

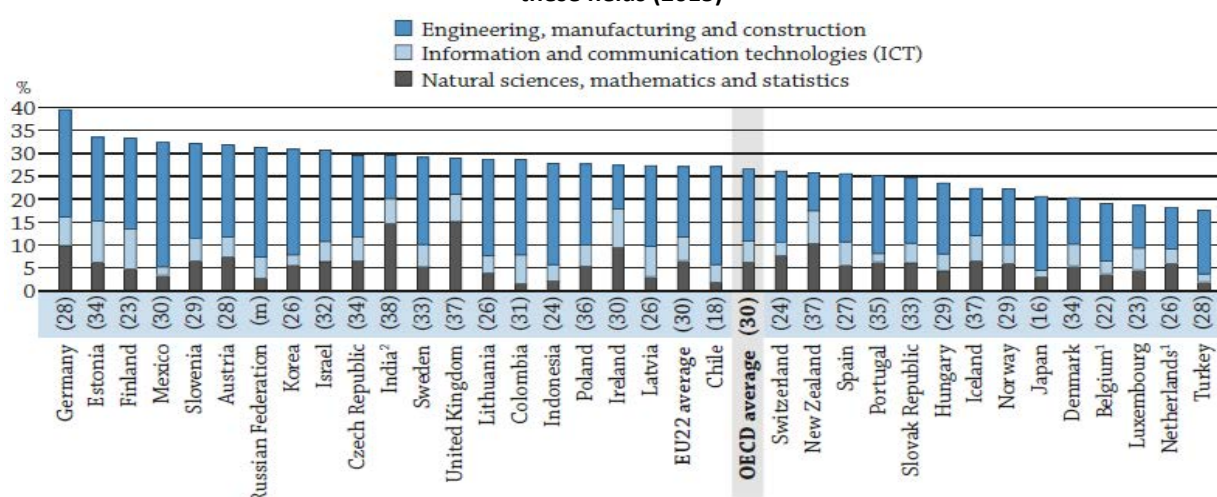
EDUCATION AT A GLANCE 2017

Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

Turkey

- A large share of tertiary students in Turkey study business, administration and law, although they offer below-average employment prospects.
- Few young Turks are enrolled in early childhood education, even though the early years lay the foundations for future skills development, well-being and learning.
- Public expenditure per student on primary to tertiary education rose sharply in Turkey between 2010 and 2014, but still remains among the lowest across OECD countries. While the public sector funds a higher share of tertiary education than the OECD average it funds a smaller share at primary to secondary levels, where education is compulsory.
- Turkey has the one of the largest differences in learning environments between public and private institutions: Class sizes and student-teacher ratios are twice as large in public than in private institutions, which may result in unequal learning outcomes.
- The gap in employment rates by educational attainment has been narrowing recently in Turkey, with a falling employment rate among those with tertiary education. However, tertiary education still offers a greater earnings advantage in Turkey than on average in other OECD countries.

Figure 1. Distribution of new entrants to tertiary education, by STEM field of study and share of women in these fields (2015)



Note: The number in parentheses corresponds to the share of female new entrants in STEM (science, technology, engineering and mathematics) fields of study.

1. Excludes new entrants at doctoral level.

2. Year of reference 2014.

Countries are ranked in descending order of the share of new entrants to tertiary education in STEM fields.

Source: OECD/UIS/Eurostat (2017), Table C3.1a. See Source section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Business, administration and law are the preferred fields of study, although they offer below average employment prospects

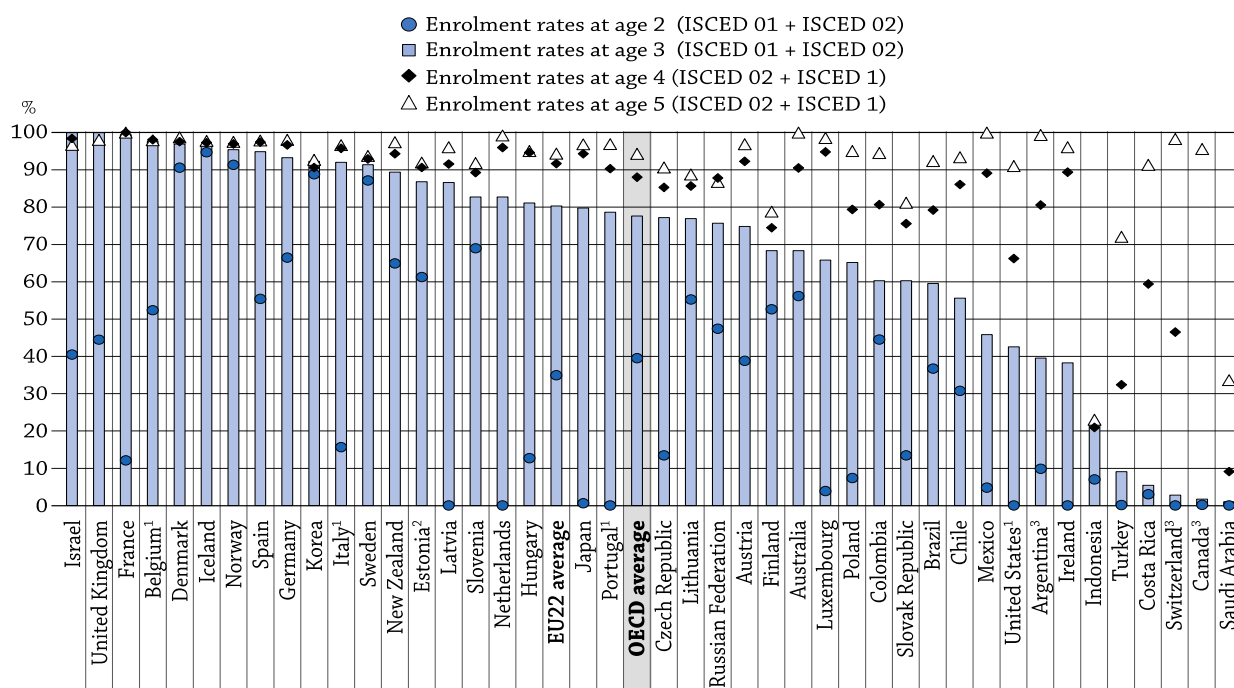
- In Turkey, a large share of upper secondary vocational graduates completed programmes in engineering, manufacturing and construction (39%), above the OECD average of 34%. Health and welfare (19%) also have a relatively high share compared to the OECD average of 12%. However, the fields of business, administration, and law (16%) and of services (8%) have lower shares than the OECD averages of 20% and 17% respectively.
- At tertiary level, relatively few new entrants and graduates choose science-related fields of study. In Turkey, 18% of new entrants study science, technology, engineering and mathematics (STEM) fields, compared to 27% on average across OECD countries (Figure 1). In particular, only 2% of new entrants are studying natural sciences, mathematics and statistics, and another 2% information and communication technologies (ICT), the second lowest share among OECD countries and below the OECD averages of 6% and 5% respectively (Figure 1).
- Although business, administration and law are popular fields of study, they offer graduates poorer employment outcomes than some other fields: 73% of graduates from those fields were employed, below the employment rate of 75% for tertiary-educated Turkish adults on average. The two broad fields with the highest employment rates are engineering, manufacturing and construction, and health and welfare (both 78%), while the fields of arts and humanities, social sciences, journalism and information have the lowest employment rate of all OECD and partner countries, at 67%.
- Fields of study are more gender balanced in Turkey than on average across OECD countries. In particular, 29% of new entrants to tertiary ICT degrees are women in Turkey, higher than the OECD average of 19%. The share of women in other fields such as social sciences, journalism and information (52%), business, administration and law (44%), and health and welfare (67%), is also more balanced than the OECD averages of 64%, 54%, and 76% respectively.

Access to, and participation in, education is still low, particularly among younger children

- Many of the inequalities found in education systems are already evident when children enter formal schooling; these persist (or increase) as they progress through the school system. Enrolling children in early childhood education (ECE) helps prepare them to enter and succeed in formal schooling, mitigates social inequalities and promotes better student outcomes.
- Early childhood education is still an exception at the age of 3 and below. Only 9% of 3-year-olds are enrolled in early childhood and pre-primary education in Turkey, against 78% on average across OECD countries. Almost no 2-year-olds are enrolled in ECE in Turkey, compared to 39% on average across OECD countries (Figure 2).
- Although early childhood education now begins for most children well before the age of 5 in most OECD countries, enrolment of young children in early childhood education in Turkey does not improve significantly among 4-year-olds: 32% are enrolled in pre-primary and primary education in Turkey compared to 87% on average across OECD countries.
- Educational attainment is still low in Turkey: 43% of 25-64 year-olds have only achieved primary education as their highest level of education, the highest share among all OECD and partner countries along with Indonesia.
- Full enrolment, defined by at least 90% enrolment of a given age group, ends substantially earlier in Turkey, at the age of 14, compared to 17 or 18 in most OECD countries. This results in even lower enrolment rates at the age of 18: whereas on average across OECD countries 76% of 18-year-olds are enrolled in secondary, post-secondary non-tertiary or tertiary education, the share is only 46% in Turkey.
- Although 45% of young adults in Turkey have lower secondary education as their highest attainment, the highest across OECD countries in 2016, the share has been declining steadily, falling by 27 percentage points since 2000, the sharpest decline after Portugal over that period.
- Tertiary attainment has been increasing faster in Turkey among the younger generation: the share of 25-34 year-olds with a tertiary degree increased by 22 percentage points between 2000 and 2016 in Turkey, compared to 17 percentage points on average across OECD countries.

- In Turkey, only 4% of 30-44 year-olds have a tertiary-educated parent, a similar share to Italy. However, those who do have at least one tertiary-educated parent are more likely to achieve similarly high attainment levels than those who have none.

Figure 2. Enrolment rates at ages 2 to 5 in early childhood and primary education (2015)




1. Includes only pre-primary education at the ages of 2 and 3 (ISCED 02).

2. Includes early childhood development programmes at the ages of 4 and 5 (ISCED 01).

3. Year of reference 2014.

Countries are ranked in descending order of the enrolment rates of 3-year-olds.

Source: OECD (2017), Table C2.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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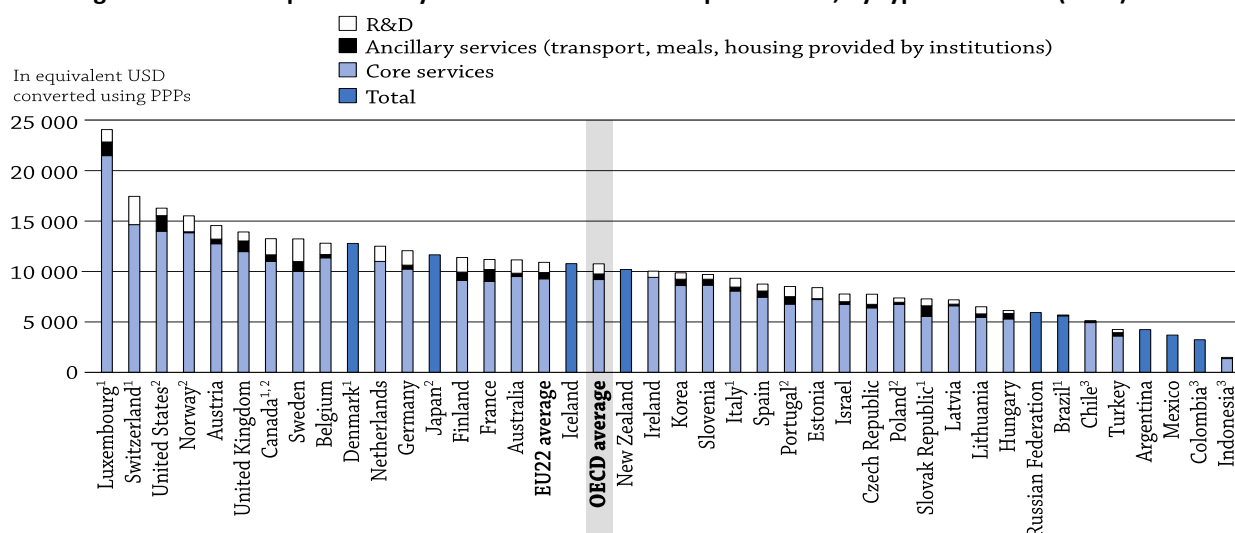
Despite a sharp rise in expenditure on education per student, spending is among the lowest across OECD countries

- Between 2010 and 2014, public expenditure on primary to tertiary education rose by 70% in Turkey, the fastest rate across OECD countries and partner countries with available data for the reference years. This increasing trend is remarkable compared to other OECD countries, where the average increase was 5% over the same period.
- Total public expenditure on education, including inside and outside educational institutions, amounted to 4.2% of GDP in 2014, compared to 4.8% of GDP on average among OECD countries. As a share of government spending, total public expenditure on education reached 12.4% in 2014, a significant rise from 2010 levels (8.6%), surpassing in 2014 the OECD average of 11.3%.
- Expenditure on primary to tertiary educational institutions has grown faster than GDP over the same period 2010-2014, resulting in the sharpest increase in spending on primary to tertiary educational institutions relative to GDP observed across OECD countries: 28% in Turkey, while it fell by 2% on average across OECD countries. In 2014, expenditure on primary to tertiary institutions stood at 4.9% in Turkey, compared to 5.2% on average across OECD countries.
- Similarly, while the number of students enrolled in primary to tertiary education also experienced one of the sharpest increases across OECD countries, expenditure expanded even faster. In 2014, Turkey spent on average 30% more per student at primary, secondary and post-secondary non-tertiary level than in 2010, and 52% more at tertiary level, compared to increases per student of 5% and 6% respectively on average across OECD countries.
- In spite of this rapid increase, Turkey's cumulative expenditure per student remains one-third of the OECD average and the second lowest among OECD countries with available data. In 2014, total expenditure per student

over the expected duration of studies was USD 16 040¹ for primary, USD 27 403 for all secondary, and USD 43 442 for primary and secondary combined in Turkey, compared to OECD averages of USD 51 266, USD 72 371 and USD 123 637 respectively. This gap is significant given that Turkish children are expected to spend roughly the same amount of time in primary to secondary education: 12.9 years, compared to 13.0 years on average across OECD countries.

- 79% of the funding on primary to tertiary educational institutions comes from public sources in Turkey, against 85% on average across OECD countries. While the state funds a greater share of expenditure than the OECD average at tertiary level (75% compared to 70%), it funds less at primary to secondary levels (80% compared to 91%).

Figure 3. Annual expenditure by educational institutions per student, by types of service (2014)



Note: PPP and USD stand for purchasing power parity and United States dollars respectively.

1. Public institutions only (for Italy, for primary and secondary education; for Canada and Luxembourg, for tertiary education and from primary to tertiary; for the Slovak Republic, for bachelor's, master's and doctoral degrees).

2. Some levels of education are included with others. Refer to "x" code in Table B1.1 for details.

3. Year of reference 2015.

Countries are ranked in descending order of total expenditure per student by educational institutions.

Source: OECD/UIS/Eurostat (2017), Table B1.2. See *Source* section for more information and Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

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Large disparities persist in the learning environment between public and private institutions

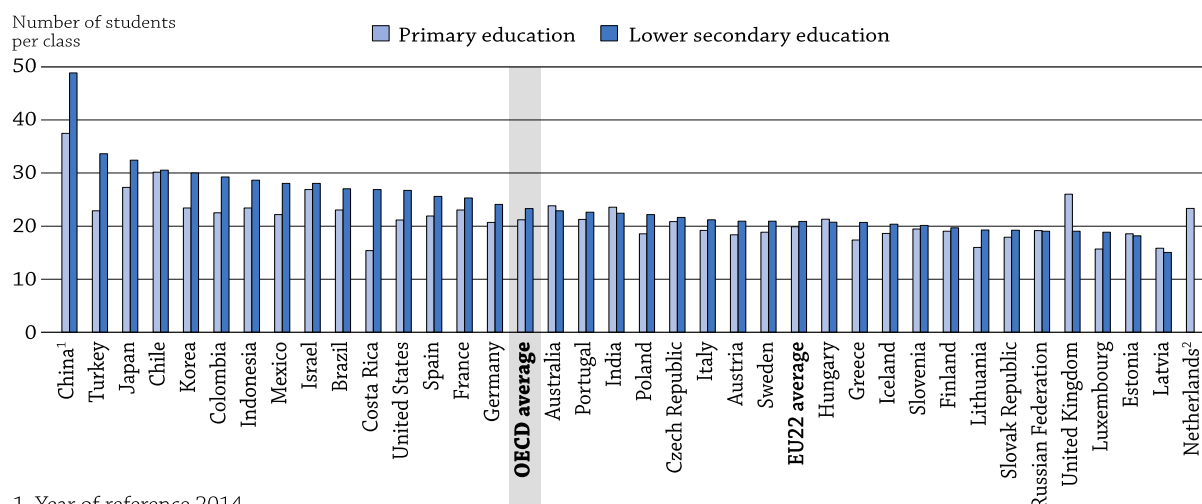
- Smaller classes may allow teachers to devote more of their time and efforts to individual students and their needs. While the average class size in Turkey was smaller than the OECD average for private institutions in 2015, it was among the highest in OECD countries for public institutions. Turkey has the largest difference in class size between public and private institutions among OECD countries.
- In lower secondary education, the average class size in Turkey is 35 students in public institutions and 20 in private ones compared to the OECD average of 23 and 22 respectively. Since public institutions account for most educational institutions in many countries, including Turkey, the average class size overall is only slightly smaller, at 34 students: still far larger than the OECD average of 23 and the largest among OECD countries with available data (Figure 4). The same pattern is observed in class sizes at both primary and secondary levels.
- Nevertheless, Turkey has seen a notable decline in average class size in primary education over the last decade. Between 2005 and 2015, average class sizes fell by 16% in Turkey, the second largest decline across OECD countries with available data for the reference years, compared to only 2% on average among OECD countries.
- Together with average class size, student-teacher ratios reflect the characteristics of the education environment. Turkey has fewer teachers compared to the number of students: in 2015, there were 18 students per teacher at

¹ Values reported in equivalent US dollars (USD) have been converted using purchasing power parities (PPPs) for GDP.

primary level, 17 at lower secondary level, 14 at upper secondary level and 22 at tertiary level. These were all the same or higher than the OECD averages of 15 (primary), 13 (lower secondary), 14 (upper secondary) and 16 (tertiary).

- As with average class sizes, the ratio of students to teaching staff also varies greatly by type of institution: in secondary education, the ratio for public institutions (16:1) is twice that for private institutions (8:1), while on average the figure across OECD countries is 13:1 for both public and private institutions. These large disparities in the learning environment may generate inequalities in the quality of learning between students in private and public institutions, and may generate inequities in educational outcomes.
- Although teachers in Turkey have to manage large classes, their net teaching and working hours are generally shorter than the OECD averages. In 2015, net teaching time over the school year for Turkish teachers was 108% of the OECD average at pre-primary level, 91% at primary level, 71% for lower secondary general programmes and 76% for upper secondary general programmes. Their working hours spent at school were 94%, 85%, 74% and 76% of the OECD average at these levels respectively. Their total statutory working time over the school year was 1 592 hours regardless of level of education, less than the OECD average of around 1 620 hours. Their net teaching time and working time required at school were among the lowest across OECD countries. Turkey has not shown any remarkable change in these figures over the last decade. In general lower secondary education, teaching time in Turkey remained constant at 504 hours per year from 2000 to 2015 while it rose from 686 hours to 704 hours on average across OECD countries during that period. As a result, Turkey was ranked last among OECD countries for this measure in both 2000 and 2015.

Figure 4. Average class size in educational institutions, by level of education (2015)



1. Year of reference 2014.

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Higher education offers less advantage in the labour market than in the past

- In general, adults who attained a higher level of education enjoy better jobs and higher earnings in the labour market than those who did not. Such advantages encourage people to proceed to a higher level of education. However, although they still enjoyed better employment rates than those without tertiary education, one-quarter of tertiary-educated 25-64 year-olds in Turkey were not employed in 2016. Employment rates were 51% for 25-64 year-olds with below upper secondary education, 62% for those with upper secondary or post-secondary non-tertiary education and 75% for those with tertiary education, all below the OECD averages of 57%, 75%, and 84% respectively. Across all levels of attainment, Turkey had the lowest employment rate across OECD countries, at 58%, well below the OECD average of 75%.
- Tertiary attainment provides fewer advantages in the labour market in terms of employment than used to in Turkey. Although employment rates still increase with higher educational attainment, the gap has narrowed

recently, with a fall of 9 percentage points in employment rates since 2000 for tertiary graduates compared to a 2 percentage point drop on average across OECD countries.

- Nevertheless, Turkey's labour market still compensates those with higher educational attainment with higher relative earnings. In 2015, 25-64 year-olds with tertiary education earned 67% more than those with only upper secondary education in Turkey, compared with 56% more on average across OECD countries. Turkey's labour market also has strong disincentives for lower educational attainment. Those with below upper secondary education earned 30% less than those with upper secondary education in Turkey, compared to 22% less on average across OECD countries.

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Note regarding data from Israel

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

References

OECD (2017), *Education at a Glance 2017: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2017-en>.

For more information on Education at a Glance 2017 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Subnational data are available at <http://nces.ed.gov/surveys/annualreports/oecd/index.asp>.

Updated data can be found on line at [OECD.Stat](http://dx.doi.org/10.1787/eag-data-en) as well as by following the [StatLinks](http://dx.doi.org/10.1787/eag-data-en) under the tables and charts in the publication <http://dx.doi.org/10.1787/eag-data-en>.

Explore, compare and visualise more data and analysis using:  Education GPS
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=TUR&treshold=10&topic=EQ>.

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Key Facts for Turkey in Education at a Glance 2017

Source	Main topics in <i>Education at a Glance</i>	Turkey		OECD average	
Fields of study					
Table A2.1	Graduates in upper secondary vocational programmes	2015			
		%	% Women	%	% Women
	Business, administration and law	16%	55%	20%	66%
	Engineering, manufacturing and construction	39%	16%	34%	12%
	Health and welfare	19%	88%	12%	82%
Table C3.1	New entrants to tertiary education	2015			
		%	% Women	%	% Women
	Education	6%	74%	9%	78%
	Business, administration and law	37%	44%	23%	54%
	Engineering, manufacturing and construction	14%	25%	16%	24%
Table C4.2.	Tertiary students enrolled, by mobility status	2015			
		International students ¹	National students	International students ¹	National students
	Education	6%	6%	3%	8%
	Business, administration and law	20%	43%	27%	23%
	Engineering, manufacturing and construction	24%	13%	17%	12%
Table A1.3	Tertiary-educated 25-64 year-olds	2016			
		16%		13%	
	Business, administration and law	31%		23%	
	Engineering, manufacturing and construction	16%		17%	
	Table A5.3	Employment rate of tertiary-educated 25-64 year-olds	2016		
71%			83%		
Business, administration and law		73%		85%	
Engineering, manufacturing and construction		78%		87%	
Early childhood education					
Table C2.1	Enrolment rates in early childhood education at age 3	2015			
	ISCED 01 and 02	9%		78%	
Table C2.3	Expenditure on all early childhood educational institutions		2014		
	As a percentage of GDP		0.2%		0.8%
	Proportions of total expenditure from public sources		66%		82%
Vocational education and training (VET)					
Table C1.3	Enrolment in upper secondary education, by programme orientation	2015			
		General	Vocational	General	Vocational
Enrolment rate among population aged 15-19 year-olds		27%	30%	37%	25%
Table A2.2	Graduation rates, by programme orientation	2015			
		General	Vocational	General	Vocational
Upper secondary education - All ages		37%	36%	54%	44%
Figure A5.3.	Employment rate, by programme orientation	2016			
		General	Vocational	General	Vocational
25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level		61%	70%	70%	80%
Tertiary education					
Table C4.1.	Share of international or foreign students, by level of tertiary education	2015			
		1%		4%	
	Master's or equivalent	4%		12%	
	Doctoral or equivalent	6%		26%	
	All tertiary levels of education	1%		6%	
Table A1.1	Educational attainment of 25-64 year-olds	2016			
		5%		8%	
	Bachelor's or equivalent	12%		16%	
	Master's or equivalent	2%		12%	
	Doctoral or equivalent	0%		1%	
Table A5.1	Employment rate of 25-64 year-olds, by educational attainment	2016			
		67%		81%	
	Bachelor's or equivalent	77%		83%	
	Master's or equivalent	85%		87%	
	Doctoral or equivalent	94%		91%	
All tertiary levels of education	75%		84%		
Table A6.1	Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)	2015			
		**		122	
	Bachelor's or equivalent	**		146	
	Master's, doctoral or equivalent	**		198	
	All tertiary levels of education	167		156	

Turkey - Country Note - Education at a Glance 2017: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Turkey		OECD average	
Adult education and learning					
	Participation of 25-64 year-olds in adult education ²	2015		2012 ³	
Table C6.1a	Participation in formal education only	5%		4%	
	Participation in non-formal education only	12%		39%	
	Participation in both formal and non-formal education	6%		7%	
	No participation in adult education	77%		50%	
Financial investment in education					
	Annual expenditure per student, by level of education (in equivalent USD, using PPPs)	2014			
Table B1.1	Primary education	USD 3 589		USD 8 733	
	Secondary education	USD 3 268		USD 10 106	
	Tertiary (including R&D activities)	USD 8 927		USD 16 143	
	Total expenditure on primary to tertiary educational institutions	2014			
Table B2.1	As a percentage of GDP	4.9%		5.2%	
	Total public expenditure on primary to tertiary education	2014			
Table B4.1	As a percentage of total public expenditure	12.4%		11.3%	
Teachers					
	Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education	2015			
Table D3.2a	Pre-primary school teachers	**		0.78	
	Primary school teachers	**		0.85	
	Lower secondary school teachers (general programmes)	**		0.88	
	Upper secondary school teachers (general programmes)	**		0.94	
	Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)	Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary school teachers	USD 27 285	USD 29 570	USD 29 636	USD 39 227
	Primary school teachers	USD 27 285	USD 29 570	USD 30 838	USD 42 864
	Lower secondary school teachers (general programmes)	USD 27 285	USD 30 408	USD 32 202	USD 44 623
	Upper secondary school teachers (general programmes)	USD 27 285	USD 30 408	USD 33 824	USD 46 631
	Organisation of teachers' working time in public institutions over the school year	Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
Table D4.1	Pre-primary school teachers	1080 hours	1592 hours	1001 hours	1608 hours
	Primary school teachers	720 hours	1592 hours	794 hours	1611 hours
	Lower secondary school teachers (general programmes)	504 hours	1592 hours	712 hours	1634 hours
	Upper secondary school teachers (general programmes)	504 hours	1592 hours	662 hours	1620 hours
	Percentage of teachers who are 50 years old or over	2015			
Table D5.1	Primary education	**		32%	
	Upper secondary education	**		40%	
	Share of female teachers in public and private institutions	2015			
Table D5.2	Primary education	**		83%	
	Upper secondary education	**		59%	
	Tertiary education	43%		43%	
	Ratio of students to teaching staff	2015			
Table D2.2	Primary education	18		15	
	Secondary education	15		13	
	Tertiary education	22		16	
Equity					
	Intergenerational mobility in education ²	2015		2012 ³	
		Both parents have less than tertiary	At least one parent attained tertiary	Both parents have less than tertiary	At least one parent attained tertiary
Tables A4.1 and A4.2	Less than tertiary education (30-44 year-olds' own educational attainment)	88%	33%	69%	31%
	Tertiary-type B (30-44 year-olds' own educational attainment)	4%	9%	12%	16%
	Tertiary-type A and advanced research programmes (30-44 year-olds' own educational attainment)	8%	58%	20%	55%
Transition from school to work					
	Percentage of people not in employment, nor in education or training (NEET)	2016			
Table C5.1	18-24 year-olds	33%		15%	
Education and social outcomes					
	Percentage of adults who report having depression	2014			
		Men	Women	Men	Women
Table A8.1	Below upper secondary	8%	19%	10%	15%
	Upper secondary or post-secondary non-tertiary	8%	16%	6%	10%
	Tertiary	6%	11%	5%	6%

The reference year is the year cited or the latest year for which data are available.

Refer to Annex 3 for country-specific notes and for more information on data presented in this key facts table (www.oecd.org/education/education-at-a-glance-19991487.htm).

1. For some countries foreign students are provided instead of international students.

2. Data refer to ISCED-97 instead of ISCED-A 2011.

3. OECD average includes some countries with 2015 data.

** Please refer to the source table for details on this data.

Cut-off date for the data: 19 July 2017. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>



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