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# International Student Destination

## TURKEY



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# Internationalisation of Higher Education (IoHE)

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The intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to Society.

**Jane Knight**



## Development of Internationalisation

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Parallel to the rapid change in the world, the interest in international education has grown steadily. With globalization, the interaction and cooperation between the countries increased dramatically. The emergence of new business areas resulted with need of increase of development efforts of developing countries and the need for qualified work power.



## Development of Internationalisation

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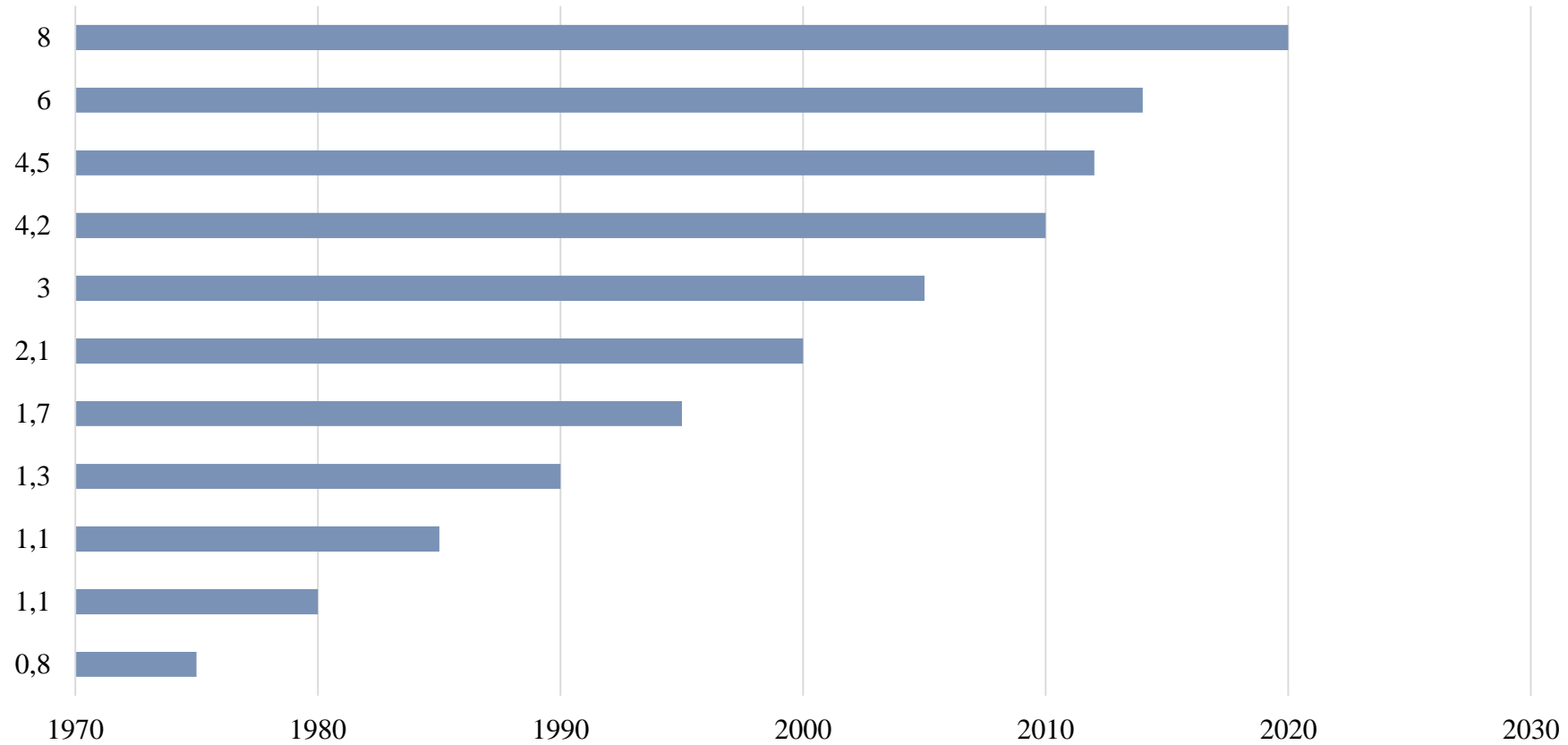


These and some other reasons, economic, social, politic, academic and cultural, have led to a significant level of student mobility today.

The number of international & foreign students was about 800.000 in year 1970, 6,0 million in 2014 and is projected as 8 million for 2020 (OECD, Education at a Glance 2016).



# Development of Internationalisation



Variation in the Number of International / Foreign Students Worldwide

## Development of Internationalisation

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Internationalisation has also entered to the priority list of Turkey with the “10. Development Plan”. The level of internationalisation is 0,94 % as of 2014.

The expectation is that at the end of year 2018, Turkey will increase the share from international foreign student in tertiary education market upto 1,5% .



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The aim is to make it more attractive for both international / foreign students and academic staff with focus on quality and with the support of autonomy, performance orientation, specialization and diversity principles.

Internationalisation should be handled with a strategic approach via economic, social, politic, academic and cultural aspects .



## Development of Internationalisation

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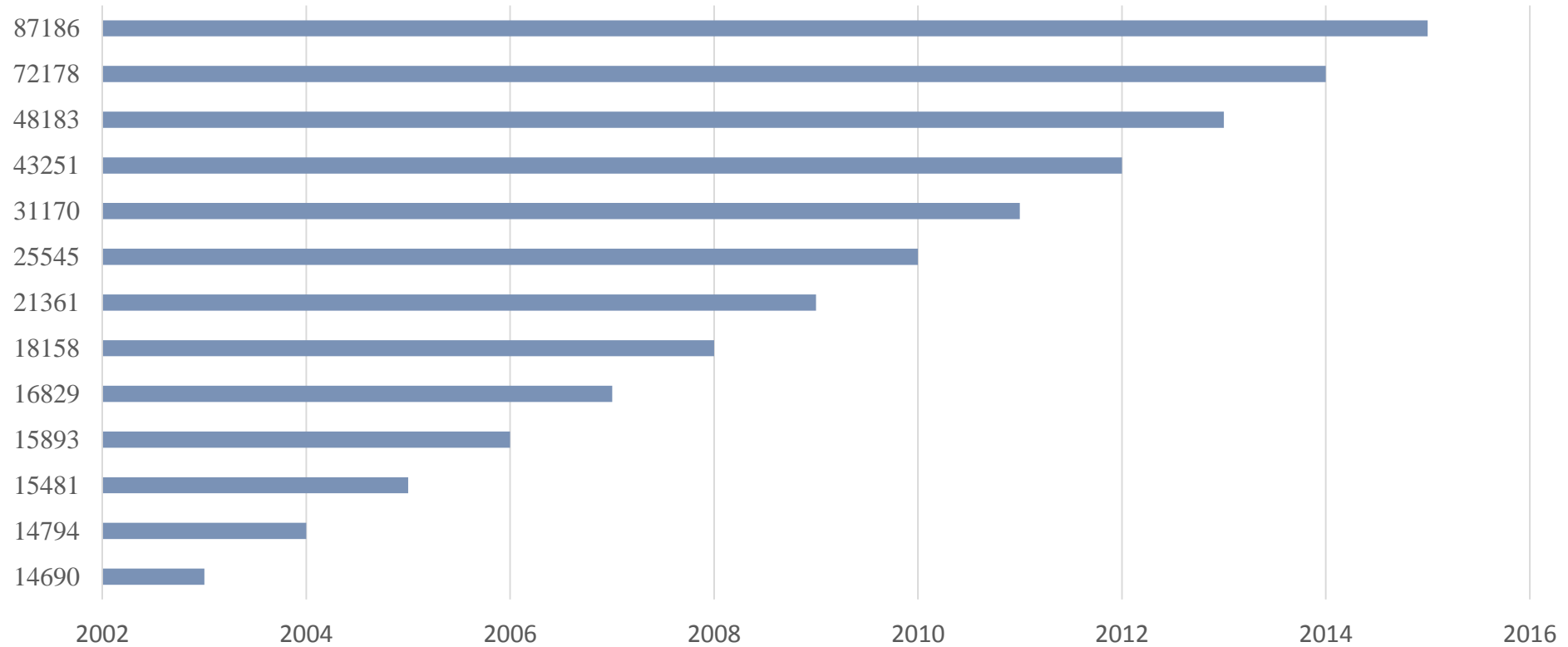
Parallel to the development in the world, the number of the international / foreign students coming to Turkey has also increased; from 16.656 in 2000-2001 academic year to 87.816 in 2015-2016 academic year as declared by Council of Higher Education Turkey (CoHE, 2017).

The top 20 universities received almost 50% of the international / foreign students out of the total of 87.816 (CoHE, 2017).



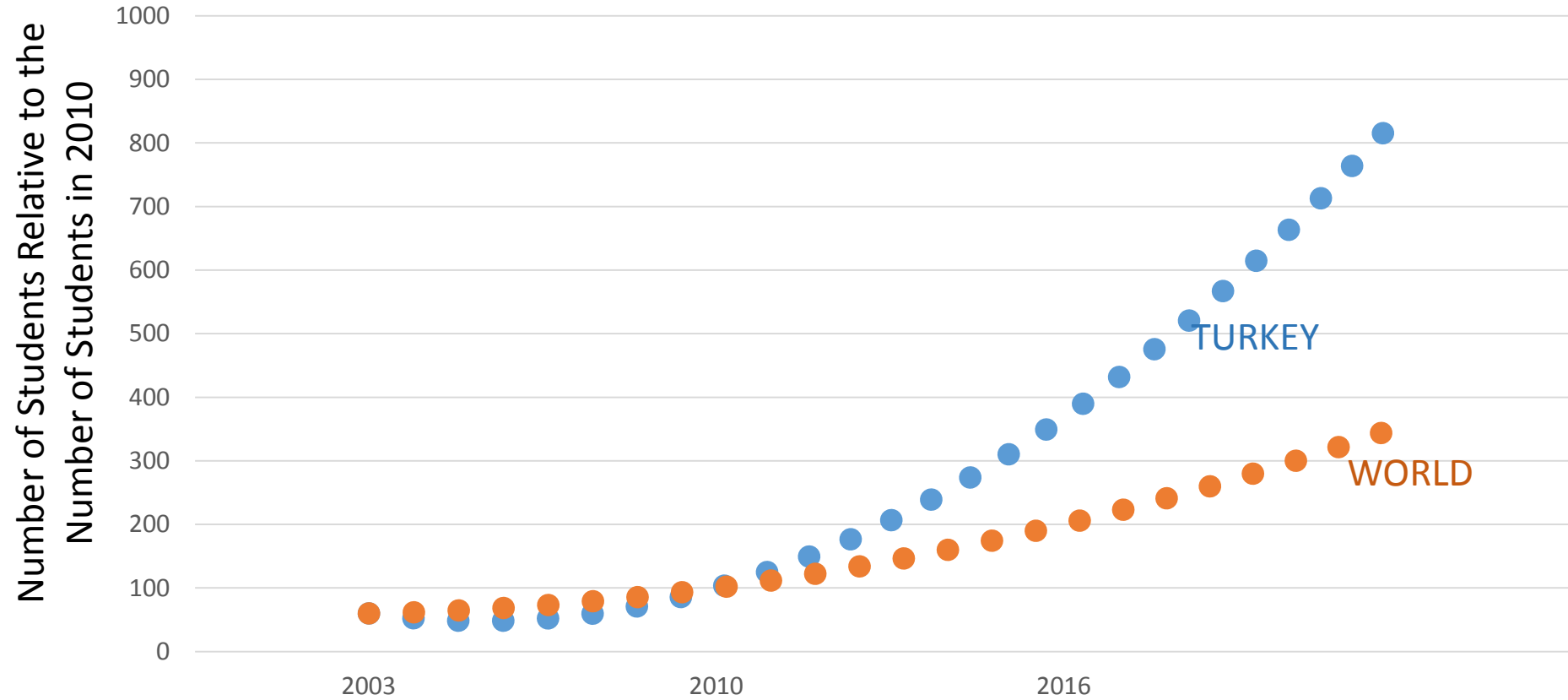


# Development of Internationalisation



Variation in the Number of International / Foreign Students in Turkey

# Development of Internationalization

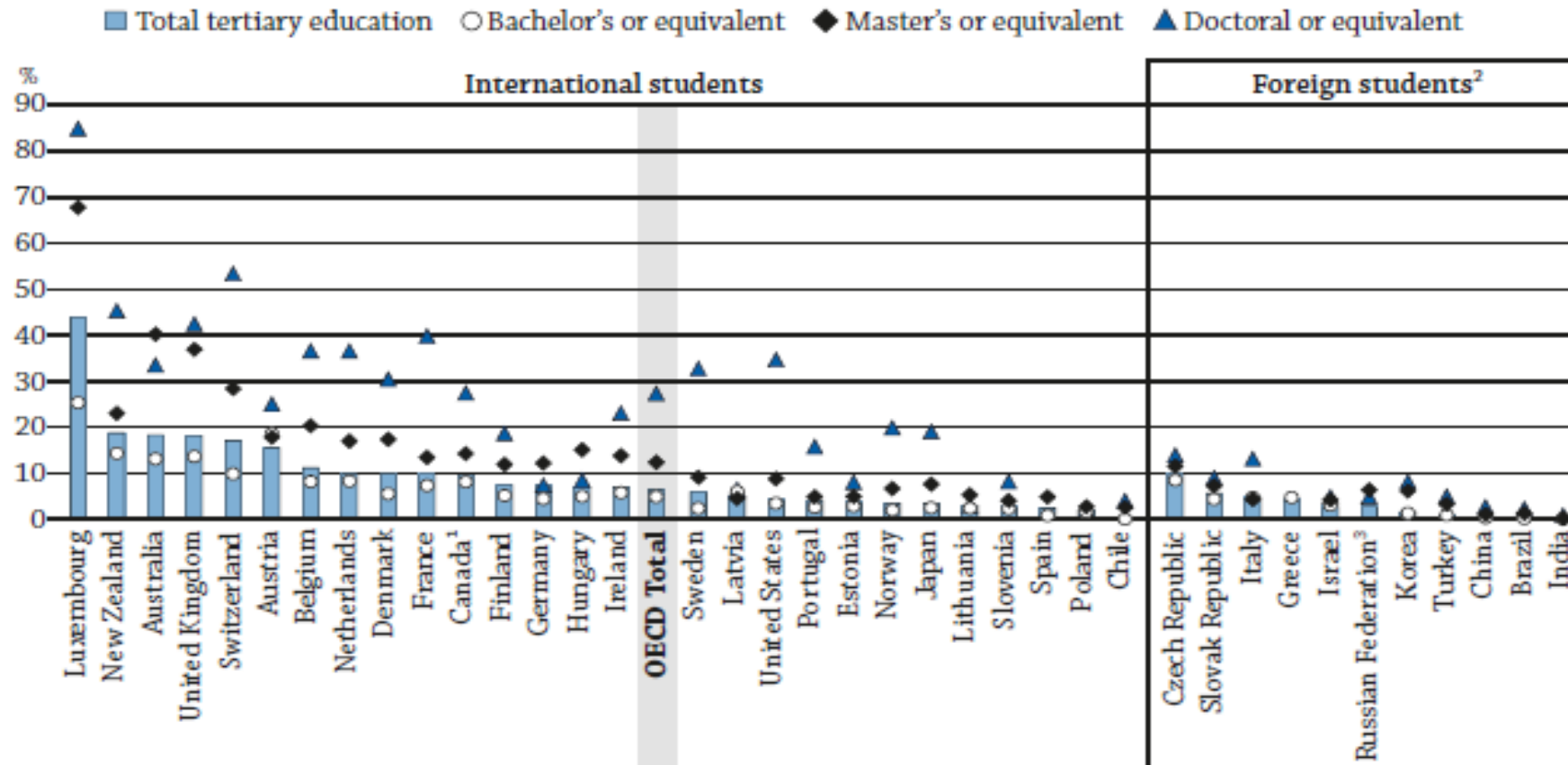


Comparison of Variation Trends in the Number of International / Foreign Students in Turkey (CoHE, 2017-OECD, 2016)

According to the “Education at a Glance 2016” report from the Organisation for Economic Co-operation and Development (OECD):

1. Within the OECD, 6% of the students enrolled in tertiary education in 2014 were international / foreign students. The proportion of international /foreign students among the students enrolled in tertiary education is highest in Luxembourg (44%).

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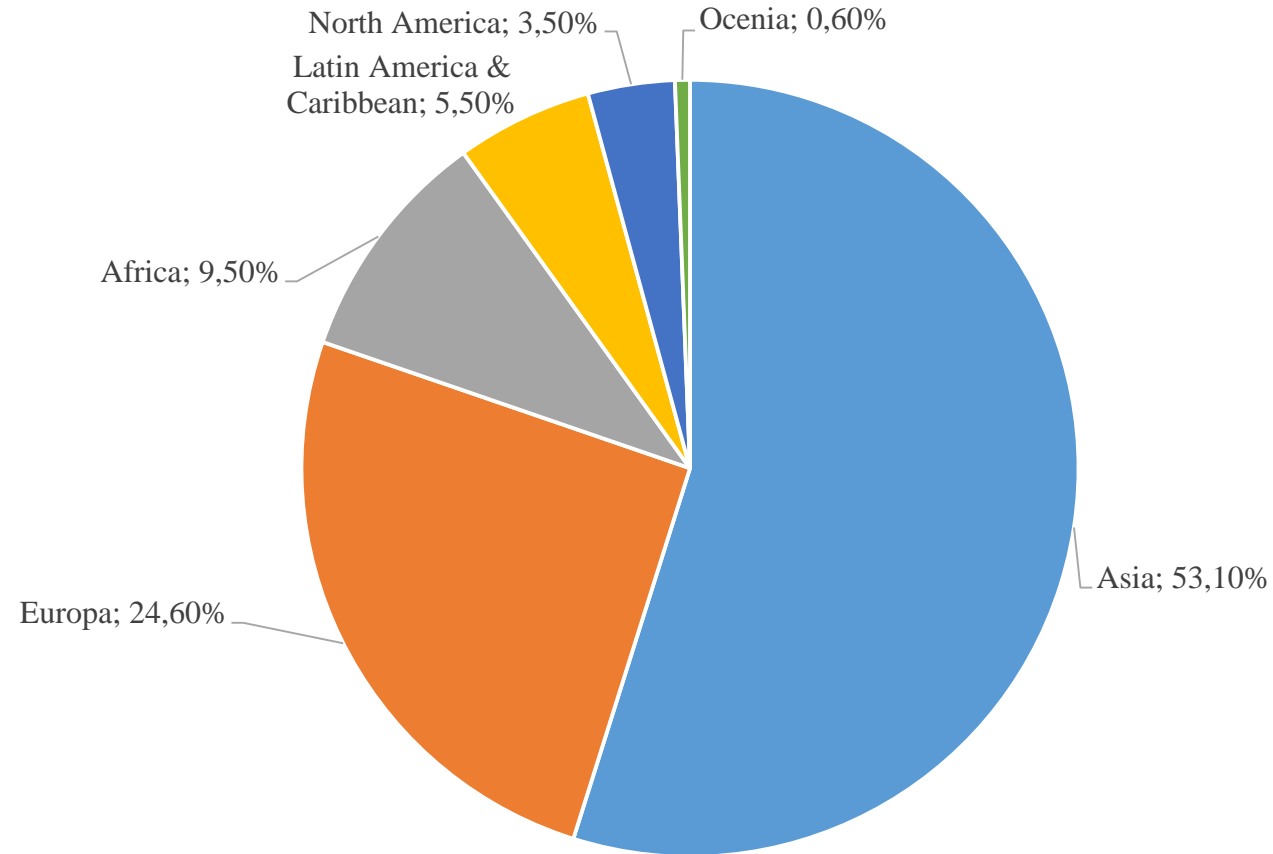


International / foreign student enrolments as a percentage of total tertiary education (OECD, 2016)

According to the “Education at a Glance 2016” report from the Organisation for Economic Co-operation and Development (OECD):

2. Students from Asia represent more than half (53%) of international students enrolled in OECD countries at the master’s and doctoral or equivalent levels. China is the country with the largest numbers of citizens enrolled abroad, followed by India and Germany.

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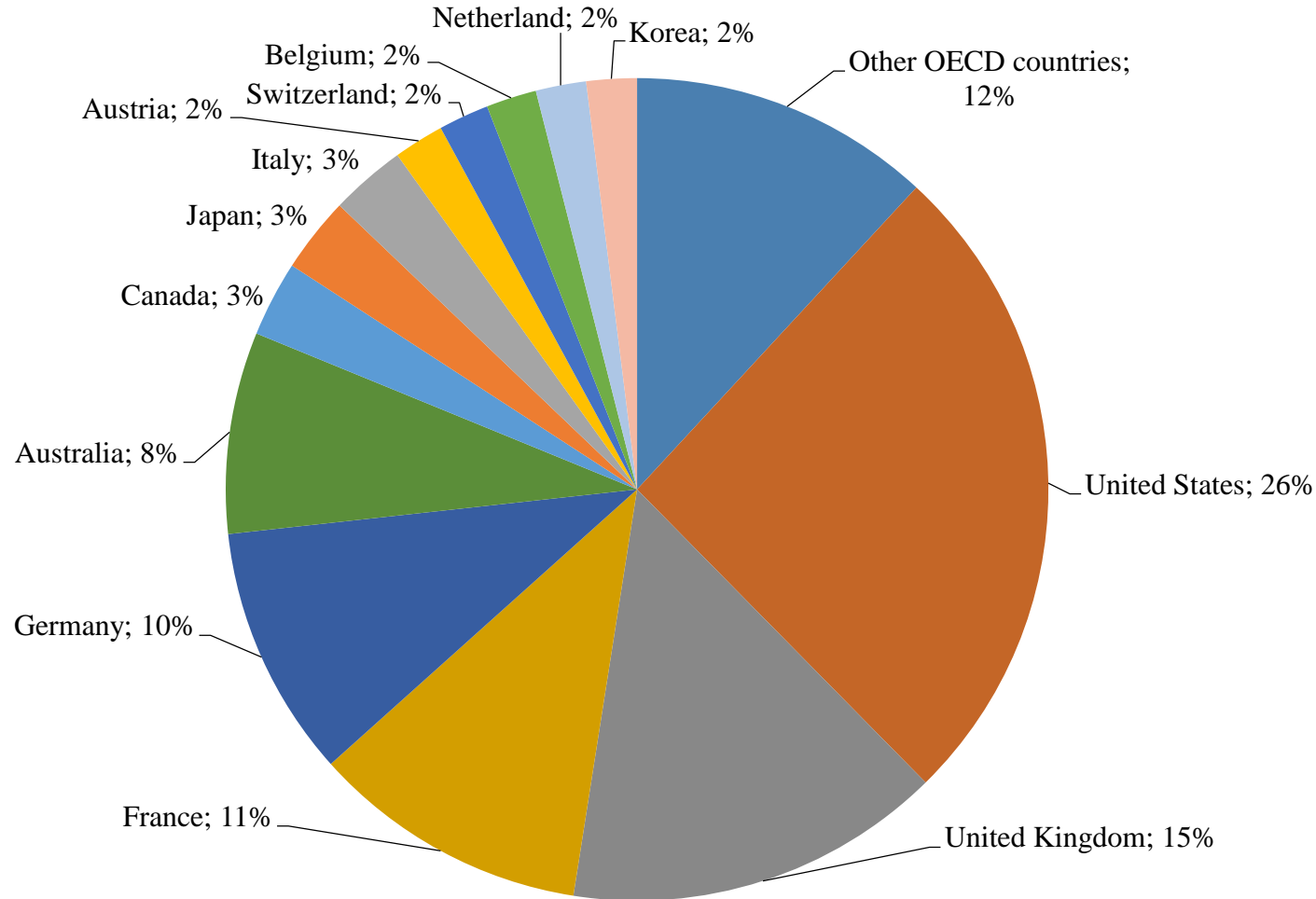


Percentage of mobile students enrolled in OECD countries (OECD, 2016)

According to the “Education at a Glance 2016” report from the Organisation for Economic Co-operation and Development (OECD):

3. Among all OECD countries, the United States hosts the largest number of international students at the master’s and doctoral or equivalent level (26% of the total), followed by the United Kingdom (15%), France (11%), Germany (10%) and Australia (8%).

# Development of Internationalisation



Distribution of foreign and international students in OECD countries at the master's and doctoral or equivalent levels, by country of destination (OECD, Education at a Glance 2016)



Underlying factors in students' choice of a country of study (OECD, 2016):

- Language of instruction
- Quality of programmes
- Tuition fees
- Immigration policy
- Recognition of foreign degrees
- Workload carried out abroad
- The quality and admission policies of tertiary education in the home country
- Future opportunities to come back to work in the home country
- Cultural aspirations
- Other reasons

## CASE STUDY

### **THE FACTORS AFFECTING THE DECISION ABOUT COUNTRY AND UNIVERSITY SELECTION BY INTERNATIONALISATION**

A study is conducted about the preferences of international / foreign students by Higher Education Studies Research Center at İstanbul Aydın University. For that study, subzones are defined based where they are located most.



## Development of Internationalisation

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The cities in Turkey which get the most of the international / foreign students are (CoHE, 2017):

İstanbul (27,63%)  
Ankara (12,94%)  
~~Eskişehir (4,64%)~~  
İzmir (4,16%)  
Bursa/Kocaeli (3,91%)  
Gaziantep (3,57%)  
~~Sakarya (3,30%)~~  
Antalya/Adana (2,96%)

## Development of Internationalisation

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There were 36 universities in scope. The distribution of the universities to subzones are as follows:

Number of Universities	
Istanbul	17
Ankara	5
Izmir	6
Bursa and Kocaeli	3
Gaziantep	2
Antalya and Adana	3

## Development of Internationalisation

The selected subzones cover 55,17% of the international / foreign students population in Turkey.

	Sample (%)	Population (%)
Istanbul	43,8	40,44
Ankara	26,44	19,99
Izmir	9,44	6,37
Bursa and Kocaeli	9,09	18,73
Gaziantep	6,13	5,95
Antalya and Adana	5,07	8,49

# Development of Internationalization

The hometown of enrolled international / foreign students are as follows:

	TURKEY
	%
Asia	27,6
Middle East	26,7
Africa	26,5
Europa (EU)	6,7
Europa	7,8
Balkans	3,8
America	0,9

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The comparison of the enrolled international / foreign students according to their hometown Turkey vs World differs in some regions:

Subzone of international / foreign students	Turkey (%)	World (%)
Asia	54,3	53,1
Africa	26,4	9,5
Europa	18,4	24,6
America	0,9	3,5

Total is less than 100%

## Development of Internationalisation

The subzone distribution of the enrolled international / foreign students according to the hometown:

	Gaziantep	İstanbul	İzmir	Bursa / Kocaeli	Ankara	Antalya / Adana
Asia	2,20	46,30	7,50	14,10	24,70	5,30
Middle East	14,90	47,10	5,90	3,20	26,20	2,70
Africa	5,60	37,50	13,90	2,80	32,40	7,90
Europa (EU)	1,80	36,40	14,50	9,10	27,30	10,90
Europa	1,50	40,90	6,10	27,30	24,20	0,00
Balkans	0,00	58,10	6,50	25,80	9,70	0,00
America	0,00	50,00	12,50	0,00	37,50	0,00

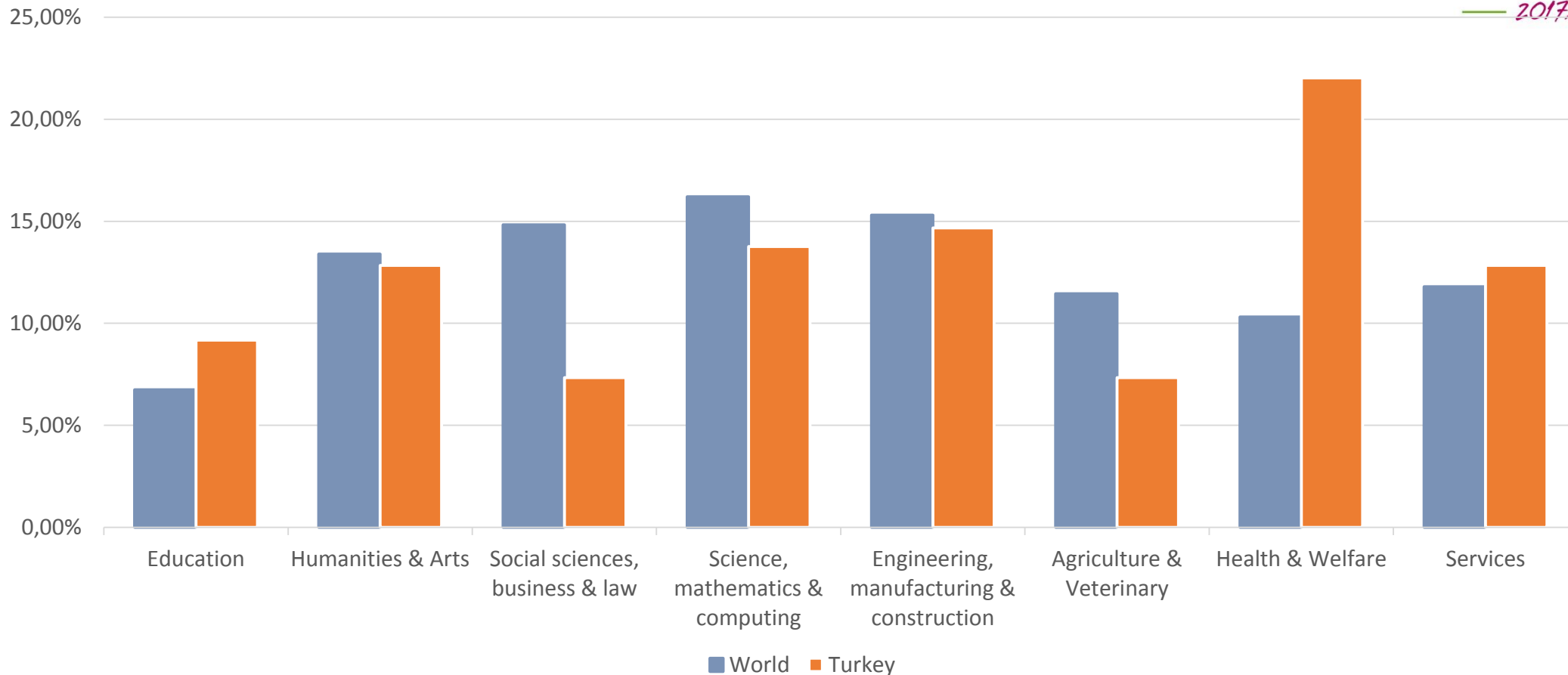


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From the international / foreign students, who choosed Turkey as 1st choice to study, the field of education preferences are:

	%
Natural Sciences and Mathematics	78,30
Health Sciences	68,70
Education and Social Services	66,70
Agriculture and Farming	66,70
Engineering	63,30
Social Sciences and Management	59,40
Humanities	59.00

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Share of international & foreign students enrolled by field of education (OECD, Education at a Glance 2016)

# Development of Internationalisation

## Decision criteries for international / foreign students

	%
Financial development of Turkey	38,4
<b>Conditions for offering higher education</b>	<b>36,4</b>
<b>Cultural proximity</b>	<b>32,7</b>
Low cost of living	23,2
Geographical location of Turkey	20,1
Having relatives in Turkey	18,9
Easiness for visa applications and getting permission for residence	18,6
Powerful economical and political relationships	17,2
<b>Low education level of my hometown</b>	<b>16,5</b>
Liberal higher education	16,4
<b>Easiness for immigration</b>	<b>14,2</b>
Just coincidence. Not a certain choice	13,8
<b>Similarities between the educational systems of my hometown and Turkey</b>	<b>11,9</b>
Unavailability of my major in my hometown	10,5
Other reasons	7,8

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What are the career plan for the international / foreign students?

	%
Return to hometown	34,5
Work in Turkey	31,2
No idea	13,4
Travel to a developed country	12,2
Travel to a neighbour country of hometown	5,9
Others	1,7

# Development of Internationalisation

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## Source of the information about their choice

	%
Web	49,0
Advice of a friend	21,4
Advice of the family	20,8
Web	16,6
National Institutions	16,0
Educational Agencies	15,0
Advice of a contact	11,0

## Resource for financing the education

	%
Scholarship from Turkey	58,8
Scholarship from hometown	57,3
Self finance	4,2
Other	2,9

The following aspects are investigated (1):

- The impact of training on the professional development of international students
- The problem solving ability of the academic advisors from international students
- The support of teaching staff to international students
- The evaluations of international students from the teaching staff
- Physical conditions of teaching environment

# Development of Internationalization

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By the study, the following criteria are questioned (2):

- Physical conditions of libraries from Turkish universities
- The support of social&cultural activities on international students' personal development
- The support of turkish friends to international students' education
- Student communities as a part of international students' daily life
- The effect of facilities of the city on international students' multidimensional personal development





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The findings revealed that international / foreign students benefited in the following attributes and / or developed following abilities (1):

- Personal development
- The ability of understanding other cultures
- Critical thinking skills
- The development of self-confidence
- Problem-solving skills



The findings revealed that international / foreign students benefited in the following attributes and / or developed following abilities (2):

- The ability to be open-minded toward different cultures
- Having communication skills with people who have different cultures
- The ability of acquiring global knowledge and gaining skills
- Being recruited
- Having a good relationship between their future employers.

## Development of Internationalisation

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It is worth noting that international / foreign students' responses about their perception of higher education, are significantly different depending on where they are located, which area of study they are in and the level of spoken Turkish.

On the other hand, it was found that international / foreign students' views about the impacts and values of their training significantly differ depending on where they are located and level of spoken turkish.



**THANK YOU 😊**

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<http://www.studyinturkey.gov.tr/>