



International Strategies Framework Education of Diplomacy in Turkey (A Study on the Mevlana Change Program)*

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Keywords

Internationalization
in Education, Public
Diplomacy,
Education
Diplomacy,
Mevlana
Exchange
Program,
Kyrgyzstan-Turkey
Manas University.

Abstract

Information-based technologies have brought globalization, which means increasingly interdependence of nations in the economic sense, to the field of education today. This development which provides serious student mobility in the world is very important in terms of internationalizing the education systems of the countries. It can be easily understood from the OECD countries, especially the foreign student population that the US created a brand value in higher education. So much so that international education studies, which generate benefits to countries through academic and scientific interaction, strengthen educational diplomacy as a parameter of public diplomacy.

In 2011, entered into force on Mevlana Exchange Program, Turkey has also realized a breakthrough in facing these global developments. That domestic institutions of higher education abroad with higher education institutions providing education among students and faculty exchange programs to enable this, Turkey is aiming to achieve an effective player in the training diplomacy. First, this work is directed at the area designated by Joseph Nye as 'soft power'. And it includes an empirical research covering the Mevlana Exchange Program that enables Turkey's internationalization. Thus, in the framework of Mevlana Exchange Program since 2011, sent from Manas University to Turkey students' satisfaction levels they have heard from this exchange program, will be aimed to measure. Students who study at Kyrgyzstan-Turkey Manas University, who have a student profile from fifteen different countries of the world, the capacities of utilizing the Mevlana Exchange Program and their evaluations about the program will be examined by questionnaire technique using the descriptive scanning model. In this context, determining the things to be done in order to make the Mevlana Exchange Program more widespread is one of the main targets. By means of the findings, a sound drill will be conducted on how to create a potential for educational mobility and a value analysis will be carried out in terms of public diplomacy.

Article History

Received

11 May, 2018

Accepted

28 June, 2018

* This article modified and enlarged version presented in 8th International Conference of Strategic Research on Scientific Studies and Education (ICoSRsSE) which held in Vienna University, Vienna-Austria from 11 to 13 May 2018.

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1. Introduction

Internationalization of education is ensured through policies developed for education diplomacy, one of the key components of public diplomacy. The main purpose is to transfer scientific knowledge between countries and to improve mutual relations. Thanks to the programs created within the framework of the education diploma, it is important that all the students who are sent to and from abroad are educated at world standards.

The end of the Cold War caused parameter changes in the world conjuncture. In this process, paradigmatic structure in education has exceeded national borders. Programs developed in Europe have had a considerable impact on the region, leading to strong mobilization. To this end, the Lisbon Strategy has given priority to promoting student mobility across Europe with the aim of creating a common European consciousness. The Bologna Declaration also aims to increase the mobility of students and faculty members throughout Europe. The importance of the creation of the European Higher Education Area at the forefront of the European Union is particularly emphasized. And student mobilization in Europe on pilot projects was launched in 1987. The structural frame was completed in 1995 with the Socrates-Erasmus Program (Oiler et al., 2007: 229). Turkey had been found in education-oriented cooperation within the European Union studies, since 2004, has started to take part in the program.

Cultural diplomacy has also begun to strengthen civil representation throughout the world as an extension of its new diploma. Increasing intercultural interaction is the most important dominant cause of internationalization. In this way, communication, understanding and tolerance will develop on the global level. Turkey has plans to develop the exposition with the Mevlana Program diplomacy with the training programs within the EU. With the Regulation published in the Official Gazette dated August 23, 2011 and numbered 28034, the exchange of students and teaching staff between the higher education institutions abroad and the higher education institutions in our country has been opened. The Mevlana Exchange Program is a program that enables the exchange of students and teaching staff between the higher education institutions providing education in Turkey and the higher education institutions providing education abroad.

Mevlana, who gave the name of programa, is a sufi who lived in the 13th century. Through the "*Come, be what you are, come*" interpreter, he strongly expressed that he did not discriminate between people. His works continue to convey the unlimited human love and tolerance of humanity in the most striking way since the day. As a man of opinion, he always gave the most important place to "change" from the viewpoint of life and people.

Turkey, by providing training abroad in higher education institutions abroad in higher education institutions providing education to ensure the exchange of lecturers and students, began the Mevlana Exchange Program. Increasing the academic capacities of higher education institutions is the most basic objective of the program. At the same time, it was aimed to contribute to the globalization process of higher education. In this way, Turkey's rich historical and cultural heritage will be possible to share the global level. This will contribute to the

enrichment of respect and understanding cult of diversity by increasing intercultural interaction within and beyond national boundaries.

This study also carries out a review under the Mevlana Exchange Program. This program, which is of great importance in terms of education diploma, which is a component of public diplomacy, should be continued periodically to measure the added value it has created since its inception. In this review, a cross-section is provided for Kyrgyzstan in Central Asia as a whole. Within the framework of Kyrgyzstan-Turkey Manas University Mevlana Exchange Program, Turkey sent students of opinions about the program have been examined and the findings are discussed in the framework of Turkey's educational diplomacy.

2. Internationalization in Education

National values, concepts, beliefs and culture have always played a decisive role in higher education. This is because they act as a stimulant in the learning process through the exchange of ideas between the social and cultural segments. In recent years, this idea has become even more important in the process of learning in the future. Because the internationalization of higher education is spreading all over the world. The internationalization of higher education is the reaction of countries that acknowledge and respect individuality as a nation against globalization.(Şeremet, 2015; Çetinsaya, 2014) The basic notion in this concept is the interactions of the cultural identities of the various nations. Cultural identity, history, resources and other elements shape the reaction of countries towards the internationalization of higher education and thus the culture and identity of the nation play a defining role in this concept.(Ergin et al., 2010:35-41)

There are various reasons to support the internationalization of higher education. Among these, financial advantage, international education standards, intercultural awareness, globally competent alumni, teaching and research excellence are among the most common ones.

Innovative research, the great increase in the modern knowledge of scientific and technical disciplines, should be respected in the concept of internationalization of higher education as it brings people together on various grounds and nations. In addition, knowledge from an economic point of view is widely accepted as a basic stimulus for economic development.(Yağcı et al., 2007:Ergin et al., 2010) This has added a new dimension to the nature of the internationalization of higher education.

It is also particularly important to establish intercultural consciousness through the internationalization of higher education. Because it helps to bring out not only national but also global leaders. This was possible as an individual learning about the cultures and intercultural education and other cultures and nations while receiving academic education. It is also equally important to ensure that students are internationally well-informed and that they are successful and responsible national and global citizens who can contribute constructively to local and global work environments and that they have internationalized knowledge, skills, attitudes and competencies to enable them to have culturally competent skills.(Kaya, 2014; Günay et al.,2011; Ergin et al.,2010; Yağcı et al.,2007) The internationalization of higher education supports a better cross-cultural

understanding that will encourage tolerance among us for constructive co-existence and integration.

Today's world is changing and developing more rapidly than ever before. Among the countries, the walls of tradition and economic obstacles are being demolished, the borders are expanding, and the world is moving toward a global awareness and a sense of community. Choosing a university and planning a career is an important and difficult decision in today's modern age where information exchange, information explosion and the emergence of new technologies are constantly evolving. Technological, cultural and business progress has made us all part of an international community and today employers are encouraged to think globally. Students who want to prepare themselves for the challenges of the future are looking for international perspectives on their grades.(OECD, 2015)

Therefore, universities should play a role of representatives of change in their jurisdictions. As a matter of fact, universities play a dynamic role in making heterogeneous societies more tolerant and more harmonious for collective good and improving societies. The relationship based on respect, equality and humanity that people establish with society supports global culture based on human dignity.(Çetinsaya, 2014) It also leads many universities with international fame to offer a variety of scholarships to attract talented and qualified minds to compete in the world of excellence.

Internationalization in higher education is a natural and inevitable result of globalization (1). If you go back in history and look at the emergence of the university, it can be seen that from the moment when the universities were first established their nature is available. As a matter of fact, the university which came from Medieval Latin meant a school that accepted students from far away places from outside the local region (Kenan, 2012). The first forms of internationalization in higher education have been observed as "exchange of knowledge and students" among universities since the middle ages. (De Wit, 2002:5) It was set up to include a mission of pre-modern internationalization. In this way, he played a role in the dimension of the formation of intercultural collective consciousness.

Today, the internationalization of universities' strategic plans as a demonstration of the globalization of higher education experience, the global student mobility and globalization strategies are leading the way in the 21st century's fastest growing operational politics. In parallel with these developments, it should be noted that studies on internationalization are increasing day by day in the process of structuring higher education.

3. Education Diplomacy Turkey

Turkey in the 21st century political, economic, trade, began to assume an active role and actor, especially foreign policy. It is clear that all these areas should be strengthened as locomotives by being aware of the developments in the world in higher education and research subjects. In addition to this, there is a need to increase international contacts of higher education goals, take part in the competition in this area, and eventually train more qualified human resources. In other words, consistent with global developments as well as knowledge and

experience, as well as a strong international contacts tertiary structure of Turkey's short, medium and long term goals it is required for (Erdoğan, 2013:91-2).

It is no longer possible to ignore internationalization in higher education, which is one of the most intense areas of globalization. This is also an indispensable element of the development policies of the country. Turkey's first set to enter the world's top ten economies between 2023 targets, necessitates increasing the resources to be allocated to internationalization and research.

In this regard, global and regional developments are extremely important. Extremely young and dynamic population with the highest number of active policy of internationalization in higher education in Turkey are required to follow. One of the most important reasons for this is the achievement of high standards in higher education and the recognition of them. The documents received by students and graduates in higher education, to be accepted certificates and diplomas in other countries, is an extremely important issue for Turkey, which claims to be an actor in the world.

An important aspect of the process of internationalization of higher education in Turkey is Bologna Process. The Bologna Process first emerged with the Sorbonne Declaration, which was published in 1998 after the meeting of the Ministers of Education of France, Italy, Germany and England in Sorbonne. For the first time in this declaration, the idea of creating a common higher education area in Europe has been developed. In 1999, at the meeting held in Bologna, Italy, the Declaration of Bologna signed by the ministers responsible for higher education of 29 European countries officially started the Bologna Process. In this framework, the European Credit Transfer System (ECTS) was established, and higher education qualification frameworks and quality assurance systems were developed (Çetinsaya, 2014:166-7).

Within the European Higher Education Area, which started in 1999 and is called the Bologna Process, there are currently 47 European countries and the EU Commission. Turkey also participated in 2001 in this field. The Erasmus Programs are carried out in this framework.

Also upgraded and internationally recognized standards and quality assurance system to achieve a higher standard with students studying in Turkey, it is very important to increase their international experience. Also in this case, Turkey could lead to potential future increase in the number of international students very seriously. In this framework, the main objectives and principles in higher education are listed in five articles (Erdoğan, 2013:60):

- Diversity,
- Institutional autonomy and accountability,
- Performance evaluation and scientific competition,
- Financial flexibility and multi-source income structure,
- Quality assurance.

In this context, Turkey is s place in the EU harmonization process since the second half of the 1990s. In this process, legislation has begun to increase both institutional capacity and experience, as well as international links and competence, through studies and projects. International education can be grouped under the headings of foreign language education, higher education and vocational education as well as career education. The universities' global role commitment has enabled international education to grow rapidly in the last decade and the international education industry to grow in a considerable way.

Supports provided in the field of higher education under the Lifelong Learning Program, which was carried out by the European Union Commission between 2007-2013 and ended in 2014, will continue under the Erasmus + Program between 2014-2020 (www.ua.gov.tr) Erasmus; is a name well known in the public world, strongly associated with education abroad and European cooperation. While creating a holistic, single program, it is considered to avoid using various and different names and to make use of the Erasmus brand's reputation. For this reason, in the period 2014-2020, grant resources for education, youth and sports will be used with activities under the name of Erasmus +. The Erasmus + Program aims to provide more effective tools to encourage cooperation between different sectors in line with the European 2020 Strategy's objectives for new needs in education, youth and sports.

This activity, under the main action of the Individuals Learning Movement, aims to improve the qualifications of higher education students and their staff and to provide them with professional development opportunities abroad. In this context, it is aimed to increase the opportunities for foreign students to continue their higher education and to acquire the skills they need to transition from education to work; The following activities are supported for the higher education personnel in order to obtain the knowledge of business practice or to increase their pedagogical skills (www.ua.gov.tr):

The Student Mobility is for university students to study abroad at a higher education institution or to intern at a company or institution / organization abroad. Personnel Mobility is the participation of academic staff of higher education institutions or a staff member in enterprises to give lectures in a foreign higher education institution or to participate in a curriculum / training (except lectures) or all training / monitoring of all academic and administrative personnel of higher education institutions abroad.

This activity, under the main activity "Cooperation for Innovation and Good Practice Exchange", supports strategic partnership projects between the educational institutions of the Member States of the Program in order to develop innovative practices at institutional, local, regional, national or international level (www.ua.gov.uk).

Apart from the Erasmus Program, the Turkish Higher Education Institution has initiated the '*Farabi Exchange Program*' since 2009. Programa is able to participate in universities (state, foundation and foundation vocational college) and high technology institutes.

The main aim of the Academic Exchange Program between Higher Education Institutions, in which the Council of Higher Education attaches great importance to the application of students and faculty members in promoting mobility, is to increase the interaction between higher education institutions and to encourage student and faculty members mobility. The Farabi Exchange Program, which adopts the principle of Farabi's basic philosophy regarding the purpose of education and education as of "to find happiness and to be beneficial to the society in which it lives" hosted, aims to help our students to search for information, transfer and share their knowledge.

The Farabi Exchange Program is based on the fact that knowledge and skills will be shared and enriched in different academic settings. It aims to make a significant contribution to the enrichment of the education and training processes of students and to the achievement of career goals for the future. It is open to students who are studying at all levels of higher education institutions, starting from the time they are implemented. And it carries out the procedures for the identification of participants in accordance with the principles of transparency and impartiality. To date, Farabi Exchange Program has participated in more than 10.000 students and faculty members from 90 states and 15 foundation universities (www.yok.gov.tr/Farabi).

Since 2011, the Turkish Higher Education Institution has initiated the Mevlana Exchange Program, (2) which makes it possible to exchange student and teaching staff between higher education institutions providing education in Turkey and higher education institutions providing education abroad. Unlike other exchange programs, mobility within the exchange program encompasses universities all over the world, without any geographical separation. However, since 2013-2014 academic year, the higher education institutions of the countries carrying out the Erasmus Program are excluded from the scope of Mevlana Exchange Program.

The primary purpose of the Mevlana Exchange Program is to provide exchange of students and teaching staff between higher education institutions providing education in Turkey and higher education institutions providing education abroad. The main objectives of the Mevlana Exchange Program are as follows (www.yok.gov.tr/Mevlana):

- Make Turkey a center of attraction in the field of higher education,
- To increase the academic capacities of our higher education institutions,
- To contribute to the globalization process of higher education,
- To share the rich historical and cultural heritage of Turkey at the global level,
- Increasing intercultural interaction, respecting differences and understanding is to enrich the culture.

Along with these, also since 1992, Turkey abroad, in the framework of bilateral agreements, lays emphasis on schooling. In this way, it has begun to take positive steps on behalf of the cultural foreign policy of Central Asia. It aims to make a great contribution to globalization by spreading Turkic and Turkish culture. Turkey,

Great Student Project and tools such as schools opened in the cultural policy abroad has established on solid foundations. These cultural steps taken with Central Asia are intended to help Turkish people understand each other better and to increase cooperation opportunities between countries (Ergin et al., 2010:35-41).

Another important aspect of the process of internationalization of higher education is that two or more countries should come together to form a common higher education institution. Especially in the post-Cold War period, various institutional collaborations between different states have increased along with globalization. Joint ventures have emerged in the field of higher education. Apart from the movement of students and teaching staff, new dimensions based on institutionalization are added.

The Republic of Turkey has also taken steps in this process for the establishment of public universities through bilateral agreements made with other states. Until today, cooperation with France, Kazakhstan, Kyrgyzstan and Germany has been made. In this context, Galatasaray University, Hoca Ahmet Yesevi International Turkish-Kazakh University, Kyrgyzstan-Turkey Manas University and the Turkish-German University was founded. In addition, the Turkish-German University was founded in Istanbul in 2010 and started its educational activities in 2013 (Çetinsaya, 2014:167-8).

In this context, finally, to operate between Turkey and Japan based on the agreement signed in June 2016, the Turkish-Japanese Science and Technology University was established on June 24, 2017. It has been exempted from the Higher Education Law as a "special state university" based on bilateral agreement with Japan. It will be free to determine the status of its academic staff, and will not be audited by the Higher Education Council and the Court of Auditors. The university will be managed by the Turkish-Japanese Science and Technology Foundation (TJBTV) established under the law.

4. Research Method

In this section, research model, research group, development and application of questionnaire, statistical techniques used in data analysis are included.

4.1. Research Model

This study, conducted by the Kyrgyzstan-Turkey Manas University² Mevlana Exchange Program³, through Turkey to different cities / universities was conducted for measuring the degree of satisfaction of the students that attend. For this, analysis was made by questionnaire technique using descriptive scanning model. Students from fifteen different countries are studying in Kyrgyzstan-Turkey Manas University. Therefore, it has an international structure. This makes the Mevlana Program more important.

² Republic of Turkey Linked to Higher Education Institutions information about the Kyrgyzstan-Turkey Manas University can be reached at the following address: <http://manas.edu.kg/index.php/05/01/2018>

³ Through Mevlana Exchange Program, detailed information on students going to Turkey can be reached at the following address: <http://mdp.manas.edu.kg/index.php/istatistik/15.02.2018>

4.2. Research Group

Through Kyrgyzstan-Turkey Manas University Mevlana Exchange Program, students going to different universities in Turkey (except for citizens of the Republic of Turkey), constitutes the research group said. Mevlana Exchange Program According to the information obtained from the Institutional Coordination Office, the total number of students who have benefited from the Mevlana Exchange Program until now is 207. In fact, 52 of the 207 students graduated and the remaining 155 students continue their education.

4.3. Developing and Implementing the Questionnaire Form

Mevlana Exchange Program leading to different universities in Turkey through Kyrgyzstan-Turkey Manas University to measure the level of student satisfaction, the survey was administered. The student satisfaction questionnaire⁴ prepared for the Mevlana Exchange Program was developed by the researcher. The prepared student satisfaction questionnaire consists of general information, satisfaction with the exchange program, and lastly open ended questions about students' achievements, expectations and suggestions.

There is a total of 14 questions in the general information section. Here students have expressions such as socio-demographic characteristics, university / faculty / departmental information, scholarship / non-scholarship status. A total of 35 questions are included in the satisfaction of the exchange program. This section is made up of the following categories: administrative services of the university, educational environment, social infrastructure, socio-cultural activities and opinions about the city / community that have been visited In this section, grading questions are used. And in these questions, a quintile rating was made as follows: "I totally agree (5)", "I agree" (4), "I am undecided (3)", "I do not participate"(2) and "I do not participate at all"(1). In the questionnaire form there is an open-ended question for the students to indicate their achievements, expectations and suggestions.

In the research, 155 students who benefited from the program were interviewed and the questionnaire was distributed to them. The 96 questionnaires returned from the students were analyzed.

4.4. Statistical Techniques Used in Data Analysis

The data obtained from 96 questionnaires returned at the end of the applied survey were coded. Then, it was evaluated with the help of statistical package program (SPSS) developed for Social Sciences.

The analysis of the data obtained as a result of the application of the questionnaire was based on percentages, frequencies and arithmetic averages. Factor analysis was also performed to determine which variable will take place in which factor, and to group and summarize the data set consisting of a large number of variables

⁴ While the student satisfaction questionnaire was prepared, it was benefited from the following studies: Student Survey of Farabi Exchange Program organized by the Council of Higher Education (2013), Erasmus Satisfaction Survey administered by ODTU (2012) and Hacettepe Erasmus Student Survey prepared by Yagci et al. (2017).

as factors. To determine whether the data were suitable for factor analysis, Kaiser-Meyer-Olkin (KMO) and Bartlett were tested. The expression of KMO sample conformance higher than 0.50 and significant ($p < 0.05$) in Bartlett test was analyzed. And factor weights of less than 0.50 were excluded from the study in the analysis of basic components.

5. Findings

Findings of the study mainly include general information about participants / students and analyzes of factors that affect students' satisfaction levels at the end of the program.

5.1. General Information on Students Attending the Survey

Percentage-frequency distributions of socio-demographic information about Mevlana students participating in the survey are given in Table 1. The questions are based on the following categories: gender, age, faculty, department, the reason for participation in the program, preferred university, information about the city visited, place of residence, previous experience abroad, Turkey again to choose whether their requests for training purposes.

Table 1. General Information on Students

| Personal & General Information | | Frequency | Percent (%) |
|--|----------------------------|-----------|-------------|
| Gender | Woman | 73 | 76 |
| | Man | 23 | 24 |
| Age | 17-20 | 5 | 5,2 |
| | 21-24 | 88 | 91,7 |
| | 25 and over | 3 | 3,1 |
| In Which Scope Did It Go? | Scholarship | 84 | 87,5 |
| | Scholarship | 12 | 12,5 |
| Which Period Was Goed | Autumn | 41 | 42,7 |
| | Spring | 37 | 38,5 |
| | Fall + Spring | 18 | 18,8 |
| Place of residence | Government dorm | 14 | 14,6 |
| | Private residence | 35 | 35,4 |
| | At home | 47 | 47,9 |
| Information on the city / university in which you live | No knowledge | 14 | 14,6 |
| | Less knowledgeable | 43 | 44,8 |
| | Moderate information owner | 33 | 34,4 |
| | Very knowledgeable | 6 | 6,2 |
| Pre-program experience abroad | Yes | 53 | 55,2 |
| | No | 43 | 44,8 |
| Again facility, though demand for training purposes Turkey | Yes | 90 | 93,8 |
| | No | 1 | 1 |
| | Undecided | 5 | 5,2 |

As seen in Table 1, leading to different universities in Turkey, Manas University students, 76% of women and 24% were male. When the average age of the

students is taken into consideration, 92% of the students are between the ages of 21-24. 87.5% scholarship students who went to Turkey, while 12.5% have benefited from the scholarship program. Regarding the periods during which the students go, there is a balanced distribution in both the spring and fall seasons. also when Turkey's look at the possibilities for shelter where they go, the students went to different universities, the majority of students, that is home to 47.9%, 35.4% in private dormitories, while 14.6% stated that they were in the government dormitories.

Mevlana Exchange Program students were asked if they had not previously owned is about the university and the city they are located in Turkey. Based on the answers of the students, it is understood that they have a partial knowledge. Students who were placed in the program were asked about their experiences abroad. 55.2% of the students stated that they have gone abroad before, and 44.8% stated that they never went abroad before. Mevlana Program students for educational purposes again if the opportunity presented when asked if Turkey does not wish to state for almost all students "yes I would go again" as their answer.

5.2. Assessment of the Reasons and Benefits of Participating in the Research into the Mevlana Program

There are ten (10) separate faculties in Table 2, which gives the distribution of the students involved in the research to which faculties of KT Manas University are educated. As seen in the table, more than half of the participants (58.3%) were students of the Faculty of Literature and the Faculty of Economics and Administrative Sciences. According to Table 3, which shows the distribution of universities, Akdeniz, Anadolu and Gazi Universities are in the first three places. According to Table 3 where the variables questioned for the contribution expected from the Mevlana Exchange Program are included, the same average values were found in the five variables subjected to interrogation. Therefore, the fact that the choice of the program is based on more than one cause is worth showing as an achievement.

Table 2. Distribution of Students according to Educational Units in KT Manas University

| Education Faculty / High School Name | Number of Students | Percent(%) |
|--|--------------------|------------|
| Faculty of Literature | 29 | 30,2 |
| Faculty of Economics and Administrative Sciences | 27 | 28,1 |
| School of Tourism and Hospitality | 11 | 11,5 |
| Communication faculty | 10 | 10,4 |
| Faculty of fine arts | 4 | 4,2 |
| faculty of Agriculture | 4 | 4,2 |
| Faculty of veterinary medicine | 3 | 3,1 |
| High school of Physical Education and Sports | 3 | 3,1 |
| Science faculty | 3 | 3,1 |
| Engineering faculty | 2 | 2,1 |
| Total | 96 | 100 |

In Table 2, between the years 2017-2018, through Mevlana Exchange Program, students who went to Turkey is located distribution for which they are trained in the faculties at KT Manas University. According to the table, it is understood that the students of the Faculty of Literature and the Faculty of Economics and

Administrative Sciences are the most beneficiaries of the program and the students of the Science faculty and Engineering Faculty are the least beneficiaries.

Table 3. Distribution of Students by University they go in Turkey

| No | University Name | Number of Students | Percent (%) |
|-------|------------------------------------|--------------------|-------------|
| 1 | Mediterranean University | 17 | 17,7 |
| 2 | Anatolian University | 13 | 13,5 |
| 3 | Gazi University | 12 | 12,5 |
| 4 | Sakarya University | 9 | 9,4 |
| 5 | Selcuk University | 8 | 8,3 |
| 6 | University of Trakya | 4 | 4,2 |
| 7 | Bülent Ecevit University | 4 | 4,2 |
| 8 | Demirel University | 3 | 3,1 |
| 9 | Ardahan University | 3 | 3,1 |
| 10 | Muğla Sıtkı Koçman University | 3 | 3,1 |
| 11 | Ankara university | 3 | 3,1 |
| 12 | Kastamonu University | 2 | 2,1 |
| 13 | Mersin University | 2 | 2,1 |
| 14 | Konya Necmettin Erbakan University | 2 | 2,1 |
| 15 | M.E.T.U | 2 | 2,1 |
| 16 | Hacettepe University | 2 | 2,1 |
| 17 | Menderes University | 1 | 1 |
| 18 | Afyon University | 1 | 1 |
| 19 | Eskisehir Osmangazi University | 1 | 1 |
| 20 | Balıkesir University | 1 | 1 |
| 21 | Abant Izzet Baysal University | 1 | 1 |
| 22 | Pamukkale University | 1 | 1 |
| 23 | Ataturk University | 1 | 1 |
| Total | | 96 | 100,0 |

Table 3 lists KT Manas University students' universities through Mevlana Exchange Program. According to this, the students attending the program were trained in 23 different universities. in Table 3 of 23 universities located in 20 different cities of Turkey. In this case also, Manas University students shows that they read 20 different cities in Turkey.

Table 4. Factors Affecting Students' Decisions to Make Use of Mevlana Program

| Influencing Factors | Number of Students (N) | Average |
|---|------------------------|---------|
| To have experience in a foreign country | 96 | 4,31 |
| Because education will be a better contribution | 96 | 4,10 |
| Turkey closely to recognize | 96 | 4,05 |
| To improve the Turkish language level | 96 | 3,78 |
| To explore | 96 | 3,66 |

The students were asked to score between 1-5 the factors affecting them in the process of benefiting from Mevlana exchange program. This distribution is shown in Table 4. According to this, the most influential factors in the decision making of students are respectively: Having experience in a foreign country; Educational

contribution; Closely acquainted with Turkey; Development of Turkish language level; visit to Turkey.

Table 5. Contribution Areas Provided by Mevlana Student

| Contributed Areas | Number of Students (N) | Average |
|---------------------------|-------------------------------|----------------|
| Personal Development | 96 | 4,20 |
| In the field of education | 96 | 4,16 |
| Cultural Alanda | 96 | 4,07 |
| Social Alanda | 96 | 4,05 |

In Table 5, after the program is completed, the program has been asked to score 1-5 grades in the areas contributed by the students. Accordingly, the students stated that the contribution of the program to their personal development and to the field of education is high. At the same time, it appears that the program has a high level of contribution in socio-cultural areas.

Table 6. Information on Students' Problems During the Program

| No | Problems During the Program | Number |
|-----------|------------------------------------|---------------|
| 1 | The Problem of Residence | 47 |
| 2 | Economic Problem | 27 |
| 3 | Adapt | 12 |
| 4 | Health problem | 10 |
| 5 | Racial Discrimination | 8 |
| 6 | Eating and drinking | 5 |
| 7 | Communication (language) problem | 3 |
| 8 | Security | 2 |

In Table 6, for which they encountered problems with the students during the program via Turkey to the Mevlana Program, it has already directed-choice questions. As seen in Table 6, students stated that they had the most problems with housing during the program. The problem that students who use the program at least lives in is security. At the same time, they also stated that there were no language problems to communicate.

Table 7. Overall Satisfaction Level of Students' Mevlana Program

| | N | Average |
|--------------------|----------|----------------|
| Satisfaction Level | 96 | 4,43 |

For the students who benefited from the Mevlana Exchange Program, the satisfaction ratings of the program were asked in general. The average of the students' grades for 1-5 grades is 4.43. This situation shows that the students are very satisfied with the Mevlana Exchange Program.

5.3. Factor Analysis of the Satisfaction of the Participants in the Mevlana Program

Analysis was made on six different factors related to the satisfaction level of the students who participated in Mevlana Exchange Program. Administrative management structure of the university; socio-cultural structure; social infrastructure; academic structure; city and community life; personal development, satisfaction levels in the framework of six factorial groups were determined as follows.

Table 8. Factor Analysis of Variables Affecting the Satisfaction of the Students Related to Mevlana Exchange Program

| Factor Name | Quote | Factor Weights | Expectation of Factor (%) | Reliability |
|-------------------------------------|--|----------------|---------------------------|-------------|
| ADMINISTRATIVE MANAGEMENT STRUCTURE | The employees of Mevlana Office provide the necessary help to solve the needs and problems of their students. | 0.857 | 28.961 | 0.901 |
| | The University has regularly provided information on student procedures and other issues. | 0.804 | | |
| | The Department Coordinator gave the necessary support to all the problems I encountered. | 0.778 | | |
| | Adequate guidance and counseling services were provided to provide orientation to the university. | 0.750 | | |
| | I was able to reach the Department of Mevlana coordinator when I needed it. | 0.725 | | |
| | University staff actively share their resources and information by fulfilling their duties and responsibilities. | 0.669 | | |
| | The necessary reception by the university I went to was sufficient. | 0.635 | | |
| | The place of residence was responding to the living conditions. | 0.626 | | |
| | The university staff has the help and support to find a place to stay. | 0.538 | | |
| SOCIO-CULTURAL CONSTRUCTION | Social activities for foreign students were adequate. | 0.772 | 11.141 | 0.830 |
| | I have participated well in social and cultural activities in college. | 0.735 | | |
| | They were informed about social and cultural events. | 0.706 | | |
| | The social, cultural and sports activities for the students were made at a sufficient level in the university. | 0.664 | | |
| | It was possible to benefit from health services without any problems. | 0.616 | | |
| SOCIAL INFRASTRUCTURE | The technological facilities (computer, internet, etc.) in the educational environment were sufficient. | 0.725 | 7.158 | 0.770 |
| | Educational environments were sufficient from a physical point of view (class, library, workshop, etc.). | 0.722 | | |
| | The cafeteria and cafeteria responded adequately to their food choices. | 0.664 | | |
| | The university had physical infrastructure (theater, cinema, foyer, exhibition hall, etc.) for social and cultural activities. | 0.653 | | |
| | The common areas of the university (cafeteria, canteen, library, gym, toilet, etc.) are suitable for cleaning. | 0.630 | | |
| ACADEMIC STRUCTURE | Communication with the faculty members has been carried out at an effective level. | 0.904 | 6.263 | 0.832 |
| | The lecturers had enough incentive to attend the classes. | 0.837 | | |
| | The training I received provided the opportunity to gain new knowledge and improve myself. | 0.654 | | |
| CITY/COMMUNITY | I did not have a culture conflict in the city we were in. | 0.801 | 5.415 | 0.760 |
| | I could establish positive relationships with people in everyday life. | 0.799 | | |
| | In my daily life I did not encounter racist / discriminatory behavior of people in the city. | 0.792 | | |
| | People in the city are very friendly to me. | 0.760 | | |
| | People in the city had a positive view of strangers. | 0.610 | | |

| | | | | |
|--|--|--------------|---------|-------|
| PERSONAL EVOLUTION | Courses and seminars were organized for professional and individual development. | 0.714 | 4.483 | 0.769 |
| | University Student Clubs were active. | 0.600 | | |
| Total | | | 68.068 | |
| Kaiser Meyer Olkin Measure of Validity | | | 0.779 | |
| Bartlett Globalization Test | | Ki Square | 1,494E3 | |
| Sd | | | 406 | |
| p-value | | | 0.000 | |

Factor analysis is the grouping and summarizing of a large number of variable data sets as factors to determine which variable will be included in which factor by grouping multiple variables. Kaiser-Meyer-Olkin (KMO) and Bartlett test were performed to determine whether the data obtained were suitable for factor analysis. Statistically significant ($p < 0,05$) expressions with a KMO sample fit of more than 0.50 and a significant Bartlett test were analyzed and factor weights less than 0.50 were extracted from the study of the principal components. The six-factor structure emerging as a result of the factor analysis is presented in Table 8. The following dimensions, which examine students' satisfaction level during the Mevlana Exchange Program, have a total of 29 items: "Administrative Management Structure" consists of nine items; "Socio Cultural Structure" consists of five items; "Social Infrastructure" consists of five items; "Community / City" consists of five items; "Academic Structure" consists of three items; "Personal Development" consists of two items.

The total variance explained in the study is 68,068%. The Cronbach Alpha values of the levels of satisfaction level of the students during the Mevlana Exchange Program are distributed between 76% and 90,1%.

In Table 8, the satisfaction of the students about Mevlana Exchange Program is divided into factors. As it can be seen in Table 8, first factor is related to the service of the administrative administration of the universities. In other words, there are variables related to the administrative services that the relevant units made for the Mevlana Program. These variables include meeting the students of the host universities, ensuring compliance in the registration process, or post-registration, and eliminating the need for housing. In Table 8, it is possible to say that when the satisfaction levels of the students are examined regarding the administrative management in the university, it is seen that the students are nicely satisfied by the relevant units as well as in the factor weights, and at the same time,

However, the satisfaction levels of the students who went to the Mevlana Program with respect to administrative management were low in factor capacity compared to other possibilities. This is consistent with the results of the question "what is happening during the program" (Table 6) from other multiple choice questions in the questionnaire. In this context, opportunities for students to make better shelter to the Turkey Mevlana Program to achieve the target, the more comfortable will ensure that high levels of student satisfaction.

Table 8 also shows the factor weights of the variables related to the socio-cultural activities of the university being visited. According to this, the students made an assessment that the activities aimed at the students at the universities they attended were sufficient and that they actively participated in these activities.

Mevlana Exchange Program through Turkey to other factors affecting the level of satisfaction of the students went to different universities, is related to the social infrastructure of the university. As a result of the evaluations performed by the students, it is seen that the factor weights of the variables related to the social infrastructure are high. It is possible to say that this situation is satisfactory for the educational environments of the universities being visited, in terms of both technological and physical infrastructure.

Another factor affecting the satisfaction of the students regarding the Mevlana Exchange Program is the academic structure of the universities. In other words, this situation shows the satisfaction of the students in the academic environment with the communication of the lecturers and the educational activities. When the evaluations of the students involved in the study are looked at, the variables related to the academic structure, as shown in Table 8, are high factor weight. This result shows that the students who go to different universities of Turkey through the Mevlana Exchange Program are satisfied with the education and training activities of the universities as well as their communication with the lecturers.

Another factor influencing the satisfaction level of students relates to the city / community structure in which the host universities are located. In particular, these variables include situations such as whether there is a cultural conflict in the destination city, the situation of people's relations and the attitude towards foreigners. Turkey's weight factor when looking at the results of variables in the evaluation of the students went to different cities, the current city / society in the absence of any cultural conflicts and people can say they stated that they act friendly towards foreigners.

Another factor affecting the satisfaction level of the students regarding the Mevlana Exchange Program is related to the personal development of the students. During the Mevlana Exchange Program, students expressed that various activities were carried out for their professional and individual development. And for this reason, they have stated that these environments are pleasing to themselves.

6. Conclusions and Recommendations

The global role of universities has enabled the rapid development of international education in the last decade and the rapid growth of the international education sector. The main dynamics and trends affecting international education and the international education industry in the world are 'Globalization and English Gaining Global Language Skills', 'Information Society', 'Increasing Competition' and 'New Technologies'. The emergence of a common spoken language as the world began to shrink, has led people to start traveling to learn this language. This has allowed the international education industry to grow.

Informatics century or information age; the period of new social and economic organization in which the production and transmission of knowledge has become

widespread and the change and development has become inevitable through continuous learning and information. Since the "Industrial Revolution" is the most important event that mankind has ever witnessed since information has led to the development of new educational technologies that are accessible to all who learn.

This concept emerging from globalization suggests that an "ethnic policy" of an country can be pursued according to its ability to meet the requirements of the global market more effectively than its competitors. As time progressed, technological developments in areas such as computer, software, nanotechnology, medicine, space have increased. In this situation, the flow of information is accelerated. Time, space and distance perceptions have begun to change rapidly. The cultural process has gained momentum and laid the groundwork for the formation of global values. In addition, ever-evolving technologies have forced the need for university education to enable people to work in these areas.

In this system, the main strategic key to prosperity and development and the driving force are the educated individuals who produce knowledge and information. The share of knowledge in the post-industrial era has increased remarkably. The main difference between the industrial society and the information age is the extinction of resources that provide the economic development of the industrial era and the widespread use of information today. The economy based on information is growing day by day. As a result, universities are becoming institutions that play an increasingly important role in the national development and defense of countries.

Turkey in recent years due to language and cultural properties, primarily in remote regions as well as in its social geography, is planning to become a center of attraction for foreign students.

New solutions should be produced for such issues as high living costs, college fees, difficulties in visions and cultural incompatibility. In this way, Turkey may take place in the preferences of foreign students in the front row. And also, the way to become a country that markets education to the world can be opened.

In particular, improvements in the employment of foreign teaching staff will necessitate changes in the current regulations and in practice. The main reason for this is that the number of foreign teaching staff in the Regulation on employment of foreign teaching staff published by YÖK can not exceed 2% of the total number of personnel. Wage policies can also create a restrictive obstacle at the same time. In its report to Çetinsaya (2014), it states that only 1% of this employment rate has been filled. And it is stated that state universities can fill up the remaining 1%. However, it is emphasized that the number of foreign teaching staff should be around 25% of the total number of teaching staff among ten factors among the criteria of being among the best universities in the world.

Moreover, the Çetinsaya (2014) According to the report, the proportion of international students in the total number of students in Turkey is below 1%. Although the number of international students has increased systematically in the 2000s, the ratio in the system has remained low since it is lagging behind the growth of general student numbers.

The cost of carrying out science, education and especially higher education policies in a closed fashion is quite high for a country that thinks big. It is clear that this will prevent both the growth of human resources in the country and the achievement of scientific, technological, economic and political balance. Higher Education scope, stakeholders, have a structure that goes in front of the country with the mechanisms and processes, in the way it is perceived in the world of "soft power" as science in Turkey, will contribute greatly to the development of the economy and even politics.

For this reason, universities should be encouraged to take more initiatives on internationalization. Work on the Bologna Process, the new European Higher Education Area, should continue. In particular, the Mevlana Exchange Program is to contribute to the internationalization process at the global level of Turkey's higher education. For this, the funding resources of the program should be diversified and sustainable. The Ministry of National Education, Ministry of Foreign Affairs, Ministries of Development, Culture and Finance, Foreign Turks and Relative Communities Presidency, Turkish Cooperation and Coordination Agency, Yunus Emre Institute, Foreign Economic Relations Board and so on. in cooperation with institutions and organizations, implementable and sustainable internationalization strategies should be established.

Based on the findings of field research, Kyrgyzstan Turkey Manas University Mevlana Office can further enhance the mobility of students and faculty members. In particular, direct contact with the academic advisors of the students who go abroad; facilitating health insurance for outgoing students so that they can benefit more effectively and reliably from health services; determination of the student's place of stay through the preliminary studies conducted with Mevlana Office of the university where the student will go; provision of the orientation program, etc. it may be advisable to consider topics in a primary way.

Footnotes

1. Globalization is at world scale; economic, political and cultural integration, globalization of ideas, opinions, practices, technologies at global level, globalization of capital circulation, emergence of new relations and forms of interaction that transcend the borders of nation-states, proximity of places, world's contraction, unlimited competition, free movement, growth and out of national borders, in short, the world becomes the only market. See, Kaçmazoğlu, H. B. (January 2002). "Globalization in the East-West Conflict", *Journal of Educational Research*, Issue 6, p.45.
2. The real name of Mevlana, who gave the name of programa, is Muhammed Celayddin. Mevlana was born in 1207 in the city of Belh in Horasan region, which is located in the borders of Afghanistan today. Mevlana has been used for the love of the name and has become a universal symbol that is almost identical with it. Westerners are also known as Rumi. Although Mevlana lived in the 13th century, it is a sufis that has passed the ages.; He has not made any distinction among people, as reflected in his "*Come, be what you are, come*" trains. In addition to unlimited human love, he endlessly

tolerates not only the Islamic world, but the whole humanity. It is accepted all over the world as a man of opinion, with a view to life and people. Because of the 800th anniversary of Mevlana's birth, UNESCO declared 2007 the year of Mevlana and Tolerance. Throughout his life, Education has visited educational institutions in different countries and cities as both a student and a scientist. "Change" has an important place in Mevlana's life and philosophy. He is also the author of important works such as Mesnevi, Divan-ı Kebir, Fihi Mafih, Mektubat and Mecalis-i Seba. See, YOK, *Mevlana Exchange Program Book*, Ankara, 2014, p.2

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