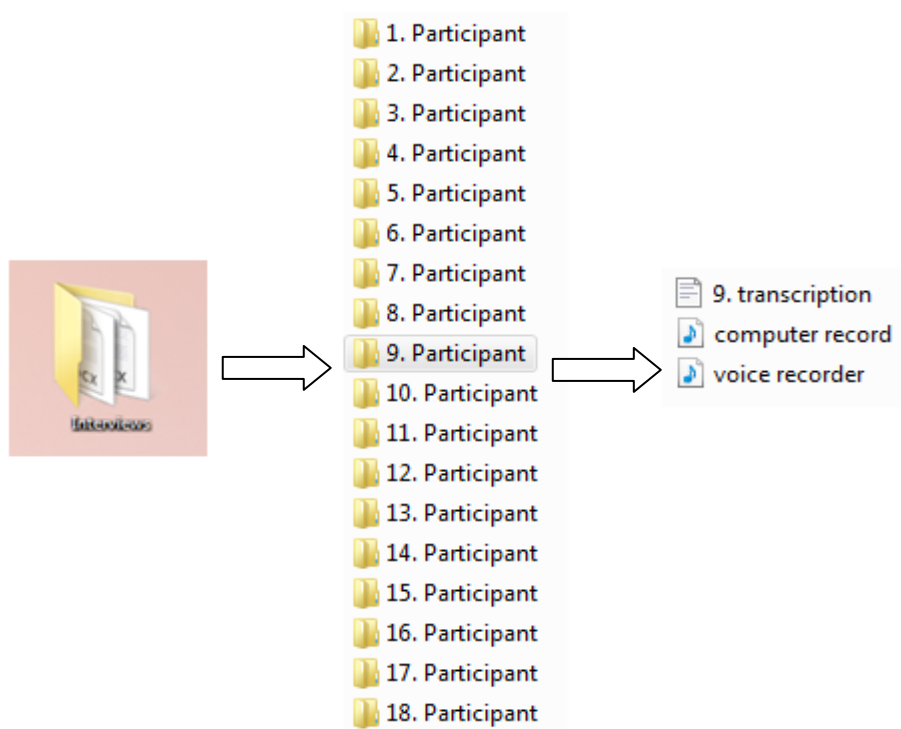
Figure 3.1. Organization of Interviews

As the second step of data collection process, first a self developed questionnaire was prepared. The items and structure of the questionnaire were discussed with thesis advisor of the researcher and then the experts' opinions were taken from two academics living in London and one from METU. After getting approval from the advisor and academics, the questionnaire was transferred to internet environment by using an online survey tool called Survey Monkey and the final control were done by

the advisor of the researcher, and a current MoNE-YLSY scholar. At the same, the researcher contacted with the system administrators of Facebook groups, website and forums about how to administer the questionnaire. The system administrators welcomed the researcher and mentioned that the researcher could share the survey link. The researcher used MoNE-YLSY Scholars-England (MEB YLSY Bursluları-İngiltere), YLSY- England (YLSY- İngiltere), YLSY 2010, YLSY 2009, YLYS 2008, YLSY Married Scholars (YLSY Evli Bursiyerler), MoNE Arranging Accommodation and Cooperation (MEB Ev ve Oda Arama Yardımlaşma) and "5 Thousand Student within 5 Years Project" (5 Yılda 5 Bin Öğrenci Projesi) Website to share the survey link with MoNE-YLSY scholars. Then, the researcher applied to UEAM to get ethical approval for the second part of the study. The ethical approval was sent to the researcher in May. See Appendix A for questionnaire's ethical permission.

The researcher shared the survey link on 21st of May. The date collection continued until 14th of June. During this process, the researcher periodically shared the survey link on Facebook groups. Within this process, the researcher also e-mailed with 50 MoNE-YLSY scholars to increase the response rate. Finally the data were transferred to IBM SPSS Statistics 20. The data collection process was illustrated in Figure 3.2.
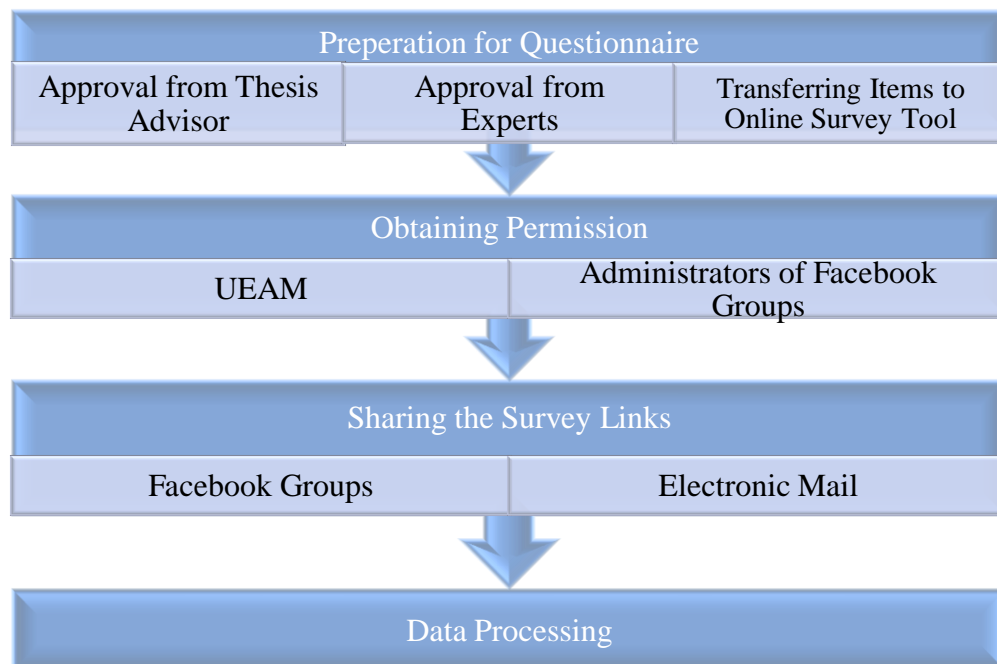
Figure 3.2. Data Collection Process of Second Part of the Study

3.5. Data Analysis

This study involved both qualitative and quantitative analysis. For the analysis of the qualitative part, thematic coding was used to reveal what the researcher discovered about MoNE-YLSY scholarship program and the scholars' opinion, whereas for the quantitative part, the descriptive analysis mainly percentages were used. Finally, a linear regression model was run to check the relationships among the changes in scholars' perceptions and the reasons that lie behind the changes. Reasons were grouped under four dimensions as; economic, political, cultural and educational.

To begin with the qualitative data analysis, the procedure that the researcher followed to analyzed the interviews started with transcription. To transcribe the data, qualitative data analysis software, Express Scribe, was used. Following that, the transcribed data were listened again to grasp what kind of emotions, intonations and pauses caused significant changes in the meaning of what the interviewee said. These notes were recorded and written down on the transcription.

As Saldana (2011) mentioned "stars in the sky are not just randomly assembled". Therefore, based on literature and the structure of MoNE-YLSY scholarship program together with the general understanding obtained from the transcribed data, some patterns was formed such as aims and objective, selection and placement, services provided by MoNE, compulsory service, and chances in scholars' perception. Yıldırım and Şimşek (2011) stated that without creating pattern, some of the important data might be lost during the analysis. Nevertheless, these patterns just used to avoid the loss of data.

For this study, the content analysis of qualitative data was the selected analysis method since it provides researcher to discover new codes and themes that cannot be detected with descriptive analysis (Yıldırım & Şimşek, 2011). Two steps were followed to define codes and themes. First, all the meaningful words, sentences, and paragraphs were selected and named. Further, the selected part of the interview created the first codes. The first codes defined the first concept which would lead the researcher to outline the first template for themes.

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Synchronously, randomly selected two interviews among 18 interviewees were given two researchers for checking coding consistency. One interview was given to a METU researcher and the other was given to another researcher from Indiana University, Bloomington.

In the second step, the themes and codes were checked and controlled and the relations between the themes were determined and grouped. The related themes were grouped in parallel to the consistency of research questions. Code and themes were prepared and all of the data were organized. Finally the data were interpreted based on the codes and themes and the results were written up. See Figure 3.3.
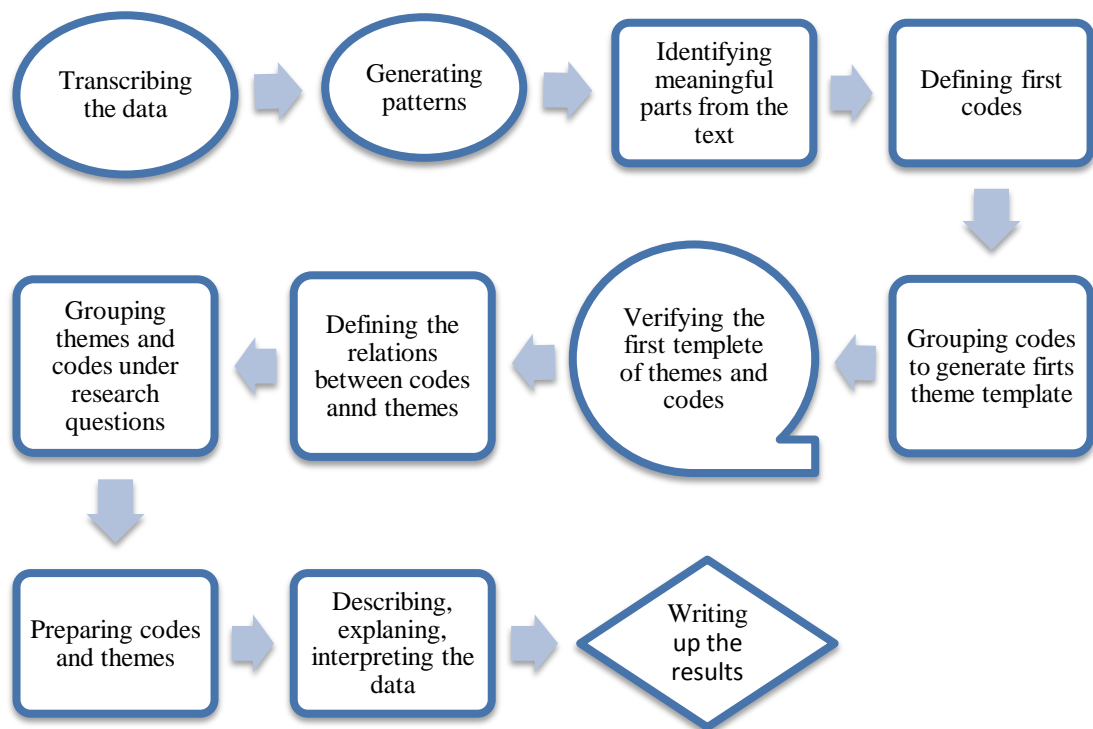
Figure 3.3. The Qualitative Process of Data Analysis

For the analysis of the quantitative data, explanatory factor analysis was used to identify the groups of questionnaire items. As Field (2009) stated factor analysis are being used for three purposes, first, to understand the structure of set of variables; second, to construct a questionnaire; third, and to minimize the number of items in

the questionnaire. In this study, the aim of using explanatory factor analysis was to understand the structure of set of variables.

As Field (2009) proposed that explanatory factor analysis is concerned with establishing linear components within the data and contribution of a particular variable to other components. Furthermore, Guadagnoli and Velicer (1988) stated that the results from explanatory factor analysis draw similar solutions. Erden (2010) also used explanatory factor analysis to underlie the dimension of a self-developed questionnaire.

Descriptive analysis of the questionnaire were presented to explain data since these analyses are the most common way in such studies which collects data nearly from the entire population (Freankel & Wallen, 2006). The researcher reported percentages of the most common changes in scholars' cultural, political, economic, and educational perception together with percentages of the factors that MoNE-YLSY scholars stated as the reason of the changes in their perception.

Finally, the researcher used regression to measure the relationships between reasons and changes. Correlation could be used; but this analysis help researcher to predict one variable to another (Filed, 2009).

3.6. Limitations of the Study

There are several limitations associated with the study.

To begin with, the first noticeable limitation is that only MoNE-YLSY scholars living in the UK were included in the study. The researcher interviewed with eighteen MoNE-YLSY scholars. Due to collecting data from limited number participants, the opinions of the participants on assessing MoNE-YLSY scholarship program cannot be generalized to a wider population. However, the results highlighted main concerns of the participants on the structure of MoNE-YLSY scholarship program.

When it comes to questionnaire, the researcher administered the questionnaire to all MoNE-YLSY scholars. However, the collected data were limited to response rate. In addition to that, the way to collect data was another limitation regarding questionnaire since the data were collected through an online survey.

Lastly, the researcher carried out interviews in different settings. Therefore, the location might create a threat for internal validity. However, the researcher was careful with conducting interview in a quiet place. The researcher also paid attention to provide a comfortable place for participants and to create a friendly atmosphere.

CHAPTER IV

RESULTS

> Enjoy your sweat because hard work does not bring you success
> but without it you do not have a chance.
>
> Alex Rodriquez

In this chapter the results of the data analysis were presented under the following headings: (1) the aims and objectives of MoNE-YLSY scholarship program, (2) selection and placement process, (3) language education, (4) comparison of MoNE-YLSY scholarship program with other international scholarship programs, (5)the advantages of MoNE-YLSY scholarship program, (6) the disadvantages of MoNE-YLSY scholarship program, (7) guidance and counseling services, (8) compulsory service, (9) recommendations and future expectations of MoNE-YLSY scholars, (10) the changes in MoNE-YLSY scholars' cultural, political, economic and educational perception, and (11) the reasons that lie behind the changes in scholars' cultural, political, economic and educational perceptions.

4.1. The Aims and Objectives of MoNE-YLSY Scholarship Program

With regard to the first research question of the study: "What are the objectives of MoNE-YLSY scholarship program according to scholars?", was asked to the interviewees about what the aims and objectives of the MoNE-YLSY scholarship program and what the aims and objectives of the program should be. The interviewees responded to the question depending on their experiences and opinions. They also reflected on the success of the program.

4.1.1. Scholars' Opinions about the Aims and Objectives of MoNE-YLSY Scholarship Program

All of the participants were very much of the opinion that the aims and objectives of the program have a good starting point and intention: contribution of the program to their home countries. They were very much of pleased to be supported by the state.

Except from P8, all of the participants stated that MoNE-YLSY scholarship program has clear purpose to send students abroad. P8 justified his ideas that none of MoNE-YLSY scholars were informed about the program and also when it is asked scholars to state what the purpose of MoNE is that they rather start explaining their opinion than MoNE itself. Interview data revealed that interviewees notably focused on; student mobility, training future academics, overseas experiences, strengthening new-opened universities, accelerating scientific development; additionally, language and international networking.

According to the transcribed data, the aim and objectives of the program were defined by the participants as follows;

Student mobility: P4, P7, P9, P11 and P18 noted that sending students abroad shows the intention of the state to join student mobility. However, they claimed that sending student abroad is a myopic attempt in joining student mobility process. P7 illustrated the lack of Turkey's success in student mobility by emphasizing the differences in the number of international students in Turkey and the UK. Also P11 and P4 mentioned that Turkey is part of international student mobility from the beginning of the republic. The only criticism of the participants is that MoNE-YLSY scholarship program and the previous programs similar to MoNE-YLSY scholarship program only considered one dimension of student mobility, which is sending students abroad not receiving students from other countries. They proposed that every aspects of student mobility needed to be taken in the agenda of MoNE.

Training future academics: From the beginning of MoNE-YLSY scholarship program, it aimed to raise educated man power; experts and academics. The entire

participants without exception agreed that this program aims to train and educate future academics for state institutions and organization and this aim is one of the most needed aims of the program. P11 and P4 remarked that addressing to the historical foundations of the program, such sending student abroad applications made significant contribution on the development of Turkey and after improving the MoNE-YLSY scholarship program, it could make major contribution to the country. In addition to this, P17 mentioned that the origin of the program dates back to times of the Ottoman Empire and that sending student abroad policy designed in a similar way to meet the needs of state institutions.

Participants objected sending many unwilling people abroad just to staff academic positions. Nevertheless, this objection does not totally mean that they are against any kind of action to meet the needs of institutions. They stated that the quantity of scholars overshadowed the actual aim of increasing the quality of academics. They emphasized the possible consequences and harms of oversimplifying the aims of the scholarship program to such a notion of staffing the academic positions and they also emphasized that the primary purpose of the program should be to raise well-qualified and experienced academics. P1 summarized the issues that the other participants touched upon;

> Why do we send students abroad? Well, there should be a problem to send students. What are these? First, there is lack of academics. The main reason of this is that previously there were 80 universities and now there are 150. Turkey realized that it is impossible to provide sufficient number of academics in a short time so that they started this project. It is, of course, nice to think about the empty positions in the institutions but staffing the positions does not make any sense even if the scholars do not gain global perspective and become qualified.

Overseas experience: The participants articulated that gaining overseas experience is one of the aims of the program. P5 expressed his/her how MoNE should be on due to provide a platform for scholars to help them to gain more overseas experiences rather than thinking so much on their return to fill opening in the institutions with these words;

Should the aim really be to staff institutions, I don't know? I think it should be targeted to experience to study abroad, to develop a world view to understand the system of academia, and to raise individuals with self confidence and no hesitation to appear on international platforms.

P6 narrated the benefit of adding overseas experiences among the objectives of MoNE-YLSY scholarship program and of raising the awareness of scholars academically and internationally as reported in the below.

May the scholars have overseas experience and may they have world view to recite academic studies and teach in universities. I think this is the starting point and this is what the program logically intended; because, we, the scholars, have some academic patterns when we come here such as how to write a report, prepare project, even talk to professors. Of course, what we gathered in Turkish Education system is valuable but it is at national level; however, here is a different education system and patterns now. This changes us and broadens our perspective. We, therefore, start to realize that there are other examples in academia.

To summarize briefly, the participants supported the aim having overseas education to learn the opinions of other scholars in their subject area (P 5,P 6, P7, P 12, and P13, P15), understand the reflection of cultural features on science and technology (P1, P2 and P8), develop alternative world view (P6, P9, P18, P16 and P12) and raise qualified academics (P17, P16, P15, P11, and should be among the aim of MoNE-YLSY scholarship program.

Strengthening new-opened universities: As it is known, recently the number of universities increased in Turkey and this made the need of academics a current issue. The transcribed data showed that as participants of the study confirmed, this is one of the aim of MoNE-YLSY scholarship program. While the participants underscored that the aim of the program is to meet the need of academics in previously established universities, when it comes to new-opened universities, they highlighted that the aim of the program is to strengthen or prepare substructure of new-opened universities with returned MoNE-YLSY scholars. P8 remarked that MoNE states this purpose implicitly.

Strictly speaking, I can't see any definite purpose stated by MoNE; however, it implicitly tries to direct scholars to new-opened universities. It is like "let's

send these students first, then we place them to new universities". This manner indicates that 5 thousand students in 5 year project had been prepared to actualize this purpose (Placing the scholars' to new universities).

As one of the example of placed students to a non-exist department, P7, P8 and P9 pointed out that even the returnee will be only one person in the department, they are being placed to that position by MoNE since their universities have not established yet. They have cast doubt on this application. Although they think that they are placed to that position and they have responsibility to open a department related to their subject area, they were not sure that the university would be constructed until they return.

Contributing and accelerating to scientific developments in Turkey: Majority of the participants emphasized that Turkey has developed scientifically; but, in comparison to other developed countries, Turkey' scientific and academic progresses remain incapable. They also mentioned that the reason of the application of sending students abroad provided by MoNE is to follow the scientific developments in the world and bring new technologies and academic approaches to Turkey. Therefore, according to the transcribed data and participants statements, MoNE aims to raise academics that could probe and comprehend these developments to Turkish universities, additionally; MoNE expects these academics to be able to teach in universities in parallel to the trends in higher education.

P3 particularly underlined that all the scholars should be directed and motivated on how to contribute to Turkey scientifically and academically, besides, the scholars also adopt this principle while they are studying abroad.

> You know, there are many academics and research assistants in Turkey that put their signature under good successes. On the other hand, there are some aspects that need renovations. From my perspective, our aim, as scholars, as students who are studying with the taxes of our nation, should be oriented around what we can bring to our country. That is why I selected this very challenging department so that I could serve in my country with full capacity and performance. I believe that it is also MoNE's responsibility to unite us around this purpose.

P1, P3, P8, P10, P15, P16, P17 and P18 mentioned the necessity of contributing Turkey's scientific developments. P8, P3 and P1 suggested that if possible, MoNE-YLSY scholars should actively take part in scientific projects and academic studies to introduce Turkey to the world.

Language education: When the selection criteria of MoNE-YLSY scholarship program examined, this scholarship program do not require applicant to submit English languages score. The debate on language requirement among the participants will be presented later; but, all of the participants indicated that one of the aims of MoNE-YLSY scholarship program is to help academic to acquire foreign language skills. Lack of language requirement in applying MoNE-YLSY scholarship program and the high priority given to language education courses directed participants to think that one of the major purposes of the program is to raise academics with language skills. The participants also emphasized the importance of language skills and competencies in order to study abroad and they also highlighted that language is the only valid and effective way to actualize the other aims of the program.

As the participants of the study mentioned that knowing a language provides scholars many opportunities such as discovering different scientific development in the world (P12 and P9), following the new trends in specific subject areas (P15 and P16), working on a project from different nationalities (P18) and developing self-confidence (P4, P9 and P18).

International networking and interaction: Finally, the participants remarked that international networking and future collaboration with foreign academics is the aim of MoNE-YLSY scholarship program. They pointed out that studying abroad automatically provides them to get this contact.

In future, participants believed that networking will provide Turkey to have more international publications, organize more international conferences, seminars and symposiums, and gain more international experience. Furthermore, the P14, P3 and P2 indicated that they could join some conferences thorough the support of MoNE-YLSY scholarship program. Therefore, these participants asserted that although

MoNE does not promote that it is covering these expenses, networking is among the objectives of MoNE.

P7 proposed networking as one of the aim of the program to be engaged with science and technology and be acquainted with the application of scientific theories.

> The only way to understand technology and practice scientific developments is to connect nations and people. Through communicating with these people, we can develop new technologies. For example, in my field, I wrote a thesis in Turkey and I considered that it is a unique example; however, after I start working with a student in my university from country A… I realized what I have done was already outdated. If I did not communicate with that person, I would still have the same idea about my study. Another advantages is networking is that you don't waste time. It is an awakening.

4.1.2. The Reasons of Not Accomplishing the Aims and Objectives of MoNE-YLSY Scholarship Program

MoNE-YLSY scholarship program established in 2006 aimed to send 1000 students abroad for each year; but, it did not able to send the determined number of students abroad. The participants of the study drew attention to this issue. Furthermore, the participants explained the reasons of not accomplishing the aims and objectives of MoNE-YLSY scholarship program with regard to their own experiences. Generally speaking the participants thought that there are two main reasons of not achieving the determined number of students. The first main reason is the promotion of the scholarship program whereas the second is the structure of the program.

To begin with, many of the participants indicated that they heard about this program not from MoNE but from their friends, university staffs, social media, and blogs. Even the participants who aimed to be academic from the beginning of their undergraduate education confessed that they have been informed by their instructors of professors who benefitted from the other version of scholarship programs such as scholarship programs established due to the model of planned developments after 1960s, based on the Law No.1416.

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This scholarship does not reach its goals since there is lack of promotion and advertisement. I don't know how many people are aware of this scholarship. Already, the people who know this scholarship are informed by MoNE-YLSY scholars like us who have difficulties. Consequently, these students, especially the successful ones, prefer other scholarship programs… MoNE should promote this scholarship. If MoNE could put together this scholarship and promote it as it should be, it can gain self-confidence and reputation again.

P16 mentioned that the impact of the lack of promotion and advertisement could be solved out, if the system works properly. When the system works properly, the counter advertisement of the scholars can be eliminated and even it might reverse exactly the opposite.

Now, the case is counter advertisement of the scholars when the system treats us bad, we automatically defense ourselves by criticizing MoNE. Of course, we don't aim to stop people to apply this scholarship. But I, myself, for example advice people to apply the other scholarship program if they have language skills and different abilities. The only way to reverse it to change the system and find solutions for our problems otherwise MoNE cannot achieve its purpose.

The second main reason of not accomplishing the aims and objectives of MoNE-YLSY scholarship program is about the structure of the program. More clearly, MoNE-YLSY scholars are most affected by the problems in scholarship program. The general problems in the program decrease the motivation level of the scholars and increase the probability of drop-out among scholars. P18 narrated his/her experiences as follows;

As I explained before, I wanted to be an academic and preferred to come here with MoNE-YLSY scholarship program. Before I applied this scholarship program, my professor wanted me to work with him/her; but I refused this offer just to be an academic. I came here with an idealistic perspective but I am on the way to turn back when I finish my master; because, the problems that I experienced and the problems in scholarship program are really overdose for my temper. Personally, I can't endure it.

According to transcribed data, these problems were related to bureaucracy and insufficient number of employee in administrative unit, low student profile, lack of

supervision and control of scholars and deficiency in law. They were listed and explained according to the transcribed data below in more detail.

Bureaucracy and insufficient number of employee in administrative unit: The administrative unit of MoNE-YLSY scholarship program is under the Secondary Education General Directorate of MoNE. Some of the missions of Secondary Education General Directorate are; to define and apply policies for secondary education level, prepare course materials and present them to the Board of Education and Discipline, provide accommodation for secondary education students, fulfill the responsibilities regarding the Law No.2547 on higher education and administer the processes regarding the sending student abroad policies. Previously, there was a separate general directorate, which was Higher Education General Directorate, to administer legislation and legacies on sending student abroad program (http://ogm.meb.gov.tr/gorevler.asp, 13.06.2013). The participant of the study mentioned that Secondary Education General Directorate as an administrative unit is not enough to cope with their needs and problems and it causes additional problems for MoNE-YLSY scholars since this directorate does not have sufficient background to manage MoNE-YLSY scholarship program. P10 stated that the responsible unit was Higher Education General Directorate when s/he applied to the program. Additionally, P10 complained that s/he has neither been informed nor seen any responsible authority since s/he started to the program.

All of the participants emphasized that administrative unit is really important to actualize the aims and objectives of MoNE-YLSY scholarship program since they thought that promoting the scholarship program, carrying out bureaucratic procedures; paying the stipends and communicating with universities that students were appointed are the responsibilities of the administrative unit. Any inconvenience in carrying out these procedures might be influential in the scholars' motivation, success, education and living standards.

P8 opined that MoNE-YLSY scholars cannot fully complete their bureaucratic procedures and most of the time their bureaucratic procedures are being left

unfinished since the directorate was not established specifically for this purpose and it does not have an infrastructure to deal with the bureaucratic procedures.

> We are dependent on Secondary Education General Directorate. We are not dependent on YÖK. We are even not dependent on an institution at university level. What secondary education mean? It means that the officers do not know sufficient English. They do not know anything about my problems or wish, but they order me what to do. All my bureaucratic procedures are being left since the correspondents do not know English. I do all of the correspondence. I cannot explain what they need to do because they do not understand me. There are lots of deficiencies. I do not feel myself motivated. Especially in this year, I started to think about resigning MoNE-YLSY, if I find another source.

Another issue that the participants touched upon is bureaucracy. The participants revealed out that they had to complete many forms and documents after being MoNE-YLSY scholars. Actually, they stated that the problem is not preparing and giving necessary documents, the problem is that they spend so much time on document preparation and waiting their document to be submitted.

P4 told that there are so many bureaucratic procedures that creates unsystematic and chaotic situation; P5 stated that MoNE only considers about bureaucratic procedures. P17 emphasized that MoNE is very slow to reimburse the money that MoNE-YLSY scholars pay for visa application, university application or prepare the necessary documents that the scholars need to.

In addition to the slow-going red tapes, the participants indicated their worries about document preparation process for universities they are accepted. As P11 mentioned in the quotation, slow-going bureaucratic procedure affects their education.

> When I first came to London, due to slow-going bureaucratic procedures I did not able to join the meeting in my university. Again, in the same year I experienced such a kind of thing. I missed my graduation ceremony since MoNE was late to pay my university fee. I became extremely exasperated with this situation. I now many people who say if I knew there were so much bureaucratic procedures, I would have not came here.

Many times, MoNE-YLSY scholars' documents are being lost, as they reported. They also chastised officials for losing their documents and causing them to have financial problems. P6 showed two letters of a scholar posted by MoNE regarding health expenses. P6 mentioned that s/he sent the document several times but MoNE lost the document and blamed her not attaching the document.

In addition to the administrative unit, Undersecretariat of Education in London, which is called as MEBLEM by MoNE-YLSY scholars, is liable from carrying out scholars' bureaucratic procedures in the UK and it mediates between scholars and Secondary Education General Directorate. Secondary Education General Directorate holds the presidency of MoNE-YLSY scholarship program whereas MEBLEM administer the procedures of scholars such university application, stipend payment, and recruitment procedures for military.

As participants indicated that there is also a miscommunication between MEBLEM and directorate since there is not enough staff in MEBLEM for bureaucratic procedures. Participants reported that the previous undersecretary left the position and there was no responsible authority in MEBLEM for a long time. Also, as the participants said, the number of officers in MEBLEM is two. Accordingly, due to the lack of officers in MEBLEM, MoNE is being informed late and bureaucratic procedures are going slow.

Low student profile: MoNE-YLSY scholarship program sends students abroad for graduate studies. The participants should complete master and PhD studies within a specific period which is called as main educational period by MoNE. However, many of the students only complete their master degree and turn back to Turkey. The participants specified many reasons about not completing the main educational period. They are not giving sufficient emphasis on their education, not having personal aim to be academics and feeling unmotivated due to negative experiences and problems in MoNE-YLSY scholarship program.

Except from the personal experiences related to the problems in MoNE-YLSY scholarship program, P1, P4 and P9 emphasized that MoNE does not accomplish its

aims and objectives due to the low student profile. P4 chastised MoNE-YLSY scholars for not studying enough and not using library. Besides, P1 added that some of the scholars are only applying the program to guarantee their future in terms of finding job.

> So to speak, it is like only unemployed people are applying MoNE-YLSY scholarship program. The people who did not succeed to find a job are applying this program with resort to finding job. There are very few people who graduated with a high degree and intention to study abroad. These people can perform well in ALES rather than other group that intends to study abroad since they have much time to study ALES.

According to transcribed data, personal interest towards being an academic affect students profile as well as forming a base for not accomplishing aims and objectives of the program. As P18 mentioned that these personal dynamics are that pushes MoNE-YLSY scholars to turn back to Turkey without completing their main educational period. On the other hand, P18 stated that many scholars do not want to continue PhD since they feel unmotivated due to having negative experiences and the problems in MoNE-YLSY scholarship program. P8 also stated that MoNE-YLSY scholars present low student profile since many of them do not have personal aim to be academics.

> The students who came here have no academic purpose. Actually, they are coming to do Master or PhD, indeed. But the problem is only thinking about completing these studies is not enough to increase intellectual capacity. Passing the courses and getting degree do not make sense for British institutions. The professors in the UK think that they are hardworking but not qualified.

As the participant emphasized low student profile degrading the prestige of MoNE-YLSY scholarship program and puts the trustworthiness of the program in danger in the eye of UK border agency, university administration, and public. P4 mentioned about the immigration policy for international students in the UK.

> The UK has really strict immigration policies since it attracts many people all over the world. Getting a visa as a student is easier than other visa type. Therefore, there are some malevolent people who get student visa but they do anything else like business. Anyway, to eliminate these illegal activities, UK

Border Agency works in cooperation with universities. Unfortunately, MoNE-YLSY scholars do not attend the courses then the screening procedure starts. It is a really important issue to be considered, due their thoughtless manner, the other scholar will face with difficulty in visa application as well as we will all be labeled as lazy. In other respect, the UK Border Agency will not trust any document of MoNE, if the students continue to act like this.

Lack of supervision and control of scholars: In terms of supervision and controlling MoNE-YLSY scholars' success, 11 of the participants out of 18 indicated that MoNE and MEBLEM fall behind in controlling and supervision of scholars. According to the participants, the excessive number of students in comparison to the number of officers makes difficult to monitor scholars' success and attitudes. They also underlined that it is one of the reason of not accomplishing the program's aims and objectives. As P17 indicated that the lack of officers prevents MEBLEM from controlling students, but Home Office in the UK has some regulations.

Scholars are being sent to two hundred hour language courses. But scholars do not attend hundred hours. As I mentioned before, due to the lack of officers, MEBLEM cannot control the attendance of scholars to their program. However, if scholars do not attend the courses more than hundred hours, university inform home office, the institution which deals with visa procedures. Because, you came here for education but it is not clear what you are doing. Consequently, universities can impose sanctions. I guess, if home office does not monitor the attendance rate, MoNE-YLSY scholars will not come to the rest of hundred hours.

Participants also stated that the lack of supervision and control causes loss of unnecessary financial resources. Participants indicated that MoNE-YLSY scholars tend to stay longer and therefore they try to extend their main educational period. P18 also indicated that lack of supervision violates the rules of MoNE-YLSY scholarship program since according to Law No.1416; each scholar has certain period to complete their education.

Participants criticized MoNE and MEBLEM that it is also important to assess the quality of educational institutions whether these institutions have strong infrastructure in terms of academic staff, library, accommodation, and laboratory. Besides, the students also mentioned that MoNE need to monitor the educational environment provided to scholars by institutions. P7 mentioned that many of the

educational institutions especially language schools do not consider the number of students from same nation. Sometimes, language school can place ten Turkish-speaking students in the same class. Even worse than that these student could be all MoNE-YLSY scholars.

> MEBLEM places us to language schools. I believe MEBLEM is trying to find the best school for us since my language school was one of the expensive one in the city. However, the quality cannot be measured by its cost. After we were placed in that school, we conveyed that the education in this school is not good. But there were no option for us. You know there is a low-going bureaucracy. MEBLEM could have controlled these schools before it placed us.

Aforementioned, MoNE-YLSY scholars are appointed to universities in Turkey to study on certain subjects. However, MoNE do not control the subject area of the scholars that they are studying in the UK. Participants complained that the only thing that MoNE only considers the final results which show that the scholars failed or passed. P1 remarked the necessity of a control mechanism to discuss and get opinion on their subject area.

> MoNE should say that I spent such amount of money for you, now explain what you studied. Consequently, there is need of a control mechanism that checks out what we studied and what it is for. This mechanism should also inform us about the need of Turkey and provide a platform to discuss our idea. But we are alone in each aspect of this program. If you do act reasonably and ask your questions to correct people, it is not only bad for you, also bad for the financial resources of the state.

Participants also bespoke the need of punishment and reward system for MoNE-YLSY scholars. As many of the participants indicated that there is no reward for scholars who study at prestigious and well-known universities. As a result, many scholars incline to the view that there is no need to study in Cambridge or Oxford, if no one appreciates their endeavor or success and reward them. On the other hand, there is no punishment for the scholars who extends their educational period without any reason. Therefore, many scholars do not push themselves for doing better.

P1, P4 and P6 pointed out that the lack of supervision and control concurrently inhibits taking feedback from MoNE-YLSY scholars related to the effectiveness and

implementation of the program. As P6 mentioned, they can convey their concern but there is no systematic way to take the opinion of the scholars on MoNE-YLSY scholarship program.

Deficiencies in law: MoNE-YLSY scholarship program was established based on the Law No.1416; was enacted in 1929. This law has been used several times to meet the increasing demand of academics, experts and officers in state institutions and organization since then. Many students from different education level such as undergraduate and graduate were selected to overwhelm the need of educated man power in Turkey. The law has been updated several times to adapt it to current situation; however, participants opined that the law itself is not complementary with today's condition.

P4 criticized harshly that everything is in constant change but MoNE still uses an old law. P11 did not totally agree that the law is not suitable to establish a scholarship program. The participant discussed the practice of the law without considering the facets of what is needed.

> If I am not wrong, the law dates back to 1930s. The title of the law starts with sending students to foreign countries (Ecnebi Memleketlere Talebe Gönderilmesi) in old Turkish. It was not an active law before but it has activated again with the establishment of new universities. I do not say there are deficiencies in Law. I need to examine the Law to claim such a thing from a critical point of a lawyer. The problem is that the authorities only considers the title and focuses on sending students abroad. The other dimensions of the program are obviously not considered by the authorities. That is why we have problems and MoNE did not send 5000 students.

4.1.3. The Benefits of MoNE-YLSY Scholarship Program for MoNE Scholars

With regard to the first research question; What are the objectives of MoNE-YLSY scholarship program according to scholars?, interview question 5 was asked to interviewees to explain educational attainments of themselves during their master and doctorate studies as part of MoNE-YLSY scholarship program were asked. As described before, nine of the participants are at master level, eight of the participants are at doctorate level, and only one participant, that is P12, is at language school.

According to transcribed data, two themes emerged: academic skills and personal development. The results of the data analysis revealed that participants acquired significant academic skills and developed their personality within international student mobility process. The entire participant indicated that the benefits of the scholarship program either direct or indirect way are undeniable. Additionally, the data gathered from transcribed data show the links between the aims of the program and what they gained during their education.

Academic knowledge and skills: The results of the data disclosed that MoNE-YLSY scholars gain and enhance their academic capacity and skills. These academic skills and knowledge are language competencies, academic writing skills, laboratory skills, self-study skills, interdisciplinary cooperation, teaching skills, oral reporting, research skills including methodology, originality which indicates that detecting gaps in the literature, and ethics and plagiarism. The participants mentioned that these acquisitions are the results of not only being MoNE-YLSY scholar but also studying in a different country setting.

One of the major contributions of the program to scholars is language competencies. All participants pointed out that their abilities in writing, reading and peaking English has improved since they came to the UK. As participant highlighted in the quotes, English was one of their challenges in the beginning of the program

> When I say those were the days, the first thing that I remember is language. I did not trust myself in English in the beginning. I don't remember that I pushed myself to speak in English until become part of this scholarship. (P2)

> The first thing that I gained in England is language, of course. When you speak, write, and read in English, you start to master it day by day. Now, I do not fear anything about English. (P7)

> The biggest contribution of this scholarship for me is English. In Turkey, we learn English with as focus on grammar. I now realized that you have to live in the country of that language to completely learn it. (P8)

P12, the scholar who is at language school, also added that s/he also gained academic writing skills at language schools as well as speaking abilities. The participant opined that MoNE-YLSY scholarship program contribute scholars to progress from knowing English just to translate articles to using analytical writing skills.

In addition to language abilities, participant underlined that their academic writing skills improved due to the fact that they are exposed with a completely different education system that they are familiar with. As they mentioned that they write essays more than taking exams. Consequently, the writing abilities of them automatically improve. Particularly, the participants who studied in science, engineering and architecture stated that they haven't written articles or essay in their undergraduate studies. P6 stated that s/he prepared so many projects but s/he did not write an introduction or essay about the project in Turkey. Although it was a challenge for him/her at the beginning of her master in the UK, the participant have different point of view about writing.

> At the beginning, I was just trying to jot down and submit essays. It was a really challenge for me. My project was always better planned and structured compared to other students in the class. Maybe, I could get full mark, if I did that project in Turkey. But I realized it was also important to explain what I intended. Because I was the only one who could expound my project. My instructor warned me about writing style. He told me to be brief and succinct as well as recommended me to reflect my ideas. Anymore, I feel confident in writing and I feel writing is one of the important part of preparing projects.

P2, P3 and P7 mentioned that they have well-equipped laboratories for their studies. They indicated that they have opportunity to carry out their own experiments so that they developed their laboratory skills. As they reported, they feel more comfortable in laboratory since they do not feel themselves guilty when there is damage to laboratory materials. P2 mentioned that rather than using simulations or observing instructors, they prepare their own testing apparatus and perform their own experiment. S/he also mentioned that she was doing master before being selected as a MoNE-YLSY scholars and completed course requirements in Turkey.

My academic and laboratory skills have improved a lot. If I was in Turkey, I would not be able to have these opportunities. During our laboratory courses in Turkey, we were just observers. An assistant or our instructors were performing experiments. On the other hand, the laboratory is open for twenty four hours. All I need to go to laboratory and do my experiment. I think, the more you feel comfortable, the more you progress.

Based on data analysis, participants highlighted that they work with other students from different subject area. Consequently, they learn possible application of their study interests in different fields and also improve their working skills with other disciplines. As cited form the interview of P3, interdisciplinary studying increases the publication capacity.

At first, you flounder about what to do since the system is completely different from the system in Turkey. The things that you learn are different. When I was studying mathematics in Turkey, it was just mathematics. If you study geometry, it is limited with geometry. If it is arithmetic, it is arithmetic; however here is not like that. You start combining your background with other disciplines. You start thinking that how I can use biology in mathematics and whether it is possible to integrate my findings with chemistry. The reason of their high publication capacity of the people in the UK is because of working together with people from other disciplines.

In terms of teaching and learning methods, participants indicated that the education system in the UK aims to teach "learn how to learn"; hence, different methods and techniques regardless of the age of audiences are being used in any educational institutions. For instance, P9 recited that they used drama techniques to solve out the regional planning problems.

From the beginning of the semester and in each module, I realized that the instructors were using different methods to integrate students into learning process. For example, we went to Windsor for workshop. We had visitors from Tanzania. We tried to solve out the problem of Tanzania by pretending that we are a person living in Tanzania. Everybody in the class was somebody else, mother, constructor worker, president, student, and anything else. At first, I considered this activity as a waste of time, now I realized that I learnt so many things within one hour. I actually learnt what is urban planning.

P18 highlighted that discussion; argument and counter argument are generally used in modules. The courses are called as modules in the UK. The duration of the

modules generally takes one hour. Following to modules, there are seminar classes that the instructor of the module or different academics related to discipline or associated with the content of the module creates an atmosphere to discuss related topics.

> I have learnt how to teach a lesson in the form of argument and counter-argument. I think this is the issue that we do not have in our faculties. I think I enlarged my perspective in teaching and increased my intellectual capacity that there is not only one way to teach.

On the other hand, the participants mentioned the importance of methodology and research in the UK. They remarked that due to the importance given to research, methodology and literature, they gained problem solving skills and sense of originality. They also said that the notion of originality in making research caused them to give more emphasis on review of literature than they did before.

With regard to using databases to make literature review, P8 talked about the necessity of making research and using different alternative to review literature.

> Absolutely, you have to make research. They inculcate it to you. I knew Google scholar in Turkey; but nothing more than it. I do not remember that I used databases and library so frequently. I did not borrow so many books from library. Now, I think I have learnt and still learning how to do research.

P4 also underlined that methodology is one of the important issue in making research.

> One of the most important acquisitions for me is methodology. Here, people really value it and accept methodology as a custom of making research. In Turkey, methodology is not so common. It is like testing assumptions rather than creating a frame for all your research; however, methodology itself has power to chance assumption, if you do not start to make research without a good plan.

Participants pointed that studying on a specific topic or choosing a topic which is not studied by many researcher are accepted as original in the UK. In terms of originality in making research, P10 highlighted that the instructors in the UK with no exception are trying to embed the notion of originality in doing research.

> I made research with different researchers. I contacted with many instructors and unexceptionally everyone that I worked with had maintained an attitude towards originality. Even, the notion of originality and perfectionism started to form in my mind for my doctoral proposal. At least, I learnt to make an inclusive review the literature to check what has done and what has not done on my research area and I control which article has cited more than the others.

The research skills and notion of originality in making research were among the academic skills that participant mentioned in the interviews. With regard to research skills and originality, the transcribed data showed that participants also started to discover new dimension in their discipline. As P3, P4, P9, P10, P11 and P13 told, they are not studying on clichés in their subject area and most common subjects in Turkey. They rather prefer to study on different tor specific topics that could contribute to development of Turkey. P 11 explained how s/he extricated from clichéd ideas with the words below.

> The system in the UK helps to you to get rid of clichés and taboos. I, anymore, have different point of view. Maybe, you heard about it. It is as called Common Law, Anglo-Saxon Law. But we learnt so many things from this system. In Turkey, they advised me to go Germany since we have adopted so many laws from Germany. I refused to go there since so many people went to Germany and studied same things. What good would that do? We not only learn British Law in here but also learn other law systems of Germany, France, Japan, and so on since we learn with comparative law.

Finally, the entire participants underlined that they become more sensitive and careful with ethical issues such as plagiarism and referencing. Many of them emphasized that they are now more concerned about using appropriate referencing method and paraphrasing ideas of authors. The quotes from some of the participants' interview were used to express their opinion about ethical issues.

> Codes of ethic… For example, we do not pay enough attention to the codes of ethic while we are writing essays. Sometimes we copy and paste and this is plagiarism. I do not say that we do not follow rules intentionally; it is because we are not informed about ethical issues. I realized that it is really important to paraphrase someone's ideas not to outrage decency. (P9)

All in all, participants pointed that MoNE prepared a basis for gaining these skills and knowledge. They thought that the acquired academic skills and distinctive features with the help of MoNE will provide opportunities for their future positions. P1 talked highlighted the some of the academic skills and abilities that s/he acquired.

> With the help of this scholarship program, you double up, triple, even quadruple your skills. The skills and the knowledge that you obtained in England is so valuable that it makes you ready to prepare academic events such as conference. Only this ability is enough to give you distinctive features among your colloquies, when you turn back to Turkey. In the first instance, you learn English and start communicating with world. Turkey is not really good at in English teaching, but once you come here you sooner or later you learn this language. You see so many new things that you have not seen before. It is because you come to a country which is academically and technically developed. You prepare projects and learn how make publishing. We cannot say that MoNE-YLSY scholarship program is unnecessary. Only with these abilities, I believe that the scholars will make major contributions to Turkey.

Personal developments: MoNE-YLSY scholarship program aims to raise academics and experts for state institutions. Therefore, MoNE send many students abroad to provide a better education.

Living abroad and being exposed to a different culture might cause either positive or negative consequences on individuals. Participant revealed out that living abroad was influential on their characteristics and they gained different values and norms within this process. In terms of personal development, the changes in participants' personality particularly in academic area are reported under this title.

At first, twelve of the participants mentioned that they had some changes in their academic attitudes. Their study habits, communication skills, personal willingness to make research and time management skills underwent a change. Furthermore, eight of the participants remarked that they feel themselves ready to be academic and their motivation level is increasing when they realize the academic skills and competencies they gained during international student mobility. P1 summarized the readiness level of MoNE-YLSY scholars to be academics and how the acquired academic skills motivated them to be academic.

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There are so many benefits of MoNE-YLSY scholarship program. First, it provides you to live abroad for a long time and you see a system which functions regularly. More important than overseas education, we had a world perspective on how to integrate with other nations. It is important to understand the impact of globalization on our lives. I have intention to dedicate myself to create such an academic atmosphere for my students when I become academic. I believe that we had a mission to transfer what we learn.

Moreover, P7 stressed the necessity of discovering new ideas. The participant highlighted that how the notion of discovering and creating original idea reshaped her/his study habits together with his/her emotional readiness and eagerness to put an effort.

You feel there is no end to learn and discover new things. I, anymore, cannot say that I know this. Before, when I study I was thinking that I know every detail about the topic. Everything is changing; you need to update your background in parallel to these changes. Consequently, it increases your determination. It is making you sad when you cannot find what you are seeking for after struggling a lot but then me start thinking that there is a need to discover the correct way, and then I go on. This system encourages going further.

Participants, who discovered and learnt new ideas on their subject areas together with different teaching and learning methods, have willingness to apply these to Turkish Higher Education System.

According to the result of the interviews, eight of the participant indicated that their abilities to study systematically increased. Whereas P1, P5 and P16 mentioned that the reason behind gaining this ability is highly correlated with the system in the UK, P3, P6 and P17 pointed that they start to study more systematic than before due to the syllabus delivered at the beginning of each module. P11 and P14 also remarked that English education system imposes people to study individually and arrange their time based on their needs. Consequently, time management skills of the participants are developing.

The opinions of the P5 and P17 were stated in the quotes as the example of two different assumptions for the reason of gaining systematic study habits.

I learned to study systematically and continuously. The system directs you to be more organized. That is why, I tried to be systematic and learn detail information about my research area. They expect you to submit different homework. It is not like studying hard for an exam. (P5)

When you attend the module, you see the program prepared for 22 weeks. Here in England, the academic years lasts 22 weeks. In Turkey, some of the well-developed universities apply this in their faculties. When you look at the syllabus, you know what the instructor will cover, when the due date for essay submission, what you need to read and which books and article are recommended. The instructor does not decide what to talk about before going to class… syllabus helps you to be more organized since you can follow up the module. (P17)

In conclusion, when the participants asked to state their opinion about the aims and objectives of MoNE-YLSY scholarship program, they expressed their opinion by blending the actual aims of the program. Following that, participants were asked to explain the educational attainments and acquisitions that they gained during their master and doctorate studies as part of MoNE-YLSY scholarship program. The results show that participants reflected their acquisitions and educational attainments as the aims and objectives of the program. For example; the participant stated that contribution to scientific developments in Turkey should be among the aims and objectives of the program. Later on, they emphasized that they developed an understanding to discover new ideas on their field and make original researches. They also stated that they have mission to bring these abilities, information and approaches to Turkey to contribute to the development process of the country.

4.2. Selection and Placement Process

Referring to the second research question of the study; "How do the current MoNE-YLSY scholars assess the selection and placement of MoNE-YLSY scholarship program?", Question 1, Question 4 and Question 7 of the interview were asked to participant to examine how they assess the selection and placement process of MoNE-YLSY scholarship program.

According to the results of data analysis, the responses of participants were gathered under 5 main themes: Selection and placement process, language education,

differences of MoNE-YLSY scholarship program from other scholarship programs, and advantages and disadvantages of MoNE-YLSY scholarship program.

The first question of the interview addresses the selection and placement process of MoNE-YLSY scholars. It is asked to the participants to find out what are the selection and placement criteria for the applicants, how the current MoNE-YLSY scholars evaluate the existing criteria and whether they recommend new criteria for selecting scholars in place of existing criteria.

To begin with, according to the 2012 Guidelines of Applicants (ÖSYM, 2012), the criteria for being selected as MoNE-YLSY scholars were defined. These are to apply MoNE-YLSY scholarship program such as to be the citizen of the Republic of Turkey, be graduate of 4-year undergraduate program for master studies or graduate of master program for doctoral studies, have no criminal record, be younger than age limits defined in the guideline and have master degree from the same department of undergraduate program to be eligible to apply for doctorate level. In addition to these prerequisites, it is required for applicant to have 2.75 CGPA (cumulative graduates point averages) out of 4, or 70 graduate points out 100, and submit ALES (Entrance Examination for Academic Personnel and Postgraduate Education) score.

The participants mainly talked about the last two criteria of 2012 Guidelines of Applicants (ÖSYM, 2012). They neither mentioned the necessity of other criteria which are important to be eligible to apply MoNE-YLSY scholarship program nor criticized any of them.

All of the participants indicated that ALES score and cumulative graduates point averages are the selection criteria for being a MoNE-YLSY scholar. The applicants should have minimum 2.75 GPA out of 4 or 70 point out of 100 to be eligible for applying to the MoNE-YLSY scholarship program. There is no minimum limit for ALES score. Applicants should use suitable ALES score type in parallel to their subject area. The higher ALES score they get, the more they guarantee their placement. As P2 stated that the major criteria for being MoNE-YLSY scholar is their success at ALES.

Principally, we are selected according to our ALES score. Same like in LYS (Higher Education Entrance Examination) system, we are being ranked according to our score from highest to lowest and placed to one of our choice. The higher ALES score we have, the higher probability that increases our chance to be placed to the vacancy position we chose…The average graduate point should be 2.75.

The applicants of MoNE-YLSY scholarship program select up to ten universities from the guideline for the applicants and code their selection to an automatic system which is set by ÖSYM. The higher ALES score guarantees their best university choice. One of the universities from their preference list will be the place that they get education on its behalf. When they finish their education and return back to Turkey, they will start working in a teaching position. P14 explained the placement process as follows.

Normally, the placements are made based on ALES score. We make 10 preferences and these ten choices provide us to know that we will be placed to which city and university. We, hereby, define the university that we return. This university is, at the same time, become the university that we will work when we return, if everything goes well.

P3 also mentioned the same criteria to be selected as MoNE-YLSY scholar.

We applied with our ALES score but as criterion normally it (CGPA) should be higher than 70. Sure 70 point for average graduate point is just a limit or it should be higher than it. It is not a limit to be selected. According to the criteria, the ranking are done from above based on ALES.

There is no additional criterion such as requirement for language for selecting scholars. In addition, P5 emphasized that there is no requirement for language for the application.

Although the application criteria are defined as ALES score and CGPA, there are some prerequisites. The subject area of the applicant should correspond to the vacancy positions which are defined by the cooperation with the Higher Education council and universities. Gümüş and Gökbel (2012) mentioned that psychological

counseling and guidance students specialize, for example, in school counseling or educational psychology whereas curriculum and instruction students specialize, for example, in Mathematics, Science, multiculturality or curriculum theory but the name of the position is so general that many scholars have difficulty in being accepted by universities.

P18 argued the vacancy positions defined by the Higher Education and universities that the positions are defined not by considering the real needs of universities, just by focusing on filling them. There is no equal distribution between the positions offered to some subject areas as well as there seems to be inconsistency with the name of the department that students study abroad and the name of the position.

> As it changes to the department and the application year, generally, it is expected to be concordance between your bachelor degree and the department that you applied. Sometimes, there are some absurd examples. For example, while the graduates of econometrics don't find any position, the graduates of business administration can apply all departments related to economics.

4.2.1. Insufficiency of Selection Criteria

All participants complained about the insufficiency of selection criteria of MoNE-YLSY scholarship program for being a scholar. Some of the participants indicated that these criteria are not enough to select students who are eager to be an academic or not. They also mentioned that the decision about who will be academics or not should not be given in a short time as MoNE did. P5 indicated that the selection criteria are not compliant with university application criteria in England. Therefore he suggested equalizing both selection criteria of scholars and application criteria of universities in England.

P1 stressed out that the MoNE –YLSY scholars do not create successful and motivated student profile due to insufficient selection criteria.

> To begin with, my opinion is that this selection process does not operate properly. The students who came here do not create a promising student profile. I observe that, for example, how many people do speak about his or

her profession. We can make conservation and talk about our profession, indeed. When it is asked why you came and what your purpose, there is no answer. I have this ALES score, I have that language score. I am doing my master. That is all. As if they came for nothing. It is just because selection criteria, these are not enough to select successful and motivated students.

P16 also mentioned about the low academic profile of students. He also correlated the reason of low student profile with the excessive number of students as well as insufficiency of selection criteria. The participant criticized that the quantity decreases the quality.

Normally, the diagnostic characteristics of qualifications changed after the 5 thousand students within 5 years project. This scholarship dates back to old times. But, in the past, they sent around 25 students. Already, they were identified as the think-tank of the country. They had hard selection criteria. Nowadays, there are many students since the state wanted to send more and more and they are having difficulty in passing courses due to having not strong background. This has been experienced due to criteria.

P7 questioned the selection criteria since they are not enough to select students who will serve later as academics.

I find that the criteria are insufficient. What is ALES? What does it measure? Is it enough to measure the willingness of applicants whether they want to be an academic? Of course, it is not. I don't agree, because this does not select the scholars who will serve to this aim.

ALES: According to the results of the data, all of the participants thought that ALES is not a suitable exam to select MoNE-YLSY scholars. Also, the content of the ALES was criticized by the participant since it does not measure the intellectual capacity of any candidate. Another objection to ALES to be used as selection criterion is that it is not designed to measure the applicants' professional skills and knowledge. P1, P6, and P12 supported that a professional examination test would be better than ALES. Additionally, P7 proposed different examination to measure personal academic background. P6 stated that an examination committee is needed to evaluate students' background with a test or exam.

I think, for the people who want to be an academic not particularly for MoNE scholars but all individuals who share the same interests, this is not a last time decision. All of his or her academic life should be examined rather than

measuring his or her mathematical abilities at the last time… For example, I am a graduate of urban planning. They can prepare a committee with the people from my academic background for all subject areas, and they prepare a test to measure our academic background so that they can also measure our knowledge capacity on our profession. It could be more or less like qualification exam.

On the other hand, all of the participants mentioned that ALES is a fair selection criterion compared to other selection criteria proposed in different scholarship such as interview, statement of purpose and study objective. They indicated that it provides equal opportunities with other applicants; otherwise, the graduates of METU, Boğaziçi University, Galatasary University and other prestigious universities have more advantages than the graduates of other universities in small cities. For instance, P2 stressed that ALES gives equal rate of being selected as scholar. Besides, the participants underscored that even ALES is an inadequate selection criterion, it prevents favoritism and preferential treatments among applicants. P11 commented on the objectivity of ALES as follows.

Selection and placement is only done based on ALES score, therefore there is no favoritism and no one can be placed in better universities just because of knowing someone important. It increases the credence of the scholarship. You code your preferences to the computer system and that is it. ALES is not enough but it is better to leave it technically as it functions.

P14 and P15 noted that ALES can be either an advantage or disadvantage for applicants. In their opinion, the applicant who studies 3 or more months for the exam, he or she might get a high score; but, at the same time, he or she might get low score due to an unexpected event during exam. However, together with P4, P14, P15, and P18 compared ALES with GRE and explained that GRE is a criterion like ALES to enter American universities and shows similarities in measuring verbal and numeracy skills.

Cumulative graduate point averages: Generally, it is been thought that CGPA is an indicator for students' success at school, university or any educational institutions. Technically speaking, there are different grading systems in educational institutions.

MoNE-YLSY scholars never opposed CGPA as a selection criterion. They emphasized that CGPA is necessary to reveal out the applicants' academic backgrounds and credentials. P2 and P9 stressed out that the high CGPA is important to get easy acceptance from universities in the UK and particularly it plays an important role in the department of science, mathematics and engineering, indeed. Nevertheless, they have some concerns related to the difference of grading system of universities. First of all, P3, P4, P14, and P15 stated that each university has different grading system and the difference in grading cause inequality among applicants since it may be hard to get A if university applies catalogue grading rather than curve system. They complained that there is no standardization. In addition to this argument, P3 and P15 said that the difficulty level of the departments is unsteady. P15 offered to apply different procedure to the top students in the department to find a solution for this issue. P3 said that;

> There are different criteria for each grading system. Some universities apply curve while others use catalogue grading. I was the top student in the department with 83 point. However, some of my friend has 99 point in another university and she was the 4th student in the department. I heard there are some top students in different department with 2.70 CGPA. I think CGPA is not a good criterion because of this reason until it is standardized

4.2.2. Recommendation for Placement and Selection Process

The recommendation of participants vary due to individual differences but after the analyzing the transcribed interviews, there are some common proposal of the scholars to be added to selection and placement criteria.

Language competency as a requirement: It was the most debatable issue among MoNE-YLSY scholars since they separated into two groups. The first group thought that it is necessary to ask applicants to submit language score. The second group almost opposed a language requirement before applying to MoNE scholarship program.

To start, the first group, P1, P4, P6, P7, P8, P9, P10, P12 and P15 (n=9) indicated that the applicants are the candidates of future academics and if they are eager to

work as academic they should know at least basics of English language before starting to program. They undoubtedly stated that all the applicants should submit a minimum language score like GPA. Their reasons for recommending a limit for language as a requirement are about the problems that the scholars face with acquiring language skills and they also have difficulty while they are studying at universities. Due to having no background on English language, they can't get enough score from IELTS (International English Language Testing System), they have problems in passing courses, and they can't complete their education in time.

The second group, P2, P10, P11, P12, P16, and P17 (n=6) noted that if there is a requirement for language, it will contradict with the aim of the program. They mentioned that it deranges the equality. Besides, the applicants who are lack of English competencies will be eliminated automatically when language score is required. Nevertheless, they had some concern with regards to academic studies. P10 expressed his/her dilemma about asking language score to applicants.

> Maybe, it is asked to submit language score. For example, 5 point from IELTS or 50 points from KPDS (Examination of Foreign Language Proficiency of State Employees); because, our friends have so much difficulty in the first year of their study due to language incompetency. But, this is already against the aim of MoNE-YLSY scholarship. The biggest advantageous of this scholarship is to offer 2 year language course for scholars. I think it is hard to add another criterion.

The other concern is the cost and effectiveness of the language education. The scholars, who don't have English language background before, experience problems in learning language. Besides, the cost of the education gets higher as long as they fail to get enough score and fail to complete master and PhD on time. P15 underlined the increasing cost of language education due to not having English language background.

> Sure, not many applicants have English language skills when they apply. Therefore they need to go to language school at beginning level. On the other side, the applicant with language score and but with low ALES score can't take MoNE-YLSY scholarship. Maybe, minimum requirement for language may decrease the amount of money that the government spent for language education. The scholars also spent so much time on language education which is also a waste of time and money.

Alternative Examination: Unexceptionally, ALES as a selection criterion is not a suitable exam as participants reported. They mentioned that the content of the knowledge and what it measures is truly far way from what it aims to measure. Although ALES is a required exam for higher education, it tests test takers' Turkish verbal and numeracy skills. In addition to that, the number of questions so many that it is not only enough to answer questions correctly but also important to be fast in answering questions.

P1 and P6 directly pointed out the need of an alternative examination rather than ALES. ALES does not measure applicants' professional background and knowledge. P3, P4 and P16 criticized the lack of intellectual abilities of applicants. P4 stated that the criteria should be consistent with academia.

Interview: When it comes to objectivity and fairness of the ALES, each participant agrees that it provides equal chance to every applicant to be selected. However; they don't share the same idea about adding interview to the selection and placement criteria. P4, P5 and P8 considered that interview become important to increase the quality of students. P5 indicated that interview is necessary to understand the academic capability of applicants whereas P4 underscored that interview can be used to reveal out the academic interest of the applicants. On the other hand, P8 underscored that they are cultural ambassador so that it is important to select the best representatives of the country by considering every aspects of the applicants and the only way to understand whether the applicant is suitable for this position is interview. For example, P8 supported the need of interview to reveal out the intention of the applicants to be academic.

> I support interview. It is important that the individual wants to be academic or not in the future. Or, he or she just wants to be an academic due to getting a good job or earning money. Or else, he or she wants to be academic to self actualize and study his or her interests. Besides, I examine how open-minded she or he is, how she or he values education and science. But, it is certainly hard to define these features. If they want to make an objective selection, they can prepare tests.

The other participants disagreed that interview cannot be a selection criterion since it is against the objectivity of the other criteria. They thought that interview committee might favor their candidates or try to select people from their point of view. P9 expressed one of her memory about using interview to select participant.

> As I mentioned before, these (criteria) are not enough but once I had a chance to talk with Yusuf Ziya Özcan (ex-president of the Higher Education Council). I said him that it would be better to use interview. He (ex-president) responded that if they use interview, they can' prevent personal preferential treatment. He is right but ALES is not enough.

P10 stated that interview as a selection criterion creates bias.

> These criteria are unreasonable and unnecessary. I think everybody shares the same opinion. But if you asked me whether it is necessary to use another selection criterion such as references, interview and etc., I would definitely say no. These are not objective in Turkey. I believe these will certainly influence the objectivity. Even they are limited, they are objective.

4.3. Language Education

Language education takes really important place in MoNE-YLSY scholars' overseas education. The quality of their language education will be influential on their long term success and experiences in the host country.

Participants of the study mentioned the importance of language education for their future education at all occasion. They also pointed that language is just the beginning of their long journey. However, they complained about the duration of the language education. They also criticized that MoNE procedure to provide language education in Turkey and in the host country P1 underscored that the duration of language education is so long for a person who wants to be academic that it causes them to lose time.

> Personally, I would have preferred to come directly here for academic studies. Whatever happens, I think one year language education is not good for a person who works and study. I stand up for not giving a long interval in

life. But, it is not possible to receive education without language. Well, language is like a key and that key opens the door for master and PhD. Language education in Turkey is not good. I also think that language education in England is not enough. One year in Turkey, one year in England is just a waste of time.

P7 also indicated that there is no need to join these language courses offered by MoNE to scholars, if scholars have language competencies and also these scholars can apply universities on the condition that they get enough score to be accepted by universities. P4, P13 and P15 did not join one of the courses provided by MoNE, since they graduated from English language department, English teaching department or a university where the medium is English.

4.3.1. The Process of Placement to Language Schools

There are several ways for MoNE-YLSY scholars to receive language education. First of all, they can go to language school both in Turkey and abroad. Second, they can go to language school in Turkey and if they get enough score, they can start master or doctorate studies abroad. If they fail to get enough score they are placed to language schools in the host country. Finally, they may choose to prepare themselves for ILETS in Turkey to be placed in university courses called as pre-master or pre-sessional in the host country.

As examined from participants' responses, there is no regular and standard procedure in terms of placement criteria. According to the results, almost all participant experienced different procedure to be placed in language schools or to get IELTS score. P1 indicated that they were subjected to a language test and they are placed to suitable language classes in parallel to their level; whereas P5 mentioned that they are place to a language course at a university without taking an English language exam. On the other hand, there are some participants who did not receive any English language education and started their master or doctorate studies abroad. The placement procedures change in each year. P18 explained the changes in the placement process for language education as in the quotes.

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Until this year, there was a different procedure. Selected people were being sent abroad directly for language education. Later, MoNE made changes. MoNE, first, put language education courses in Turkey into application, and then language education in foreign countries followed a second phase of language education.

Placement to language schools in Turkey: According to the results of data, only fourteen participants joined language course in Turkey. Two of them started to language course but due to the problems in the course, they did not attend the rest of the course and were prepared for IELTS exam by themselves. Six of the participants mentioned that they were subjected to a language exam before they were placed to a class in language course. As they reported that the classes were defined in parallel to their language level. On the other hand the rest of the participants did not mention about exam and they complained that the classes were mixed in terms of English level. P5 explained that one of the example of mixed classes.

> The classes were mixed. In my class, there were people whose levels were upper, upper intermediate, intermediate and beginner. My language course did not test our language level. When we conveyed our wish to be separated in different classes according to our language level, we got really bad reaction. They said that this is our business; if we want, we do and if we do not want we do not.

Participants mentioned that they are placed to one of the language schools at certain universities and cities define by MoNE. Many of the participants indicated that they preferred to go nearby universities and cities to their hometown or familiar cities.

The duration of language school in Turkey is up to nine months for MoNE-YLSY scholars. However, the participants stated that the duration of the course might be shorter than 9 months on the condition that the scholars get enough score from IELTS exam. P2 is one of MoNE-scholar who did not continue the course after getting enough score from IELTS exam.

Placement to languages schools in the host country: After completing language education course in Turkey, MoNE scholars continue their language education abroad. As participants reported, there are some requirements for scholars'

placement to language schools. If MoNE-YLSY scholars score 5 or 5.5 points from IELTS, they are placed to pre-master program; if they score lower than 5 point, they go to general language schools. In the case of failing to get enough IELTS score to be accepted for master or doctorate program, they have right to attend to a short term academic language program called as pre-sessional program.

All participants indicated that MEBLEM is responsible from their placement procedures. According to the placement procedure for languages schools in the host country, MoNE-YLSY scholars make up to three preferences and MEBLEM place them to the most suitable language school or program.

P7 mentioned that MEBLEM is not so strict with preferences of scholars for language school. Event they are placed to a language school, MoNE-YLSY scholars can change their language school or the city they preferred, provided that they give reasonable justification. On the other hand, P11 indicated that they do not have chance to search for language school and tell MEBLEM to place them another program.

> The placement process in England is unreasonable since we do not have chance to search which language school is good or not for us. They place us as they wish. Sure, they want to place us to the best schools but even we find a good school we cannot go there… When I asked the reason to the officer in MEBLEM, s/he said that if they let student to go in a school that is not in the list, it might cause problem in payments.

4.3.2. The Problems in Language Education

The quality of language education was satisfactory neither in Turkey nor in the UK. The most frequent problem of language education in Turkey was that universities do not have enough background to provide English education based on ILETS and TOEFL whereas the most frequent problem in the host country is the number of Turkish students in the same class and course and not receiving language education suitable for their background.

Except from the problems related to the quality of language education, participants stated that the attitude of MoNE-YLSY scholars is another problem in language education. The absenteeism rate is really high among MoNE-YLSY scholars. P8 mentioned that it is because of low students profile such as unsuccessful and unmotivated students, and malevolent people who want to benefit from MoNE-YLSY scholarship program whereas P18 stated that the failure in language education is not the fault of MoNE itself, it is rather the fault of MoNE-YLSY scholars who did not study during language education.

> I think that scholars are guilty since they unfortunately do not study. They study English neither in Turkey nor in England. Consequently, they do not have enough English level. For example, there are some people whom we studied together in SOAS. I finished the school and scored the requirement point from ILETS but those people still did not get the score.

As participants indicated, MEBLEM has changed the placement procedure for language education several times. P18 mentioned that the first group of MoNE-YLSY scholars was sent abroad directly. However, some of the participants received education both in Turkey and in England. At the same time, the participants who applied the program were subjected to different language program in the UK. Finally, the P12 mentioned that due to high absenteeism rate and cost of pre-master program, MEBLEM abandoned to send MoNE-YLSY scholars to pre-master programs.

As examined from data analysis, MoNE and MEBLEM put different type of application and language education into application by considering current problems of the scholars. Participants mentioned that not having a regular and standard procedure inhibited MoNE and MEBLEM from taking advantage of setting up a sustainable application.

The Quality of language education in Turkey: In terms of quality of language education in Turkey, majority of the participants were not pleased with their language courses. Only four of the participants (P2, P8, P14 and P18) out of fourteen stated that the language education was satisfactory. These participants indicated that they were satisfied with their language education since the instructors were paying

attention to their needs; the classes were divided as TOEFL and ILETS classes, and the university where they take language course had experiences in terms of English language exams. On the other hand, the rest of the participants indicated that the language education was not good enough to teach them English. They complained about the class size, mixed level classes, lack of infrastructure of language courses, the content of courses, and the attitudes of teaching and administrative staff.

Participants also mentioned that the universities were unprepared for providing English education suitable for ILETS and TOEFL. P3, P6 and P17 mentioned that they were in the same class with MoNE-YLSY scholars who were studying for TOEFL due not having staff to prepare them for ILETS exam. Participants also chastised the content of the English courses that the content was organized based on teaching grammar. They also criticized the overemphasis of teaching grammar in the universities rather than teaching what MoNE-YLSY scholars need in their future academic life.

> We are living in a country that we remember am, is, are when somebody says English. In each year, we try to learn English from the alphabet. The universities are trying to teach English to us with this mentality and then MoNE tells us" go, and do master and PhD. Alright, but how? They want you to create wonders on paper with a language that you cannot speak, write and read. With this mentality, it does not matter you give 6 month or 16 month language education nothing changes.

Finally, the participants think that the cost of the language course is so high in comparison to what they gained in the language course. Even the participants who were pleased with the quality of education expressed that the cost of education is so high.

The Quality of language education in the host country: As majority of the participants reported, the quality of language education in the host country is somewhat better than the language education provided in Turkey. However, five of the participants complained about the language education in the host country and criticized the application and policies for language education. To briefly explain, four participants were in language course, 9 participants were in pre-master programs and

only one participant was in academic language course in the UK. As the participants pointed that pre-master and academic language program are given by universities and it is required to submit minimum ILETS score.

To begin with, two participants criticized pre-master programs that they were irrelevant to their subject area and in addition to that the fee of pre-master programs was expensive. P1 underlined that pre-master program is waste of sources in terms of money and time since they took courses from different discipline not related to their subject areas. On the other hand, the other participants, who attended pre-master program, were pleased with the quality of education. They claimed that pre-master program not only improved their English skills but also prepared them to English higher education system. P10 stated how the program was effective and useful for their academic and English skills.

> All of our instructors were native English. Therefore, when I compared the language education in Turkey with the education in England, there were many differences. The only thing that I complained was that they taught us English education system more than English language. After 9 months I cannot say my English improved from this level to that level; but, at the end of the process, I learnt how to write essay, prepare research proposal, write abstract, structure a project, and communicate with my advisors. I progressed how to handle academic problems and issues. To be honest, they did not have any intention to teach English to us. English language skills were bonus. They indented to prepare us to English education system. It was really useful. I reaped the benefit of pre-master program at master.

When it comes to general language course, participants were not pleased with the quality of education. They complained about the number of Turkish-speaking student in the class, in addition to that they criticized that language courses did not prepare them for ILETS. Participants mentioned that the academic language courses and the quality of the education were good enough to provide them an atmosphere to improve academic English skills.

4.4. Comparison of MoNE-YLSY Scholarship Program with other International Scholarship Programs

Participants compared the differences between MoNE-YLSY scholarship program and other international scholarship program in terms of selection criteria, counseling and guidance services, living conditions and returning to home country process.

4.4.1. Differences of MoNE-YLSY Scholarship Program from Other International Scholarship Program

When participants were asked whether they know about other scholarship programs, they exemplified Fulbright program, Chevening programs of British Council and Jean Monnet at international level, YÖK (Council of Higher Education), TEV (Turkish Education Foundation) and TUBITAK (Scientific and Technological Research Council of Turkey) at national level, and they also compare MoNE-YLSY scholarship program with scholarship programs established by other countries such as Kazakhstan Government Scholarship, Saudi Arabia King Abdullah Scholarship and Kuwait Government scholarship. Participants also compared MoNE-YLSY scholarship program with Erasmus Exchange Program since duration of Erasmus exchange programs might be longer than a year in the UK.

Participants mainly compared MoNE-YLSY scholarship program with state funding programs for other institutions in Turkey such as TPO (Turkish Petroleum Office) and TCDD (Turkish State Railways) based on Law No. 1416. Participants also mentioned YÖK most frequently when they compared MoNE-YLSY scholarship program. P7 talked about these scholarship programs together with university funds for successful students.

> Some of the state institutions are sending students abroad in parallel with our sending period. They have the same selection procure but their sponsor is different. Ours is MoNE, theirs are TPO, TCDD and so on. Additionally, I know Erasmus and Fulbright. There are also university funds for successful and talented international students. Someone from Turkey can apply to these scholarship programs and on the condition of meeting the application criteria, they can get full tuition waiver.

Participants claimed that the other scholarship programs are more professional and well-structured than MoNE-YLSY scholarship program. In addition to that, selection criteria are more competitive and selective than MoNE-YLSY scholarship program. P4 explained the application process of other scholarship program in comparison to MoNE-YLSY scholarship program.

> There are diverse scholarship programs for international students; but their application criteria are more challenging than MoNE-YLSY scholarship program. Fulbright and Jean Monnet ask for reference letters. Jean Monnet prepares its own tests to select participants. Also to apply these scholarship programs you need to prepare portfolio. I do not know much detail about them since I did not apply them. I have just had a look at them.

P3, P8, P10, P14 and P18 also affirmed P4 that the application conditions of other scholarship program are harder and more challenging than MoNE-YLSY scholarship program. They also mentioned that it is necessary to have good English skills since the interviews and the other documents are prepared in English.

P2 pointed that they, as MoNE-YLSY scholars, have more opportunity than Erasmus students; however, s/he criticized that there is no incentives for married scholars and the amount of money is only enough for a single person.

> "I can at least compare MoNE-YLSY scholarship program with Erasmus. We have more opportunity than Erasmus students. MoNE gave us stipend but MoNE calls it as salary. The amount of our salary is higher than Erasmus students. Also, MoNE pays our flight tickets. Except from this, MoNE pays our flight tickets if we need to go Turkey for emergency situations. MoNE pays the expenses for our field studies. On the other hand, there are some scholarships programs that our Arabian friends are awarded. If we compare MoNE-YLSY scholarship program with them, the amount of their stipend is higher than ours, additionally they do not have compulsory service…If you are bachelor, the amount of salary is normal. But for a person who is married or wants to marry 1000£ is not enough. Consequently, MoNE-YLSY scholarship program do not attract people, particularly male students."

Participants also compared the amount of stipends paid by MoNE with other scholarship programs' stipend amount. As they indicated, they are paid less than scholars' of other scholarship programs such as TPO, Chevening and YÖK. On the

other hand, P1 indicated that the amount of stipend paid by MoNE is better than TEV scholarship.

> If I came here with TEV scholarship program, I would not be paid like this. But, I would not have compulsory services. I would have alternatives for my future. But we have better life conditions with MoNE-YLSY scholarship program. MoNE supports you in many ways. It not only gives you stipend, but also pays your flight tickets and health expenses.

According to transcribed data, participants underlined that other scholarship programs such as Chevening and Jean Monnet do not have compulsory service; on the other hand, some of them such as national scholarship programs funded by other states have longer compulsory education than MoNE-YLSY scholarship program. For instance, P6 mentioned about scholarship programs funded by Kazakhstan that the scholars of Kazakhstan have to work ten times for each year of their education.

Another difference of MoNE-YLSYS scholarship program that participants underscored is employee rights and benefits. Participants mentioned that YÖK, TPO and TCDD provide employee rights and benefits for their scholars. P9 referred to YÖK scholarship program and OYP (Academic Training Project) that they have personal rights and benefits; and they are appointed to their positions.

> OYP students are immediately appointed to their position. They start to benefit from social security. Also YÖK scholars benefit from these opportunities. They have official state officer status. Therefore, they become assistant professor or professor before than us. They can be head of department. They are going to retire earlier than us. In comparison to these scholarships, I can say that our existence is not supported by state since we do not have personal rights and benefits, and position at universities.

All participants mentioned that there are some problems related to their appointments to state institutions or universities. They remarked that their appointment conditions are different than other scholarship programs. In comparison to other scholarship programs at international level, they mentioned that where they work and which department they are appointed is defined. As the participants pointed that their future position is somewhat guaranteed. However, participants preferred to compare MoNE-YLSY scholarship program with YÖK and other scholarship program

sponsored by TCDD and TPO. P18 summarized the points, which were mentioned by other scholars, as well, about the differences of MoNE-YLSY scholarship program from the other scholarship programs by comparing it with YÖK scholarship programs.

> YÖK scholarship program is the best option to compare MoNE-YLSY scholarship program since both of them aim to improve the intellectual capacity of academics. For example, you need to be an academic or research assistant to award YÖK scholarship program, and then you need to fulfill the other requirements. To begin with explaining the differences, we get 993£ for a month after bank fee charge but YÖK scholars receive 1860£ for a month and they also continue to get sixty percent of their salary. Following that, they have personal rights and benefits but we do not have. Consequently, personal rights and benefits provide them progress their seniority. These conditions are not valid for MoNE-YLSY scholars. We do not have certain position in a university and social security.

Finally, the participants mentioned that MoNE does not have additional services such as academic advisory boards, counseling and guidance services, medical centers, and private placement officers in comparison to other scholarship program. As they reported, other scholarship program have a professional team to care about their scholars' problem and placement.

4.5. The Advantages of MoNE-YLSY Scholarship Program

The results of the data analysis showed that MoNE-YLSY scholarship program has some advantages for MoNE-YLSY scholars in providing overseas education and equal opportunity among applicants.

Opportunities for overseas education: MoNE pays university fees on behalf of students as well as paying flight tickets, health expenses, conference fee and expenses of field studies. All participants indicated that MoNE-YLSY scholarship program enabled participants to study abroad. As they mentioned in the quotes without MoNE-YLSY scholarship program, they could not afford to pay university fees and living expenses.

> I do not think that this scholarship program is a threat for our future. I see a great advantage behind it. Frankly saying, I could not be able to come here with my own effort. To be able to get this title and be educated in England might take fifty years with my efforts. When you consider the financial

dimension of this scholarship program, with the help of state, I study at one of the prestigious universities in the world. This is an advantage both for me and for my country. (P15)

MoNE-YLSY scholarship program creates equal opportunities for all students regardless of their socio-economic status. P8 explain that MoNE-YLSY scholarship program not only eliminate subjectivity but also provides equality opportunity for all students from different social class.

This is a great chance for everyone particularly the ones who do have financial opportunity. There is nothing like favoritism or increasing your chance by finding a mediator to get this scholarship program. As the idiom refers, "it does not matter what you know, it matters who you know" does not work for MoNE-YLSY scholarship program. You get it with your own effort, of course the quality of selection criteria is open to discussion but at least you are selected with an objective ranking system. If there was favoritism, I would not have been here. I have no favor, and no money. But MoNE-YLSY scholarship program made my dream come true.

P13 also indicated that MoNE-YLSY scholarship program enables MoNE-YLSY scholars to be follow to academic events, conferences, and seminars by sending them abroad.

I think MoNE-YLSY is important. We have chance to follow conferences and scientific meetings. For example, they do so many scientific studies in social sciences and literature. Academic and literary meeting are open to anyone and free of charge. We have chance to meet with celebrities and famous authors or have a chance to get a module. MoNE-YLSY scholarship program has such advantages and provide us to be close to these studies. If we were in Turkey, we would not have been so close.

Not having language requirement: Most of the participants pointed that MoNE-YLSY scholarship program is also advantageous since it does not require applicants to submit language score to be selected.

As participants claimed, MoNE-YLSY scholarship program promotes equal chances of being selected as a scholar due to not having language requirement. P11 opined that language requirement cause inequality among applicant but everything is objective with these criteria.

Nobody is the graduate of Saint Joseph or Galatasary there might be people who want to go abroad but have no language. These criteria are not only advantageous for people with no language skills but also advantageous for others with language skills. This application increases the credibility of MoNE-YLSY scholarship program, I think.

4.6. The Disadvantages of MoNE-YLSY Scholarship Program

As aforementioned, the biggest disadvantages of MoNE-YLSY scholarship are its unstructured system. Participants complained about the slow-going bureaucratic procedures, irregular stipend payment, and amount of stipend, lack of employee rights and benefits, applications for compulsory services. P8 chastised that the problems in the structure of MoNE-YLSY scholarship program are the disadvantages that they had difficulties during their education.

In addition to those mentioned above, participants complained about the unfair payment of MoNE without considering the minimum living expenses of cities.

> When we look at the disadvantages of MoNE-YLSY scholarship program, the amount of payment comes first. I live in a moderately expensive city. I was in London. You know it is the capital of England and very expensive. Living conditions and expenses are different in London than here. But MoNE-YLSY scholars living in London and we get the same amount of stipend.

Participants think that the lack of employee rights and benefit is one of the disadvantages for them. They worried about their returning conditions and where they will work. Participants also raise their concerns about pension rights and seniority progress that they are at disadvantage due to the consequences of lack of employee rights and benefits. They remarked that lack of employee rights automatically affects their retiring age and their seniority progress.

4.7. Communication

Interviewees were asked to reveal out how they assess the communication between MoNE, MEBLEM and MoNE-YLSY scholars. The results showed that there is no

systematic communication between MoNE officers and MoNE-YLSY scholars. According to participants, the communication problems aroused from the lack of qualified officers in MoNE and limited number of officers in MEBLEM.

4.7.1. Communication between MoNE and Scholars

Participants remarked that MoNE-YLSY scholars communicate with MoNE or MEBLEM scholars by telephone, e-mail or face to face. As they mentioned e-mail is not a preferred way to communicate. MoNE-YLSY scholars usually prefer to call officers for their bureaucratic procedure or personal problems related to scholarship program. Also they indicated that if they need an urgent answer to solve out their problems, they use face to face communication. P13 stated that they reach to officers by phone but there are some communication problems like not reaching any responsible officers.

> We usually try to contact with MoNE-YLSY scholarship officers by phone. In spite of the fact that we fail to reach the person we called, sometimes we can reach out them. When we call them, half of our problems remain unresolved. Such kind of communication problems presents for years and they could not be solved.

Generally the participants have problems getting in touch with officers since officers might not reply their call or officers direct them to other officers in MoNE about the scholars' problem; on the contrary, P14 stated that s/he neither had communication problem nor experienced unwelcome behavior.

> There are surely some people in MoNE and there are some numbers that we use to reach officers that works in England. We can call these people easily. There is no concern about getting touch with them. When the occasion arises, they motivate us. I cannot ignore it. When I say I am afraid of not finishing the school on time and I am under a lot of stress, they console me by presenting alternatives for my situation. I personally think, I benefitted from this and I am thankful to those people.

P15 pointed another way of communication between MEBLEM and MoNE-YLSY scholars. As s/he recounted, due to the problems aroused in default of undersecretary

in MEBLEM, s/he became a spokesman to mediate between MEBLEM and MoNE-YLSY scholars to inform MoNE-YLSY scholars.

> We generally get in touch with Ministry and Undersecretariat by phone. Apart from calling by phone, when the undersecretary was appointed to another country, we set up a committee and went to London to talk with deputy. The latest deputy was the vice-undersecretary, Mr. O… I became a spokesman after meeting and keep abreast with developments to convey them to our friends. When MEBLEM contacts with the committee, it makes other scholars to be informed.

Problems in communication: Participants indicated that lack of qualified officers and limited numbers of officers are two main reasons that lie behind communication problems.

As participants mentioned, the other communication problem is because of education level of officers in MoNE. Many of the participants said that their bureaucratic procedure remained unfinished or took much time to be completed. According to participant, the reason is that officers in MoNE do not know English or they have not been informed by anyone about the related procedures of MoNE-YLSY scholars. P6 indicated the need of experienced officers whereas P7 emphasized that the officers should know English to understand the content of the documents. P9 summarized the all the points on the need on experienced officers that were mentioned by other participants as well.

> The officer should have information and experience to be able to answer our questions. They should know English to understand and prepare documents. There is a need for advisor in MoNE to help these officers. Or the officers should be selected from people who lived abroad and experienced overseas education before.

Participants also complained about the attitudes of officers. Participants 18 mentioned that the officers in MoNE tend to shout at MoNE-YLSY officers when they call them. P11 claimed that the officers do not want to take any responsibility except from their previous job description; although, bureaucratic procedure of MoNE-YLSY scholarship program is one their responsibilities. As P3 mentioned the problems related to attitudes of officers.

We cannot reach them by phone. How could we talk about our problems? To top it all, we do not have any expectation from them for communication or promote communication. We want them to do what they need to do properly. When they answer the phone, we want them to act responsibly and sensitively. When we says we have such problems, we encounter with really interesting comments.

Moreover, P17 emphasized that only few officers concern about their procedures.

Sometimes, we send e-mail about an issue. Some officers in MEB are so kind. They reply your e-mail within 2 or 3 hours. But some maybe reply or reply after ten days. I could give his/her name. The officer P… works like a beaver. You ask something, s/he immediately gives a response. But there are some people who do not want to come beside the point. You call them to say that I did not get my stipend for months; one of them holds you on line for minutes then scolded servant off bringing his/her cookies late.

Communication among scholars: MoNE-YLSY scholars established a systematic communication with their own effort. They use social media in an active way. Additionally, participants reported that MoNE-YLSY scholars prepared annual meetings in collaboration with MEBLEM to gather MoNE-YLSY scholars from all over the UK. P13 remarked general point about how MoNE-YLSY scholars communicate each other.

MoNE-YLSY scholars communicate with their own efforts. I do not think MEBLEM or MoNE took part in organizing such a network. Particularly, we use social media. Beforehand, MEBLEM was preparing picnics and social activities; however, they were not enough to gather all MoNE-YLSY scholars in the UK. Furthermore, they were annual or biannual meetings.

Social Media: Social media is the most preferred means of communication among MoNE-YLSY scholars. They use Facebook, Twitter, blogs and website to inform other scholars and provide network. The usage of Facebook groups is more frequent than other means of communication. There are many Facebook groups opened by MoNE-YLSY scholars such as YLYS- İngiltere (YLSY-England), YLSY-Evli Bursiyerler (YLSY-Married Scholars), and MEB Ev ve Oda Arama Yardımlaşma (MoNE Arranging Accommodation and Cooperation) and so on. The groups are also named based on the application year of MoNE-YLSY scholars such as YLSY-2009

or YLSY-2010. P6 exemplified how MoNE-YLSY scholars work coordinately to help each other.

> We provide communication networks on our own in Facebook, or in other social media. For example, I am a member of MEB-İngiltere (MoNE-England). A Facebook group is opened for 2010 MoNE-YLSY scholars and for other, as well. We find solution for our problems and help each other. In this sense, we have a really strong cooperation. It is valid not only for MoNE-YLSY scholars in England, but also for all MoNE-YLSY scholars. We are all informed by each other.

MoNE-YLSY scholars use Facebook groups for many purposes such as arranging accommodation, finding article, university application, visa application, repayment for health expenses, and the situation of dependants for married scholars, problem in stipend payment and so on. Regardless of what their concern is, they write and post it to Facebook wall and some of the group members comment for it. MoNE-YLSY scholars formed a useful platform based on sharing experiences. P17 explained how Facebook groups helped them to be informed.

> You can get information about cities, universities, whatever you need from Facebook groups. MoNE do not give information about these things even it wants to do. MoNE-YLSY scholars found an informal solution for communication. But it could be better, if MoNE train its officers on internet and technology.

Annual Meetings: As a means of communication, MoNE-YLSY scholars organize annual meeting, picnics, social activities and organization to meet with other scholars. As stated in the quote of P13, MEBLEM prepared annual and biannual picnics and social meeting before; however, these applications were abandoned by MEBLEM. On the other hand, MoNE-YLSY scholars took the responsibility of preparing these activities. P1, P4, P5, P8 and P18 indicated that MoNE-YLSY scholars organize dinners and meetings, and invite undersecretary and ambassador to these events.

> We organize picnics and trips for MoNE-YLSY scholars. We also invite MEBLEM to these events. Although it a good attempt to provide communication among MoNE-YLSY scholars, it is not comprehensive enough to include all MoNE-YLSY scholars.

Moreover, participants mentioned that non-governmental organizations also prepare Annual Postgraduate Network Meeting for all postgraduate students from Turkey including MoNE-YLSY scholars. Participants mentioned about this meeting and raised the concern of MoNE-YLSY scholars about the time and venue of the meeting.

> There is routine meeting called as Postgraduate Network Meeting at the beginning of academic year prepared by a non-governmental organization. MEBLEM is a guest just like us for this meeting. It is not involved in organization. Only our friends who study in London have chance to join this program since it is on weekdays. Even we want to join, it clashes with our classes.

4.8. Educational Advising and Consultancy

As all participants reported, there are no guidance and counseling services for MoNE-YLSY scholars. They said they prepared their documents without any support. As they claimed, they found out necessary information from previous MoNE-YLSY scholars and examined written documents prepared by MoNE that explain the legislation and rules for MoNE-YLSY scholars carefully to find information about their status. P1, P2, P4, P7, P8, P11, P16, P17, and P18 mentioned that they had never joined a program in Turkey.

On the other hand, P3, P5, P6, P9, P10, P12, P13, P14, and P15 pointed that they had joined a meeting in Turkey. They narrated that the content of the meeting did not include information about how there are going to be ready for overseas experience. They mentioned that the visitors and authorities mainly talked about the procedure that they need to complete and do before to and after they go abroad.

> I did not hear about any meeting. The only thing that did before I come here was to prepare my documents and complete outgoing procedures. I do not think there will be a meeting after we return. What MoNE cares about is documents. They do not even give an allaying answer to your concerns when you call them. (P7)

Moreover, P6 mentioned that MoNE invites private overseas consultancies to give information about pre-departure procedure. Some of the participants mentioned that they joined the orientation program prepared by his/her accepted university.

> They prepared a meeting in Turkey. In that meeting, there were director of finance, another director who is responsible from organizing our documents for departure and return, and a general director of MoNE. They presented a PowerPoint presentation for us about how to prepare our luggage and what to put in it. Actually, they received support from a private overseas consultancy. We did not know anything about the procedure, there were six months to go England but they were telling us what to put in our luggage. They told so many unimportant details in the meeting. (P6)

P1 and P10 indicated that although there is not a systematic guidance program, MEBLEM informally tries to help MoNE-YLSY scholars, when needed. Participants mentioned about the informal aid system in terms of guidance.

4.8.1. Academic Advisory Board

The participants were asked to assess academic advisory board provided by MoNE. The answers of this question emerged two sub-codes: academic consultancy provided by MoNE and consultants appointed by MoNE, and overseas educational consultancies.

Academic consultancy and consultants appointed by MoNE: This content covered the responses of MoNE-YLSY scholars on academic consultancy provided by MoNE and consultants appointed by MoNE.

To begin with, participants indicated that there is no academic consultancy provided by MoNE. As participants reported, they search for internet and consult people studying abroad to find information about universities, professors, and departments.

> MoNE did not give any academic information to us. We all tried to stand on our feet. We searched. We tried to find professors related to our subject area when we are in language courses in Istanbul and Ankara. MoNE did not support us during this process since they do not know anything.

On the other hand, participants mentioned that MoNE provides academic consultant only by delivering a list which includes the best five hundreds universities in the world. According to the rules and university list defined by MoNE, MoNE-YLSY scholars should apply one of the universities in the list and it is not allowed MoNE-YLSY scholars to study at any other university out of list. Nevertheless, P8 mentioned that many MoNE-YLSY scholars were placed at universities out of list.

> Principally, MoNE only allows you to apply to universities as part of University of London. You can apply other universities under certain circumstances. It is difficult but MoNE approves your acceptance. I think MoNE randomly defines these universities. For example, university W… is out of this list but MoNE approved this university since my friend did not get any acceptance from other universities. There many examples like that.

In addition to providing university list, MoNE appointed consultants from the universities that MoNE-YLSY scholars placed in Turkey. Generally, these consultants are heads of departments that MoNE-YLSY scholars will return when they finish their education or they are senior academics in related departments.

Participants argued that the consultants appointed by MoNE do not give any advice on subject area or direct them to study specific subjects. They also raised their concerns about studying on an unneeded subject due to lack of consultancy service from universities.

> When I consult with my adviser that I would like to study this topic, s/he says okay. How did s/he understand they need an academic who will study on this topic? How s/he decide on the department? I might have wasted money of the state by studying on an unneeded subject. Accordingly, they need to give advice to us. (P1)

Participants complained that the consultants might be from different subject areas. They also mentioned that consultants may mislead MoNE-YLSY scholars to choose irrelevant departments or MoNE-YLSY scholar may face with pressure from their consultants to study on certain subjects. P3 pointed out such a problem related to misleading of his/her advisor.

> My advisor is from different subject area. S/he does not have any information about my discipline. But he makes pressure on me to study on certain areas. S/he has no right to do it. S/he does not accept different thing, and misleads. This is a common problem with consultants they either do not care about you or make pressure on you.

There is also communication problem with these consultants. Almost all participants indicated except from P2, P5 and P6 that their consultant did not replied to their e-mail or ignored their problems related to university application or subject preferences. P10 recited his/her experiences about getting touch with consultant appointed by MoNE. Due to lack of interest of his/her consultant, he mentioned that he studied what he wanted and never contacted with the consultant.

> I called my consultant. I introduced myself and told him/her that s/he is my advisor. S/he told me how I am your advisor. And then I tried to explain that I am MoNE-YLSY scholar and MoNE gave your number to me to ask about what to study and what to do abroad. Then, s/he told me "I remember that they send me a document about it, I congratulate you. Farewell, all the best" and the conversation was over. After that, I understood that it is a hidden message for me to study what I want. I hope I did not get the wrong message.

The final remarks of the participants related to consultants appointed by MoNE are that there are some scholars whose consultants have not been appointed yet by MoNE.

Overseas educational consultancies: As participants reported, MoNE can work in collaboration with overseas educational consultancies. These private enterprises provide academic consultancy for MoNE-YLSY scholars free of charge; however, they get paid when they place a student to a university that they have agreement. Participants mentioned that the information that they provide for students can be easily found with internet search; however, at the first stage MoNE-YLSY scholars prefers to apply these institutions.

Participants claimed that these consultancies get unearned income by benefitting from the lack of academic advisory board of MoNE. Although many participants indicated that these educational consultancies were useful for them to apply universities, some of them pointed that these enterprises try to send students to the

universities that they have agreement. Consequently, many MoNE-YLSY scholars were registered to low prestigious university even if they have capacity to study at high prestigious universities. P6 explained the services provided by overseas educational consultancies and possible consequences of these enterprises.

> Overseas educational consultancies deal with all the procedure of university application from a to z. These enterprises carefully detect the deficiencies of MoNE-YLSY scholarship program in terms of academic consultancies. When you become MoNE-YLSY scholars they get your contact details and get in touch with you. Sometimes, we apply to these consultancies. There is negative side of these consultancies. Normally you have capacity to go university U… in the UK but they do not have any agreement with it. They have agreement with small universities such as university N… and university K… accordingly they try to send you these universities. Then you become the victim of these enterprises. MoNE inadvertently provide a basis for this negative situation.

4.9. Compulsory Service

Referring to the third research question of the study; "How do the current MoNE-YLSY scholars assess the compulsory service that they are supposed to fulfill?", the responses of the participants were accumulated under three sub-categories: the necessity of compulsory service, the duration of compulsory service and the problems related to compulsory service.

Generally speaking, all participants, except from P8, expressed positive opinion on returning Turkey and working in universities. P8 indicated that on the condition of finding a better job and position in the UK, s/he prefers live in the UK by paying the compensate. The participant justified the better living conditions, and high prestigious of being academics in the UK; and low prestigious of being academic and low income of academics in Turkey as reasons.

4.9.1. The Necessity of Compulsory Service

All participants agreed on the necessity of compulsory services due to the money spent on their education and the purpose of being sent abroad. First of all, they indicated that the state sends them abroad for the purpose of developing Turkey.

They believed that if they do not return Turkey, it will affect the educational, economic, and social development of Turkey. They also mentioned that they should have a mission to contribute to the development of Turkey by transferring the academic knowledge gained while they are studying abroad. They also pointed that they gained different perspectives and learnt different applications in education and these should be brought and adapted to Turkey. P4 expressed his/her opinions on compulsory services as in the quotes.

> I personally think state sent me here to be trained with a purpose and I want to turn back. My return is to K… People told me that how I am going to live that city, how I am going to adapt to bad educational environment, lack of facilities in the university, I am from city İ… and that is where I spent my childhood. But what I need to consider is not these things. I need to consider about what happens to children living in K…, if I do not turn back. How will that university develop and how will those children receive quality education. I am an idealist person. I believe that I can make a change. That is why I need to return and face with difficulties.

Moreover, participants remarked that many MoNE-YLSY scholars do not have enough financial sources to afford their overseas education, but with the help of MoNE-YLSY scholarship program they obtained this opportunity. Therefore, participants underlined that paying back the cost of their education by bringing back what they gained and obtained abroad is their civic responsibility. They also mentioned that they feel responsibility not only to state but also the people of Turkey. P18 highlighted the issues as follows.

> I am deeply indebted to state and to the people of my country who pay taxes for providing this opportunity with this scholarship program. I certainly think that we must return Turkey. For example, the idea of not returning Turkey gathers speed among scholars when they experience unpleasant situations and problems due to the unsystematic structure of MoNE-YLSY scholarship program. I think this is very wrong. When you do not return, you close the doors on possible solutions. On the contrary, you must return to enhance this scholarship program. You must also return to take the first step to enhance everything from the relations with your neighbors to lifestyle. That is because you progress yourself with these scholarship and you have to pay back your debt to your country.

Additionally, they underlined that if there is no compulsory service, malevolent people use MoNE-YLSY scholarship program for their favor and do not turn back to

Turkey. They supported that if MoNE-YLSY scholarship becomes a non-refundable grant, it will definitely decrease the tendency of scholars to return.

4.9.2. The Duration of Compulsory Service

The duration of compulsory education is one of the debatable issues among participants. Only P10, P12 and P18 indicated that the duration of compulsory education is a fair treatment. As they justified, they are just studying on their subject and they do not have responsibility to work as a research assistant. In addition to that the cost of their education is higher than the cost of other programs to raise academics such as OYP. P10 also mentioned that it is not problem for him/her to work in university two times more than the duration his/her education. P12 summarized the reasons stated by other participants as in the quote.

> Due to living and studying abroad, state spends more money for our education. Moreover, we are not working and we can focus on our studies and research. Therefore, it does not make sense to compare the duration of compulsory service with other programs and offer MoNE to decrease the duration. Nobody forced us to come here, we made our own choices.

On the other hand, the other participants criticized the duration of compulsory education. They suggested that the duration of the compulsory education should be one year in return to their education abroad rather than two years. They mentioned that state should also consider about the academic career of MoNE-YLSY scholars. They pointed that if they go to a university where they do not find facilities to carry out their research and analysis, their academic knowledge and skills might regress. They also mentioned that the duration of compulsory service is so long that it does not allow MoNE-YLSY scholars to make personal plans for their life. They suggested that MoNE and Turkey could provide more benefit from returnees if universities let returnees to change their institutions. P13 recited the reasons stated by other participants.

> I think the duration of compulsory service is problematic; because, we stay abroad for a long time. When we consider about master and doctorate on the condition of finishing them on time, we will work for eight years in the same place. This is minimum calculation. Many MoNE-YLSY scholars stay

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minimum five years. Plus, they receive language education. I think the duration is a threat for people who want to make different career plans and change their life.

4.9.3. The Problems Related to Compulsory Service

The analysis of transcribed interviews revealed that two sub categories; making placement preferences without thinking and uncertainties about returning process, emerged with regard to the problems related to compulsory service.

Making placement preferences without thinking: Participants made their own criticism and mentioned that one of the problems related to compulsory services is to make placement preferences without thinking. Participants underlined that MoNE-YLSY scholarship program is attractive for students who wants to be academic and study abroad. Consequently, many applicants apply to scholarship program without considering where they are going to make their compulsory service. At the beginning of application, as participants reported, each applicant focuses on to be placed; however, when they are rewarded, they start to think about their return. P18 underlined that MoNE only defines the positions and name of the universities and each applicant makes their own selection.

> There are also some problems arising from people. When they hear this scholarship program, they make selection wherever the universities are. The do not think that one day they will return. Every piece of motherland is sacred but people may have personal criteria. Accordingly, for example an applicant does not have enough ALES score to be placed in a university in the west but enough for a university in the east. Then s/he codes the university in the east. Then in the time of completing his/her education abroad, s/he starts to think that "I studied a lot, will I turn back that city". I think this concern should not be told to authorities in MoNE. This is MoNE-YLSY scholars' concern. When MoNE gave right to choose ten universities, you had to make your selection. Therefore, you come here by accepting the result.

Uncertainties about returning process: According to placement procedures, before they start studying abroad, which university and department they will work in their return is defined. Although their placement conditions are stated in official documents, the university and department where they will work may change in their return.

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To begin with, participants indicated that they sign a contract after being selected and that contract is prepared based on the university and department they are placed; however, participants pointed out that due to one of the article written in the contract, MoNE has right to change their placement.

> We came here by signing a contract. After signing, everything about our return is up to MoNE. Whatever it wants, we will be sent to that place to work. We don't have any option to choose, indeed. For example, in my case, I have been placed for a university in city A… It is written in my contract as city A… However, there is an article in the contract and it says that in case of any misfortune, MoNE can place me to any institution even it is a high school. At last, we signed it just to come here. (P7)

Participants underlined that according to the contract, MoNE should follow a procedure in case of any alteration in returnees compulsory service place. As P18 reported, the returnees first make three university selections. If they cannot place again, they are placed in a position in the body of MoNE. On the other hand, participants indicated that this procedure does not function as stated in the contract.

Many of the participants, particularly the ones who have no contact with the universities or whose university or departments are not established yet, worry about their return (P5, P7, P8, P9, P10, P12, P14 and P16). Specifically, the arbitrary attitudes of the universities to accept these students creates dilemma in participants' mind. Participants mentioned that they want to focus on academic studies rather than thinking on problems related to their return since nothing is certain about their return. Participants indicated that it is because of authorities MoNE, YÖK and universities are unaware of each other. As P10 highlighted in the quotes;

> No civil servant from different institution can make any civil servant do official dealings in Turkey. Imagine, MEB selects us, YÖK places, and the other accepts. Eventually, the professors in the universities think that MoNE and YÖK are meddling in their business. Then professors refuses any students by saying "Who could appoint me as an advisor or place you in my department without taking my permission?" frankly speaking, it is not a pleasant situation. They define positions without planning and working in collaboration. As a result, we get a picture that YÖK is unaware of MoNE,

MoNE is unaware of YÖK, YÖK is unaware of the universities, and at last we are unaware of what will happen to us.

4.10. Recommendations and Future Expectations of MoNE-YLSY Scholars

With regard to the sub-research question of research question 3; "What are the future expectations of the current MoNE-YLSY scholars?" the interviewees were asked that what MoNE could offer as incentives to encourage student to return and increase their willingness to return. Participants suggested and recommended solutions and alternative applications to solve out the problems and enhance the scholarship program itself. These are preparing regular programs and orientations for scholars, structuring program with a team of experts, in-service training for MoNE officers, adjusting their stipends, giving research funding when they return to equip their universities, and regulation for married scholars. Finally, they want MoNE to take their opinion on revising the program.

To begin with, all participants indicated that they expect MoNE to prepare regular programs such as meeting and reception to increase their motivation. As they mentioned, living in abroad is quite difficult and even they have strong communication with other MoNE-YLSY scholars, they would like to feel that state gives attention to them. Participants also indicated that orientation program and guidance services are important to increase students' motivation since there are many scholars who have not separated from their family or stayed abroad. They recommended that MoNE should establish a unit to pay attention to MoNE-YLSY scholars' well-being. P4 suggested that they could organize o volunteer group of senior MoNE-YLSY scholars to guide new-comers at the beginning of their education abroad.

Participants suggested that this program should be restructured with a team of experts and subject specialist. P18 recommended that MoNE could also place some graduates of education faculty in the body of MoNE to organize a team to restructure MoNE-YLSY scholarship program. MoNE could also form academic advisory board with alumni specific to subject areas.

Participants highlighted the need of in-service training for MoNE officers since the education system is changing and evolving both in Turkey and in the UK. Therefore participants offered MoNE to provide in-service training for its officers. Consequently, the communication problem between MoNE and MoNE-YLSY scholars would be solved out.

Another recommendation suggested by MoNE-YLSY scholars is making adjustment in their stipend according to region and city where they live. Regardless of where the scholars live, they pointed that it is not fair to get the same amount of stipend with the scholars living in small cities and big cities. As mentioned before, due to the amount of stipend many scholars prefer to study in small cities. Consequently, they lose their chance to be educated in prestigious universities. P17 exemplified why the amount of stipend should be adjusted and why it might increase their motivation to turn back.

> I observe that there are so many differences between the cities in the north and London for example. The opportunities and financial situation of MoNE-YLSY scholars are different due to living in different cities. 1000£ is highly respectable amount of money in Edinburg, but in London we live in austerity. Transportation, accommodation differs for each city. I pay more than 100£ pound for transportation, and around 700£ for accommodation. But others do not pay for transportation, they go school on foot. I believe, if MoNE makes changes in payment, it not only motivates people to study in good universities but also makes them believe that MoNE is interested with their problems.

Participants mentioned that they study in well-equipped and well-structured universities and they can carry out their research and studies with no setback. They claimed that one of the important factors that causes brain drain is lack of facilities at universities in Turkey. Consequently, they suggested that state should provide additional funds to equip universities and laboratories in parallel to international standards. They also underlined that their demand is parallel to the aims of the program since the program aimed to strengthen new-opened universities.

Participants also highlighted that MoNE should clarify the situation of married scholars. Married participants criticized that due to lack of employee rights and benefits their spouse and children cannot benefit from their health insurance either in

Turkey and England. In addition to that, the amount of stipend is defined for a single person and not enough for married MoNE-YLSY scholars. Married participants indicated that they do not have chance to go to Turkey, during holiday and semester breaks since their stipend is not enough to buy flight tickets for their family members. They also underlined that when they go to Turkey the amount of their stipend is decreasing to around five hundred Turkish Liras. Consequently, even they afford to buy tickets, they have financial difficulties. They recommended that MoNE first provide health insurance to their family, second increase the amount of stipend of married scholars, and third should maintain paying the same amount of stipend during holiday and semester breaks.

Among the participants, there were MoNE-YLSY scholars who got married with another scholar. These participants indicated that they have financial difficulties but not like other married people. However, they indicated that their concern is about returning to different cities in Turkey. They suggested to be replaced to same city or a close by city.

Moreover, single MoNE-YLSY scholars chastised that MoNE indirectly and inadvertently prevent them to give personal decision. They mentioned that marriage is really important in Turkish culture and as naturally they would like to get marry. However, due to the situations of married scholars, they prefer to postpone marriage until they graduate. They believed that MoNE is not aware of consequences of this situation for single scholars.

All in all, participants indicated that MoNE-YLSY scholars demand MoNE to consider their opinion to revise and structure the program. They remarked that their opinion could contribute to solve current problems and prevent other scholars to experience unpleasant situation. So to speak, they would like to take part in revision of MoNE-YLSY scholarship program.

4.11. The Changes in MoNE-YLSY Scholars' Cultural, Political, Economic and Educational Perceptions

The fourth research question of the study; "What are the changes in scholars' cultural, political, economic, and educational perception due to the interaction with the host community throughout the international student mobility process?" was designed to elicit the changes in MoNE-YLSY scholars' cultural, political, economic and educational perception due to the interaction with the host community.

MoNE-YLSY scholars underlined that knowledge and information is international but the most important thing is to understand how some countries could develop more than others countries by using the knowledge that is available for each country. As they remarked, they were sent abroad to obtain the way the other countries use to create knowledge and information. After explaining their role, participants mentioned about the changes in their ideas, thoughts and perception with regard to culture, politics, economic, and education.

Cultural perception: To begin with, MoNE-YLSY scholars live in a multicultural society. Therefore, they exposed to different cultures and languages in their daily life. As P11 mentioned, it is possible to hear minimum five different languages, see four different skin colors as spectrum, and ten different nations. Accordingly, participants indicated that this interaction inevitably causes changes in their beliefs, ideas, thoughts or perception, and enlarges their horizon.

All participants indicated that they become more respectful to individual differences and more objective in judging people. They criticized common stereotyped ideas and attitudes in Turkey against the appearance, ideas, and beliefs of people, and underlined that there is no discrimination against people in every segment of the English society because of people's beliefs, appearance, ethnicity and ideas. However, P15 and P18 pointed that people living in the UK also make discrimination and have racist thoughts but they do not show and do not reflect their opinions apparently. Participants 8 also added that people in the UK have such ideas that

might be considered as part of racism, discrimination and stereotyping; however they, people in the UK, show respect and behave well to other people.

Moreover, participants pointed that they form a new hybrid culture due to the interaction of two different systems of thoughts and consequently not only does their lifestyle change, but also their ideology is affected. P4 explained the changes in their world view as in the quote.

> Living abroad is a sort of change. Therefore, people are basically sent abroad to experience this change since they will have capacity to realize and redefine the existing norms and values. It means that your world view and understanding metamorphose. The metamorphosis in your world view and understanding means that your behavior, attitudes and manners are shaped by the culture of the host community. Consequently, it leads to change your culture… you gather a hybrid culture formed by the interaction two systems of thoughts. As a result, your lifestyle adapts. This is what MoNE provides MoNE-YLSY scholars. One of the considerable benefits of this opportunity is gaining a large perspective and enlarging your horizon. After that differences do not make you tired or irritate you. You start analyzing and judging everything around you either moral or material with respect.

Participants also indicated that the free environment that surrounds them in the UK caused them to be more social and gain individualistic attitudes. They remarked that the people in the UK do not pay attention to others with regard to wearing style, beliefs, ideas and choices so that they pull thorough themselves from the feeling of social pressure, shame and being criticized.

As they reported, in every segment of the society there is equal treatment for all people regardless of their social status. This helped them to develop their understanding of respect and showing respect to individual differences. Participants also pointed that the multicultural and multi-linguistic structure of the society served as a model for them to understand how other societies formed a peaceful atmosphere and society by showing respect to individual differences.

Another change in participants' perception is patriotic feelings. All participants indicated that they had prejudice against some nations but after living together with the people of other nations they first started to have sympathy and then developed a

new positive understanding towards these people. P5 said that, s/he had taboos for a country before but now s/he has learnt to judge them not as a whole but as individuals. P14 added that s/he stopped labeling people of other nation due hearsay evidence. P8 summarized the points that all participants highlighted in their interview.

> I was thinking that I am a person with no prejudice and bias. Actually, I have never thought that the ideas in my mind can be counted as prejudice and discrimination. Studying abroad was influential to unearth these facts. First, I realized that I had prejudice against certain group of people in Turkey. Then I realized I labeled so many countries due to their certain characteristics and history. For example, I was thinking that English people are cold but after living in England I realized the only cold thing is whether. Of course those people have prejudice and bias but they learned to control it.

Participants also stated that their eating habits started to become different. Many participants indicated that the people in the UK consume too much coffee in their daily life and every day they see people with coffee cups, sandwiches, snacks and junk food in tube, at buses, in offices and in the streets. As they reported, they started to act like the people in the UK. Consequently, they eat and drink in public areas and consume more coffee. Participants also said that the people in the UK do not have breakfast habits like in Turkey. Participants said that they had difficulty in finding appropriate food at the beginning of their stay; however, as time passed they found Turkish food shops and maintained their eating habits.

Finally, participants underscored that they are not coming abroad to changes their cultural values and norms; however, they went through several changes when they are abroad since they are exposed with different values and norms of a different culture. P15 and P13 narrated that when he goes to Turkey; the people around him/her told that his/her reaction to certain things has changed.

Political perception: Participants emphasized that it is important to observe the political atmosphere of Turkey outside form Turkey's political context and they underlined that they are imposed with doctrines and ideologies through media and people around them. Participants of the study mentioned that many MoNE-YLSY scholars has changed their political opinion regardless of what is their political

opinion are. The first point that they highlighted as a change in their political perception is that states' policy cannot be the policy of the public. As they reported, not only did MoNE-YLSY scholars experience change in their political opinion, but also other international students experience such kind of changes in their political perception.

Participants underlined that their opinions about monarchy has changed. As they reported, they were thinking that a monarchy only oppresses people and maintain dictatorial regime; however, British monarchy is different than other monarchies in the world. They were also surprised that monarchy and a parliamentary system are together. Many of the participants except form P18, P15, and P4 confessed that they feel the existence of queen more than prime minister since the media and newspaper have more news about monarchy and royal family. The participants indicated that the British monarchy is like a symbol but they think it has influence on politics. They also said that British monarchy has a role to unite people. Moreover, participants indicated that noble ranks, socio-economic status and social class of the people do not create any difference among people.

Participants indicated that they changed their radical political opinion and became moderate in stating their opinion and listening to other people's opinion. They highlighted that human rights related to dress code, religion, beliefs, race and ethnicity are protected by the state. Any discrimination against beliefs, race and ethnicity are perceived as crime. They indicated that this creates a free atmosphere for them as a migrant and it is also the reason of changing their radical political opinions. Consequently, they do not hide their real identity, beliefs and opinions. Also, they pointed that they have learnt to maintain their life and express their opinion without irritating others.

As a final remark, participants highlighted that they redefined what a developed country is by observing the UK and what progressive means. They underscored that they had an understanding that they are going to live in a country where the people do not have any problem due to political concerns; however, what they see is a different country with better situations for their people. Participants 18 explained this

situation and stated his/her opinion on the changes of their political perception as in the quote.

> When you came to England, you give the meaning of how Europe is more progressive than Turkey according to whom and why. Living abroad enlarged my perspective form this point. I mean, you observe that there are lots of problems in the UK, as well. Nowhere is perfect but people in Turkey thinks that their country is always bad or good than other countries. Two of these thought are wrong. But when you start living abroad, you realize that this reality changes in parallel to what you are talking about.

Economic perception: Participants of the study underlined that economic mechanism and dynamics in the UK are different than Turkey. The first thing that they clarified about the economic context of the UK is that she is an expensive country and the currency of the UK, which is Pound Sterling, is valuable than Turkish Lira. They indicated that the ratio of currency exchange between Turkish Liras to Pound Sterling is around 1:3. As participants reported, at the beginning of their stay they were multiplying or dividing the value of goods into 3 to understand how expensive or cheap they are; however, they got used to the UK's currency rate and stopped making calculations.

Participants also indicated that their shopping habits changed due to common shopping habits of people in the UK. They underscored that people in the UK prefer to buy convenience foods rather than cooking and use microwave to prepare their meal and they also uses lunch boxes. They also indicated that there is variety of goods for any preferences in the market. As they indicated, having difficulty in finding convenience food or easiness of buying convenience food are affecting their shopping preferences by the time together with their eating habits.

Participants also indicated that British society is a consumer society and also pointed that there is a mechanism in the UK that pushes people to consume. The variety of shopping centers for any people from different social economic status provides a base for people to buy. Participants indicated that the amount of their daily expenditure in the UK has changed compared to the amount of their daily expenditure in Turkey. For example, the amount of money that they spent on coffee

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increased. When the researcher asked whether they were buying coffee everyday in Turkey, they said that they did not have such a habit before.

Participants also talked about the working hours in the UK. They told that it is possible to find an open shop anytime to buy what you need; however, they pointed that especially the big shopping centers have early closure times compared to Turkey. Additionally, the researcher asked them whether the student office were closed in lunch time, they narrated that they did not remember any specific time that students offices were closed. They said they were always a staff for students. As understood from the data analysis, participants broke their understanding about the necessity of lunch break.

Educational Perception: the participants mainly talked about the differences in the education system and the changes in their perception and understanding regarding education.

To begin with, participants emphasized that the relation between students and academic staff is completely different than Turkey. All participants mentioned that the academic staffs act in a friendly manner and it is easy to communicate with them. Consequently, the participants started to feel more comfortable and relax in communicating with academic staff. They mentioned that they get rid of their hesitation to ask question or raise their opinion in the class. They also emphasized that the friendly atmosphere and relation between academic staff and students reshaped the understanding of participants regarding educational hierarchy. P6 indicated that academic staff in the UK is moderate and pointed that the instructors do not consider going to their room without appointment as a disrespect. P2 also mentioned that they do not use titles while they are talking with their instructors.

> Your relation with your instructor is like a relation with your friend. Of course, we show respect and protect the borders of respect but we do not bow and scrape in front of our instructor. We call them with their names. It was a really big question mark in our mind. I was thinking how I am going to call him/her with his/her name. We were at least using "Hocam". They want us not to use titles such as professor and doctor and they rather want us to use their name.

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The participants underlined that the educational system in the UK is encouraging them to improve their self-efficacy and self confidence; as a result of the nature of the system, the academic staff tries to make students to feel free to state their opinion. As the participants reported, even they state a ridiculous idea in the class, instructor of the class creates a discussion environment to understand the rationale behind the idea. Accordingly, the participants pointed that they feel more competent and relax than before. P1 summarized the points that other participants also mentioned in their interview.

> I spent 6 months in Master program and I gained the very idea of how a university should be. The most important feature of the university should be that it is the place of discussion, academic debates. This is what we do not have in Turkey. You do not know how you are going to receive a reaction from your instructor. This causes stress for you. Maybe, I was assessed by a jury more than twenty times. But I felt anxious in each time since the jury was talking not only about your project but also about your characteristics. They were trying to assess your characteristics by looking at the project. When you made a mistake, they were laughing at you. But here, the people laugh, when you make joke. If you bring a project which produce nonsensical results, they deem worth to talk about it. When I am assessed by a jury, I feel happy that I am going to learn from my mistake since they will give advices to improve my project and we will discuss about how to develop a new approach. A university should be like this.

Participants revealed that the atmosphere in the universities are free from politics, even it provides a base to discuss any political opinion, personal beliefs and ideas in the class. More clearly, the participants were not mentioning that students should not talk about political opinions. They indicated how the university staff and university administration should follow a procedure to maintain equal atmosphere for different ideas. For example, P17 indicated that UK has also some political problems such as the conflict between Ireland and England; however, the students can prepare a symposium about the independence of Ireland in an English university.

Moreover, the participants indicated that the academic staff in the UK tries to avoid stating their opinion in order not to influence students. P6 marked that s/he have some instructors that they have never mentioned their opinion in the class. As the participants reported, the instructors act like a moderator between ideas.

Consequently, the participants started to think the universities and academic staff should avoid stating their opinions in the class and give priority to scientific discussion.

The participants indicated that the duration of the modules is short. As they reported, the modules generally take one hour and then they have one hour seminar session following to each module. As participants mentioned, they started to think that the long hours of courses do not necessarily indicate that they learn more. They pointed that they learn more since they can find a platform to discuss on what they learn in the class.

Another issue that participants highlighted in the study is the increase in their usage of library. They underlined that they had to be systematic and make research to be successful. They also pointed that being smart does not create any advantages if you are not studying regularly since writing essay takes more time than preparing for an exam. Consequently, most of the participants said that they abandoned their previous study habits and started to use library facilities to make research.

Additionally, participants mentioned about the objectivity of assessment and evaluation system in the UK. As they reported, in parallel to their assessment and evaluation requirements, their evaluation methods are also help students to learn. The participants mentioned that it is not all about submitting your essay; you start learning from your mistakes and the comments of the evaluator. The participants remarked that the instructors particularly give importance to feedback. As participants mentioned, the instructors give detailed feedback about students' writing style, plagiarism, ethical issues, ideas mentioned in the assignment, and the quality of the content. This application also provides students to check their paper and learn the reason of their results.

4.11.1. Changes in Scholars' Cultural, Political, Economic and Educational Perception in Line with the Results of the Questionnaire

With regard to the fourth main research question; a 41-item questionnaire were delivered to participants. As mentioned before, according to the literature review and the participants' responses to interview questions, it was assumed that there were four main contexts regarding the changes in their perception; however, after running EFA analysis, the items were not loaded appropriately to the related dimension. Due to that reason, this part of the questionnaire was taken as one dimension. In reporting the results, "certainly agree" and "agree" was combined together and referred as "agree"; "certainly disagree" and "disagree" were combined together and referred as "disagree"; and not sure choice were reported separately. The results were reported from highest to lowest based on "agree", "not sure" and "disagree" value. See Appendix C, Table 7 for a detailed summary of the results according to these five points; certainly agree, agree, not sure disagree, and certainly disagree. 139 participants responded this part.

To begin with, data analysis revealed that majority of the participants agreed that their perceptions changed. 20 items of the scale were ranked higher than 75.0% by participants as agree. From highest to lowest, 93.5% (*n= 130*) of the participants agreed that they started to pay more attention to plagiarism when they write their essays or projects (*M= 4.53, SD= .87*). 92.8% (*n= 129*) of the participant started to think that classes are not the place of learning absolute knowledge, they are the place of discussion and producing new ideas (*M= 4.45, SD= .84*). 91.4% (*n= 127*) of the participants mentioned that their anxiety level has decreased on usage of foreign language to communicate with people (*M=4.41, SD= .64*) and the same percent of the participants started to think that the host institutions show more progress since they act unbiased to any political opinion or ideology (*M= 4.44, SD= .80*). 90.7% (*n= 126*) of the participants started to think that the universities should stay away from the violence whatever the reasons are (*M= 4.51, SD= .79*). To continue, 89.9% (*n= 125*) of the participant started to use library and study saloons for the purpose of making research (*M= 4.41, SD= .91*). During their education, 85.6% (*n= 119*) of the participants indicated that they realized that every idea and thought matters (*M=*

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4.20, SD= .86). Moreover, 84.9% (*n= 118*) of the participants pointed that they anymore have positive opinion towards different religions and wearing style present in the society (*M= 4.23, SD= 1.01*). 83.5% (*n= 116*) of the participants started to think that higher education is a financial source for states (*M= 4.36, SD= .86*). In terms of coming to England, 82.0% (*n= 114*) of the participants pointed that gaining overseas experience has changed their world view (*M= 4.14, SD= .97*). 81.3% (*n= 113*) of the participant stated that the assessments and evaluation carried out in England is more objective than the assessments in Turkey (*M= 4.12, SD= 1.26*) and the same number of participants revealed that they can express themselves easily during discussion on different ideas due to the attitudes and behaviors of English people (*M= 4.05, SD= 1.14*). 79.8% (*n= 111*) of the participants got rid of the idea of failing from courses since their ideas and opinions do not match with their instructor (*M= 4.02, SD= 1.25*) and the same number of participants started to think that states and the people living in these countries might have might have different world view with the help of their friends in England (*M= 4.07, SD= 1.08*). 79.8% (*n= 111*) of the participants mentioned that their prejudice against people from different religion, culture, and nations has decreased (*M= 4.03, SD= .95*). Also, 79.1% (*n= 110)* of the participants indicated that the way that English students show their reaction has changed their perception on how they consider student profile (*M= 4.05, SD= 1.19*). 77.0% (*n= 107*) of the participants indicated that they do not think that they can learn more when the duration of the courses are long (*M= 3.87, SD= 1.24*). The same number of participants mentioned that they can easily communicate with their instructors anymore (*M= 3.91, SD= 1.17*). The same number of participants mentioned that having no restriction on dress code in state institutions such as tattoo, religious symbol, and wearing style has changed their opinion about dress code procedure (*M= 4.04, SD= 1.00*). Finally, 75.5% (*n= 105*) of the participants indicated that their daily expenditure in England started to become different in comparison to the expenditure in Turkey (*M= 3.97, SD= 1.01*). See Table 4.1.

The items that ranged between 75% and %50 were 15 and reported based on "agree" value. 74.1% (*n=103*) of the participants agreed that the transportation facilities in England make them feel freer (*M= 3.98, SD= .97*). 73.4% (*n= 102*) of the

participants agreed that political atmosphere in England caused them to develop more objective attitudes while they listen people from opposite political opinion (*M= 3.79, SD= 1.13*). 71.2% (*n=99*) of the participants revealed that living in a multicultural society has changed many norms and values that they accepted as true before (*M= 3.86, SD= 1.05*). When the participants observed Turkey from an outside setting, 66.9% (*n= 93*) of the participants started to think that many discourse and creed are groundless (*M= 3.66, SD= 1.23*). The same number of participants agreed that not having specific lunch break and the differences of the allocated time for each individual started to change their thought on working order and atmosphere (*M= 3.72, SD= 1.06*). 65.4% (*n= 91*) of the participants indicated that English society made them more individual than before (*M= 3.77, SD= 1.04*). 64.1% (*n= 89*) of the participants started to think that academic staff is showing more respect to them since they pay university fees (*M= 3.72, SD= 1.10*). 61.9% (n= 86) of the participants stated that living in England caused them to understand the political events in Turkey are different than how they seem (*M= 3.70, SD= 1.20*). 59.7% (*n= 83*) of the participants agreed that convenience food sold in markets has changed their shopping habits (*M=3.63, SD= 1.09*). 59.0% (*n= 82*) of the participants agreed that their ideas on nationalism and patriotism have changed in comparison with their previous ideas due to the multicultural structure in England (*M=3.57, SD= 1.18*). 56.1% (*n= 78*) of the participants mentioned that they found English people more sincere than and cordial than they expected (*M= 3.53, SD= 1.15*). 54.7% (*n= 76*) of the participants pointed that they feel themselves advantageous than other students coming from Turkey in terms of economy since they are a scholar (*M= 3.50, SD= 1.30*). 51.8% (*n= 72*) of the participants mentioned that their prejudice against other nations due to political reasons has changed (*M= 3.38, SD= 1.13*). Finally, 50.4% (*n= 70*) started to think that monarchy is not a concept that does not always restrict people (*M= 3.12, SD= 1.35*). See Table 4.1.

The percentage of the item that participants disagreed was not higher than %55.0. 54.4% (*n=75*) of the participants disagreed that the differences in eating habits of English people have changed their eating habits (*M= 3.2, SD= 1.13*). 53.2% (*n= 74*) of the participants disagreed that they are not assessing political opinions from one point of view (*M= 3.23, SD= 1.12*). 48.9% (*n= 68*) of the participants disagreed that

they became friends with people that they say "I never become friend with" (*M= 3.22, SD=1.16*). Finally, 47.5% (*n= 66*) of the participants disagreed that the additional payments for their expenses such as conference payments make them more prestigious in their university (*M= 3.06, SD= 1.28*).Finally, the items "the attitudes of English people historical towards historical events and the memorial days such as Poppy days caused me to assess historical events differently" was scored disagree by 45.1% (*n= 64*) of the participants (*M= 2.99, SD= 1.18*); but it was also scored not sure by 18.7% (*n= 26*) of the participants See Table 4.1.

There is not considerable number of participants who scored "not sure" value but it is important to report the highest score since the value of the score for agree and disagree were almost equal to each other. 25% (*n= 35*) of the participants were not sure that due to the form of governance system in England together with monarchy, they surmised that these two concepts might not oppose each other (*M= 2.92, SD= 1.3*7). See Table 4.1

Table 4.1

The Changes in Scholars' Cultural, Political, Economic and Educational Perception

	N	Agree		NS*		Disagree		M	SD
		f	%	f	%	f	%		
38. I anymore pay more attention to plagiarism when I write essays and projects.	139	130	93.5	5	3.6	4	2.9	4.53	.87
39. I anymore consider that classes are not the place of learning absolute knowledge; they are the place of discussion and producing new ideas.	139	129	92.8	4	2.9	6	4.3	4.45	.84
10. My anxiety level on usage of foreign language to communicate with people has decreased.	139	127	91.4	0	0	12	8.6	4.41	.64
36. I started to think that universities show more progress since they act unbiased to any political opinion and ideology.	139	127	91.4	3	2.2	9	6.5	4.44	.80
35. I started to think university should stay away from violence whatever the reason is.	139	126	90.7	1	.7	12	8.7	4.51	.79
40. I started to use library and study saloons for the purpose of making research.	139	125	89.9	5	3.6	9	6.5	4.41	.91
19. During my education, I realized that every idea and thought matters.	139	119	85.6	3	2.2	17	12.3	4.20	.86
3. Anymore, I have a positive opinion on different religions and wearing style present in the society.	139	118	84.9	5	3.6	16	11.5	4.23	1.01
24. I started to think that higher education is a financial source for states.	139	116	83.5	1	.7	22	15.8	4.36	.86
22. Coming to England and gaining overseas experience has changed my world view.	139	114	82.0	4	2.9	21	15.1	4.14	.97
17. I anymore can express myself easily during the discussion on different ideas due to the attitudes and behaviors of English people.	139	113	81.3	11	7.9	15	10.8	4.05	1.14
41. I realized that the assessment and evaluation carried out in England is more objective than the assessments and evaluation in Turkey.	139	113	81.3	15	10.8	11	7.9	4.12	1.26
9. My prejudice against people from different religion, culture and nations has decreased.	139	111	79.8	5	3.6	23	16.6	4.03	.95
23. I learnt that countries and their people might have different world view with the help of the friends of mine in England.	139	111	79.8	8	5.8	20	14.4	4.07	1.08

*Not Sure

Table 4.1 Continued

The Changes in Scholars' Cultural, Political, Economic and Educational Perception

	N	Agree		NS*		Disagree		M	SD
		f	%	f	%	f	%		
33. Anymore, I do not think I will fail since my ideas and opinions do not match with my instructor.	139	111	79.8	14	10.1	14	10.1	4.02	1.25
37. The way that English students show their reaction has changed my perception on how I consider student profile.	139	110	79.1	12	8.6	17	12.3	4.05	1.19
6. Having no restriction on dress code in state institutions such as tattoo, religious symbol, and wearing style has changed my opinions about dress code procedure.	139	107	76.9	5	3.6	27	30.2	4.04	1.00
32. Anymore, I can easily contact and communicate with my instructors.	139	107	77.0	11	7.9	21	15.1	3.91	1.17
34. Anymore, I do not think I am going to learn more when the duration of course is long.	139	107	18	14	10.1	7	12.9	3.87	1.24
26. My daily expenditure in England started to indicate differences in comparison to the expenditure in Turkey.	139	105	75.5	5	3.6	29	20.8	3.97	1.01
29. The transportation facilities in England make me feel freer.	139	103	74.1	3	2.2	33	23.8	3.98	.97
18. Political atmosphere in England caused me to develop more objective attitude while I listen the people from opposite political opinion.	139	102	73.4	12	8.6	25	18.0	3.79	1.13
11. Living in a multicultural society has changed many norms and values that I accepted as true before.	139	99	71.2	5	3.6	35	25.2	3.86	1.05
14. When I observed Turkey from outside, I started to think that many discourse and creed are groundless.	139	93	66.9	12	8.6	34	24.5	3.66	1.23
5. The attitudes of English people towards foreigners had a positive impact on my point of view.	139	92	66.1	7	5.0	40	28.8	3.72	1.06
27. Not having a specific lunch break in and the differences of allocated time for each individual started to change my thought on working order and atmosphere.	139	92	66.2	19	13.7	28	20.2	3.64	1.29
4. English society made me more individual than before.	139	91	65.4	5	3.6	43	30.9	3.77	1.04

*Not Sure

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Table 4.1 Continued

The Changes in Scholars' Cultural, Political, Economic and Educational Perception

	N	Agree		NS*		Disagree		M	SD
		f	%	f	%	f	%		
25. I started to think that academic staff is showing respect to me since I pay university fees.	139	89	64.1	6	4.3	44	31.7	3.72	1.10
28. Convenience food sold in markets has changed my shopping habits.	139	83	59.7	6	4.3	50	36.0	3.63	1.09
15. My ideas about nationalism and patriotism have changed as comparison with my previous ideas has changed due to the multicultural structure in England.	139	82	59.0	10	7.2	47	33.8	3.57	1.18
2. I found English people more sincere and cordial than I expected.	139	78	56.1	6	4.3	55	39.6	3.53	1.15
30. I feel myself more advantageous than other students coming from Turkey in terms of economy since I am a scholar.	139	76	54.7	10	7.2	53	38.1	3.50	1.30
16. My prejudice against other nations due to political reasons has changed.	139	72	51.8	15	10.8	52	36.5	3.38	1.13
13. I started to think that monarchy is not a concept that it does not always restrict people.	139	70	50.4	27	19.4	42	30.2	3.12	1.35
7. The differences in eating habits of English people have changed my eating habits.	139	58	41.7	6	4.3	75	54.4	3.2	1.13
8. I became friends with people that I say "I never become friend with"	139	58	41.7	13	9.4	68	48.9	3.22	1.16
20. I realized that while I was assessing political events from one point of view.	139	53	38.1	12	8.6	74	53.2	3.23	1.12
31. I understood that additional payments for my expenses such conference payments make me more prestigious in my university.	139	53	38.1	20	14.4	66	47.5	3.06	1.28
12. Due to the form of governance system in England together with monarchy and parliament, I surmised that these two concepts might not oppose each other.	139	51	43.9	35	25.2	43	30.9	2.92	1.37
1. The attitudes of English people historical events and the memorial days (Poppy days, Salvation Army etc.) caused me to assess historical events differently.	139	49	35.2	26	18.7	64	45.1	2.99	1.18

*Not Sure

In terms of differences in educational institutions, participants were asked to assess the opportunities provided by their institutions in the UK in comparison to the opportunities provided by the university that they graduated in Turkey. In reporting the results, very dissatisfied and dissatisfied were combined as dissatisfied and referred as dissatisfied; very satisfied and satisfied were combined and referred as satisfied; and not applicable reported as it is mentioned in the questionnaire. See Appendix A, Table 8 for a detailed summary of the results

The results were reported from highest to lowest with respect to satisfaction level of the participants. According to the results, 92.5% (*n=136*) of the participant were satisfied with library facilities (*M= 4.42, SD= .78*). 92.5% (*n=134*) of the participants indicated that they are also pleased with the variety of the sources in their library and department (*M= 4.40, SD= .84*). 89.8% (*n=129*) of the participants pointed that they are satisfied with computer laboratories (*M= 4.27, SD= .87*).

Table 4.2

Differences of the Educational Institutions in Comparison to Turkey and the UK

	N	Satisfied		NA*		Dissatisfied		M	SD
		f	f	%	%	f	%		
4.Library facilities	147	136	2	1.4	92.5	9	6.1	4.42	.78
5.Variety of sources in libraries and department	147	134	3	2.0	92.5	10	6.8	4.40	.84
2.Computer laboratories	147	132	2	1.4	89.8	13	8.8	4.27	.87
8.Culture and student clubs	147	129	17	11.6	87.7	33	22.4	4.16	.98
7.Students affairs and service for students	147	128	5	3.4	87.0	14	9.5	4.19	.96
12.Academic writing centers	147	128	7	4.8	87.1	12	8.1	4.07	.95
1. The features of classrooms and auditorium (layout, atmosphere, appearance etc.)	147	122	4	2.7	83.0	21	14.3	4.00	.95
6.Class size (number of students in the class)	147	119	9	6.1	80.9	19	12.9	3.93	1.07
10.Recreational facilities for students	147	100	12	8.2	64.8	25	17.0	3.87	1.24
9.Medical and guidance services for students	147	97	17	11.6	66.0	33	22.4	3.55	1.29
3.Laboratories	147	83	54	36.7	57.2	9	5.1	3.09	1.72
11.Accommodation and students hall	147	76	40	27.2	51.7	31	21.1	3.05	1.51

*Not applicable

87.7% (*n=129*) of the participants were satisfied with culture and student clubs (*M= 4.16, SD= .98*). Students affairs and service for students (*M= 4.19, SD= .96*) and

academic writing centre (*M= 4.07, SD= .95*) were found satisfactory by 87.0% (*n=128*) of the participants. 83.0% (*n=122*) of the participants pointed that the features of classrooms and auditorium such as layout, atmosphere, and appearance (*M= 4.00, SD=.95*) were satisfactory. 80.9% (*n=119*) of the participants indicated that class size (*M= 3.93, SD= 1.07*) was satisfactory. 64.8% (*n= 100*) of the participants mentioned that recreational facilities (*M= 3.87, SD=1.27*) were satisfactory and 66.0% (*n=97*) of the participants were satisfied with medical and guidance service (*M=3.55, SD= 1.29*). 57.2% (*n= 83*) of the participants were satisfied with laboratories (*M=3.09, SD=1.79*); however, 36.7% (*n=54*) of the participants mentioned that this item is not applicable for them. Additionally, 27.2% (*n=40*) of the participants mentioned that they did not use accommodation and students halls (*M=3.05, SD= 1.51*) but 51.7% (*n=76*) of the participants were satisfied with accommodation and students hall. See Table 4.2.

The results of the data showed that the students thought that educational facilities were more satisfied in the UK. However, for accommodation and library facilities, the responses of the participants do not reveal any considerable results since the number of participants who do not use students' hall and laboratories.

4.12. The Reasons that Lie Behind the Changes in MoNE-YLSY Scholars' Cultural, Political, Economic and Educational Perceptions

With regard to fourth research question of the study; what reasons lie behind the changes in scholars' cultural, political, economic and educational perceptions?, the reasons that lie behind the changes in scholars' cultural, political, economic and educational perception was examined with the first parts of the questionnaire. In reporting the results, "very effective" and "effective" were combined and referred as "effective", and "less effective" and "ineffective" were combined and reported as "ineffective". "Neither effective nor ineffective" were used in reporting. See Appendix A, Table 9 for a detailed summary of the results according to these five points. 151 participants responded this part. Finally, the results of regression analysis were carried out to demonstrate the relationships between the changes and cultural, political, economic and cultural reasons.

4.12.1. Cultural Reasons

According to the descriptive analysis of the data in relation to cultural reasons, 80.8% (*n= 122*) of the participants thought that multicultural and multilingual society (*M= 4.14, SD= 1.14*), 72.2% (*n= 109*) of the participants mentioned that leisure time activities that English people join and do (*M= 3.85, SD= 1.12*), and 71.6% (*n=108*) of the participants pointed that the opportunities provided for people from different religion (*M= 3.85, SD= 1.25*) was effective on the changes in their perceptions of culture. On the other hand, 49.6% (*n= 65*) participants indicated that the attitudes of English people towards family as a social institutions (*M= 2.95, SD= 1.29*) was not effective on the changes in scholars' perception as others. See Table 4.3.

Table 4.3

Cultural Reasons that lie behind the Changes

	N	Effective		NENI*		Ineffective		M	SD
		f	f	%	%	f	%		
5. Multicultural and multilingual society	151	122	13	8.6	80.8	16	10.6	4.14	1.14
6. Leisure time activities that English people join and do (Going to park, family trips, friends meeting etc.)	151	109	24	15.9	72.2	18	11.9	3.85	1.12
14. The opportunities provided for people from different religion	151	108	16	10.6	71.6	27	17.9	3.85	1.25
3. The attitudes of English people towards family as a social institutions	151	65	33	21.9	43.0	53	35.1	2.95	1.29

*Neither Effective nor Ineffective

Only "the attitudes of English people towards family as a social institution" among the reasons were considered less effective on the changes in scholars' perceptions of culture.

4.12.2. Political Reasons

The analyses showed that application for dress code in social life (*M= 3.35, SD= 1.35*) was considered as effective on the changes by 53.7% (*n= 81*) of the

participants. 49.6% *(n= 75)* of the participants thought that the political influence of England on international politics *(M= 3.31, SD= 1.16)* caused them to change their perceptions. On the other hand, the traditions of imperialism in England *(M= 2.63, SD= 1.32)* for 46.3% *(n= 70)* of the participants, the governance system of England-existence of monarchy *(M= 2.56, SD= 1.27)* for 47.0% *(n= 71)* of participants and the privileges for noble ranks in social life *(M= 2.33, SD= 1.33)* for 51.7% *(n= 78)* of the participants was ineffective. See Table 4.4

Table 4.4

Political Reasons that lie behind the Changes

	N	Effective		NENI	Ineffective		M	SD
		F	f	%	%	f	%	
7. Application for dress code in social life	151	81	31	20.5	53.7	39	25.8	3.35	1.35
16. The political influence of England on international politics	151	75	45	29.8	49.6	31	20.6	3.31	1.16
12. The traditions of imperialism that lasts in England	151	47	34	22.5	31.1	70	46.3	2.63	1.32
11. The governance system of England-existence of monarchy	151	38	42	27.8	25.2	71	47.0	2.56	1.27
4. The privileges for noble ranks in social life (Lord, Earl, Baroness etc.)	151	33	40	26.5	21.8	78	51.7	2.33	1.33

*Neither Effective nor Ineffective

Political reasons were the least effective reasons on the changes in scholars' perception. However, dress code application scored higher compared to other reasons.

4.12.3. Economic Reasons

80.8% *(n= 122)* of the participants indicated that the operation of public services such as transportation, post offices in England caused a change in their perceptions *(M= 4.01, SD= 1.08)*. 68.9% *(n= 104)* of the participants pointed that the controls for entering and leaving England *(M= 3.70, SD= 1.27)* and the widespread shopping habits in England such as overconsumption of coffee and marketing convenience food *(M= 3.71, SD= 1.29)* was effective to change their perception. Health care

applications in England such as selling medicine in markets, medical services, hospital and doctor appointments and medication procedure (*M= 3.66, SD= 1.28*) was considered as an economic reason that lie behind the changes by 67.5% (*n= 102*) of the participants.

Table 4.5

Economic Reasons that lie behind the Changes

	N	Effective		NENI		Ineffective		M	SD
		f	f	%	%	f	%		
22. The operation of public services such as transportation, post offices in England	151	122	12	7.9	80.8	17	11.3	4.01	1.08
17. The controls for entering and leaving England	151	104	10	6.6	68.9	27	17.9	3.70	1.27
19. The widespread shopping habits in England (overconsumption of coffee, marketing convenience food etc.)	151	104	19	12.6	68.9	28	18.6	3.71	1.29
18. Health care applications in England (selling medicine in markets, medical services, hospital and doctor appointments, medication procedure etc.)	151	102	20	13.2	67.5	29	18.2	3.66	1.28
20. University fees	151	92	26	17.2	60.9	33	21.8	3.4	1.28
21. Working hours for universities, business offices and state institutions and organization	151	84	33	21.9	55.6	34	22.5	3.4	1.27
9. The food and eating habits of people living in England	151	71	25	16.6	47.0	55	35.4	3.07	1.41
15. The legal age limits and its applications in England (work permit for youngsters, adult age limit, right to vote, age limit for alcohol etc.)	151	71	42	27.8	47.1	38	25.2	3.27	1.33
8. The allocated time for dinner in England	151	56	38	25.2	37.1	57	37.7	2.90	1.31

*Neither Effective nor Ineffective

When it comes to university fees (*M= 3.47, SD= 1.28*), 60.9% (*n= 92*) of participants reported it as a reason of change. 55.6% (*n= 84*) of the participants also pointed that working hours for universities, business offices and state institutions and organization (*M= 3.41, SD= 1.27*) was an effective reason that lie behind the changes. On the other hand, the responses of the participants decrease below 50% when it comes to food and eating, the legal age limit and the allocated time for lunch.

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47.0% (*n= 71*) of the participants were considered the food and eating habits of people living in England(*M= 3.07, SD= 1.41*) and the legal age limits and its applications in England such work permit for youngsters, adult age limit, right to vote, and age limit for alcohol (*M= 3.27, SD= 1.33*) as effective. Only the allocated time for dinner in England (*M= 2.90, SD= 1.31*) was considered as ineffective by 37.7% (*n= 57*) of the participant. See Table 4.5

According to the results, participants were mostly affected by public service, shopping habits, and health care practices. However, most of the participants were considered lunch break, the legal age limit and food and eating habit as ineffective on the changes in their perception. Also participants scored around 50% about university fees and working hours.

4.12.4. Educational Reasons

The results of the data indicates that 88.8 % (*n= 134*) of the participants considered the differences of English education system (*M= 4.25, SD= .84)* and sensitivity for plagiarism in writing essays and projects (*M= 4.42, SD= .93*) as effective educational reasons on the changes in their perception. 88% (*n= 133*) of the participants revealed that the relation between students and academic staff (*M= 4.32, SD=.94*) was an effective educational reason.

86.4% (*n= 132*) of the participants indicated that the respect for students in educational setting (*M= 4.37, SD= 1.01*) caused them to change their perception. Additionally, the evaluation method of modules and student performance (*M= 1.45, SD=1.06*) was considered as effective educational reasons by 82.8% (*n= 125*) of the participants. 82.1% (*n= 124*) of the participants mentioned that the thrust in students for usage of university sources was another reason regarding education. (*M= 4.21, SD= 1.01*). 78.8% (*n= 119*) of the participants highlighted the relation between students and university staff (*M= 4.17, SD= 1.05*) and differences in grading system (*M= 3.78, SD= 1.27*) as educational reasons. Finally, Short duration of module hours in comparison to Turkey (1 or 2 hours) which was ranked the lowest by 66.9% (*n= 101*) of the participants was another educational reason. See Table 4.6.

Table 4.6

Educational Reasons that lie behind the Changes

	N	Effective		NENI		Ineffective		M	SD
		f	%	f	%	f	%		
23. The differences of English education system	151	134	88.7	9	6.0	8	5.3	4.25	.84
31. Sensitivity for plagiarism in writing essays and projects	151	134	88.8	8	5.3	9	5.9	4.42	.93
24. The relations between students and academic staff	151	133	88.0	8	5.3	10	6.6	4.32	.94
26. The respects for students in educational setting	151	132	86.4	9	6.0	10	6.6	4.37	1.01
28. The evaluation method of modules and student performance	151	125	82.8	12	7.9	14	9.2	4.15	1.06
27. The thrust in students for usage of university sources	151	124	82.1	14	9.3	13	8.6	4.21	1.01
25. The relation between students and university staff	151	119	78.8	21	13.9	11	7.3	4.17	1.05
29. Differences in grading system	151	119	78.8	19	12.6	13	8.6	4.09	1.08
30. Short duration of module hours in comparison to Turkey (1 or 2 hours)	151	101	66.9	25	16.6	25	16.6	3.78	1.27

*Neither Effective nor Ineffective

These results showed that the participants were affected by educational characteristics of the host culture. As reported, they considered the above mentioned items as effective educational reasons that change their educational perception.

4.12.5. The Relationships between the Changes and the Reasons

Regression analysis was used to explore the relationships between the changes and cultural, political, economic and educational reasons. Total means of the changes (*M= 3.83, SD= .46*), cultural reasons (*M= 3.76, SD= .81*), political reasons (*M= 2.76, SD=.88*), economic reasons (*M= 3.51, SD= .86*) and educational reasons (*M= 4.24, SD= .75*) were computed to transform data into appropriate format to run the analysis. Variable types were all quantitative and continuous. The predictors were also interrelated with each other. See Table 4.7.

The P-P plot showed roughly straight line and a positive slope, therefore it indicates a normal distribution. When the scatter plot was examined, the items created a pattern; however, some of them were out of pattern.

Table 4.7

Correlations of the Changes, Cultural Reasons, Political Reasons, Economic Reasons and Educational Reasons (N= 139)

	Changes	Educational	Economic	Political	Culture
Changes	-				
Educational	.46**	-			
Economic	.36**	.44	-		
Political	.39**	.25	.46	-	
Cultural	.44**	.39	.59	.46	-

The results of the regression suggested that four predictors; cultural, political, economic and educational reasons, explained 32.3% of the variance (R^2= .32, F (4, 134) = 15.99, p< .05). It was found that the changes significantly related to cultural reasons (β=.22, p< .05), political reasons (β= .22, p< .05) and educational reasons (β= .32, p < .05); but, the changes did not relate economical reasons (β=.-00, p> .05). See Table 4.8.

Table 4.8

Summary of Regression Analysis for Variables for Relating the Changes

	B	SE B	β	t	p
Cultural Reasons	.12	.05	.22	2.31	.02
Political Reasons	.11	.04	.22	2.57	.01
Economic Reasons	-.00	.05	-.00	-.04	.97
Educational Reasons	.19	.05	.32	3.91	.00

P<.05, R^2= .32

All in all, the changes in scholars' cultural, political, economic and educational perception related significantly with cultural, political and educational reasons; however, economic reasons did not have a significant relation with the changes in scholars 'perceptions. Educational reasons seem to have the largest contribution.

CHAPTER V

DISCUSSIONS AND IMPLICATIONS

The aim of argument, or of discussion, should not be victory, but progress.

Joseph Joubert

This chapter presents the discussion of the results based on literature review. Additionally, the design of the study was discussed in comparison to other studies related to international scholarship programs and MoNE-YLSY scholarship program. In consideration with the results and limitations of the study, implications for further researches and recommendations were proposed.

5.1. Discussion of Results

The aim of the study aimed to assess MoNE-YLSY scholarship program, find out the changes in scholars' cultural, political, economic and educational perceptions and detect the reasons that lie behind the changes. Five research questions defined by the researcher were examined and the results were reported under aforementioned eleven main headings. In this section, the discussion of the results was presented in sequence of main research questions by considering the eleven headings of the results and the results were discussed based on existing literature.

5.1.1. The Aims and Objectives of MoNE-YLSY Scholarship Program

To begin with, the results indicated that MoNE-YLSY scholars do not have clear understanding on the aims and objectives of the program since they explained the aims and objectives of the program based on their experiences; but, they indicated some points regarding purpose of the program written in the guidelines of applicants

such as needs of academics and experts in universities. The results also indicated that the aims and objective of the program were considered as good intention of the state by participants. According to the results, the aims and objective of the program were student mobility, training future academics, gaining overseas experiences, strengthening new-opened universities, contributing and accelerating to scientific developments in Turkey, gaining language skills, and international network and interaction. The results showed that MoNE-YLSY scholarship program does not accomplish the aims and objectives of the program regarding sending certain number of students abroad due to lack of promotion and advertising, the problems related to unsystematic structure of the program such as slow-going bureaucratic procedures, lack of supervision and deficiencies in law. Low student profile was the external reason of not accomplishing the aims and objectives related with scholars. Finally, the results indicated that MoNE-YLSY scholars gain academic skills such as language competencies, interdisciplinary cooperation, teaching skills, oral reporting and research skills and develop their personal skills such as communication skills, willingness to make research, time management, and originality which indicates studying on the least studied topics.

As literature demonstrates, the results of the study draw similar conclusions. Tuzcu (2003) analyzed the aims of the program and mentioned that the aims and objectives of the program should be revised since the attempt of sending certain numbers of students failed. He also mentioned that the aims and objectives of the program were defined without considering the realities and realistic strategies. Additionally, he underlined the unsystematic structure of sending students abroad as a reason of not reaching the determined number of students. The findings of Tuzcu (2003) supported that the aims and objectives of the program are complementary with this study. He claimed that the students should be sent abroad to study on least studied topics since it is one of the ways contributing and accelerating scientific developments in Turkey. The results of the present study also indicated that MoNE-YLSY scholars perceived studying on the least studied subjects as originality and consider this preference as one of the aims of the program. Gümüş and Gökbel (2012) contributed to the literature by mentioning that lack of coordination and lack of motivational support caused MoNE-YLSY scholars to resign and stay abroad. Different than the results of

this study, Gökbel and Gümüş (2012) stated MoNE YLSY scholarship program have harsh living conditions and limited opportunities as the reason of not accomplishing to send determined number of students abroad. On the other hand, Çelik's study (2012) supported to the results of this study; because, the findings of that study show similar conclusion about the academic acquisition of returnees gaining research and methodology skills. As found in this study, Stronkhorst (2005) mentioned that international students gain language competencies, interdisciplinary study skills, and multicultural perspectives.

5.1.2. Selection and Placement of MoNE-YLSY Scholarship Program

In terms of selection criteria, participants mentioned that ALES Score and CGPA are the selection criteria for being MoNE-YLSY scholarship program. The results indicated that ALES and CGPA were criticized by participants since they are insufficient to select academic-oriented people; but, they underlined that these criteria eliminate favoritism. They also criticized that ALES is not a suitable exam since it only measures verbal and numeracy skills and suggested MoNE to prepare an academic examination for each subject areas. The result showed that CGPA is also problematic since each university applies different grading system. The placement procedure of MoNE-YLSY scholars is also problematic due to defining positions without considering the actual needs of the universities. The scholars are placed to certain departments but it is not clear what subject area they need to focus on. According to the results on placement to language schools, the procedure of placing to MoNE-YLSY scholars to language schools changes in each year. Also, there is no definite placement procedure for each applicant. They may start language education in Turkey or abroad or they receive language education both in Turkey and abroad. The results indicated that multiple-steps to provide language education not only creates loss of financial source, but also causes scholars to waste time or procrastinate taking necessary IELTS score since there is alternative, if they fail.

Taylor (1977) indicated that differences in grading systems create inequalities among students from different institutions. For example, grade B may refer to 70 points in one university, whereas it may refer to 75 points in another university. Also the

challenges to get grade B in a university may not be as hard as or as easy as in another university. This literature supports the criticism raised against CGPA. When it comes to ALES, other countries apply such examinations that measure verbal and numeracy skills. For instance, GRE evaluates participants verbal and numeracy skills in English. Accordingly, both exams can be used in selecting scholars rather than using academic examination in place of ALES since verbal and numeracy skills are also important to develop academic capacity. When it comes to placement procedure for language schools, the literature does not support this finding; but, the criticism raised by the participants who study English teaching department showed that two year for language education is quite long time for an individual to learn language and causes scholars to lose time and procrastinate getting required exam score. Gümüş and Gökbel (2012) touched upon the problems related to placement procedure to universities. First of all, they stated that the needs of the universities were defined without considering the actual needs that is similar to the results of this study. They mentioned that there is no equal distribution between the positions offered to some subject areas as well as there seems to be inconsistency with the name of the department that students study abroad and the name of the position. When the guidelines of applicants for different years examined, it is seen that MoNE selected students from counseling and educational psychology department for curriculum and measurement studies in education rather than graduates of education faculty. This also proves that MoNE neither pays attention to students' background nor thinks about how the scholars, who were sent abroad to study on different subjects, will be successful within their educational period.

5.1.2.1. Differences of MoNE-YLSY Scholarship Program from Other International Scholarship Programs

The participants compared MoNE-YLSY scholarship program with other scholarship programs such as other Turkish scholarship programs funded by MoNE and YÖK, Fulbright and Chevening. The results showed that the program differ from other international scholarship programs in terms of amount of stipend, academic advisory board, orientation, compulsory service and employee rights and benefits. First of all, the results showed that the system and the structure of the program were established

without a good plan. Therefore, this automatically causes MoNE to be considered as unprofessional by participants.

In comparison to the scholarship programs funded by YÖK, MoNE-YLSY scholarship program does not provide better opportunities for its scholars. YÖK scholars who were sent abroad on behalf of state institutions have better living conditions. Most importantly, they have employee rights and benefits and also are paid more than MoNE-YLSY scholars. This is somewhat an unfair implementation since both groups of scholars were appointed to universities by YÖK. YÖK scholars do not have any worries about their return (Gümüş & Gökbel, 2012). The reason of this unfair treatment might be related with lack of establishing relationships between MoNE-YLSY scholars, YÖK and universities. Consequently, YÖK and universities consider MoNE-YLSY scholars as students, whereas they consider YÖK scholars as academics.

5.1.2.2. Strengths and Weaknesses of MoNE-YLSY Scholarship Program

The findings of this part also cannot be discussed with other studies due to lack of literature. The results indicated that participants mentioned about two advantages of the program; opportunities for overseas experience and not having language requirements. When it comes to disadvantages, they repeated the general problems related to the structure and implementation of the program.

In reality, studying abroad is not affordable for a student whose family or who has average income; because, university fees are high. From this perspective, MoNE gives chance to students who do not have financial source to study abroad. Moreover, not having language requirement is another advantage for these students; otherwise, many of them will be eliminated when they apply the program.

5.1.2.3. Services Provided by MoNE in Relation to Academic Advisory Board, Orientation and Guidance

According to the results, there are no guidance or counseling services for MoNE-YLSY scholars provided by MoNE. Although some of the participants indicated that MoNE prepared orientation program before they go abroad, the findings showed that the content of the program is not compatible with the nature of orientation program. The results indicated that MoNE-YLSY scholars do not receive any help from MoNE while they are applying to foreign institutions other than receiving a list of universities. MoNE appointed consultants to its scholars from Turkish universities; however, the scholars have problem in communicating with their consultants. Or else, they do not have consultants to guide them during their education. MoNE scholars also experience communication problem with MoNE; but, they do have a really strong communication network among scholars. They use social media actively.

The communication problems and the attitudes of consultants are stated in the literature (Çelik, 2012; Gümüş & Gökbel, 2012). Similar to the results of this study, Gümüş and Gökbel (2012) summarized the problems regarding communication such as the need of officers in undersecretariats, using telephone rather than e-mailing, and difficulties in getting through with telephone. Çelik (2012) mentioned another problem in communication regarding returnees. The author indicated that the returnees also have difficulties in their working places since their colleagues do not want to communicate with them. The problems about communication between MoNE and scholars and the concern of scholars on communicating with their colleagues in their future positions were justified in this study. Gökbel and Gümüş (2012) indicated that the problems in communication between MoNE and its scholars can be explained with lack of officers; but, the problems mentioned by Çelik (2012) can be explained by adaptation process of returnees to Turkish higher education system. This conclusion highlights the importance of orientation programs for returnees and increasing communication of MoNE-YLSY scholars with the universities which they will return.

5.1.3. Compulsory Service

The results of the study showed that MoNE-YLSY scholars have positive opinion on returning to Turkey and working in universities. The necessity of compulsory education was confirmed in the study; but, participants have some concerns about compulsory service. First of all, the duration of compulsory service is at issue. One group claimed that the duration is fair; but the other group disagreed and stated that the duration causes limitations in their personal life due to this long duration of compulsory services. Secondly, the results indicated that uncertainties about returning process discourage students to return or continue their education. The results also showed that many applicants make their preferences without thinking that one day they will return and work in that place two times more than their main educational period.

Compulsory education is the most debatable and studied issue related to MoNE-YLSY scholarship program. This study revealed similar results about compulsory service and raised the concern of scholars. The study carried by Gümüş and Gökbel (2012) also included returnees and therefore they had chance to get more accurate information about the consequences for returnees such as being afraid of working as an officer in MoNE and being placed to a position which is irrelevant to their subject area, if they are not accepted by universities. Gökbel and Gümüş (2012) indicated that the scholars' concerns and worries decrease their motivation and cause many of the scholars to remain in USA. On the other hand, the finding of this study indicated that the idea of living in the UK is not common among MoNE-YLSY scholars. But, this result might be related to the lack of information of MoNE-YLSY scholars about returnees since there is not much returnee in Turkey from the UK. Çelik (2012) collected data from two returnees and the result of this study also confirmed that MoNE-YLSY scholars are right to think that they are not going to be welcomed in their working place, their colleagues will show resistance to them and to the new ideas that the scholars brought with them, and they will not have enough facilities to carry out their academic studies. Gribble (2008) and Naidoo (2007) examined the policies of sending and receiving countries and found out similar concerns about returning the country of origin raised by other international students. According to

their results, the concerns of the students are retained, return and engage. More clearly, the students are afraid of being employed in the same place for a long time, do not want to return due to personal or political reasons or have a very idea that they will have difficulty in engaging. The literature also underlines that not only MoNE scholars have problem with their re-settlement to Turkey, but also other international students experiences such problems.

5.1.3.1. Future Expectations of the Current MoNE-YLSY Scholars

First and most importantly, the results showed that MoNE-YLSY scholars want MoNE to pay attention their opinions and assess their ideas while revising the program and to inform the universities that they will return. Following then, the scholars suggested MoNE to make adjustments in their stipend, provide research funds when they return to Turkey, prepare orientation or regular contact meetings to be informed about the developments and updates in the program and establishing experts team for university application for each subject area. Finally, MoNE scholars requested MoNE to take the situation of married scholars into consideration.

The other studies on MoNE-YLSY scholarship program mentioned about the necessity of revising the program and finding solutions to the problems (Çelik, 2012; Gümüş & Gökbel, 2012; Tuzcu 2003). Gümüş and Gökbel (2012) touched upon the problems regarding the amount of stipend, conditions of married scholars, defining positions and subject areas. They recommended MoNE to adjust the amount of stipend based on individual differences, providing health insurance for dependants married scholars, and providing employee rights and benefits for scholars. The recommendation of Gökbel and Gümüş (2012) draw similar conclusions with the results of this study. However, these studies just focused on the issues stated above and recommend solutions for them. It is also necessary to recommend MoNE to establish academic advisory board, guidance and counseling services including orientation and supervision system since this is a scholarship program to raise academics. MoNE-YLSY scholars' well-beings and success is not only dependant on their financial, it is also dependent on their psychological, physical and intellectual conditions.

5.1.4. The Changes in Scholars' Cultural, Political, Economic, and Educational Perceptions

According to the results of interview, participants indicated that they went through same changes in their cultural, political, economic and educational perception. Additionally the results of the questionnaire data supported these findings; but, the results were not grouped under 4 main titles mentioned above due to statistical reasons. In summary, participants stated that they became more open to different ideas, changed their previous values and norms, gained different world view on political issues, started to become more individualistic, became more respectful to individual differences, changes communication norms and understandings with their instructors, realized their prejudice against different nations, religion, and ethnicity, started to think higher education should be a financial source for states, started to think classes should be the places of academic discussions and so on. They also compared educational institutions in terms of facilities and services provided to students. The results showed that they are satisfied with libraries, variety of sources in the libraries, laboratories, computer laboratories, and student clubs, and class size, features of the classrooms, student affairs, and academic writing centers in the UK. Medical services and students' hall were not used by some participants, and also some of the participants were dissatisfied with medical services in the UK.

The studies on the changes in international students' perception, ideas, thought and beliefs do not always show that the students experienced changes. For example, Teichler (2012) indicated that the students who studied abroad with Bologna Process programs did not cause any decrease in cultural differences among European international students. This finding can be explained by two reasons; first, the author studied on short term exchange students and the participants might still be in culture shock or the participants were raised in European culture and almost each European country have some common norms and values so that the program might not help students to decrease cultural differences. But, in this study, the MoNE-YLSY scholars are staying in the host country for a long time and cultural, economic, politic and educational structure of the host country do not have similarities with Turkey.

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When it comes to studies related to MoNE-YLSY scholarship program, Çelik (2012) indicated that both of his participants experienced cultural openness over a culture and autonomy; however, when they turn back to Turkey, the subjects of the study started to be oppressed by the system since academic structure of Turkey was not always welcoming (Gümüş & Gökbel, 2012). Another issue mentioned in that study was that one of his participants gained perception of transformation, whereas the other gained perception of change. After they return to Turkey, they were isolated due to these changes in their understandings. The reason of the resistance of home country can be explained with the attitudes, behaviors and understandings of the returnees being considered as marginal and radical. The system of the host country allows the scholars to study on any subjects and they do not feel pressure from their department; however, universities in Turkey might show resistance to change and transformation due to financial issues, traditional structure of the universities of the conservative attitudes of authorities or colleagues in the university (Çelik, 2003).

5.1.5. The Reasons that lie behind the Changes in Scholars' Cultural, Political, Economic and Educational Perceptions

As the results of the study show, participants were affected by the cultural, political, economic and educational dynamics and characteristics of the host society. In terms of culture, multiculturality and multilingual structure of the society, leisure time activities, and the opportunities provided to different religions were considered as the reason of the changes. Political reasons were not so influential on the changes; but, dress code application can be considered as an influential factor. With regard to the economy; shopping habits, university fees, working hours, health care services, the legal age limits and operation of public services were the reasons of the changes. Finally, differences in education system, attitudes of academic and university staff, respect for students in educational settings, short module hours, different grading system, evaluation and assessment methods used in universities, sensitivity to plagiarism and the trust in students for the usage of university sources were considered as educational reasons of changes.

The reasons of the changes in international students' personality, characteristics, perceptions, ideas, and beliefs were studied by many researchers (Findlay, 2010; Findlay, Geddes, & Smith, 2010; Galijasevic & Hadzibegovic, 2012; Trilokekar & Rasmi, 2011). Findlay (2010) examined the reasons of changes in international students by considering social demand theories and supply and demand-size theorization of student mobility. The author indicated that the changes in student characteristics are related to their socio-economic status. The results of the present study indicated that participants consider overseas experiences as a chance and advantage for themselves since they do not have financial sources. However, it cannot be claimed that these changes also depend on their financial status due to lack of information. Galijasevic and Hadzibegovic (2012) reported that students' perception and competencies are affected by the system of the host countries' education. For example, the educational mottos such as "education for all" can also affect students' perception and competencies. The participants of the present study also mentioned about the motto of education and the impact of educational differences on their perception and academic competencies. For example, the UK education system tries to inculcate students "learn how to learn" so that participants indicated that they learnt self-study methods, became individualistic and more research oriented.

5.1.6. The Relationships between the Changes and the Reasons

According to the results of regression analysis, the changes in scholars' cultural, political, economic and educational perception were predicted by cultural, political and educational reasons; but, the changes were not predicted by economic reasons.

The results showed that MoNE-YLSY scholars change their perception due to the interaction with host community; however, only the cultural, political, and educational traits and characteristics of the host community cause these changes. As mentioned before, the need for orientation programs for MoNE-YLSY scholars was raised by participants. It can be inferred that as the scholars increase their interaction with the host community regarding culture, politics, and education, they will experience more changes in their perception. However, it can be deduced that

economic dynamics of the host culture do not cause any change in their perception; but, these might change when the scholars solve their financial problem. The society that they live in is a consumer society; however, they have limited money for their living expenses.

5.2. Implications for Practice

When literature reviewed, it is difficult to find accurate statistics about the number of scholars who were sent abroad with MoNE-YLSY scholarship program. Therefore, the authorities should release annual reports and record the statistics of scholars by considering their subject areas, the starting date of the program, program type such as language education, master or doctorate; the end date of their main educational period, where they are placed, where they work after they return and how many scholars resigned the program. MoNE could work in collaboration with TUIK (Turkish Statistical Institute) to record and hold the statistics of MoNE-YLSY scholars.

Following then, MoNE should make in-depth needs analysis before defining the positions in the universities. It is better to communicate with university vice chancellors, deans and heads of department as well as Higher Education Council to define future needs and expectations of universities and departments. After giving decisions on positions, the positions should be announced to applicants.

Another issues reported in the results is the lack advertising and promotion of MoNE-YLSY scholarship program. MoNE should prepare booklet, brochure and poster to inform undergraduate students about the purpose of the program and provide information about application date and selection criteria. This application also provides more equal opportunities among all students since each student will be aware of the program.

According to the results, MoNE-YLSY scholarship program do not have any guidance and counseling services or orientation programs for scholars. First of all, MoNE should prepare a guidance and counseling service for scholars since many of

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the scholars do not have any overseas experiences or may have personal problems while they study abroad and it is important to handle these issues to increase since these problems may affect their academic success and set back their adaptation to host country (Cadieux & Wehrly, 1986). Additionally, the result of this study regarding the relationships between reasons and changes can be used to structure the content of the orientation program.

MoNE also should strengthen the communication between universities and scholars. After MoNE-YLSY scholars are placed to their position in universities, they should be directly associated with their departments to eliminate the problems regarding their return such as not being accepted by universities and the apathy of universities towards returnees.

MoNE should also consider establishing a supervision committee to control MoNE-YLSY scholars whether the scholars show progress in their academic career. Additionally, MoNE should reward successful scholars who get acceptance from well-prestigious universities and graduate with a high degree to increase student motivation to apply. It is also important to re-assess the condition of unsuccessful students, after finding out the reasons of being successful; the committee should apply the necessity of articles written in the Law No. 1416. According to the Law the students should complete their master and doctorate degree within main educational period defined by MoNE.

The amount of stipend is same for all regions in the UK regardless of where MoNE-YLSY scholars study and live; and their marital status. According to the results, this situation not only decreases the motivation of the students but also influence their university choice. MoNE should prepare separate financial plans for each scholar and consider individual differences as well as where they live and study. Additionally, the results of the study indicated that the scholars are paid less in Turkey than they get in the UK. MoNE should consider also make adjustment to the amount of stipend paid in Turkey.

Moreover, each scholar spends a different amount of time in the UK; however, they are subjected to work two years for each year they spent in the UK. Most of the students prefer to come to Turkey for summer holidays and they are paid less and the ones who remain in the UK are paid a normal amount of stipend. But they have to work same amount of time in their return. There can be an alternative solution to this situation; the amount of years that they have to work in Turkey can be calculated in a different way. For instance, if the scholar stays nine months to study in the UK than at the time of return this scholar may work for eighteen months. In the present implementation, it is somewhat unfair and creates inequalities among scholars.

All in all, MoNE should establish separate units that are formed by experts from related areas to cope with problems regarding scholars' selection and placement, language education, guidance and counseling including orientation, academic advisory board, finance, and returning conditions.

5.3. Implications for Further Research

The results and the limitations of the study bring forward to following suggestions for future research:

1. This study was conducted with MoNE-YLSY scholars studying in the UK; however, MoNE also sends scholars to Canada, European countries, Turkic Republic, USA, and so on. Therefore, a future study can be conducted with the scholars studying in other countries to obtain more accurate picture of MoNE-YLSY scholarship program and to understand whether the stated problems in this study are present in those countries.

2. The data regarding the aims and objective, structure, implementation and problems of MoNE-YLSY scholarship program were gathered with an interview schedule. Although the number of interviewee is high compared to other studies in the literature, due to the nature of qualitative studies it is not possible to generalize findings for all MoNE-YLSY scholars. Consequently, the researcher proposed that the findings of this study can be

used to develop a questionnaire on the aforementioned issues and delivered to MoNE-YLSY scholars to understand whether these problems can be generalized to all population.

3. A future study can be repeated again by adding document analysis. Consequently, the data gathered from document analysis not only helps researcher to understand the reasons that lie behind the changes, but also provide information how to restructure or revise the program.

4. This study collected data from MoNE-YLSY scholars. A further study can be conducted by including officers working in MoNE and MEBLEM, returnees, colleagues of returnees, previous scholars who resigned the program and universities that employed or will employ MoNE-YLSY scholars to get a bigger picture of MoNE-YLSY scholarship program regarding, problems, compulsory service, structure, implementation and bureaucratic procedures.

5. It is also important to find out the motives of the scholars and gather information about their experiences to understand what causes decrease in scholars' willingness to return or whether they experience any adaptation problem after they return.

6. The questionnaire used in the study did not pass under any piloting due to having a small population. A further study can focus on developing instruments to measure the changes and define the factors that lie behind the changes.

7. Finally, this study assumed that culture shock generally ends after six months; however, additional instruments can be used in a further study prior to interview whether the participants are really free from the impact of culture shock.

8. With regard to the academic and multicultural competencies, a further study can use multicultural and academic competency scale to be certain of the academic and multicultural competencies stated by participants.

9. In this study, MoNE-YLSY scholarship program were compared with other international scholarship program based on the information obtained from participants and experiences of the participants; but, a further study is needed to deeply compare the all aspects of international scholarship programs and MoNE-YLSY scholarship program.

10. A further study can be carried out by comparing the differences between gender, university that the scholars graduated, city that they live in abroad, ALES score and type, and so on. Consequently, the researchers can highlight whether the demographic information of the participants are influential on their answers or not.

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APPENDICES
APPENDIX A
DATA COLLECTION INNSTRUMENTS AND ETHICAL PERMISSIONS
INTERVIEW SCHEDULE IN TURKISH
MEB-YLSY BURSUNUN BURSİYER GÖRÜŞLERİNE DAYANARAK DEĞERLENDİRİLMESİ-GÖRÜŞME FORMU

Sayın MEB-YLSY bursiyeri

Son zamanlarda uluslararası öğrenci hareketliliği büyük bir hız kazanmış ve birçok ülke için önemli bir insan yetiştirme aracı olarak kullanılmaya başlanmıştır. Bilindiği üzere Türkiye bu sürece MEB-YLSY bursu ile katılmaktadır. Bu çalışmada MEB-YLSY bursiyerlerin görüşlerine dayanarak programın değerlendirilmesi ve uluslararası öğrenci hareketliliği sürecinde bursiyerlerin kültürel, siyasal, ekonomik ve eğitimsel algılarını etkileyen faktörlerin belirlenmesi amaçlanmaktadır.

Görüşme iki bölümden oluşmaktadır. İlk bölüm kişisel bilgilerle ilgili sorular içermektedir. İkinci bölüm ise MEB-YLSY bursunun değerlendirilmesi ile ilgili açık uçlu sorular içermektedir. Görüşme süresince elde edilecek tüm bilgiler akademik araştırma amacıyla kullanılacaktır ve kişisel bilgileriniz araştırmacıda gizli tutulacaktır.

Görüşmenin tamamı ses kayıt cihazı ile kaydedilecektir. Çalışmanın herhangi bir bölümünde ya da sonunda çalışmadan çekilebilir veya istemediğiniz bölümlerin çıkarılmasını talep edebilirsiniz.

Özlem Erden
Orta Doğu Teknik Üniversitesi
Eğitim Programları ve Öğretimi Anabilim Dalı
Yüksek Lisans Öğrencisi

I. Kişisel Bilgiler

1. Cinsiyetiniz:

   Kadın_____   Erkek_____

2. Türkiye' de mezun olduğunuz üniversite :_____

3. Türkiye'de mezun olduğunuz lisans programı:_____

4. MEB-YLSY bursuna başvuru tarihiniz:_____

5. Başvuruda dil puanı kullandınız mı?

   Hayır:_____   Evet: _____

6. Başvuruda dil puanı kullandıysanız sınav türünü ve puanını belirtiniz.

   ÜDS: _____   KPDS:_____

7. Başvuruda kullandığınız ALES puanı ve türü:

   Sözel_____   Sayısal_____   Eşit ağırlık_____

8. Üniversite başvurusunda kullandığınız IELTS Puanı:_____

9. İngiltere'de yaşadığınız şehir:_____

10. İngiltere'de   kayıtlı   olduğunuz   üniversite   veya   eğitim
    kurumu:_____

11. İngiltere'de şu anda kayıtlı olduğunuz program:

    Dil Okulu_____Bilimsel Hazırlık (Pre-Master)_____

    Master_____ Doktora_____

12. İngiltere'de   kayıtlı   olduğunuz   bölümün   adı:
    _____

13. İngiltere öncesi yurtdışında herhangi bir eğitim aldınız mı?

    Evet_____ Hayır_____

14. Kaç aydır İngiltere'de ikamet ediyorsunuz? _____

II. MEB-YLSY Bursu Görüşme Soruları

1. MEB-YLSY bursiyerleri hangi ölçütlere göre seçilmektedir ve mevcut seçim kriterlerini nasıl değerlendiriyorsunuz? Bu ölçütleri yeterli bulmuyorsanız, bursiyerler nasıl ve hangi ölçütlere göre seçilmelidir?

2. Uluslararası öğrenci hareketliliğinin bir parçası olan MEB-YLSY bursunun amaçları nelerdir? Sizce bu amaçlar ne olmalıdır?

3. MEB-YLSY bursu dışında uluslararası öğrenci hareketliliği kapsamına girecek burslar nelerdir?

a. Bu bursları MEB-YLSY ile karşılaştırdığınızda secim kriterleri, rehberlik hizmetleri, akademik danışmanlık servisleri, sağlanan yaşam ve dönüş koşulları bakımından ne gibi farklar göstermektedir?

b. MEB-YLSY bursunun avantajları ve dezavantajları nelerdir?

4. MEB-YLSY bursu kapsamında süreç ve kalite bakımından verilen dil eğitimini nasıl değerlendiriyorsunuz?

5. Master-doktora programında uluslararası düzeyde kazandığınız akademik bilgi ve beceriler nelerdir?

a. MEB-YLSY bursu yetkilileri sizi bu konuda ne ölçüde yönlendirmektedir?

6. Milli Eğitim Bakanlığı tarafından MEB-YLSY bursiyerlerine sağlanan rehberlik hizmetleri nelerdir?

a. Yurt dışına çıkış öncesinde ve süreçte nasıl bir oryantasyon programına tabi tutuldunuz? Dönüş sonrasında tabi tutulacağınız bir program mevcut mudur?

7. Üniversitelere başvuru sürecinde ve dil okuluna yerleştirme sürecinde Milli Eğitim Bakanlığından ne gibi destek aldınız ve bu destek akademik anlamda ne derece yeterliydi?

8. Bilindiği üzere Milli Eğitim bursiyerlerinin aldıkları eğitim süresinin iki katı zorunlu hizmet yükümlülükleri bulunmaktadır. Bu uygulama ile ilgili görüşleriniz nelerdir?

9. Eğitim ve öğretim süreçlerini tamamlayan bursiyerlerin dönüşlerini tevsik etmek için neler yapılmalıdır?

10. Bakanlık diğer bursiyerler ve dönüş yapacağınız üniversite yetkilileri ile hangi yollarla iletişim kurmanızı sağlıyor? Verilen hizmetler bursiyerler için sistematik bir süreç olarak işliyor mu?

11. Uluslararası öğrenci hareketliliği kapsamında MEB-YLSY bursu programının katkılarını öğrenim gördüğünüz süre içerisinde nasıl değerlendiriyorsunuz?

INTERVIEW SCHEDULE IN ENGLISH

**ASESSMENT INTERVIEW FORM BASED ON THE VIEWS OF THE
MoNE-YLSY SCHOLARS**

Dear MoNE-YLSY scholar,

In the recent times, the international student mobility accelerated highly and started to be used as a significant tool for raising individuals. As known by people, Turkey is joining this process with the MEB-YLSY scholarship. This study aims evaluate the program and to determine the factors that affect the cultural, political, economic and educational perceptions of the scholars in the international mobility process by considering their views.

The interview consists of two parts. The first part contains questions on personal information and the second part contains open-ended questions related with the evaluation of the MEB-YLSY scholarship. All of the information that comes from the interviews will only be used with academic research purposes and personal information will be kept confidential by the researcher.

All of the interview will be recorded by a voice recorder. In any part of the study or at the end of it, you may resign from it or may demand for removing some parts.

Özlem Erden
Middle East Technical University
Curriculum and Instruction Program
Master Student

SECTION I. PERSONAL INFORMATION

1. Gender:

   Female _____   Male_____

2. The university that you graduated from Turkey:_____

3. The department that you graduated from Turkey:_____

4. You application date for MoNE-YLSY scholarship program:_____

5. Did you use language score for application? YES:_____   NO: _____

6. If you use language score, please indicate the name of the test and your score:

   ÜDS: _____   KPDS: _____

7. The ALES Score type and ALES score that you used in the application:

   Verbal_____   Numeracy_____   Equally-weighted_____

8. IELTS score that use used for university application:_____

9. The city that you live in the UK:_____

10. Name of the educational institutions that you registered in the UK:

   _____

11. Your program type that you registered:

   Language School_____   Pre-Master_____

   Master_____   PhD_____

12. The   name   of   your   department   in   the   UK:

   _____

13. Have you had any overseas experience before coming to the UK?

   YES_____   NO_____

14. What is your duration of stay in the UK? Please, indicate as months.

   _____

SECTION II. Interview Questions for Assessing MoNE-YLSY Scholarship Program

1. What are the selection criteria for selecting MoNE-YLSY scholars and how do you assess the current selection criteria? If you do not find them sufficient, which criteria should be assigned to select MoNE-YLSY scholars?

2. What are the aims and objectives of MoNE-YLSY scholarship program as part of international student mobility process? What do you think the aims and objective of the program should be?

3. What are the other scholarship programs that can be considered as part of international student mobility?

    a. How does the selection criteria, counseling services, academic advisory board, living and returning conditions provided to scholars differ in comparison MoNE-YLSY scholarship program?

    b. What are the advantages and disadvantageous of MoNE-YLSY scholarship program?

4. How do you assess the language education provided by MoNE as part of scholarship program regarding placement process and quality?

5. What are the international academic knowledge and skills that you gained in your master or doctorate studies?

    a. To what degree do MoNE-YLSY scholarship authorities direct you to inform about this issue?

6. What are the counseling services provided by MoNE to MoNE-YLSY scholars?

    a. How was your orientation program that you participated before and after going abroad? Is there any orientation program when you return Turkey?

7. What kind of support did you get from MoNE during your university application and placement to language school process and to what degree is this support adequate regarding to your academic process?

8. As you know, MoNE-YLSY scholars are under the responsibility of doing a compulsory service two times more than their educational period. What are your opinions about this application?

9. What should be given to MoNE-YLSY scholars as incentives to motivate them to return?

10. How does MoNE provide services for you to communicate with other scholars and the university that you will return after completing your education? Do these services functions systematically for MoNE-YLSY scholars?

11. How do you assess the benefits of MoNE-YLSY scholarship program within the duration of your education as part of student mobility process?

ETHICAL APPROVAL FOR INTERVIEW SCHEDULE

Sayı: 28620816/ 110 - 290

27 Mart 2013

Gönderilen: Doç. Dr. Ahmet Ok

Eğitim Bilimleri Bölümü

Gönderen : Prof. Dr. Canan Özgen

IAK Başkanı

İlgi   : Etik Onayı

Danışmanlığını yapmış olduğunuz Eğitim Programları ve Öğretimi Bölümü Yüksek Lisans öğrencisi Özlem Erden'in "YLSY Burs Programının Değerlendirilmesi ve Öğrenci Hareketliliği Sürecinde Bursiyerlerin Kültürel, Siyasal, Ekonomik ve Eğitimsel Algılarını Etkileyen Faktörlerin Belirlenmesi" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

27/03/2013

Prof.Dr. Canan ÖZGEN
Uygulamalı Etik Araştırma Merkezi
(UEAM) Başkanı
ODTÜ 06531 ANKARA

QUESTIONNIARE IN TURKISH

<u>MEB-YLSY BURSİYERLERİNİN KÜLTÜREL, SİYASAL, EKONOMİK VE
EĞİTİMSEL ALGILARINDA MEYDANA GELEN DEĞİŞİMİN BELİRLENMESİ
ANKETİ</u>

Sayın MEB-YLSY bursiyeri

Son zamanlarda uluslararası öğrenci hareketliliği büyük bir hız kazanmış ve birçok ülke için önemli bir insan yetiştirme aracı olarak kullanılmaya başlanmıştır. Bilindiği üzere Türkiye bu sürece MEB-YLSY bursu ile katılmaktadır. Bu çalışmada MEB-YLSY bursiyerlerin görüşlerine dayanarak burs programının değerlendirilmesi ve uluslararası öğrenci hareketliliği sürecinde bursiyerlerin kültürel, siyasal, ekonomik ve eğitimsel algılarınızdaki değişimin ve bunu etkileyen faktörlerin belirlenmesi amaçlanmaktadır.

Anket iki bölümden oluşmaktadır ve yaklaşık 20 dakika sürmektedir. İlk bölüm kişisel bilgilerle ilgili sorular içermektedir. İkinci bölüm ise MEB-YLSY bursiyerlerin kültürel, siyasal, ekonomik ve eğitimsel algılarındaki değişimi ve bu değişime neden olan faktörlerin belirlenmesine yardımcı olacak maddeleri içermektedir. Anket süresince elde edilecek tüm bilgiler akademik araştırma amacıyla kullanılacaktır ve kişisel bilgileriniz araştırmacıda gizli tutulacaktır.

Katılımınız için çok teşekkür ederim.

Özlem Erden
Orta Doğu Teknik Üniversitesi
Eğitim Programları ve Öğretimi Anabilim Dalı
Yüksek Lisans Öğrencisi

BÖLÜM I. Kişisel Bilgiler

1. Cinsiyetiniz:

   Kadın_____   Erkek_____

2. Türkiye' de mezun olduğunuz üniversite :_____

3. Türkiye'de mezun olduğunuz lisans programı:_____

4. MEB-YLSY bursuna başvuru tarihiniz:_____

5. Başvuruda dil puanı kullandınız mı?

   Hayır:_____   Evet: _____

6. Başvuruda dil puanı kullandıysanız sınav türünü ve puanını belirtiniz.

   ÜDS: _____   KPDS:_____

7. Başvuruda kullandığınız ALES puanı ve türü:

   Sözel_____   Sayısal_____   Eşit ağırlık_____

8. Üniversite başvurusunda kullandığınız IELTS Puanı:_____

9. İngiltere'de yaşadığınız şehir:_____

10. İngiltere'de kayıtlı olduğunuz üniversite veya eğitim kurumu:

    _____

11. İngiltere'de şu anda kayıtlı olduğunuz program:

    Dil Okulu_____   Bilimsel Hazırlık (Pre-Master)_____

    Master_____   Doktora_____

12. İngiltere'de kayıtlı olduğunuz bölümün adı:

    _____

13. İngiltere öncesi yurtdışında herhangi bir eğitim aldınız mı?

    Evet_____   Hayır_____

14. Kaç aydır İngiltere'de ikamet ediyorsunuz? _____

BÖLÜM II.   MEB-YLSY Bursiyerlerin Kültürel, Siyasal, Ekonomik ve Eğitimsel Algılarındaki Değişimi

A. Aşağıda İngiltere halkı ve oradaki kültürel, siyasi, ekonomik ve eğitimsel farklılıklar ile ilgili belirtilen maddeler algılarınız, fikirleriniz veya davranışlarınızdaki değişiklikler üzerinde ne derece etkili olmuştur?

	Çok etkili oldu.	Etkili oldu.	Etkili olduğundan emin değilim.	Az etkili oldu.	Hiç etkisi olmadı.
1. İngiltere tarihi ve İngiliz halkının tarihi olaylara karşı tutumu (Poppy days, Salvation army vb.)	○	○	○	○	○
2. İngiltere toplumunda kadın erkek rolleri ve bu rollerin gerektirdikleri	○	○	○	○	○
3. İngiliz toplumunun aile kurumuna yönelik tutumları	○	○	○	○	○
4. Sosyal yaşamda kullanılan unvanlara yönelik sağlanan imtiyazlar (Lord, Kont, Barones vb.)	○	○	○	○	○
5. Toplum yapısının çok kültürlü ve çok dilli olması	○	○	○	○	○
6. Boş zamanlarda halkın yaptığı ve katıldığı sosyal aktiviteler (Parka gitme, aile gezileri, arkadaş toplantıları vb.)	○	○	○	○	○
7. Sosyal ortamlarda izlenen kıyafet uygulamaları	○	○	○	○	○
8. İngiltere'de yaşayanların yemek için ayırdıkları süre	○	○	○	○	○
9. İngiltere'de yaşayan insanların yeme içme alışkanlıkları	○	○	○	○	○
10. İngiliz vatandaşlarının yabancılara karşı sergilediği tutum	○	○	○	○	○
11. İngiltere'nin yarı monarşik yönetim şekli	○	○	○	○	○
12. İngiltere'de sürdürülmekte olan imparatorluk geleneği	○	○	○	○	○
13. İngiltere'nin göçmen ve etnik grupların durumu ile ilgili uyguladığı yasalar	○	○	○	○	○
14. İngiltere'nin farklı dinden insanlara sağladığı imkânlar	○	○	○	○	○
15. İngiltere'deki yasal sorumluluk yaşı ve uygulamaları (yasal çalışma izni, yetişkinlik uygulamaları, oy kullanma ve alkol kullanma izni vb.)	○	○	○	○	○

16. İngiltere'nin uluslararası siyasette sahip olduğu konu
17. Ülke giriş çıkışlarında uygulanan denetim ve kontroller ◯ ◯ ◯ ◯ ◯

18. İngiltere' de verilen sağlık uygulamaları (ilaçların marketlerde satılması, hastane ve doktor hizmetleri, ilaç uygulamaları vb.) ◯ ◯ ◯ ◯ ◯

19. İngiltere'de yaygın olan alışveriş alışkanlıkları (kahve tüketiminin fazla olması, hazır yiyecek reyonlarının bulunması vb.) ◯ ◯ ◯ ◯ ◯

20. Yükseköğretimin paralı olması ◯ ◯ ◯ ◯ ◯

21. İngiltere'de üniversitelerde, iş yerlerinde ve kamu kuruluşlarında uygulanan mesai saati ◯ ◯ ◯ ◯ ◯
22. İngiltere'de uygulanan ulaşım, posta vb. kamu hizmetlerinin işleyişi ◯ ◯ ◯ ◯ ◯

23. İngiliz eğitim sisteminin farklı olması ◯ ◯ ◯ ◯ ◯

24. Öğrenci- üniversite öğretim elemanları arasındaki iletişim ◯ ◯ ◯ ◯ ◯
25. Öğrenci- üniversite çalışanlar arasındaki iletişim ◯ ◯ ◯ ◯ ◯
26. Öğrenciye eğitim ortamında gösterilen saygı ◯ ◯ ◯ ◯ ◯

27. Okul kaynaklarının kullanımında öğrenciye duyulan güven ◯ ◯ ◯ ◯ ◯
28. Ders ve performans değerlendirmede uygulanan yöntemler ◯ ◯ ◯ ◯ ◯
29. Not ve değerlendirme sisteminin farklı oluşu ◯ ◯ ◯ ◯ ◯

30. Ders sürelerinin Türkiye'de belirlenen ders sürelerinden kısa olması (1 veya 2 saat) ◯ ◯ ◯ ◯ ◯
31. Ödev ve proje yapımında intihal konusuna gösterdikleri hassasiyet ◯ ◯ ◯ ◯ ◯

Note: Anketin orijinal hali ekler bölümünde sunulmuştur. Ancak 2, 7, 10 ve 13 numaralı maddeler tanımlayıcı faktör analizinden sonra çıkarılmıştır.

B. Türkiye'de ve İngiltere'de eğitim aldığınız kurumu kıyasladığınızda İngiltere'deki kurumun size sağladığı imkânları nasıl değerlendirirsiniz? Lütfen size uygun olan seçeneği işaretleyiniz.

	Çok memnunum	Memnunum	Memnun değilim	Hiç memnun değilim	Benim için geçerli değil.
1. Sınıf ve derslikleri özellikleri (Düzen, atmosfer, görünüm vb.)	◯	◯	◯	◯	◯
2. Bilgisayar ekipmanlarından	◯	◯	◯	◯	◯
3. Laboratuvarlardan	◯	◯	◯	◯	◯
4. Kütüphane imkânlarından	◯	◯	◯	◯	◯
5. Bölüm ve kütüphanedeki kaynak çeşitliliğinden	◯	◯	◯	◯	◯
6. Sınıftaki kişi sayısından	◯	◯	◯	◯	◯
7. Öğrenci işleri ve verdikleri hizmetlerden	◯	◯	◯	◯	◯
8. Kültürel ve öğrenci topluluklarından	◯	◯	◯	◯	◯
9. Öğrenci sağlık ve danışmanlık hizmetlerinden	◯	◯	◯	◯	◯
10. Öğrenci sosyal tesislerinden	◯	◯	◯	◯	◯
11. Yurt imkânlarından	◯	◯	◯	◯	◯
12. Akademik yardım merkezlerinden	◯	◯	◯	◯	◯

C. Aşağıda daha önce MEB-YLSY bursiyerleri ile yapılan görüşmeler sonucunda değiştiğini belirttikleri algılar, fikirler ve düşünceler maddelendirilmiştir. Lütfen size uygun olan seçeneği işaretleyiniz.

	Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
1. İngiliz halkının tarihi olayları anma bicimi (Popy days, Salvation Army vb.) tarihi olayları farklı şekilde değerlendirmeme sebep oldu.	○	○	○	○	○
2. İngiliz halkını düşündüğümden daha sıcak ve samimi buldum.	○	○	○	○	○
3. Artık, her türlü inanç ve giyim tarzının toplum içerisinde bulunmasına daha olumlu yaklaşıyorum.	○	○	○	○	○
4. İngiliz toplum yapısı beni olduğumdan daha bireysel biri haline getirdi.	○	○	○	○	○
5. İngiliz halkının yabancılara karşı sergilediği tutum yabancılara yönelik bakış açımı olumlu yönde değiştirdi.	○	○	○	○	○
6. İngiltere'de kamu kurumlarında uygulanan kılık kıyafet uygulamasında dövme, dini sembol ve kişisel seçimlerin kısıtlanmaması bu konudaki fikirlerimin değişmesine neden oldu.	○	○	○	○	○
7. İngiliz halkının yemek alışkanlıklarının farklı olması yemek yeme alışkanlıklarımın değişmesine neden oldu.	○	○	○	○	○
8. Asla arkadaşlık kurmam dediğim kişilerle arkadaşlık etmeye başladım.	○	○	○	○	○
9. Farklı dinden, milletten ve kültürden gelen insanlara olan önyargılarım azaldı.	○	○	○	○	○
10. Günlük hayatta yabancı dille iletişim kurmaya yönelik kaygılarım azaldı.	○	○	○	○	○
11. Kozmopolit bir yapıda bulunmak daha önceden kabul ettiğim birçok kavram ve değerlerin değişmesine yol açtı.	○	○	○	○	○

12. İngiltere'nin yarı monarşi yarı parlamenter yönetim şeklinin bir arada olması nedeniyle bu iki kavramın birbirleriyle çok zıt düşen kavramlar olmadığı kanısına vardım. ○ ○ ○ ○ ○

13. Monarşi yapının halkı her zaman sınırlayan bir unsur olmadığını düşünmeye başladım. ○ ○ ○ ○ ○

14. Dışardan Türkiye'yi gözlemlediğimde bize yöneltilen birçok söylemin ve öğretinin asılsız olduğunu düşünmeye başladım. ○ ○ ○ ○ ○

15. Milliyetçilik konusundaki düşüncelerim İngiltere'deki çok kültürlü yapı nedeniyle öncekine nazaran değişikliğe uğradı. ○ ○ ○ ○ ○

16. Siyasi nedenlerden dolayı tepkili olduğum milletlere yönelik önyargılarım değişti. ○ ○ ○ ○ ○

17. İngiltere halkının tartışma esnasında sergilediği tutum nedeniyle farklı fikirlerin tartışıldığı ortamlarda kendimi daha rahat ifade edebiliyorum ○ ○ ○ ○ ○

18. İngiltere'deki siyasi atmosfer, başkalarının siyasi görüşlerini dinlerken daha objektif tutum geliştirmeme neden oldu. ○ ○ ○ ○ ○

19. Burada aldığım eğitim süresince her fikrin ve düşüncenin değerli olduğunu anladım. ○ ○ ○ ○ ○

20. Siyasi olayları değerlendirirken tek taraflı düşündüğümü fark ettim. ○ ○ ○ ○ ○

21. İngiltere'de bulunmak Türkiye'deki siyasi olayların göründüğünden farklı olduğunu anlamam sebep oldu ○ ○ ○ ○ ○

22. İngiltere'ye gelip yurt dışı deneyim kazanmak dünya görüşümün değişmesine neden oldu. ○ ○ ○ ○ ○

23. Devletlerin sahip olduğu görüşler ile halkın sahip olduğu görüşlerin burada kurduğum arkadaşlıklar sayesinde farklı olabileceğini öğrendim. ○ ○ ○ ○ ○

24. Yükseköğretimin devletler için finansal bir kaynak olduğunu düşünmeye başladım. ○ ○ ○ ○ ○

25. Eğitim ücretli olduğu için üniversitedeki öğretim üyelerinin bana saygı duyduğunu düşünmeye başladım. ○ ○ ○ ○ ○

26. Günlük hayatta yaptığım harcamalar Türkiye'de yaptığım harcamalara nazaran değişiklik göstermeye başladı. ○ ○ ○ ○ ○

27. İngiltere'de belirli bir öğle tatilinin olmaması ve bu ihtiyaç için ayrılan sürenin kişilere özel olması çalışma düzeni ile ilgili düşüncelerimin değişmesine neden oldu. ○ ○ ○ ○ ○

28. Marketlerde her şeyin hazır satılması alışveriş alışkanlıklarımı değiştirdi. ○ ○ ○ ○ ○

29. Ulaşım imkânlarının İngiltere'de daha kapsamlı olması daha özgür hissetmeme sebep oluyor. ○ ○ ○ ○ ○

30. Bursiyer olduğum için İngiltere'de ekonomik anlamda Türkiye'den gelen diğer öğrencilere kıyasla daha avantajlı olduğumu düşünüyorum. ○ ○ ○ ○ ○

31. Bursumun konferans katılımı gibi masrafları ödemesi beni üniversitede daha prestijli hale getirdiğini anladım. ○ ○ ○ ○ ○

32. Üniversitedeki hocalarla daha kolay iletişim kuruyorum. ○ ○ ○ ○ ○

33. Dersin hocasıyla fikirlerim uyuşmadığı için dersten kalacağımı ya da düşük not alacağımı düşünmüyorum. ○ ○ ○ ○ ○

34. Ders süresi uzun olduğu zaman çok bilgi edineceğimi düşünmüyorum. ○ ○ ○ ○ ○

35. Üniversitelerin her ne amaçla olursa olsun şiddetten uzak durması gerektiğini düşünüyorum. ○ ○ ○ ○ ○

36. Kurum olarak üniversiteler farklı ideolojilere tarafsız yaklaştıkları için daha çok geliştiğini düşünmeye başladım. ○ ○ ○ ○ ○

37. İngiltere'deki üniversite öğrencilerinin tepkilerini ortaya koyuş şekli kafamdaki öğrenci profili ile ilgili şablonu değiştirdi. ○ ○ ○ ○ ○

38. Ders kapsamında yaptığım ödev ve projelerde intihal konusuna daha çok dikkat ediyorum. ○ ○ ○ ○ ○

39. Sınıfları salt bilgi öğrenilen yer değil tartışmalar ve fikir alışverişi sayesinde yeni fikirlerin üretilmesi gereken yerler olarak görüyorum. ○ ○ ○ ○ ○

40. Kütüphane ve çalışma salonlarını araştırma yapmak amacıyla daha çok kullanmaya başladım. ○ ○ ○ ○ ○

41. İngiltere'de dönem sonlarında yapılan değerlendirmelerin Türkiye'de nazaran daha objektif olduğu kanısına vardım. ○ ○ ○ ○ ○

QUESTIONNAIRE IN ENGLISH

<u>QUESTIONNAIRE FOR DETERMINING THE CHANGES IN MONE-YLSY
SCHOLARS' CULTURAL, POLITICAL, ECONMICAL AND EDUCATIONAL
PERCEPTIONS</u>

Dear MEB-YLSY scholar,

In the recent times, the international student mobility accelerated highly and started to be used as a significant tool for raising individuals. As known by people, Turkey is joining this process with the MEB-YLSY scholarship. This study aims evaluate the program and to determine the factors that affect the cultural, political, economic and educational perceptions of the scholars in the international mobility process by considering their views.

The questionnaire consists of two parts and lasts for approximately 20 minutes. The first part contains questions on personal information and the second part contains items that will help determine the changes in the MEB-YLSY scholars' cultural, political, economical and educational perceptions and the factors that affect these changes. All of the information that comes from the interviews will only be used with academic research purposes and personal information will be kept confidential by the researcher.

Thank you for your participation

Özlem Erden
Middle East Technical University
Curriculum and Instruction Program
Master Student

SECTION I. PERSONAL INFORMATION

1. Gender:

    Female _____   Male_____

2. The university that you graduated from Turkey:_____

3. The department that you graduated from Turkey:_____

4. You application date for MoNE-YLSY scholarship program:_____

5. Did you use language score for application? YES:_____   NO: _____

6. If you use language score, please indicate the name of the test and your score:

    ÜDS: _____   KPDS: _____

7. The ALES Score type and ALES score that you used in the application:

    Verbal_____   Numeracy_____   Equally-weighted_____

8. IELTS score that use used for university application:_____

9. The city that you live in the UK:_____

10. Name of the educational institutions that you registered in the UK:

    _____

11. Your program type that you registered:

    Language School_____   Pre-Master_____

    Master_____   PhD_____

12. The name of your department in the UK:

    _____

13. Have you had any overseas experience before coming to the UK?

    YES_____   NO_____

14. What is your duration of stay in the UK? Please, indicate as months.

    _____

SECTION II. The Changes in MoNE-YLSY Scholars' Cultural, Political, Economic and Educational Perception

D. There are items below on the UK people and the cultural, political, economical and educational differences. To what extent did these items affect your ideas or behaviours?

	Very effective	Effective	I am not sure	Less effective	Ineffective
1. History of England and the attitudes of English people towards historical events(Poppy days, Salvation army etc)	○	○	○	○	○
2. Gender role for men and women in England and their responsibilities	○	○	○	○	○
3. The attitudes of English people towards family as a social institution	○	○	○	○	○
4. The privileges for noble ranks in social life (Lord, Earl, Baroness etc.)	○	○	○	○	○
5. Multicultural and multilingual society	○	○	○	○	○
6. Leisure time activities that English people join and do (Going to park, family trips, friends meeting etc.)	○	○	○	○	○
7. Application for dress code in social life	○	○	○	○	○
8. The allocated time for dinner in England	○	○	○	○	○
9. The food and eating habits of people living in England	○	○	○	○	○
10. The attitudes of British citizens towards foreigners	○	○	○	○	○
11. The governance system of England-existence of monarchy	○	○	○	○	○
12. The traditions of imperialism that lasts in England	○	○	○	○	○
13. The practical laws on migration and ethnicity	○	○	○	○	○
14. The opportunities provided for people from different religion	○	○	○	○	○
15. The legal age limits and its applications in England (work permit for youngsters, adult age limit, right to vote, age limit for alcohol etc.)	○	○	○	○	○
	○	○	○	○	○

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16. The political influence of England on international politics

17. The controls for entering and leaving England ◯ ◯ ◯ ◯ ◯

18. Health care applications in England (selling medicine in markets, medical services, hospital and doctor appointments, medication procedure etc.) ◯ ◯ ◯ ◯ ◯

19. The widespread shopping habits in England (overconsumption of coffee, marketing convenience food etc.) ◯ ◯ ◯ ◯ ◯

20. University fees ◯ ◯ ◯ ◯ ◯

21. Working hours for universities, business offices and state institutions and organization ◯ ◯ ◯ ◯ ◯

22. The operation of public services such as transportation, post offices in England ◯ ◯ ◯ ◯ ◯

23. The differences of English education system ◯ ◯ ◯ ◯ ◯

24. The relations between students and academic staff ◯ ◯ ◯ ◯ ◯

25. The relation between students and university staff ◯ ◯ ◯ ◯ ◯

26. The respects for students in educational setting ◯ ◯ ◯ ◯ ◯

27. The thrust in students for usage of university sources ◯ ◯ ◯ ◯ ◯

28. The evaluation method of modules and student performance ◯ ◯ ◯ ◯ ◯

29. Differences in grading system ◯ ◯ ◯ ◯ ◯

30. Short duration of module hours in comparison to Turkey (1 or 2 hours) ◯ ◯ ◯ ◯ ◯

31. Sensitivity for plagiarism in writing essays and projects ◯ ◯ ◯ ◯ ◯

Note: The original form of the questionniare was presented in the appendix. However, item 2, 7, 10 an 13 were omitted after EFA analysis.

B. When you compare your educational institutions in the UK with Turkey, how do you assess the facilities and services provided to you by your institution in the UK? Please select the best appropriate choice for you.

	Very satisfied	Satidfied	Not satisfied	Dissatisfied	Not applicable
1. The features of classrooms and auditorium (layout, atmosphere, apperance etc.)	◯	◯	◯	◯	◯
2. Computer laboratories	◯	◯	◯	◯	◯
3. Laboratories	◯	◯	◯	◯	◯
4. Library facilities	◯	◯	◯	◯	◯
5. Variety of sources in libraries and department	◯	◯	◯	◯	◯
6. Class size (number of students in the class)	◯	◯	◯	◯	◯
7. Students affairs and service for students	◯	◯	◯	◯	◯
8. Culture and student clubs	◯	◯	◯	◯	◯
9. Medical and guidance services for students	◯	◯	◯	◯	◯
10. Recreational facilities for students	◯	◯	◯	◯	◯
11. Accommodation and students hall	◯	◯	◯	◯	◯
12. Academic writing centers	◯	◯	◯	◯	◯

C. In line with the interview carried out with MoNE-YLSY scholars, the changes in their ideas, beliefs and perceptions that they indicated in their interviews were itemized and enriched based on literature. Please select the best appropriate choice for you.

	Certainly agree	Agree	Not sure	I do not agree	Certainly disagree
1. The attitudes of English people historical events and the memorial days (Popy days, Salvation Army etc.) caused me to assess historical events differently.	○	○	○	○	○
2. I found English people more sincere and cordial than I expected.	○	○	○	○	○
3. Anymore, I have a positive opinion on different religions and wearing style present in the society.	○	○	○	○	○
4. English society made me more individual than before.	○	○	○	○	○
5. The attitudes of English people towards foreigners had a positive impact on my point of view.	○	○	○	○	○
6. Having no restriction on dress code in state institutions such as tattoo, religious symbol, and wearing style has changed my opinions about dress code procedure.	○	○	○	○	○
7. The differences in eating habits of English people have changed my eating habits.	○	○	○	○	○
8. I became friends with people that I say "I never become friend with"	○	○	○	○	○
9. My prejudice against people from different religion, culture and nations has decreased.	○	○	○	○	○
10. My anxiety level on usage of foreign language to communicate with people has decreased.	○	○	○	○	○
11. Living in a multicultural society has changed many norms and values that I accepted as true before.	○	○	○	○	○
12. Due to the form of governance system in England together with monarchy and parliament, I surmised that these two concepts might not oppose each other.	○	○	○	○	○

13. I started to think that monarchy is not a concept that it does not always restrict people.   ○ ○ ○ ○ ○

14. When I observed Turkey from outside, I started to think that many discourse and creed are groundless.   ○ ○ ○ ○ ○

15. My ideas about nationalism and patriotism have changed as comparison with my previous ideas has changed due to the multicultural structure in England.   ○ ○ ○ ○ ○

16. My prejudice against other nations due to political reasons has changed.   ○ ○ ○ ○ ○

17. I anymore can express myself easily during the discussion on different ideas due to the attitudes and behaviors of English people.   ○ ○ ○ ○ ○

18. Political atmosphere in England caused me to develop more objective attitude while I listen the people from opposite political opinion.   ○ ○ ○ ○ ○

19. During my education, I realized that every idea and thought matters.   ○ ○ ○ ○ ○

20. I realized that while I was assessing political events from one point of view.   ○ ○ ○ ○ ○

21. Living in England caused me to understand the political events in Turkey are different than how they seem.   ○ ○ ○ ○ ○

22. Coming to England and gaining overseas experience has changed my world view.   ○ ○ ○ ○ ○

23. I learnt that countries and their people might have different world view with the help of the friends of mine in England.   ○ ○ ○ ○ ○

24. I started to think that higher education is a financial source for states.   ○ ○ ○ ○ ○

25. I started to think that academic staff is showing respect to me since I pay university fees.   ○ ○ ○ ○ ○

26. My daily expenditure in England started to indicate differences in comparison to the expenditure in Turkey.   ○ ○ ○ ○ ○

27. Not having a specific lunch break in and the differences of allocated time for each individual started to change my thought on working order and atmosphere.   ○ ○ ○ ○ ○

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28. Convenience food sold in markets has changed my shopping habits. ○ ○ ○ ○ ○

29. The transportation facilities in England make me feel freer. ○ ○ ○ ○ ○

30. I feel myself more advantageous than other students coming from Turkey in terms of economy since I am a scholar. ○ ○ ○ ○ ○

31. I understood that additional payments for my expenses such conference payments make me more prestigious in my university. ○ ○ ○ ○ ○

32. Anymore, I can easily contact and communicate with my instructors. ○ ○ ○ ○ ○

33. Anymore, I do not think I will fail since my ideas and opinions do not match with my instructor. ○ ○ ○ ○ ○

34. Anymore, I do not think I am going to learn more when the duration of course is long. ○ ○ ○ ○ ○

35. I started to think university should stay away from violence whatever the reason is. ○ ○ ○ ○ ○

36. I started to think that universities show more progress since they act unbiased to any political opinion and ideology. ○ ○ ○ ○ ○

37. The way that English students show their reaction has changed my perception on how I consider student profile. ○ ○ ○ ○ ○

38. I anymore pay more attention to plagiarism when I write essays and projects. ○ ○ ○ ○ ○

39. I anymore consider that classes are not the place of learning absolute knowledge; they are the place of discussion and producing new ideas. ○ ○ ○ ○ ○

40. I started to use library and study saloons for the purpose of making research ○ ○ ○ ○ ○

41. I realized that the assessment and evaluation carried out in England is more objective than the assessments and evaluation in Turkey. ○ ○ ○ ○ ○

ETHICAL APPROVAL FOR QUESTIONNAIRE

Sayı: 28620816/ 179 — 4 55

20 Mayıs 2013

Gönderilen: Doç. Dr. Ahmet Ok
               Eğitim Programları ve Öğretimi

Gönderen :   Prof. Dr. Canan Özgen
               IAK Başkanı

İlgi   :   Etik Onayı

Danışmanlığını yapmış olduğunuz Eğitim Programları ve Öğretimi
Bölümü Yüksek Lisans öğrencisi Özlem Erden'in "YLSY Burs
Programının Değerlendirilmesi ve Öğrenci Hareketliliği Sürecinde
Bursiyerlerin Kültürel, Siyasal, Ekonomik ve Eğitimsel Algılarını
Etkileyen Faktörlerin Belirlenmesi" isimli araştırması "İnsan
Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay
verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

20/05/2013

Prof.Dr. Canan ÖZGEN
Uygulamalı Etik Araştırma Merkezi
(UEAM) Başkanı
ODTÜ 06531 ANKARA

STATISTICAL TABLES AND FIGURES

Table 1

Demographic Information of Interview Group

Variables	*n*
Gender	
Female	9
Male	9
City that the scholars live in the UK	
London	12
Nottingham	2
Essex	1
York	1
Manchester	1
Oxford	1
Duration of stay	
6-12 months	2
13-18 months	7
19-24 months	4
25-30 months	1
31-36 months	3
37-more months	1
Program type	
Language school	1
Master	10
PhD	7
ALES score type	
Numeracy	8
Verbal	2
Equally-weighted	8
ALES score	
75-79	4
80-84	3
85-89	5
90-94	6
ILETS score	
6	4
6.5	8
7	3
7.5	0
8	1
Not applicable*	2

* The interviewees did not used IELTS score

Table 2

Graduation University of Participants in Turkey

	f (frequency)	% (percent)
18 Mart Üniversitesi	2	1.3
19 Mayıs Üniversitesi	2	1.3
Abant İzzet Baysal Üniversitesi	1	.6
Anadolu	5	3.2
Ankara	2	1.3
Atatürk	4	2.6
Azerbaycan mimarlık üniversitesi	1	.6
BOUN	5	3.2
Çukurova Üniversitesi	5	3.2
Cumhuriyet Üniversitesi	3	1.9
Dokuz eylül Üniversitesi	6	3.8
Ege Üniversitesi	2	1.3
Erciyes Üniversitesi	4	2.6
Fırat Üniversitesi	3	1.9
Gazi Üniversitesi	11	7.1
Gaziantep Üniversitesi	1	.6
Gazi Osman Paşa Üniversitesi	1	.6
Hacettepe Üniversitesi	6	3.8
İnönü Üniversitesi	1	.6
İstanbul Üniversitesi	12	7.7
İTÜ	3	1.9
İzmir Teknoloji Enstitüsü	1	.6
Kocatepe Üniversitesi	1	.6
Kafkas Üniversitesi	1	.6
KATU	5	3.2
Kırıkkale Üniversitesi	3	1.9
Koç üniversitesi	1	.6
Kocaeli Üniversitesi	3	1.9
Marmara Üniversitesi	4	2.6
Mersin Üniversitesi	1	.6
Muğla Sıtkı Kocaman Üniversitesi	1	.6
ODTÜ	12	7.7
Osmangazi Üniversitesi	4	2.6
Pamukkale Üniversitesi	3	1.9
Sakarya Üniversitesi	2	1.3
Selçuk Üniversitesi	11	7.1
Süleyman Demirel Üniversitesi	1	.6
Trakya Üniversitesi	3	1.9
Ufuk Üniversitesi	2	1.3
Uludağ Üniversitesi	8	5.1
Yeditepe Üniversitesi	4	2.6
Yıldız teknik Üniversitesi	3	1.9
Yüzüncü yıl Üniversitesi	1	.6
Total	156	100.0

Table 3

Graduation Department of Participant in Turkey (N=155)

	f (frequency)	% (percent)
Bilgisayar Mühendisliği	1	.6
Biyoloji	3	1.9
Bilgisayar ve teknoloji öğretmenliği	3	1.9
Çevre mühendisliği	1	.6
Deniz İşletmeciliği Mühendisliği	1	.6
Dil Bilim	1	.6
Ekonomi	1	.6
Elektrik Elektronik Mühendisliği	3	1.9
Elektrik Elektronik Öğretmenliği	2	1.3
Endüstri Mühendisliği	3	1.9
Felsefe	2	1.3
Fizik	2	1.3
Fizik Öğretmenliği	1	.6
Gıda Mühendisliği	2	1.3
Halkla İlişkiler	1	.6
Hukuk	13	8.3
İktisat	7	4.5
İlahiyat	4	2.6
İngiliz Dili Ve Edebiyatı	2	1.3
İngilizce	1	.6
İngilizce Öğretmenliği	6	3.8
İnşaat	2	1.3
İnşaat Mühendisliği	2	1.3
İşletme	6	3.8
İstatistik	5	3.2
Kamu Yönetimi	5	3.2
Kimya	4	2.6
Kimya Mühendisliği	1	.6
Makina Mühendisliği	5	3.2
Maliye	1	.6
Matematik	13	8.3
Matematik Mühendisliği	1	.6
Mimarlık	4	2.6
Mütercim Tercümanlık	1	.6
Müzikoloji	1	.6
Okul Öncesi Öğretmenliği	2	1.3
Psikolojik Danışmalık ve rehberlik	1	.6
Peyzaj Mimarlığı	1	.6
Psikoloji	6	3.8
Resim İş Öğretmenliği	1	.6
Sanat Tarihi	1	.6
Şehir Bölge Planlama	4	2.6
Sinema TV	1	.6
Sınıf Öğretmenliği	1	.6
Sivil Havacılık Ve Ulaştırma	1	.6
Siyaset Bilimi	3	1.9
Sosyoloji	5	3.2
Tarih	2	1.3
Turizm Otelcilik	1	.6
Türk Dili Ve Edebiyatı	1	.6
Uluslararası İlişkiler	10	6.4
Yabancı Diller	1	.6
Zihinsel Engelliler Öğretmenliği	2	1.3

Table 4

The City That the Participants Live in the UK (N=155)

	f (frequency)	% (percent)
Bath	2	1.3
Bedfordshire	1	.6
Belfast	1	.6
Birmingham	6	3.8
Bradford	1	.6
Brighton	4	2.6
Burnemount	2	1.3
Cambridge	3	1.9
Canterbury	1	.6
Cardiff	1	.6
Colchester	2	1.3
Coventry	5	3.2
Dundee	1	.6
Edinburg	4	2.6
Exeter	6	3.8
Glasgow	2	1.3
Lancaster	4	2.6
Leeds	1	.6
Leicester	13	8.3
London	40	25.6
Manchester	8	5.1
New castle	7	4.5
Norwick	2	1.3
Nottingham	11	7.1
Oxford	4	2.6
Reading	4	2.6
Sheffield	7	4.5
Southampton	4	2.6
Swansea	3	1.9
York	5	3.2

Table 5

The University That the Participant Study in the UK (N=153)

	f (frequency)	% (percent)
Anglo-Continental Language School	1	.6
Aston University	2	1.3
Bangor University	1	.6
Birkbeck University	2	1.3
Cambridge University	3	1.9
Cardiff University	1	.6
City London	1	.6
Cranfield University	1	.6
Durham University	2	1.3
Euro Center Language School	1	.6
Goldsmiths College	1	.6
Heythrop College	1	.6
Imperial College	3	1.9
Institute of Education	1	.6
Kaplan Language School	4	2.6
Kings College	5	3.2
Lancaster University	4	2.6
Leeds University	1	.6
New Castle University	5	3.2
Nottingham Trend University	1	.6
Oxford Brooks	3	1.9
Queen Marry	6	3.8
Queens University	1	.6
Royal Holloway	4	2.6
School of Oriental and African Studies	2	1.3
St. Giles High Gate Language School	2	1.3
Swansea University	3	1.9
Tyne New Castle University	1	.6
University College London	4	2.6
University Nottingham	1	.6
University of Bath	2	1.3
University of Birmingham	5	3.2
University of Bradford	1	.6
University of Dundee	1	.6
University of East Anglia	2	1.3
University of Edinburg	3	1.9
University of Essex	2	1.3
University of Exeter	6	3.8
University of Glasgow	1	.6
University of Kent	1	.6
University of Leicester	12	7.7
University of London	1	.6
University of Manchester	8	5.1
University of Nottingham	9	5.8
University of Oxford	1	.6
University of Reading	4	2.6
University of Sheffield	6	3.8
University of Southampton	4	2.6
University of Strathcclyde	1	.6
University of Sussex	4	2.6
University of Warwick	5	3.2
University of Westminster	1	.6
University of York	5	3.2

Table 6

The Department That the Participant were Registered in the UK (N=155)

	f (frequency)	% (percent)
Advance Control And System Engineering	1	.6
Advance Architectural Design	1	.6
Air Transport Management	1	.6
Applied Linguistic	2	1.3
Applied Linguistics	2	1.3
Applied Mathematics	1	.6
Applied Social Psychology	1	.6
Art History	1	.6
Architecture	1	.6
Bio Statistics	1	.6
Biology	1	.6
Business	2	1.3
Cancer Biology	2	1.3
Chemical And Biological Research	1	.6
Chemical Engineering	1	.6
Chemistry	3	1.9
Child And Adolescence	1	.6
Child Psychology	1	.6
Civil Engineering	3	1.9
Commercial Law	1	.6
Computer Science	4	2.6
Condensed Matter	1	.6
Conservation Of History	1	.6
Cryptography	2	1.3
Design And Environment	1	.6
Development Economics	1	.6
Development Psychology	1	.6
Economics	6	3.8
Education	3	1.9
Educational And Social Research	1	.6
Educational Research	1	.6
Electrical Engineering	1	.6
Electrics Teaching	1	.6
Embedded Systems	1	.6
Engineering	3	1.9
English And Creative Writing	1	.6
English Language Teaching	1	.6
English Literary Studies	1	.6
English Research	1	.6
Environmental Management	1	.6
Environmental Engineering	1	.6
European Politics	1	.6
Finance	1	.6
Financial Mathematics	1	.6
Food Science	2	1.3
Forensic Linguistics	1	.6
Global Social Change	1	.6
Globalization And Communication	1	.6
History	2	1.3
Human Rights	1	.6
Humanities	1	.6
Industrial Mathematics	1	.6
Institute Of Psychiatry	1	.6
International Arbitrary	1	.6

Table 6 Continued

The Department That the Participant were Registered in the UK (N=155)

	f (frequency)	% (percent)
International Commercial Law	1	.6
International Education	1	.6
International Law	2	1.3
International Management	1	.6
International Planning And Development	1	.6
International Relations	1	.6
Language School	8	5.1
Law	5	3.2
LLM	6	3.8
Management	1	.6
Manufacturing System	1	.6
Marine Technology	1	.6
Marketing	1	.6
Mathematics	4	2.6
Modern Application Of Mathematics	1	.6
Modern Languages	1	.6
Music	1	.6
Natural Resources	1	.6
Naval Architecture	1	.6
Operational Research And Engineering	1	.6
People Management And Organization	1	.6
Philosophy	2	1.3
Physics And Astronomy	1	.6
Plasma Physics	1	.6
Political Science	1	.6
Politics	5	3.2
Politics And International Studies	1	.6
Pre-School Education	1	.6
Public Administration	1	.6
Pure Mathematics	1	.6
Psychological Social Studies	1	.6
Psychology	1	.6
Railway Engineering	2	1.3
Social And Political Philosophy	1	.6
Sociology	3	1.9
Sociology And Social Research	1	.6
Special Needs	1	.6
Statistics	2	1.3
Sustainable Building	1	.6
Technology Enhanced Learning	3	1.9
Theology	2	1.3
Theology And Religion	1	.6
Town And Regional Planning	1	.6
Urban And Regional Planning	1	.6
Urban Development Planning	1	.6
Urban History	1	.6

Figure 1

STATISTICS OBTAINED FROM FACEBOOK

Ozlem Erden
Merhaba Arkadaslar
Ben Ozlem Erden ODTU de yuksek lisans ogrencisiyim. Simdi tez
donemindeyim ve tezimi tamamlamaya calisiyorum. Tez konusu olarak
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sene bende sizer gibi Ingiltere'de idim. Orada yasanan sikintilarin farkina
varip sizlerin sikintilarina bir nebze olsun yardim etmek istedim.
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olursa facebook ya da mail uzerinden bana ulasabilirsiniz. Anketin linkini
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yeterli.
http://www.surveymonkey.com/s/5C8PCML

http://www.surveymonkey.com/s/5CVXTLQ

http://www.surveymonkey.com/s/M5M8W93
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data topluyorum. Katilmayan ve yarim birakan arkaaslarsan rica
ediyorum. Lutfen ankete katilabilirler mi? Zamaninizi aldiginiz farkindayim
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Ozlem Erden

Merhaba arkadaslar Ben Ozlem. Odtu master ogrencisiyim. Daha once sizden, Ingiltere'deki bursiyer arkadaslardan, bir anket calismasi icin yardim istemistim. Gelen cevaplar oldu ama maalesef kisi sayisi yeterli degil. Bu tezin belirlenen surede bitmesi benim icin cok onemli ████ ██████████████████████████████████ Lutfen zaman ayirip asagidaki linklerden birine tilayarak anketi doldurur musunuz? Bu yogun gundemde boyle bir sey icin size rahatsiz ettigim icin ozur dilerim.

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Table 7

The Changes in Scholars' Cultural, Political, Economic and Educational Perception

	N	Certainly Agree		Agree		NAND		Disagree		Certainly Disagree		M	SD
		f	%	f	%	f	%	f	%	f	%		
1. The attitudes of English people historical events and the memorial days (Poppy days, Salvation Army etc.) caused me to assess historical events differently.	139	11	7.9	26	18.7	38	27.3	55	39.6	9	6.5	2.99	1.18
2. I found English people more sincere and cordial than I expected.	139	32	23.0	6	4.3	46	33.1	31	22.3	24	17.3	3.53	1.15
3. Anymore, I have a positive opinion on different religions and wearing style present in the society.	139	70	50.4	5	3.6	48	34.5	10	7.2	6	4.3	4.23	1.01
4. English society made me more individual than before.	139	38	27.3	5	3.6	53	38.1	32	23.0	11	7.9	3.77	1.04
5. The attitudes of English people towards foreigners had a positive impact on my point of view.	139	33	23.7	7	5.0	59	42.4	30	21.6	10	7.2	3.72	1.06
6. Having no restriction on dress code in state institutions such as tattoo, religious symbol, and wearing style has changed my opinions about dress code procedure.	139	53	38.1	5	3.6	54	38.8	22	15.8	5	3.6	4.04	1.00
7. The differences in eating habits of English people have changed my eating habits.	139	21	15.1	6	4.3	37	26.6	36	25.9	39	28.1	3.2	1.13
8. I became friends with people that I say "I never become friend with"	139	21	15.1	13	9.4	37	26.6	46	33.1	22	15.8	3.22	1.16
9. My prejudice against people from different religion, culture and nations has decreased.	139	47	33.8	5	3.6	64	46.0	19	13.7	4	2.9	4.03	.95
10. My anxiety level on usage of foreign language to communicate with people has decreased.	139	70	50.4	0	0	57	41.0	0	0	12	8.6	4.41	.64
11. Living in a multicultural society has changed many norms and values that I accepted as true before.	139	42	30.2	5	3.6	57	41.0	24	17.3	11	7.9	3.86	1.05
12. Due to the form of governance system in England together with monarchy and parliament, I surmised that these two concepts might not oppose each other.	139	15	10	5	25.2	46	33.1	27	19.4	16	11.5	2.92	1.37

Table 7 Continued

The Changes in Scholars' Cultural, Political, Economic and Educational Perception

	N	Certainly Agree		Agree		NAND		Disagree		Certainly Disagree		M	SD
		f	%	f	%	f	%	f	%	f	%		
13. I started to think that monarchy is not a concept that it does not always restrict people.	139	20	14.4	27	19.4	50	36.0	24	17.3	18	12.9	3.12	1.35
14. When I observed Turkey from outside, I started to think that many discourse and creed are groundless.	139	39		2	8.6	54	38.8	19	13.7	15	10.8	3.66	1.23
15. My ideas about nationalism and patriotism have changed as comparison with my previous ideas has changed due to the multicultural structure in England.	139	34	24.5	10	7.2	48	34.5	16	11.5	10	7.2	3.57	1.18
16. My prejudice against other nations due to political reasons has changed.	139	20	14.4	15	10.8	52	37.4	44	31.7	8	5.8	3.38	1.13
17. I anymore can express myself easily during the discussion on different ideas due to the attitudes and behaviors of English people.	139	58	41.7	11	7.9	55	39.6	12	8.6	3	2.2	4.05	1.14
18. Political atmosphere in England caused me to develop more objective attitude while I listen the people from opposite political opinion.	139	37	26.6	12	8.6	65	46.8	20	14.4	5	3.6	3.79	1.13
19. During my education, I realized that every idea and thought matters.	139	57	41.0	3	2.2	62	44.6	14	10.1	3	2.2	4.20	.86
20. I realized that while I was assessing political events from one point of view.	139	21	15.1	12	8.6	32	23.0	56	40.3	18	12.9	3.23	1.12
21. Living in England caused me to understand the political events in Turkey are different than how they seem.	139	44	31.7	10	7.2	42	30.2	31	22.3	12	8.6	3.70	1.20
22. Coming to England and gaining overseas experience has changed my world view.	139	59	42.4	4	2.9	55	39.6	15	10.8	6	4.3	4.14	.97
23. I learnt that countries and their people might have different world view with the help of the friends of mine in England.	139	58	41.7	8	5.8	53	38.1	16	11.5	4	2.9	4.07	1.08

Table 7 Continued

The Changes in Scholars' Cultural, Political, Economic and Educational Perception

	N	Certainly Agree		Agree		NAND		Disagree		Certainly Disagree		M	SD
		f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*		
24. I started to think that higher education is a financial source for states.	139	80	57.6	1	.7	36	25.9	18	12.9	4	2.9	4.36	.86
25. I started to think that academic staff is showing respect to me since I pay university fees.	139	40	28.8	6	4.3	49	35.3	31	22.3	13	9.4	3.72	1.10
26. My daily expenditure in England started to indicate differences in comparison to the expenditure in Turkey.	139	48	34.5	5	3.6	57	41.0	22	15.8	7	5.0	3.97	1.01
27. Not having a specific lunch break in and the differences of allocated time for each individual started to change my thought on working order and atmosphere.	139	39	28.1	19	13.7	53	38.1	24	17.3	4	22.9	3.64	1.29
28. Convenience food sold in markets has changed my shopping habits.	139	33	23.7	6	4.3	50	36.0	34	24.5	16	11.5	3.63	1.09
29. The transportation facilities in England make me feel freer.	139	48	34.5	3	2.2	55	39.6	25	18.0	8	5.8	3.98	.97
30. I feel myself more advantageous than other students coming from Turkey in terms of economy since I am a scholar.	139	42	30.2	10	7.2	34	24.5	25	18.0	28	20.1	3.50	1.30
31. I understood that additional payments for my expenses such conference payments make me more prestigious in my university.	139	23	16.5	20	14.4	30	21.6	39	28.1	27	19.4	3.06	1.28
32. Anymore, I can easily contact and communicate with my instructors.	139	49	35.3	11	7.9	58	41.7	14	10.1	7	5.0	3.91	1.17
33. Anymore, I do not think I will fail since my ideas and opinions do not match with my instructor.	139	64	46.0	14	10.1	47	33.8	9	6.5	5	3.6	4.02	1.25
34. Anymore, I do not think I am going to learn more when the duration of course is long.	139	50	36.0	14	10.1	57	41.0	11	7.9	7	5.0	3.87	1.24
35. I started to think university should stay away from violence whatever the reason is.	139	91	65.5	1	.7	35	25.2	8	5.8	4	2.9	4.51	.79

Table 7 Continued

The Changes in Scholars' Cultural, Political, Economic and Educational Perception

	N	Certainly Agree		Agree		NAND		Disagree		Certainly Disagree		M	SD
		f	%	f	%	f	%	f	%	f	%		
36. I started to think that universities show more progress since they act unbiased to any political opinion and ideology.	139	80	57.6	3	2.2	47	33.8	9	6.5	0	0	4.44	.80
37. The way that English students show their reaction has changed my perception on how I consider student profile.	139	64	46.0	12	8.6	46	33.1	14	10.1	3	2.2	4.05	1.19
38. I anymore pay more attention to plagiarism when I write essays and projects.	139	94	67.6	5	3.6	36	25.9	3	2.2	1	.7	4.53	.87
39. I anymore consider that classes are not the place of learning absolute knowledge; they are the place of discussion and producing new ideas.	139	82	59.0	4	2.9	47	33.8	5	3.6	1	.7	4.45	.84
40. I started to use library and study saloons for the purpose of making research.	139	82	59.0	5	3.6	43	30.9	8	5.8	1	.7	4.41	.91
41. I realized that the assessment and evaluation carried out in England is more objective than the assessments and evaluation in Turkey.	139	74	53.2	15	10.8	39	28.1	10	7.2	1	.7	4.12	1.26

Table 8

Differences of the Educational Institutions in Comparison to Turkey and the UK

		N	Very satisfied		Satisfied		NA		Dissatisfied		Very dissatisfied		M	SD
			f	%	f	%	f	%	f	%	f	%		
1.	The features of classrooms and auditorium (layout, atmosphere, appearance etc.)	147	44	29.9	4	2.7	78	53.1	11	7.5	10	6.8	4.00	.95
2.	Computer laboratories	147	67	45.6	2	1.4	65	44.2	5	3.4	8	5.4	4.27	.87
3.	Laboratories	147	43	29.3	54	36.7	41	27.9	4	2.7	5	3.4	3.09	1.72
4.	Library facilities	147	81	55.1	2	1.4	55	37.4	6	4.1	3	2.0	4.42	.78
5.	Variety of sources in libraries and department	147	81	55.1	3	2.0	53	36.1	7	4.8	3	2.0	4.40	.84
6.	Class size (number of students in the class)	147	45	30.6	9	6.1	74	50.3	11	7.5	8	5.4	3.93	1.07
7.	Students affairs and service for students	147	64	43.5	5	3.4	64	43.5	8	5.4	6	4.1	4.19	.96
8.	Culture and student clubs	147	60	40.8	17	11.6	69	46.9	7	4.8	4	2.7	4.16	.98
9.	Medical and guidance services for students	147	36	24.5	17	11.6	61	41.5	15	10.2	18	12.2	3.55	1.29
10.	Recreational facilities for student	147	56	38.1	12	8.2	54	36.7	12	8.2	13	8.8	3.87	1.24
11.	Accommodation and students hall	147	28	19.0	40	27.2	48	32.7	15	10.2	16	10.9	3.05	1.51
12.	Academic writing centers	147	48	32.7	7	4.8	80	54.4	8	5.4	4	2.7	4.07	.95

Table 9

Cultural, Political, Economic and Educational Reasons that lie behind the Changes

	N	Ineffective		Slightly effective		NENI		Effective		Very effective		M	SD
		f	%	f	%	f	%	f	%	f	%		
Cultural Reasons													
3. The attitudes of English people towards family as a social institutions	151	32	21.2	21	13.9	33	21.9	52	34.4	13	8.6	2.95	1.29
5. Multicultural and multilingual society	151	9	6.0	7	4.6	13	8.6	46	30.5	76	50.3	4.14	1.14
6. Leisure time activities that English people join and do (Going to park, family trips, friends meeting etc.)	151	10	6.6	8	5.3	24	15.9	61	40.4	48	31.8	3.85	1.12
14. The opportunities provided for people from different religion	151	11	7.3	16	10.6	16	10.6	49	32.5	59	39.1	3.85	1.25
Political Reasons													
4. The privileges for noble ranks in social life (Lord, Earl, Baroness etc.)	151	64	42.4	14	9.3	40	26.5	23	15.2	10	6.6	2.33	1.33
7. Application for dress code in social life	151	23	15.2	16	10.6	31	20.5	46	30.5	35	23.2	3.35	1.35
11. The governance system of England-existence of monarchy	151	43	28.5	28	18.5	42	27.8	27	17.9	11	7.3	2.56	1.27
12. The traditions of imperialism that lasts in England	151	44	29.1	26	17.2	34	22.5	27	17.9	11	7.3	2.63	1.32
16. The political influence of England on international politics	151	17	11.3	14	9.3	45	29.8	55	36.4	20	13.2	3.31	1.16

Table 9 Continued

Cultural, Political, Economic and Educational Reasons that lie behind the Changes

	N	Ineffective		Slightly effective		NENI		Effective		Very effective		M	SD
		f	%	f	%	f	%	f	%	f	%		
Economic Reasons													
8. The allocated time for dinner in England	151	31	20.5	26	17.2	38	25.2	38	25.2	18	11.9	2.90	1.31
9. The food and eating habits of people living in England	151	32	21.2	23	15.2	25	16.6	44	29.1	27	17.9	3.07	1.41
15. The legal age limits and its applications in England (work permit for youngsters, adult age limit, right to vote, age limit for alcohol etc.)	151	24	15.9	14	9.3	42	27.8	38	25.2	33	21.9	3.27	1.33
17. The controls for entering and leaving England	151	17	11.3	10	6.6	10	6.6	58	38.4	46	30.5	3.70	1.27
18. Health care applications in England (selling medicine in markets, medical services, hospital and doctor appointments, medication procedure etc.)	151	17	11.3	12	7.9	20	13.2	58	38.4	44	29.1	3.66	1.28
19. The widespread shopping habits in England (overconsumption of coffee, marketing convenience food etc.)	151	17	11.3	11	7.3	19	12.6	55	36.4	49	32.5	3.71	1.29
20. University fees	151	20	13.2	13	8.6	26	17.2	60	39.7	32	21.2	3.4	1.28
21. Working hours for universities, business offices and state institutions and organization	151	19	12.6	15	9.9	33	21.9	52	34.4	32	21.2	3.4	1.27
22. The operation of public services such as transportation, post offices in England	151	8	5.3	9	6.0	12	7.9	66	43.7	56	37.1	4.01	1.08

Table 9 Continued

Cultural, Political, Economic and Educational Reasons that lie behind the Changes

	N	Ineffective		Slightly effective		NENI		Effective		Very effective		M	SD
		f	%	f	%	f	%	f	%	f	%		
Educational Reasons													
23. The differences of English education system	151	2	1.3	6	4.0	9	6.0	69	45.7	65	43.0	4.25	.84
24. The relations between students and academic staff	151	4	2.6	6	4.0	8	5.3	52	34.4	81	53.6	4.32	.94
25. The relation between students and university staff	151	6	4.0	5	3.3	21	13.9	44	29.1	15	49.7	4.17	1.05
26. The respects for students in educational setting	151	7	4.6	3	2.0	9	6.0	40	26.5	92	60.9	4.37	1.01
27. The thrust in students for usage of university sources	151	4	2.6	9	6.0	14	9.3	47	31.1	77	51.0	4.21	1.01
28. The evaluation method of modules and student performance	151	7	4.6	7	4.6	12	7.9	55	36.4	70	46.4	4.15	1.06
29. Differences in grading system	151	8	5.3	5	3.3	19	12.6	52	34.4	67	44.4	4.09	1.08
30. Short duration of module hours in comparison to Turkey (1 or 2 hours)	151	14	9.3	11	7.3	25	16.6	45	29.8	56	37.1	3.78	1.27
31. Sensitivity for plagiarism in writing essays and projects	151	4	2.6	5	3.3	8	5.3	40	26.5	94	62.3	4.42	.93

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LAWS RELATED TO MoNE-YLSY SCHOLARSHIP PROGRAM

ECNEBİ MEMLEKETLERE GÖNDERİLECEK TALEBE HAKKINDA KANUN

Kanun No: 1416

Kabul Tarihi   : 8 Nisan 1929
Yayım Tarihi   : 16 Nisan 1929
Resmi Gazete No   : 1169

Madde 1-Umumi ve mülhak bütçe ile idare olunan Devlet Devairi ve inhisar idarelerinin, vilayetlerin, şehremanetleri ile belediyelerin, ticaret odalarının ve mukavelenameleri mucibince talebe göndermeye mecbur olan şirketlerin tahsil için ecnebi memleketlere gönderecekleri talebe bu kanun ahkâmına tabidir.

Madde 2-Birinci maddede sayılan makamlar tarafından ecnebi memleketlere gönderilecek talebe Maarif Vekaletince müsabaka ile seçilir.

Bu makamlar göndermek istedikleri talebenin adedini, ihtisas zümresini ve bu talebede aradıkları evsafı ve okutmak istedikleri memleketleri ve takip etmesini arzu eyledikleri tahsil planının esaslı cihetlerini her sene Nisan nihayetine kadar Maarif Vekâletine bildirirler.

Maarif Vekâleti de o sene ecnebi memleketlere gönderilecek talebenin evsafını, tahsil şartlarını alakadar tedris müesseselerine tebliğ ve gazetelerle ilân eder.

Madde 3-Sene sonu imtihanlarını müteakip tedris müesseselerinin muallim veya müderris meclisleri toplanarak o seneki mezunlarla başkaca daha yüksek bir müesseseden mezun olmamış evvelki seneler mezunlarından gerek malûmat gerek zekâ ve seciye itibariyle aranan evsafı haiz olanları müsabakaya girebilmek üzere namzet olarak ayırırlar. Yalnız askeri fabrikalar umum müdürlüğünden tahsile gönderilmek istenen talebe için namzetler, imtihanları diğer talebe usul ve şartları dahilinde Maarif Vekâletince yapılmak üzere, mezkûr müdürlük tarafından seçilir.

Madde 4-İmtihan merkezlerinde teşkil edilecek sıhhiye heyetleri namzetlerin muayenelerini yaparak ecnebi memleketlerinde tahsillerine mâni olacak arızalardan salim bulunup bulunmadıklarını tâyin ederler. Namzetler bu heyetin vereceği sıhhat raporlarını almadan müsabaka imtihanına giremezler.

Madde 5-İmtihan sualleri Maarif Vekâletince tâyin edilecek mütehassıslardan mürekkep bir komisyon tarafından tertip olunur. Bu komisyon lüzum gördüğü takdirde sual tanzimini hariçteki mütehassıslara da havale edebilir. Ancak başka dairelerden gönderilecek talebenin sualleri tertip edilirken alâkadar vekletlerden memur edilecek mütehassıslar dahi âza sıfatiyle komisyona iştirak ederler.

Madde 6-İmtihanların yapılacağı tarih, müessese ve merkez her sene Maarif Vekâleti tarafından tâyin ve en az on beş gün evvel ilân olunur.

Madde 7-İmtihanlar Maarif Vekâleti tarafından her merkezde teşkil edilecek heyetler huzurunda yapılır. Bu heyetlerin teşekkül ve çalışma usulleri bir talimatname ile tespit olunur.

Madde 8-İmtihan evrakı, sualleri tertip eden komisyon tarafından tetkik edilir. Her derse ait imtihan evrakı biri alâkadar vekâletten memur edilmek üzere en az iki zat tarafından tetkik olunur. Ecnebi lisanı notu diğer derslerden müsavi derecede not alanlar arasından tercih sebebi olarak nazarı itibara alınır. Sualleri tertip eden komisyon icabında ders zümrelerine emsal kabul edebilir.

Madde 9-Elyevm tahsilde bulunan ve bundan böyle gönderilecek olan her talebeye Maarif Vekâletince tahsil şartlarını gösteren etraflı birer plan verilir. Lüzum ve zaruret takdirinde bu planlar (2) nci madde hükmü nazarı dikkate alınarak Maarif Vekâleti tarafından tadil edilebilir.

Madde 10-Müsabakada kazanan ve gönderilmeleri kararlaştırılan talebeden bu Kanun ile kendilerine tahvil olunan mecburiyetleri ifa edeceklerine dair Maarif Vekâletince birer taahhütname alınır ve bu taahhütnamelerin tasdikli birer sureti alâkadar makamlara verilir.

Madde 11-Bir talebenin tahsilini ikmal etmesi o talebenin tahsil planında gösterilen merhaleleri geçmesi demektir. Hastalık veya herhangi meşru ve fevkalâde bir hal vaki olmadıkça talebenin tahsil planında gösterilen müddette tahsilini bitirmemesi o talebenin geriye çağrılmasını icap ettirir.

Madde 12-Umumi ve mülhak bütçe ile idare olunan dairelerin tahsilde bulunan veya yeniden gönderecekleri talebe için her sene bütçeleriyle kabul olunacak tahsisat her daire namına ayrı ayrı maddeleri ihtiva etmek üzere Maarif Vekâleti bütçesinde açılacak bir fasılda cem olunur. Diğer makamlar kendi hesaplarına tahsilde bulunan ve yeniden gönderilecek olan talebenin Maarif Vekâletinin alacakları miktara göre senelik tahsisatının tediyesini her sene Nisan nihayetine kadar Maliye Vekâletine tahriren taahhüt ederler. Bu taahhütler yekûnu bir taraftan varidat bütçesine ithal diğer taraftan da Maarif Vekâleti bütçesindeki talebe tahsisatı fasılına bir madde olarak vaz olunur.

Madde 13-Öğrenci ödeneği, bütün öğrencileri kapsamak üzere her yıl Milli Eğitim Gençlik ve Spor ve Maliye ve Gümrük Bakanlıklarınca tespit edilecek aylık miktar ile zaruri giderler toplamından teşekkül eder.
(4/7/1988 tarih ve 336 sayılı KHK ile değişik şekli)

Madde 14-Maarif Vekâleti ecnebi memleketlerde tahsilde bulunan talebenin daimî ve muntazam bir surette teftiş ve murakabesi vazifesi ile mükellef olmak üzere azamî dört Maarif Müfettişinden ve Askeri Fabrikalar Umum Müdürlüğüne mensup bir müfettişten mürekkep bir teftiş heyeti bulundurur.

Her müfettişe müteferrik ve müstacel masraflar için İcra Vekilleri kararile üç bin liraya kadar avans vermeye Maarif Vekâleti selâhiyettardır (*)

(*) Avans ve kredi sınırlarının her yıl Bütçe Kanunu ile belirlenmesi, 1050 sayılı Muhasebe-i Umumiye Kanununun 83 üncü maddesini değiştiren 15.2.1979 tarih ve 24 sayılı KHK ile hükme bağlanmıştır.

Madde 15-Müfettişler mühim ve müstacel sebepler dolayısiyle bir talebenin bulunduğu şehir veya müesseseyi tebdil edebilirler. Askeri fabrikalara mensup talebeler sınıfını muhafaza etmek suretiyle bu ahkâma tâbidir. Bu takdirde azamî bir hafta zarfında vekâleti keyfiyetten haberdar ederler.

Madde 16-Müfettişler kendi hesaplarına tahsilde bulunan Türk talebenin vaziyetini ve çalışmalarını aileleri tarafından vukubulacak müracaat üzerine teftiş ederler ve neticeden kendilerine malûmat verirler. Bu talebeden millî şeref ve haysiyeti kıracak surette hareket ettikleri müfettişler tarafından tespit edilenler, velileriyle talebenin tahsilde bulunduğu memleket elçiliğine ve Maarif Vekâletine bildirilir.

Madde 17-Maarif Vekâleti her talebenin tahsilini ikmal etmesinden altı ay evvel keyfiyeti ait olduğu makama bildirir.

Tahsilini ikmal ve avdet eden talebe üç ay zarfında (*) taahhütname ile merbut olduğu makama müracaata mecburdur. Müracaatından itibaren mensup olduğu makamca bu talebeye bir vazife tayin edilmedikçe üç ay müddetle ecnebi memleketlerde tahsilde bulunan talebe için itası mukarrer asgarî aylığının yarısı aylık tahsisat olarak verilir.

(*) 15.5.1975 tarih ve 1897 sayılı kanunla 2 ay olarak değiştirilmiştir.

Madde 18-Avdet ve müracaat etmiş olan bir talebe ihtisası dahilinde kendisine teklif olunacak hizmeti kabule mecburdur. Ancak bu mecburiyet müracaatından itibaren üç ay nihayetine kadar bir hizmete tayin edilmeyenler için sakıt olur.

Birinci maddede sayılı makamlardan belediyeler, ticaret odaları ve şirketler tarafından tahsile gönderilen talebe müstesna olmak şartiyle diğer makamlara ait talebe için 10 uncu maddeye tevfikan bu talebenin taahhütnameleri ahkâmının tatbiki ile vazifedar olanlar avdet edecek talebeyi açıkta bırakmamak üzere zamanında bütçeleri ile tahsisat teklif etmemek veya münhal bir vazifeyi hazır bulundurmamak gibi tedabiri evveliyeyi ittihazda ve intihap ve tâyin ile mükellef olanlar tahsilden avdet ve müracaat eden talebeyi ihtisasları dahilinde münhal bir hizmete kanunî sebepler olmaksızın tâyin için muktazi muameleleri ifada ihmal ve terahî gösterdikleri takdirde o talebenin ecnebi memleketlerde tahsili uğrunda ihtiyar edilmiş masrafını ödemeye mecburdurlar.

Taahhütname ile merbut olduğu makam tarafından kendisine müracaatından itibaren iki ay zarfında iş gösterilmeyen talebeyi üçüncü ay hitamına kadar devletin herhangi bir dairesi hizmete tâyin edebilir ve bu takdirde talebenin taahhütnamesindeki mecburiyeti kendisini hizmete tâyin eden daireye intikâl eder.

Madde 19-Geriye çağrılan talebe ile tahsillerini bitirerek üç ay zarfında avdet eylemeyen ve 17, 18 inci maddeler mucibince müracaat ve teklif olunan hizmetleri kabul etmeyen talebe ile bunlardan mecburi hizmet müddeti içinde istifa eden veyahut memuriye ihraç cezasına uğrayanlar Memurin Kanununun altmış dördüncü maddesine tevfikan tahsil masraflarını faizleriyle beraber ödemeye mecburdurlar.

Madde 20-Evvelce kendi hesaplarına tahsile gitmiş olan talebeden tahsillerine devam edemeyecek vaziyete düşmüş olanlar, bulundukları resmi müesseselerde imtihan geçirmiş ve bu imtihanlarda muvaffakiyet temin etmiş bulundukları takdirde müfettişliğin mütalâası alındıktan sonra zümresine ait tahsisat mevcut olmak ve dairesince muvafakat olunmak şartiyle bu Kanun ahkâmına tâbi talebe arasına alınabilirler. Ecnebi memleketlerde resmî hiçbir imtihan geçirmemiş olanların bu Kanun ahkâmına tâbi talebe meyanına alınabilmesi için Maarif Vekâletince açılacak müsabaka imtihanlarına iştirak etmeleri şarttır.

Madde 21-Birinci maddede sayılı makamlar tarafından tahsil için ecnebi memleketlere ayrıca memur gönderilmesi caiz değildir. Memurlardan tahsil için gitmek isteyenler bu Kanun ahkâmına tevfikan talebe sıfatını iktisaba ve gitmezden evvel memuriyetlerinden istifaya mecburdurlar. Dairelerince staj maksadıyla ecnebi memleketlere gönderilecek memurlara bu Kanunun şümulü yoktur.

Madde 22-Bu Kanun neşri tarihinden muteberdir.

Madde 23-Bu Kanunun ahkâmını icraya İcra Vekilleri Heyeti memurdur.

TEBLİĞ

1416 SAYILI KANUN VE BUNA BAĞLI YÖNETMELİK UYARINCA YURT DIŞINDA LİSANS VE LİSANSÜSTÜ ÖĞRENİM YAPAN ÖĞRENCİLERE YAPILACAK ÖDEMELERE İLİŞKİN ESASLAR HAKKINDA TEBLİĞ

Amaç

MADDE 1 – (1) Bu Tebliğin amacı, üniversitelerin öğretim elemanı ile kamu kurum ve kuruluşlarının yetişmiş personel ihtiyacını karşılamak amacıyla Millî Eğitim Bakanlığınca belirlenen sınavla yurt dışına resmî burslu statüde öğrenime gönderilen öğrencilere ödenecek aylık burs, ödenek ve diğer zorunlu giderlere ilişkin esas ve usullerin belirlenmesidir.

Kapsam

MADDE 2 – (1) Bu Tebliğ, 8/4/1929 tarihli ve 1416 sayılı Ecnebi Memleketlere Gönderilecek Talebe Hakkında Kanun ve 29/1/1993 tarihli ve 93/4074 sayılı Bakanlar Kurulu Kararı ile yürürlüğe konulan Türk Öğrencilerin Yabancı Ülkelerde Öğrenimleri Hakkında Yönetmelik uyarınca yurt dışında resmî burslu statüde lisans ve lisansüstü seviyede öğrenim görmeye hak kazanan öğrencileri kapsar.

Dayanak

MADDE 3 – (1) Bu Tebliğ, 8/4/1929 tarihli ve 1416 sayılı Ecnebi Memleketlere Gönderilecek Talebe Hakkında Kanun ile Türk Öğrencilerin Yabancı Ülkelerde Öğrenimleri Hakkında Yönetmelik hükümlerine dayanılarak hazırlanmıştır.

Tanımlar

MADDE 4 – (1) Bu Tebliğde yer alan;

a) Ataşelik: Eğitim ataşeliğini,

b) Bakanlık: Millî Eğitim Bakanlığını,

c) Dil öğrenimi: Yurt dışında öğrenim görecek öğrencilerin öğrenim görecekleri ülkenin dilini öğrenebilmeleri için esas öğrenim öncesi yapacakları öğrenimi,

ç) Esas öğrenim: Yurt dışında dil öğreniminden sonra başlayan ve daha önce tamamlanan öğrenim düzeyinin üstünde bir öğrenim ile o ülkenin eğitim sisteminin gereği olarak yapılan hazırlık ve tamamlama öğrenimini,

d) Kurum: Yurt dışına resmî burslu statüde lisans ve lisansüstü seviyesinde öğrenci gönderen kamu kurum ve kuruluşunu,

e) Lisans: Ortaöğretime dayalı en az sekiz yarı yıllık bir programı kapsayan yükseköğretimi,

f) Lisansüstü: Yüksek lisans, doktora, tıpta uzmanlık ve sanatta yeterlik öğretimini,

g) Müşavirlik: Eğitim müşavirliğini,

ğ) Resmî burslu öğrenci: Millî Eğitim Bakanlığınca zorunlu hizmet karşılığında yurt dışına lisans ve lisansüstü düzeyinde öğrenime gönderilen ve masrafları Bakanlık veya ilgili kurumlarca karşılanan öğrenciyi,

ifade eder.

Yolluklar

MADDE 5 – (1) Bakanlık ve kurumlar hesabına resmî burslu statüde yurt dışına öğrenime gönderilen öğrencilerin yurt dışına ilk gidiş, bir öğrenim seviyesini (dil, master/doktora) bitirip diğer bir öğrenim seviyesine geçişte geliş-gidiş ve öğrenim sonrası Türkiye'ye dönüş ekonomi sınıfı uçak bileti ücretleri öğrencilerin bağlı bulundukları Bakanlık/kurumca karşılanır. Uçak bileti bedelinin ödenmesinde bilet veya IATA kuralları çerçevesinde tanzim edilen elektronik biletin ödeme belgesine eklenmesi gerekir.

(2) Müşavirliğin/ataşeliğin izniyle öğrenim yeri (ülke veya şehir) değiştirilen resmî burslu öğrencilerin ulaşım aracına (uçak, otobüs, tren bileti vs.) verdiği ücret müşavirlik/ataşelik adına açılan avans/krediden, Kurum öğrencilerininki ise kurumlarınca karşılanır. Ancak seyahatlerin özel araba ile yapılması durumunda sadece yakıt ve varsa otoyol-köprü geçiş ücreti yukarıdaki tutarı aşmamak kaydıyla ödenir.

(3) Yurt dışındaki lisans öğrenimini tamamlayıp master öğrenimi için, master öğrenimini tamamlayıp doktora öğrenimi için başka bir şehirdeki üniversiteye giden öğrencilerin ulaşım aracına (uçak, otobüs, tren bileti vs.) verdiği ücret, müşavirlik/ataşelik adına açılan avans/krediden ödenir. Kurum öğrencilerinin bu tür harcamaları ilgili kurumlarca karşılanır. Ancak seyahatlerin özel araba ile yapılması durumunda sadece yakıt ve varsa otoyol-köprü geçiş ücreti yukarıdaki miktarı aşmamak kaydıyla ödenir.

(4) Hangi nedenlerle olursa olsun öğrencilikle ilişiği kesilen veya öğrenimlerini tamamlamadan yurda kesin dönüş yapacak resmî burslu öğrencilere Türkiye'ye dönebilmeleri için istemeleri halinde müşavirlik/ataşelik onayı ile uçak bileti temin edilir ve ücreti, müşavirlik/ataşelik adına açılan avans/krediden; kurum öğrencilerininki bağlı olduğu kurumca ödenir. Müşavirlik/ataşelik tarafından ödeme olanağı bulunmadığı takdirde öğrencinin bağlı olduğu

Bakanlık/Kurumlarca ödeme yapılır. Bu miktar öğrencinin borcuna eklenir.

(5) Esas öğrenim için başka şehirdeki üniversitelerden kayıt konusunda bizzat görüşmek üzere davet aldığını danışman/okul yazısıyla belgelendiren öğrencilere de en fazla iki üniversiteye gidiş-dönüş için yol masrafı (uçak, otobüs, tren vs.) müşavirlik/ataşelik adına açılan avans/krediden; kurum öğrencilerininki bağlı olduğu kurumca karşılanır. Ancak öğrencinin esas öğrenim öncesi davet aldığı üniversiteyle görüşmesinden sonra Türkiye'ye dönecek olması halinde bu davetin danışman/okul yazısıyla Bakanlığımıza belgelendirmesi halinde ülke içi iç hat ve Türkiye'ye gelişi bağlantılı uçuş olarak Bakanlık öğrencilerininki Bakanlıkça, Kurum öğrencilerininki kurumca verilebilir.

Yurt içi aylığı ve ek ödenek

MADDE 6 – (1) Resmi burslu öğrencilere ödenecek yurt içi aylık burs miktarı; lisans öğrencileri için 250 TL, lisansüstü öğrencileri için 500 TL'dir.

(2) Yurt dışında burslu statüde lisans öğrenimi yapmaya hak kazanmış öğrencilerden, yurt dışına gönderilinceye kadar kazanmış oldukları üniversitelere (hazırlık sınıfları dahil) devam edenlere, bir öğretim yılını aşmamak kaydıyla, lisans seviyesinde yurt içi bursu ödenir.

(3) Resmî burslu lisans öğrencilerinin yurt içi aylık bursları, taahhüt ve kefalet senedi düzenlemiş olmaları kaydıyla, dil öğrenimine veya kazandıkları programdaki esas öğrenime başladıkları tarih itibariyle ödenir.

(4) Bakanlık kararı ile geçici bir süre için Türkiye'de tedavi edilmek, tez çalışmalarında bulunmak üzere yurda gelmeleri uygun görülen resmî burslu öğrencilerin ilk iki aylık bursu, bulundukları yabancı ülke baremi üzerinden; Türkiye'de bir defada veya fasılalı olarak bir yılda toplam iki aydan fazla kalmaları halinde ikinci ayın bitiminden itibaren yurt içi aylık burs miktarı üzerinden ödeme yapılır.

(5) Ülke değişikliği yapması uygun görülen ve yurtta izinli sayılan öğrencilere, yeni öğrenim yerlerine gidinceye kadar sadece yurt içi bursu ödenebilir.

(6) Öğrenimlerini veya stajlarını bitirip yasal süre olan iki ay içerisinde yurda dönerek zorunlu hizmet karşılığı bir göreve atanmalarını isteyen resmî burslu öğrencilere, 1416 sayılı Kanun uyarınca, dilekçelerinin ilgili kurumlarına ulaştığı tarih ile göreve atama kararnamelerinin onay tarihine kadar olan süre içinde, üç ayı geçmemek üzere, lisansüstü öğrencilerine ödenen yurt içi bursu ödenir. Verilen yurt içi bursu ödül niteliğinde olup mecburi hizmete sayılmaz. Ancak görev talep ettikten sonra tazminata geçmesi halinde borcuna sayılır.

(7) Haklarında tazminat kovuşturmasına geçilmiş olanlara görev isteseler de yurt içi bursu ödenmez.

Yurt dışı aylığı ve ek ödenek

MADDE 7 – (1) Yurt dışına yeni gönderilen resmî burslu öğrencilerin ilk iki aylık bursu peşin olarak ödenir. Bu iki aylık burs, öğrencilerin öğrenime başladıkları tarihi izleyen aybaşından itibaren iki aylık bursunu karşılamak üzere verilir. Ayrıca, öğrenime başladıkları tarih ile ilk aybaşı arasındaki süre için de kısıtlı burs ödenir. Kısıtlı burs ve ek ödeneğin öğrencinin başlaması Bakanlığa ulaştığında verilip, sayılmalar beklenmez. Ancak yurt dışına ilk defa çıkan öğrencilerden eğitim gördüğü kurumca zorunlu oryantasyon programına tabi tutulanların burs başlama tarihi oryantasyon eğitimine başladığı tarih olarak esas alınır.

(2) Yurt dışında lisans öğrenimi yapan resmî burslu öğrencilere ek (I) numaralı cetvel, lisansüstü (master, doktora, tıpta uzmanlık ve sanatta yeterlik) öğrenimi yapan öğrencilere ek (II) numaralı cetvel üzerinden aylık burs ödemesi yapılır.

(3) Öğrencilerin aylık burslarının günlük hesaplanmasında; 31 çeken aylar için aylık burs miktarı 31'e bölünerek, 30 çeken aylar için 30'a bölünerek ve şubat ayları içinse yine 30'a bölünerek hesaplanır.

(4) Bakanlık adına resmi-burslu statüde öğrenim gören öğrencilerin aylık bursları avans/kredi açılmadan müşavirlik/ataşelik resmi hesaplarına; temsilciliğimiz bulunmadığı yerlerde öğrencilerin şahsi hesaplarına aktarılacak şekilde Bakanlıkça işlem yapılır.

(5) Lisans öğrenimini tamamlayan resmî burslu öğrencilere lisansüstü öğrenime başladıkları tarihten itibaren (II) numaralı cetvel üzerinden ödeme yapılır.

(6) Bir yıl ve daha uzun süreli öğrenim gören resmî burslu öğrencilere kitap, defter, kırtasiye vb. giderlerini karşılamak üzere her yıl bir aylık burs tutarı kadar ek ödenek Mart ve Eylül aylarında iki eşit taksit halinde ödenir. Mart ek ödeneğinden yararlanabilmek için yılın ilk altı ayının eylül ek ödeneğinden yararlanabilmek için ise yılın ikinci altı ayının en az üç ayının yurt dışında eğitimde geçirilmesi zorunludur.

(7) Resmî burslu öğrencilere aylık burs olarak transfer edilecek miktarlar (I) ve (II) numaralı cetvellerdeki yabancı para cinsinden gösterilmiştir. Buna göre;

a) Yurt dışına yeni gönderilecek öğrencilerin aylık bursları o günkü döviz satış kuru üzerinden; halen yurt dışında öğrenim yapmakta olan resmî burslu öğrencilerin aylık bursları ve diğer ödemeleri ise bir önceki ayın ilk iş günündeki döviz satış kuru üzerinden hesaplanır.

b) Resmî burslu öğrencilerden Türkiye'de peşin ödenen ilk iki aylık bursunu nakden dövize çevirenlere, tahakkuk tarihindeki döviz satış kuru ile cari efektif satış kuru arasındaki fark da ilgili kurumlarca ödenir.

(8) Yurt dışında öğrenim yapmakta iken resmî burslu statüde öğrenim görmeye hak kazanan öğrencilerin yurt dışı aylık bursları, öğrenim görecekleri esas öğrenim seviyesi için taahhüt ve kefalet senedi düzenlemiş olmaları

kaydıyla, belge teslim tarihi itibariyle ödenir.

(9) Yurt dışında öğrenim görmekte iken, Bakanlık kararı ile geçici süre için yurda çağrılan resmî burslu öğrencilerden, tekrar yurt dışına çıkıp öğrenimlerine devam etmelerine karar verilenlere ilk iki aylık bursları peşin olarak verilebilir.

(10) Yurt dışına master+doktora öğrenimi yapmak için gönderilen öğrencilerden master öğrenimini tamamlayanların aylık bursları master öğrenim süresinin ay içerisinde sona ermesi halinde ay sonu esas alınarak tam olarak verilir; doktora öğrenimine başladıkları tarihten itibaren de yeniden tahakkuk ettirilir.

(11) Yalnız master öğrenimi yapmak üzere gönderilenlerden başarılı olup doktora yapmasına izin verilenlerin aylık bursları ise master öğrenim süresinin ay içerisinde sona ermesi halinde ay sonu esas alınarak tam olarak verilir; doktoraya başladıkları tarihten itibaren de yeniden tahakkuk ettirilir ve kendilerinden bununla ilgili ek taahhüt ve kefalet senedi alınır. Ancak, sekizinci fıkra ile bu fıkra uyarınca yapılacak ödemelerde aynı ay içerisinde hem master hem de doktora için ayrı ayrı burs ödenmez.

(12) Resmî burslu öğrencilere döviz kuru değişikliğinden dolayı eksik ödeme yapılmış ise aradaki fark ilgili kurumlarca ödenir.

(13) Resmi burslu öğrencilere bedelli askerlik hizmetlerini yaptıkları süre zarfında burs ödenmez.

(14) Müşavirlikten/ataşelikten izin almadan yurda dönen resmî burslu öğrencilerin bursları kesilir.

Yurt içinde dil öğrenimi

MADDE 8 – (1) 1416 sayılı Kanun uyarınca resmî burslu öğrenim hakkı kazananlardan yabancı dil öğrenimlerini yurt içinde yapması uygun görülenlerin yurt içi bursları, dil kursu, sağlık ve diğer öğrenim giderleri, Bakanlık Bütçesinin "Yurt Dışı Burslar" tertibinden ödenir. Kurum öğrencilerininki ise, ilgili kurumlar tarafından karşılanır.

(2) Dil öğrenimlerini yurt dışı yerine yurt içinde yapacak olan resmî burslu öğrencilerin bursları, 6 ncı maddenin (1) fıkrasında belirtilen miktarlar üzerinden ödenir ve ilk iki aylık bursları peşin olarak ödenir. Yurt içi aylığı, dil kursuna başlanılan tarihten itibaren dil kursunun bitimini takip eden aybaşına kadar kesintisiz olarak ödenir. Bu öğrencilere kırtasiye malzemeleri vb. giderleri için, bir defaya mahsus olmak üzere aynı yurt içi aylık burs tutarındaki ek ödenek de ayrıca peşin olarak ödenir.

Türkiye'de yapılan tez çalışması

MADDE 9 – (1) Yurt dışında öğrenim yapan resmî burslu öğrencilerden tez konusu Türkiye ile ilgili olan ve gerekli dokümanların mutlaka Türkiye'den şahsen temini için yurda gelmeleri zorunlu olup yapacağı çalışma ile ilgili detay programını çalışma tarihinden iki ay önceden müşavirliğe/ataşeliğe sunan ve Bakanlıkça izin verilenlere, Türkiye'de iki aydan fazla kalmaları halinde yurt içi burs tutarı esas alınarak ödeme yapılır ve her öğrenim seviyesinde (lisans, master ve doktora için) bir defaya mahsus olmak üzere, yurda geliş-dönüş uçak bileti bedeli ilgili kurumca karşılanır. Ayrıca yurtta tezle ilgili çalışma yapan bu öğrencilere çalışma programlarında yer alan konu ve bölgelerine göre Türkiye'deki belgelendirilmiş ulaştırma giderlerinin (tren ve otobüs bileti ücreti) tamamı ile tez çalışmalarının gerektirdiği malzeme giderlerinin en çok üç aylık yurt içi bursu kadar olan kısmı, bağlı bulunduğu kurumca ödenir.

Sağlık giderleri

MADDE 10 – (1) Resmî burslu öğrencilerin sağlık sigortası yaptırması zorunlu olup, sigorta ücretleri ile sağlık sigortasının veya mahallî ödeme imkânlarının kapsamı dışında kalan sağlık giderleri öğrencilerin bağlı bulundukları kurumca ödenir. Yaptırılacak sigortanın standart nitelikte olması esas olup zorunlu sağlık sigorta bedeli her mali yıl için yurt dışı bursunun 1,5 katını aşamaz.

(2) Bakanlıklar ve kurumlar adına öğrenimde bulunan resmî burslu öğrencilerin hastalık sebebiyle yurt dışında veya yurt içinde tedavi edilmeleri halinde, muayene ve tedavi masrafları, ölümleri halinde cenazelerinin Türkiye'de defnedileceği yere kadarki nakil masrafları ile gerekli görüldüğü hallerde cenazeyi getirmekle görevlendirilecek kişinin yol giderleri bağlı bulundukları kurumca ödenir.

(3) Resmi burslu öğrencilerden geçirmekte oldukları rahatsızlıkları nedeniyle derhal yurda dönmeleri gerekli görülenlerin dönüş uçak bileti ücreti ve refakat gerekiyorsa refakatçinin gidiş-dönüş uçak bileti ücreti ilgili kurumca ödenir.

(4) Yurt dışında öğrenim yaparken rahatsızlanan ve rahatsızlığı nedeniyle öğrenim kurumuna devam edemeyen resmî burslu öğrencilerin tedavilerinin iki aydan fazla süreceğinin tespit edilmesi ve hastane giderlerinin sigortasınca ödenmemesi halinde, hastane/üniversite, sağlık merkezi yetkililerinin onayı alınarak tedavileri yurtta yaptırılır. Tedavi için yurda gelmeleri uygun görülen öğrencilerin, yurt dışında öğrenim yapmakla ilgili hakları saklı tutulmak kaydıyla, en fazla altı aya kadar olan yurt içi tedavi giderleri, ayrıca Türkiye'deki ikamet ve tedavi yerlerine kadar geliş ve tedavi sonucunda öğrenim yerine dönüş araç ücretleri ile zaruri hallerde hasta öğrenciye refakat edecek olanın yol giderleri bağlı bulunduğu kurumca ödenir.

(5) Bu madde kapsamı çerçevesinde tedavi için yurda gelen resmî burslu öğrencilerin ilk iki aylık bursu, bulundukları yabancı ülke baremi üzerinden, iki aydan fazla kalmaları halinde üçüncü ayın başından itibaren yurt içi burs miktarı üzerinden ödenir.

(6) Öğrenimlerini (öğrenim sonu stajı dahil) bitirip kanuni süresi içerisinde yurda dönerek zorunlu hizmet

karşılığı bir göreve atanmalarını talep edenlerden, atanmaları yapılıncaya kadar hastalık sebebiyle tedavisi gerekenlerin azami üç aya kadar tedavi giderleri de kurumlarınca ödenir. Bunların rapor sonuna kadar göreve başlamalarına engel hastalıklarının devam ettiği kurul raporu ile belgelendirildiği takdirde, zorunlu hizmetlerine başlamaları ertelenir ve altı aya kadar olan tedavi giderleri de kurumlarınca ödenir.

(7) Yurt dışındaki muayene ve tedavilerin resmî sağlık kurumlarında veya üniversite hastanelerinde yaptırılması zorunlu olmakla beraber, yabancı ülkelerdeki misyon şeflikleri tarafından tespit edilen ve o ülkede bulunan memurların mahalli usulüne göre yapılan muayene ve tedavi ücretleri de ödenir.

(8) Resmî-burslu öğrencilerin 5510 sayılı Sosyal Sigortalar ve Genel Sağlık Sigortası Kanunu çerçevesinde belirlenmiş olan finansmanı sağlanacak sağlık hizmetleri ve bu hizmetler için 5510 sayılı Kanun uygulamalarına göre belirlenen sağlık hizmeti sunucuları ile sınırlı olmak kaydıyla ilgili mevzuat ve bu Tebliğ hükümlerine uygun olarak Türkiye'de bulunmalarına izin verilen süreler dahilinde yurt içinde gerçekleşecek tedavilerine ilişkin muayene, tedavi, tıbbi malzeme, diş tedavileri ve hasta refakatçisine ilişkin giderler öğrencinin bağlı olduğu Bakanlık/Kurum tarafından Sosyal Güvenlik Kurumunun belirlemiş olduğu birim fiyatlar ile süre ve miktar yönünden belirlenmiş olan usul ve esaslar aynı şekilde uygulanmak suretiyle karşılanır. Sosyal Güvenlik Kurumunca finansmanı sağlanan tutara göre çıkacak farklar öğrenci tarafından ödenir.

(9) İlaç masraflarının tamamı ödenir.

(10) Yurt dışı diş tedavilerinde muayene, dişetleri tedavisi ve bakımı, diş çekimi, dolgu, röntgen, tomografik diş röntgeni, kaplama, kanal tedavisi, protez tamirleri (kıymetli madenler ve porselen ödenmez) ve çene defektlerine yapılan müdahalelerle diğer cerrahî müdahale ücretleri ödenir. Diş tedavi ücretleri öğrenim süresince bir aylık yurt dışı burs miktarını geçemez.

(11) Çerçeve ve cam ücretlerinin toplamı olarak gözlük için ödenen miktar, yurt içinde bir aylık yurt içi bursunun % 20'sini, yurt dışında ise bir aylık yurt dışı burs tutarının % 10'unu geçemez.

Mecburi Hizmet Süresi

MADDE 11 – (1) Yurt içi öğrenimde mecburi hizmet süresi; yurt içi aylık bursu verilen ayların bire bir hesaplanmasıyla yapılır.

(2) Yurt dışı öğrenimde mecburi hizmet süresi; yurt dışı aylık burs veya öğrenim ücreti veya sağlık gideri verilen ayların iki katı olarak hesaplanır.

(3) Resmi burslu öğrencilerin okulundan burs almaları halinde, resmî burslu öğrencilere aylık burs olarak transfer edilecek miktarlar (I) ve (II) numaralı cetvellerdeki yabancı para cinsinden az olması halinde aradaki fark öğrencinin isteğine bağlı olarak Bakanlıkça tamamlanır. Bu durumda da öğrenci bursunu tam almış sayılarak o ay için iki ay mecburi hizmet hesaplanır.

Diğer ödemeler

MADDE 12 – (1) Öğrencilerin girecekleri yabancı dil seviye tespit sınavları (Test of English as a Foreign Language, International English Language Testing System vb.) ile yetenek ve mesleki yeterlik sınavlarından (Graduate Record Exam, Graduate Management Admission Test, Scholastic Aptitude Test vb.) en fazla dört adedinin bedeli ile dört üniversiteye kadar başvuru ücreti ödenir. Sınav ücretlerinin ödenebilmesi için ödeme belgesi (çek, kredi kartı banka estresi aslı ya da internet çıktısının banka onaylısı, alındı belgesi gibi) ödeme talep dilekçesine eklenmesi halinde ödeme yapılır.

(2) Öğrencilerin kabul almak üzere üniversitelere başvururken üniversitelere gönderdikleri evrakların (diploma, transkript, garanti belgesi vs.) gönderilmesiyle ilgili olarak 4 adet gönderim ücreti öğrencilerin bağlı oldukları kurumca karşılanır.

(3) Yurt dışına öğrenime gönderilen resmi burslu öğrencilerin, gidecekleri ülkeden vize alabilmeleri için o ülkenin Türkiye'deki temsilciliklerine ödemeleri zorunlu olan vize harçları ile ABD tarafından vize alınması sırasında zorunlu tutulan SEVIS ücreti her takvim yılında bir kereye mahsus olarak Bakanlık veya adına öğrenim yaptığı kurumca karşılanır. Ancak aynı yıl içerisinde bir öğrenim seviyesinden diğer bir öğrenim seviyesine geçişlerde zorunlu tutulan vize ve sevis ücreti tekrar ödenebilir. Ayrıca vize randevusu ve vize posta gideri için ödenen ücretler de öğrencinin talep etmesi halinde ödenir.

(4) Yurt dışında öğrenim yapan resmi burslu öğrencilere tez masrafı olarak (tezin yazımı, ciltlenmesi, fotokopi ücreti, resim ve grafik harcamaları ile diğer zorunlu giderler için) harcama belgesine dayandırılması şartıyla en fazla bir aylık yurt dışı burs tutarı kadar ödeme yapılır.

(5) Tez masrafı, çeşitli sebeplerle kendilerine resmi burssuz statüde süre uzatımı verilen öğrencilere de istemeleri halinde ödenir.

(6) Yurt dışında öğrenim görerek yurda görev talep etmek üzere dönen öğrencilerin mecburi hizmetlerine esas aylığı, derecesini aldığı tarihin ay sonuna kadardır.

(7) Haklarında tazminat kovuşturması kararı alınanlara tez masrafı ödenmez.

(8) Resmi burslu öğrenciler hazırladıkları master ve doktora tezinin birer örneğini yazılı ve bilgisayar ortamında Türkçe özeti ile birlikte Bakanlık Yükseköğretim Genel Müdürlüğüne; kurum öğrencileri ise kurumlarına göndermek zorundadırlar.

(9) Yurt dışında öğrenimde bulunan resmî burslu öğrencilerin okul ve öğrenimleriyle ilgili her türlü masrafları öğrencinin bağlı bulunduğu Bakanlık/kurumca ödenir. Ancak, öğrencilerin öğrenimleri sırasında bizzat sahip olmalarında, kullanmalarında zorunluluk bulunduğu okullarınca bildirilen her türlü araç-gereç, atölye ve laboratuvar çalışmalarının gerektirdiği maddelerin satın alınması veya kiralanması gibi masrafların ödenmesi, bunların 7 nci maddenin 6 ncı fıkrası uyarınca verilen ek ödenekten karşılanması gereken giderler kapsamında bulunmaması koşuluyla müşavirliğin/ataşeliğin teklifi üzerine Bakanlığının onayı ile mümkündür. Ancak alınan malzemenin demirbaş özelliği taşımaması esastır. Bakanlık öğrencilerinin bu masrafları müşavirlikçe/ataşelikçe, kurum öğrencilerininki ilgili kurumlarca ödenir.

(10) Öğrencilerin resmi-burssuz oldukları dönemde okul ücretleri ödenmez.

(11) Kurum (TPAO, BOTAŞ, TCDD, vb.) adına öğrenim gören öğrencilerin okul ödemeleri ile öğrencilere yapılacak diğer ödemelere ilişkin fatura ve diğer ödeme belgelerinin doğrudan ilgili okul veya kişi tarafından müşavirliğin/ataşeliğin onayı olmaksızın ilgili kuruma gönderilmesi; kurum tarafından ödemenin yapılması ve sonuçtan eğitim müşavirliği/eğitim ataşeliğinin bilgilendirilmesi gereklidir.

(12) Öğrencilerin yurt dışındaki okul ücretlerinin ödenmesinde park ücreti, ulaşım ücreti, konaklama ücreti ile gecikme faizi kesinlikle karşılanmaz.

(13) Dil öğrenimlerini tamamlayarak esas öğrenime başlayan öğrencilerin okul/danışman tarafından dil dersi almaları zorunlu tutulan öğrencilerin sadece bir dönem bir dil dersinin ücreti öğrencilerin bağlı oldukları Bakanlık/kurumca karşılanır.

(14) Öğrencinin öğrenim yaptığı alan gereği yapılması zorunlu olan arazi çalışmalarındaki ulaşım, konuklama ve katılım giderlerinin öğrencilerin bağlı oldukları kurumlarca karşılanır.

(15) Tezi ile ilgili alan çalışması yapmak üzere; seminer, konferans, toplantıya katılması ve sanat dallarında öğrenim yapan öğrencilerin konser, sergi, müze, operaya gitmeleri öğrenim gördükleri kurumca zorunlu görülen ve en az bir ay önceden eğitim müşavirliği/eğitim ataşeliğine başvuran resmi burslu öğrencilerin öğrenim durumları müşavirlikçe/ataşelikçe incelenerek Bakanlık onayı ile uygun görülenlerin varsa gidiş-dönüş yol ücreti (uçak, otobüs, tren vs.) ile katılma veya giriş ücretleri, adına öğrenim yaptıkları Bakanlık/kurumlar tarafından ödenir. Ancak, öğrencinin öğrenim süresi boyunca katıldığı toplam dört seminer, konferans veya toplantı için ödeme yapılır. Sanat dalında öğrenim yapan öğrenciler için yılda toplam altı konser veya opera bileti ücreti ödenir.

(16) Yurt dışında öğrenimde bulunan öğrencilerin bulundukları ülkelerde kalabilmeleri için zorunlu olarak ödemeleri gereken oturum izni, polis kayıt ücreti gibi vs. ödemeleri Bakanlık veya adına öğrenim yaptığı kurumlarca karşılanır.

(17) Yurt dışında öğrenim görmeye hak kazanan öğrencilerin yaptırdıkları taahhüt ve kefalet senetlerinin düzenlenmesinde; devam eden öğrencilerin yaptırdıkları ek taahhüt ve kefalet senetlerinin düzenlenmesine ilişkin noter masrafları öğrencilerin kendisi tarafından karşılanır.

(18) Yurt dışında öğrenim görmeye hak kazanan öğrencilerin sağlık raporu almak için hastaneye ödedikleri rapor ücreti öğrencilerin kendisi tarafından karşılanır.

(19) Resmi-burslu öğrencilerin yurt dışına ilk çıkışlarında ödedikleri pasaport cüzdan bedeli öğrencilerin bağlı bulunduğu Bakanlık/Kurum tarafından karşılanır.

Kesintiler

MADDE 13 – (1) Bu Tebliğle öğrencilere gider karşılığında yapılan ödemelerden 193 sayılı Gelir Vergisi Kanunun 28 inci maddesine göre gelir vergisinden istisnadır.

Yürürlük

MADDE 14 – (1) Bu Tebliğ 1/1/2011 tarihinden geçerli olmak üzere yayımı tarihinde yürürlüğe girer.

Yürütme

MADDE 15 – (1) Bu Tebliğ hükümlerini Millî Eğitim Bakanı ile Maliye Bakanı yürütür.

AYLIK ÖDENEKLER

ÜLKELER	I NUMARALI CETVEL LİSANS ÖĞRENİMİ YAPANLARA ÖDENECEK AYLIK ÖDENEK YABANCI PARA MİKTARI		II NUMARALI CETVEL LİSANSÜSTÜ VE SONRASI ÖĞRENİM YAPANLARA ÖDENECEK AYLIK ÖDENEK YABANCI PARA MİKTARI	
ALMANYA	1.110	EURO	1.240	EURO
ABD	1.350	$	1.485	$
AVUSTURYA	1.035	EURO	1.150	EURO
AVUSTRALYA	1.515	A$	1.650	A$
BELÇİKA	835	EURO	985	EURO
ÇİN	960	$	1.020	$
DANİMARKA	5.750	DK	7.200	DK
FRANSA	1.150	EURO	1.325	EURO
FİNLANDİYA	915	EURO	970	EURO
HOLLANDA	980	EURO	1.145	EURO
İNGİLTERE	900	£	1000	£
İRLANDA	1270	EURO	1400	EURO
İSPANYA	820	EURO	955	EURO
İSVEÇ	6.220	KS	6.950	KS
İSVİÇRE	2.300	FS	2.530	FS
İTALYA	685	EURO	810	EURO
JAPONYA	156.000	JAPON YENİ	192.000	JAPON YENİ
KANADA	1.440	C$	1.560	C$
NORVEÇ	6.100	KN	6.780	KN
TUNUS	960	$	1.020	$
ÜRDÜN	1.055	$	1.120	$
YENİ ZELANDA	1.055	$	1.120	$
KAZAKİSTAN	400	$	450	$
KIRGIZİSTAN	400	$	450	$
TÜRKMENİSTAN	400	$	450	$
TACİKİSTAN	400	$	450	$
ÖZBEKİSTAN	400	$	450	$
MOĞOLİSTAN	400	$	450	$
RUSYA FEDERASYONU	1.160	$	1.275	$
DİĞER ÜLKELER	960	$	1.020	$
DİĞER ÜLKE VE DİĞER BÖLGELER (*)	400	$	450	$

(*)KIRIM, TATARİSTAN, ÇEÇENİSTAN, DAĞISTAN

APPENDIX D

INTERVIEW TRANSCRIPTION TEMPLETE

Demografik Bilgiler	Cinsiyet:
Görüşmenin yapıldığı yerin tanımı:	Mezun olduğu okul:
	ALES puanı:
	ALES puan türü:
	Dil puanı:
	ÜDS KPDS ILETS
	İngiltere'de kayıtlı olduğu üniversite:
	İngiltere'de kayıtlı olduğu program:
	İngiltere'de yaşadığı şehir
	Daha önce yurt dışında eğitim aldı mı?
	İngiltere'de ikamet ettiği sure:
Sorular	Temalar ve Kodlar
1. Soru: MEB-YLSY bursiyerleri hangi ölçütlere göre seçilmektedir ve mevcut seçim kriterlerini nasıl değerlendiriyorsunuz? Bu ölçütleri yeterli bulmuyorsanız, bursiyerler nasıl ve hangi ölçütlere göre seçilmelidir?	
2. Soru: Uluslararası öğrenci hareketliliğinin bir parçası olan MEB-YLSY bursunun amaçları nelerdir? Sizce bu amaçlar ne olmalıdır?	
3. Soru: MEB-YLSY bursu dışında uluslararası öğrenci hareketliliği kapsamına girecek burslar nelerdir? 3. a. Bu bursları MEB-YLSY ile karşılaştırdığınızda seçim kriterleri, rehberlik hizmetleri, akademik danışmanlık servisleri, sağlanan yaşam ve dönüş koşulları bakımından ne gibi farklar göstermektedir? 3.b. MEB-YLSY bursunun avantajları ve dezavantajları nelerdir?	
4. Soru: MEB-YLSY bursu kapsamında süreç ve kalite bakımından verilen dil eğitimini nasıl değerlendiriyorsunuz?	

5. Soru: Master-doktora programında uluslararası düzeyde kazandığınız akademik bilgi ve beceriler nelerdir? a. MEB-YLSY bursu yetkilileri sizi bu konuda ne ölçüde yönlendirmektedir?	
6. Soru: Milli Eğitim Bakanlığı tarafından MEB-YLSY bursiyerlerine sağlanan rehberlik hizmetleri nelerdir? 6. a. Yurt dışına çıkış öncesinde ve süreçte nasıl bir oryantasyon programına tabi tutuldunuz? Dönüş sonrasında tabi tutulacağınız bir program mevcut mudur?	
7. Soru: Üniversitelere başvuru sürecinde ve dil okuluna yerleştirme sürecinde Milli Eğitim Bakanlığından ne gibi destek aldınız ve bu destek akademik anlamda ne derece yeterliydi?	
8. Soru: Bilindiği üzere Milli Eğitim bursiyerlerinin aldıkları eğitim süresinin iki katı zorunlu hizmet yükümlülükleri bulunmaktadır. Bu uygulama ile ilgili görüşleriniz nelerdir?	
9. Soru: Eğitim ve öğretim süreçlerini tamamlayan bursiyerlerin dönüşlerini tevsik etmek için neler yapılmalıdır?	
10. Bakanlık diğer bursiyerler ve dönüş yapacağınız üniversite yetkilileri ile hangi yollarla iletişim kurmanızı sağlıyor? Verilen hizmetler bursiyerler için sistematik bir süreç olarak işliyor mu?	
11. Soru: Uluslararası öğrenci hareketliliği kapsamında MEB-YLSY bursu programının katkılarını öğrenim gördüğünüz süre içerisinde nasıl değerlendiriyorsunuz?	
12. Ek Cevaplar	

EXCERPTS FROM THE CODED INTERVIEW TRANSCRIPTION

Demografik Bilgiler	Cinsiyet: Kadın
Görüşmenin yapıldığı yerin tanımı: Görüşmenin yapıldığı yerin tanımı: 3 Nisan 2013 tarihinde, Londra, SOAS School of Advanced Legal Studies' kafesi, Russel Square civarı. Londra saati ile 12.39. Ortamda dikkati dağıtacak unsur yoktu. Easter break denilen arada oldukları için kafe bostu. Görüşme sonuna doğru iki kişi arka tarafa geçti ama görüşme dili Türkçe olması sebebiyle görüşmeci cevap verirken tedirginlik ya da tereddüt yaşamadı.	Mezun olduğu okul: İstanbul Üniversitesi-Hukuk ALES puani:84.30 ALES puan türü: Eşit ağırlık Dil puanı: UDS KPDS 67 ILETS ilk 6 son 7 İngiltere'de kayıtlı olduğu üniversite: Queen Marry İngiltere'de kayıtlı olduğu program: Master-İnsan Hakları İngiltere'de yaşadığı şehir: Londra Daha önce yurt dışında eğitim aldı mı? Hayır İngiltere'de ikamet ettiği sure: 2 yıl
Sorular	Kodlar
1. Soru: MEB-YLSY bursiyerleri hangi ölçütlere göre seçilmektedir ve mevcut seçim kriterlerini nasıl değerlendiriyorsunuz? Bu ölçütleri yeterli bulmuyorsanız, bursiyerler nasıl ve hangi ölçütlere göre seçilmelidir? Sende biliyorsun MEB bursuna sadece ALES puanı ile alınıyor. Birde yüksek lisans ortalamanızın 2.75 ve üzeri olması bekleniyor. Bunun dışında başka bir geçerli koşul yok. Tabi bitirdiğin alana ya da yıllara göre değişkenlik göstermekle beraber bitirdiğin lisans programı ile başvuracağın alanların genel itibariyle benzer olması aranıyor tabi arada absürt örnekler olabiliyor ekonometri mezunu biri kendine alana bulamazken işletme mezunu ekonometride yüksek lisans yapması gibi değişik örnekler çıkıyor. Bunlar da tabi alt koşullar. Ben nasıl değerlendiriyorum. Ben yerinde ölçütler olduğunu düşünmüyorum şöyle ki **ALES puanı güzel bir uygulama tarafsız hani herkesin** bir asgari. Tıpkı gmat gibi bir sınav hani bu bakımdan uygun görüyorum lisans ortalaması da yerinde bir uygulama bence olması gerek çünkü sonuçta bir öğrencinin background da önemli ama bunun dışında bence bir dil kıstası eklenmeli çünkü gerçekten buraya gelen arkadaşlarımız bir kısmı ingilizcenin i sine dair bir şey bilmiyor. Bu kesinlikle onları bilimsel alandan tamamen atmamalı. Ama bir insan tabi ki akademisyen olmak istiyorsa hiç olmazsa hani asgari beginner'in biraz üzerinde bir İngilizceyi zaten lisansta kendi yapabilmeli. Elbette ki düz lise mezunu çok çalışkan arkadaşlarım vardı benim fakültede. Ama önünde dört yıllık bir zaman var üniversite de. Sen bu dört bu yılda da benim fikrime göre en azından KPDS den ÜDS' den 50 alabilecek seviyeye gelmelisin ki bunun üzerine devlet bir şey koymalı. Benim fikrim böyle.	1. Secim kriterleri 1.1. ALES iyi bir olcu puanı, tarafsız, objektif 1.2. Lisans ortalaması 1.3. Mezuniyet alanı (Alan timeline uyulmayabiliyor) 1.4. Yeterli ölçütler degil 1.5. Dil kriteri (YOK) 1.5.1. Eklenmeli (Adaylar az da olsa Ingilizce bilmeli) 1.5.2. Akademisyen olacaklar

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

Fen Bilimleri Enstitüsü ☐

Sosyal Bilimler Enstitüsü ☐

Uygulamalı Matematik Enstitüsü ☐

Enformatik Enstitüsü ☐

Deniz Bilimleri Enstitüsü ☐

YAZARIN

Soyadı : Erden
Adı   : Özlem
Bölümü : Eğitim Programları ve Öğretimi

TEZİN ADI (İngilizce) : An Assessment of MoNE-YLSY Scholarship Program from the Perspectives Of Scholars': Changes in Cultural, Political, Economic And Educational Perceptions

TEZİN TÜRÜ : Yüksek Lisans ☐   Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐

3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz. ☐

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: