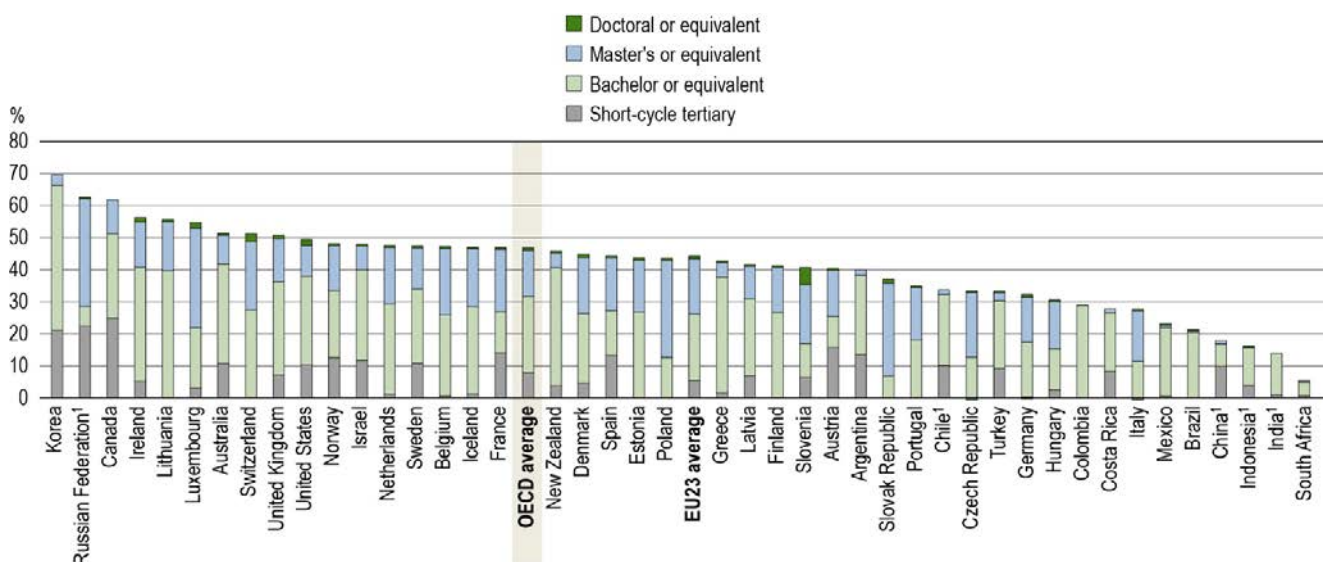


Education at a Glance: OECD Indicators (OECD, 2019^[1]) is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in OECD and partner countries.

Turkey

- The number of young adults who have attained a tertiary education has **doubled in the last decade** in Turkey. Even so, **almost half of them did not even complete their upper secondary education**.
- **The employment rate for tertiary-educated young adults has fallen by 6 percentage points** in the past decade, with women particularly hard hit. In contrast, employment rates for those without an upper secondary education have improved.
- While Turkey's expenditure per student on primary to tertiary institutions is still low, public expenditure as a percentage of gross domestic product (GDP) increased by 24% since 2010. **Much of this increase was concentrated on tertiary institutions.**
- **Low salaries and limited progression** limit the attractiveness of the teaching profession in Turkey. At the top of the scale, teachers' average statutory salaries are only about 27% higher than their starting salaries compared to 61-67% on average across OECD countries.

Figure 1. Distribution of 25-34 year-olds with tertiary education, by level of tertiary education (2018)



Note: Some categories might be included in other categories. Please refer to Education at a Glance Database, <http://stats.oecd.org> for details.

1. Year of reference differs from 2018.

Countries are ranked in descending order of the total percentage of tertiary-educated 25-34 year-olds.

Source: OECD (2019), Education at a Glance Database, <http://stats.oecd.org>. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

Tertiary educational attainment is progressing but employment opportunities have reduced in the past decade, particularly for women

- Tertiary attainment is still low in Turkey. About one-third (33%) of Turkey's young adults (25-34 year-olds) had attained tertiary education by 2018, 11 percentage points below the OECD average of 44%. Turkey has made substantial progress in the last decade, however, with the proportion of young adults attaining tertiary education more than doubling from 15% in 2008.
- Bachelor's degrees are the most common tertiary level attained in Turkey: 21% of young adults held a bachelor's degree in 2018 in Turkey and 9% had a short-cycle tertiary degree. Very few pursue higher degrees with only 3% attaining a master's degree and less than 1% attaining a doctorate (Figure 1).
- However, the share of adults with short-cycle tertiary education may be set to increase in Turkey. Among first-time entrants to tertiary education, 48% are enrolling in short-cycle tertiary programmes, the highest share across OECD countries and almost the same as the share enrolling in bachelor's programmes (50%). Women and men are equally represented among entrants to both programmes in Turkey, whereas men are less likely to enrol in these programmes than women in most other OECD countries.
- Similar to the position in about half of OECD countries, admission to tertiary education is a selective process in Turkey and is based on the results of central and national examinations administered at the end of upper secondary education. Admissions are open to applicants from both general and vocational upper secondary programmes.
- Employment prospects increase with educational attainment in Turkey: 54% of young adults with below upper secondary education are employed compared to 65% of those with upper secondary and 73% of those with tertiary education. However, employment rates vary widely depending on the level of tertiary attainment. Although more students are entering short-cycle tertiary programmes, their employment prospects are the lowest among OECD countries: at 66%, their employment rate is barely higher than for adults with upper secondary education. In contrast, 84% of young adults with a master's or doctoral degree are employed.
- Employment rates for tertiary-educated young adults have fallen by 6 percentage points over the last decade in Turkey. This is mainly the result of lower employment rates for women, which fell from 70% in 2008 to 62% in 2018. In contrast, the employment rate for young adults with below upper secondary education rose by 5 percentage points while for those with upper secondary education the rate has remained stable.
- Despite lower employment rates than on average across OECD countries, tertiary-educated adults in Turkey earn 64% more than their peers with upper secondary education, compared to 57% more on average across OECD countries.

Upper secondary attainment has expanded in recent years and half of its graduates have a vocational qualification

- Despite progress in educational attainment, almost half (43%) of all 25-34 year-olds in Turkey had not attained upper secondary education in 2018, although this is down from 60% in 2008. This is the second highest share among OECD countries after Mexico and nearly three times the OECD average of 15%.
- Graduation rates from upper secondary are increasing. In 2017, 75% of adults graduated for the first time from upper secondary level, compared to 54% in 2010, the largest increase among OECD countries with data over this period. However this is still below the OECD average of 86% in 2017. Enrolment rates among 15-19 year-olds was also low in Turkey, at 73% in 2017, significantly lower than the OECD average of 84%.
- About half of upper secondary graduates earned a vocational qualification in 2017, compared to 40% on average across OECD countries. Vocational upper secondary programmes typically cater to young students in Turkey. The average age of graduates is 18, compared to 22 on average across OECD countries. Among vocational upper secondary graduates, 26% earned a degree in health and welfare in Turkey in 2017, more than double the OECD average of 12%. Less than 30% earned a degree in engineering, manufacturing and construction compared to 34% on average across OECD countries.
- Gender disparities in employment are greatest among young adults with upper secondary or below upper secondary education. Men without upper secondary education were over three times more likely to be

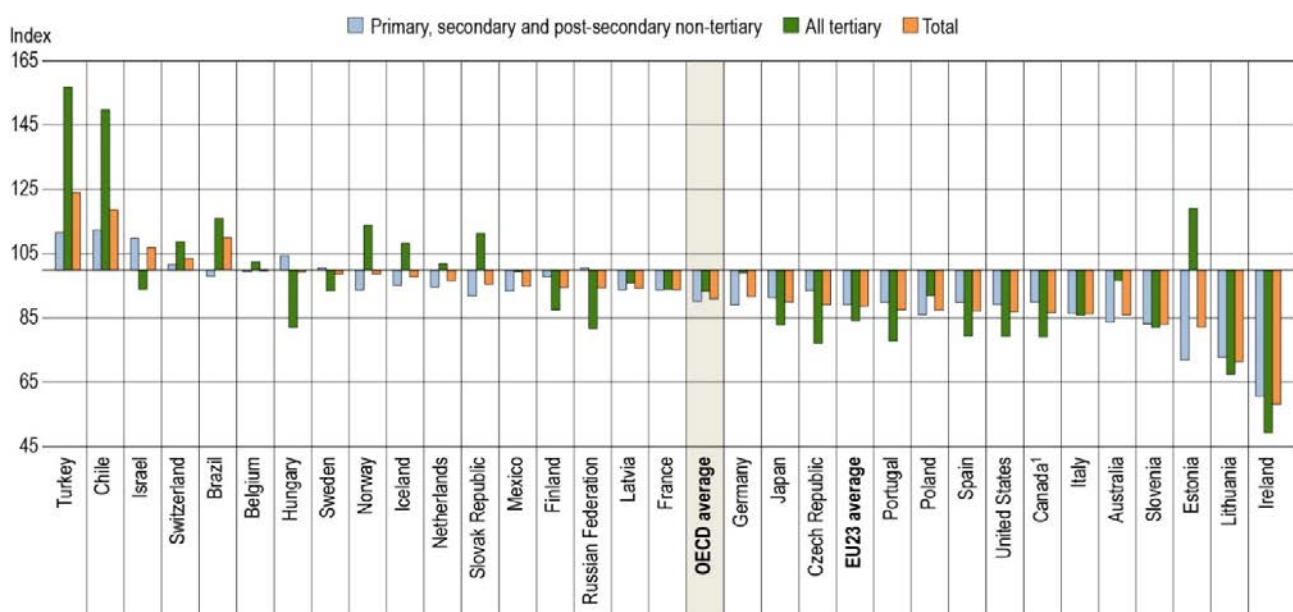
employed than similarly educated women. Among those with upper secondary or post-secondary non-tertiary education, men were also over 2.5 times more likely to be employed than women. In contrast, tertiary-educated men were 1.4 times more likely to be employed than similarly-educated women.

Despite significant increases in educational funding, spending per student is still low and relies heavily on private funds

- Relative to its wealth, Turkey spends more on educational institutions than on average across OECD countries. In 2016, expenditure on primary to tertiary institutions amounted to 5.4% of GDP, compared to 5% on average across OECD countries. The difference stems from the higher spending on tertiary education (1.9% of GDP in Turkey compared to 1.5% on average) whereas the share of GDP spent on primary, secondary to post-secondary non-tertiary levels of education is similar.

Figure 2. Index of change in public expenditure on educational institutions as a percentage of GDP (2010 and 2016)

Final source funds, by level of education, reference year 2010 = 100



Note: Primary education includes pre-primary programmes.

Countries ranked in descending order of the index of change in total expenditure on educational institutions as a percentage of GDP.

Source: OECD/UIS/Eurostat (2019), Table C2.4, available on line. See *Source* section for more information and Annex 3 for notes (<https://doi.org/10.1787/f8d7880d-en>).

- Public expenditure in Turkey as a share of GDP on primary to tertiary educational institutions increased by 24% between 2010 and 2016, while it decreased by 7% on average across OECD countries. Most of the increase was concentrated on tertiary education: public expenditure on tertiary institutions as a share of GDP increased by 57% during this period compared to an increase of 12% at primary, secondary and post-secondary non-tertiary level (Figure 2).
- Despite increases in public spending, Turkey still relies heavily on private funds for educational expenditure. Private sources accounted for 25% of total spending on primary, secondary and post-secondary non-tertiary educational institutions, more than twice the OECD average of 10%. In contrast, at tertiary level, private sources account for a smaller share in Turkey (25%) than on average across OECD countries (32%).
- While spending as a share of GDP is above average in Turkey, spending per student is still low. In 2016, Turkey spent USD 5 633¹ per student on primary to tertiary educational institutions, about half the OECD average of USD 10 502.

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

Low salaries and limited pay progression limits the attractiveness of the teaching profession


- Primary and secondary teachers are younger in Turkey than on average across OECD countries. The majority (68%) are aged 30-49 years old and 20% of them are under the age of 30. In contrast, 54% of teachers are aged 30-49 on average across OECD countries, and only 10% are under 30. The teaching profession is also more gender balanced in Turkey, with women making up 56% of teachers at all levels of education compared to 70% on average across OECD countries.
- Limited salary progression may partly explain the smaller share of older teachers in Turkey. Despite increases in education expenditure, Turkey continues to have a very flat salary scale for teachers at all levels of schooling from pre-primary to upper secondary. Average statutory salaries for teachers at the top of the scale are only about 27% higher than starting salaries, compared to 61-67% on average across OECD countries. With salaries starting at USD 25 955 and reaching only USD 32 953 at the top of the scale, this represents an increase of less than USD 7 000. This lack of pay progression is most apparent when comparing Turkey's average salary at the top of the scale for upper secondary teachers with the OECD average (USD 60 677), which is 84% higher.
- Between 2005 and 2018, teachers' statutory salaries (in USD converted to PPP) increased by 8% at primary level and 2% at secondary level in Turkey. However, salaries peaked in 2015, when they were 28% higher than the level in 2005 for primary teachers and 25% more for secondary teachers.

References

OECD (2019), *Education at a Glance 2019: OECD indicators*, OECD Publishing, Paris, <https://doi.org/10.1787/f8d7880d-en>.

[1]

For more information on **Education at a Glance 2019** and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

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

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This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

On 25 May 2018, the OECD Council invited Colombia to become a Member. While Colombia is included in the OECD averages reported in this note, at the time of its preparation, Colombia was in the process of completing its domestic procedures for ratification and the deposit of Colombia's instrument of accession to the OECD Convention was pending.

Note regarding data from Israel

The statistical data for Israel are supplied by and are 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

Key Facts for Turkey in Education at a Glance 2019

Source	Main topics in <i>Education at a Glance</i>	Turkey		OECD average	
Tertiary education					
Educational attainment of 25-64 year-olds					
2018					
Table A1.1	Short-cycle tertiary	6%		7%	
	Bachelor's or equivalent	13%		17%	
	Master's or equivalent	2%		13%	
	Doctoral or equivalent	0%		1%	
Tertiary attainment of 25-34 year-olds, by gender					
2008					
Table A1.2	Men	17%	33%	31%	38%
	Women	14%	34%	40%	51%
	Total	15%	33%	35%	44%
Distribution of first-time tertiary entrants by education level					
2017					
Table B4.1	Short-cycle tertiary	48%		17%	
	Bachelor's or equivalent	50%		76%	
	Master's or equivalent	2%		7%	
Share of international or foreign students, by education level¹					
2017					
Table B6.1	Bachelor's or equivalent	2%		4%	
	Master's or equivalent	5%		13%	
	Doctoral or equivalent	8%		22%	
	All tertiary levels of education	2%		6%	
Employment rate of 25-64 year-olds, by educational attainment					
2018					
Table A3.1	Short-cycle tertiary	66%		82%	
	Bachelor's or equivalent	76%		84%	
	Master's or equivalent	85%		88%	
	Doctoral or equivalent	92%		92%	
	All tertiary levels of education	74%		85%	
Employment rate of tertiary-educated 25-64 year-olds, by field of study					
2018					
Table A3.4	Education	71%		84%	
	Business and administration and law	73%		86%	
	Engineering, manufacturing and construction	78%		89%	
	Health and welfare	78%		87%	
Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100)					
2017					
Table A4.1	Short-cycle tertiary	**		120	
	Bachelor's or equivalent	**		144	
	Master's, doctoral or equivalent	**		191	
	All tertiary levels of education	164		157	
Upper secondary and vocational education and training (VET)					
Upper secondary or post-secondary non-tertiary attainment rate					
2018					
Table A1.2	Share of 25-34 year-olds with upper secondary or post-secondary non-tertiary as their highest attainment	24%		41%	
Percentage of first-time upper secondary graduates with a vocational qualification					
2017					
Table B3.1	Vocational programmes	50%		40%	
Age at graduation from upper secondary education, by programme orientation					
2017					
Figure B3.1	General programmes	18		18	
	Vocational programmes	18		21	
Share of women among upper secondary graduates, by programme orientation					
2017					
Figure B3.2	General programmes	52%		55%	
	Vocational programmes	50%		46%	
Employment, unemployment and inactivity rates of 25-34 year-olds, with upper secondary or post-secondary non-tertiary education					
2018					
Table A3.3	Employment rate	65%		78%	
	Unemployment rate	11%		7%	
	Inactivity rate	27%		16%	
Total expenditure on upper secondary educational institutions, in USD² per full-time equivalent student, by programme orientation					
2016					
Table C1.1	General programmes	USD 4 896		USD 9 397	
	Vocational programmes	USD 5 573		USD 10 922	
Early childhood education and care (ECEC)					
Enrolment rate of 3-5 year-olds in education					
2017					
Table B2.2	ECEC and primary education	40%		87%	
Share of children enrolled in private institutions					
2017					
Table B2.3	Pre-primary level (ISCED 02)	15%		34%	
Ratio of children to teaching staff					
2017					
Table B2.3	Pre-primary level (ISCED 02)	17		16	
Expenditure on children aged 3-5 enrolled in education					
2016					
Table B2.4	Annual expenditure per child, in USD ² per child	USD 5 381		USD 8 141	

Source	Main topics in <i>Education at a Glance</i>	Turkey		OECD average	
Social outcomes and adult learning					
Participation in formal and/or non-formal education, by educational attainment		2016			
Table A7.1	Below upper secondary	11%		n.a.	
	Upper secondary or post-secondary non-tertiary	29%		n.a.	
	Tertiary	49%		n.a.	
Participation in cultural or sporting activities in the last 12 months, by educational attainment		2015			
Table A6.1	Below upper secondary	**		n.a.	
	Upper secondary or post-secondary non-tertiary	**		n.a.	
	Tertiary	**		n.a.	
Financial resources invested in education					
Total expenditure on educational institutions, by level of education²		2016			
Table C1.1 and C2.1		USD/student	% GDP	USD/student	% GDP
	Primary	USD 4 168	1%	USD 8 470	1.5%
	Lower secondary	USD 4 063	1.1%	USD 9 884	0.9%
	Upper secondary	USD 5 213	1.5%	USD 10 368	1.1%
	Tertiary (including R&D)	USD 10 519	1.9%	USD 15 556	1.5%
Share of expenditure on educational institutions, by final source of funds		2016			
Table C3.1		Public	Private	Public	Private
	Primary, secondary and post-secondary non-tertiary	75%	25%	90%	10%
	Tertiary (including R&D)	74%	25%	66%	32%
Total public expenditure on primary to tertiary education		2016			
Table C4.1	As a percentage of total government expenditure	12.2%		10.8%	
Teachers, the learning environment and the organisation of schools					
Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education		2017			
Table D3.2a		Teachers	School heads	Teachers	School heads
	Pre-primary	0.85	0.97	0.78	**
	Primary	0.85	0.97	0.84	1.25
	Lower secondary (general programmes)	0.85	0.97	0.88	1.34
	Upper secondary (general programmes)	0.85	0.97	0.93	1.43
Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers²		2018			
Table D3.1a		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
	Pre-primary	USD 25 955	USD 28 545	USD 31 276	USD 42 078
	Primary	USD 25 955	USD 28 545	USD 33 058	USD 45 947
	Lower secondary (general programmes)	USD 25 955	USD 28 545	USD 34 230	USD 47 675
	Upper secondary (general programmes)	USD 25 955	USD 28 545	USD 35 859	USD 49 804
Organisation of teachers' working time in public institutions over the school year		2018			
Tables D4.1a and D4.1b		Net teaching time	Total statutory working time	Net teaching time	Total statutory working time
	Pre-primary	1 080 hours	1 592 hours	1 024 hours	1 613 hours
	Primary	720 hours	1 592 hours	783 hours	1 612 hours
	Lower secondary (general programmes)	504 hours	1 592 hours	709 hours	1 634 hours
	Upper secondary (general programmes)	504 hours	1 592 hours	667 hours	1 629 hours
Percentage of teachers who are 50 years old or over		2017			
Table D5.1	Primary to upper secondary	12%		36%	
Share of female teachers, in public and private institutions		2017			
Table D5.2	Primary	61%		83%	
	Lower secondary	57%		69%	
Total number of compulsory instruction time, by level of education		2019			
Table D1.1	Primary	2 880 hours		4 568 hours	
	Lower secondary	3 371 hours		3 022 hours	
	Upper secondary	3 778 hours		**	
Average class size by level of education		2017			
Table D2.1	Primary	21		21	
	Lower secondary	25		23	

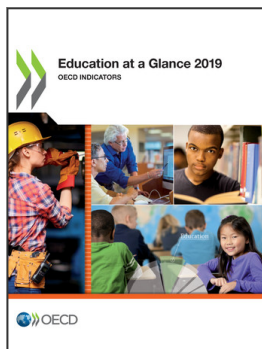
The reference year is the year cited or the latest year for which data are available.

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

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

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

Cut-off date for the data: 19 July 2019. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.



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