

**KNOWLEDGE IN MOTION:
SENDING STUDENTS ABROAD AND RETAINING
THE RETURNEES**

THE CASE OF TÜRKİYE

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...ideas for the future...



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ISBN: 978-625-5531-24-7

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Publications Coordinator: Ferit RESULOĞULLARI

Graphic Design & Layout: Abdulkadir EMİROĞLU

1. Edition: Ankara - December, 2024

Material Type: Electronic Book (Online / Web-based)

Teaching Material

Electronic Publishing Format: PDF

Electronic Publishing Type: Adobe Ebook Reader



Seyranbağları Mah. İncesu Cad. 10/2 Çankaya/ANKARA

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Publisher Certificate No: 41575

PREFACE

KNOWLEDGE IN MOTION: SENDING STUDENTS ABROAD AND RETAINING THE RETURNEES. *The Case of Türkiye* explores the intricate dynamics of sending students abroad for education and the challenges of integrating their expertise upon their return. This book delves into the critical question of whether such investments yield the expected dividends in the form of national development and institutional enhancement—or whether they result in missed opportunities and inefficiencies.

This work is deeply rooted in my doctoral dissertation: *In Their Own Words: Government Sponsored Turkish EFL Teachers. Are We Really Investing, or Wasting?* (Çelik, 2009), which examined the experiences of Turkish teachers who were funded by the Ministry of National Education (MoNE) to pursue graduate studies abroad. Using a narrative inquiry approach, the dissertation analyzed their challenges, triumphs, and the systemic inefficiencies they faced upon returning to Türkiye.

Building upon this foundational research, this book also incorporates insights from subsequent studies I conducted on related topics, including:

·*The role of foreign-educated scholars in Turkey's higher education system: A narrative study of two English language teacher educators* (Çelik, 2012), which investigated the contributions of foreign-educated scholars and the systemic barriers they encountered.

·*Turkey's Ministry of National Education study-abroad program: Is the MoNE making the most of its investment?* (Çelik, 2012), which offered a critical examination of the MoNE's policies and their long-term implications.

·*Turkish higher education at the crossroads: Critical issues relating to systemic and institutional structures* (Çelik, 2011), which contextualized the broader systemic challenges in Türkiye's higher education landscape.

These studies collectively illuminate the complexities of sending students abroad and reintegrating them into the local academic and professional landscape. The book also engages with larger questions about brain drain, brain circulation, and the value of international education in fostering sustainable development.

The topic is particularly pertinent in the case of Türkiye, where government-sponsored scholarship programs like YLSY (Yurt Dışı Lisansüstü Eğitim Bursu) have sought to bolster the country's human capital by funding advanced degrees abroad. Despite the program's ambitious goals, challenges remain in effectively retaining and utilizing the expertise of returnees.

Through an interdisciplinary lens, this book seeks to bridge the gap between policy and practice, offering insights for policymakers, educators, and researchers. It emphasizes the need for cohesive strategies that maximize the potential of international education while addressing the systemic barriers that hinder the contributions of returnees.

I hope that this book serves as a valuable resource for understanding the intricate relationship between global mobility and local development, particularly within the context of Türkiye's shifting educational realities.

December, 2024
Servet ÇELİK

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