



EDUCATION AT A GLANCE 2016

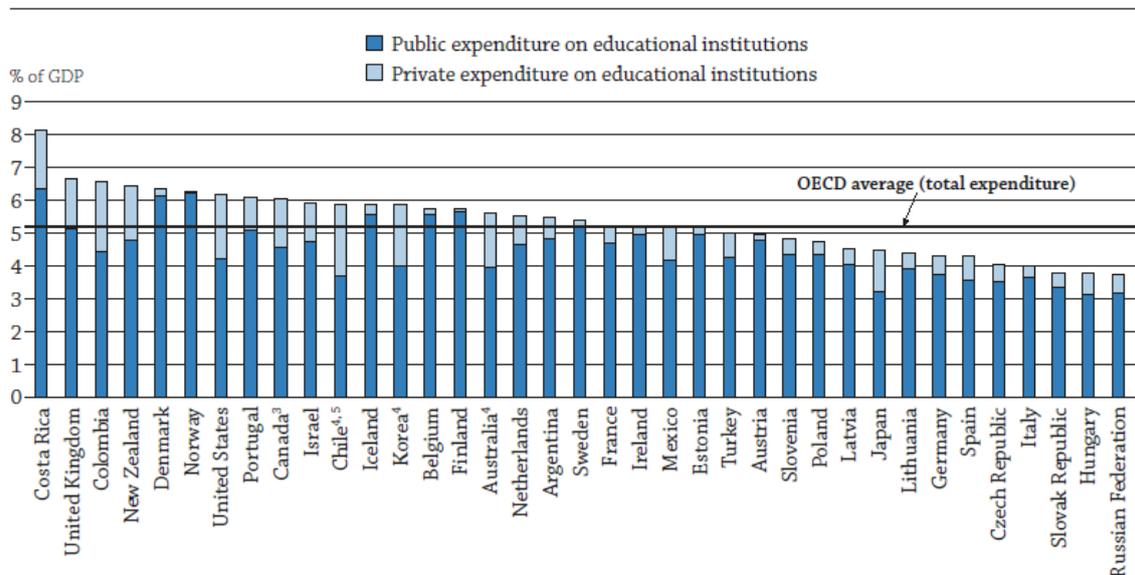
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

Turkey

- **Between 2008 and 2013, Turkey considerably increased its expenditure per student from primary to tertiary levels.** Nevertheless, it is still among the lowest across OECD and partner countries.
- **Graduation rates from upper secondary vocational programmes increased significantly from 2005 to 2014** and equal graduation rates from general programmes. The average age of graduation from upper secondary vocational programmes is lower in Turkey than the OECD average.
- **Teachers in Turkey are younger than in most OECD countries** and earn more than other tertiary-educated workers.
- Despite the existing gender imbalance in certain tertiary fields of education, **the share of male students graduating from education, health and welfare is much higher in Turkey than the OECD average.**
- **Female workers in Turkey face lower employment rates and lower earnings than men**, and this holds true at all levels of educational attainment. However, the gender pay gap among upper secondary and tertiary-educated adults is smaller than on average across OECD countries.

Figure 1. Public and private expenditure on educational institutions, as a percentage of GDP (2013)

From public¹ and private² sources



Note: Public expenditure figures presented here exclude undistributed programme.

1. Including public subsidies to households attributable to educational institutions, and direct expenditure on educational institutions from international sources.

2. Net of public subsidies attributable for educational institutions.

3. Year of reference 2012.

4. Public does not include international sources.

5. Year of reference 2014.

Countries are ranked in descending order of expenditure from both public and private sources on educational institutions.

Source: OECD, Table B2.3. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933397719>

High-quality education needs sustainable funding

- Between 2008 and 2013, Turkey increased its public expenditure on primary, secondary and post-secondary non-tertiary education by 63%. During the same period, the number of public school students enrolled at these levels increased by 7%, which translated into an increase of 52% in expenditure per student. Despite this increase, Turkey's total expenditure per student at primary, secondary and post-secondary non-tertiary levels was the second lowest among OECD and partner countries at USD 3 327¹ per year.
- Total expenditure per student in tertiary institutions was USD 10 637 in 2013, more than three times what was spent at primary, secondary and post-secondary non-tertiary levels. Between 2008 and 2013, Turkey more than doubled its annual public expenditure on tertiary educational institutions. Since the number of students enrolled in public tertiary institutions also increased by 56%, the result was a 32% increase in expenditure per student at tertiary level. Again, despite this increase, expenditure per student at the tertiary level in Turkey is below the OECD average of USD 15 772.
- Expenditure on educational institutions in Turkey comes mainly from public sources. The share of public expenditure in primary, secondary and post-secondary non-tertiary education is 87% (4 percentage points lower than the OECD average) and at tertiary level it is 80% (10 percentage points higher than the OECD average). Turkey's total public expenditure corresponds to 4.6% of gross domestic product (GDP), which is similar to the OECD average of 4.8% (Figure 1).

Vocational education and training can provide more direct pathways into the labour market

- If current patterns are maintained, 34% of young adults in Turkey are expected to graduate from a vocational upper secondary programme at some point in their lifetime – the same rate as for general programmes. This is still below the OECD average of 46%, but represents a significant increase over 2005, when it was only 17%, and 2010, when it was 22%.
- Moreover, graduates from these programmes are young: 97% of them are under 25 and the average age at graduation is 18. Graduates across the OECD are relatively older: the average age at graduation is 23 and only 80% of them are under 25.
- Among vocational programmes, the field of engineering, manufacturing and construction has the largest share of graduates (37%, versus an OECD average of 33%), followed by health and welfare (20%, versus an OECD average of 14%), sciences (15%, versus an OECD average of 4%) and social sciences, business and law (15%, versus an OECD average of 20%).

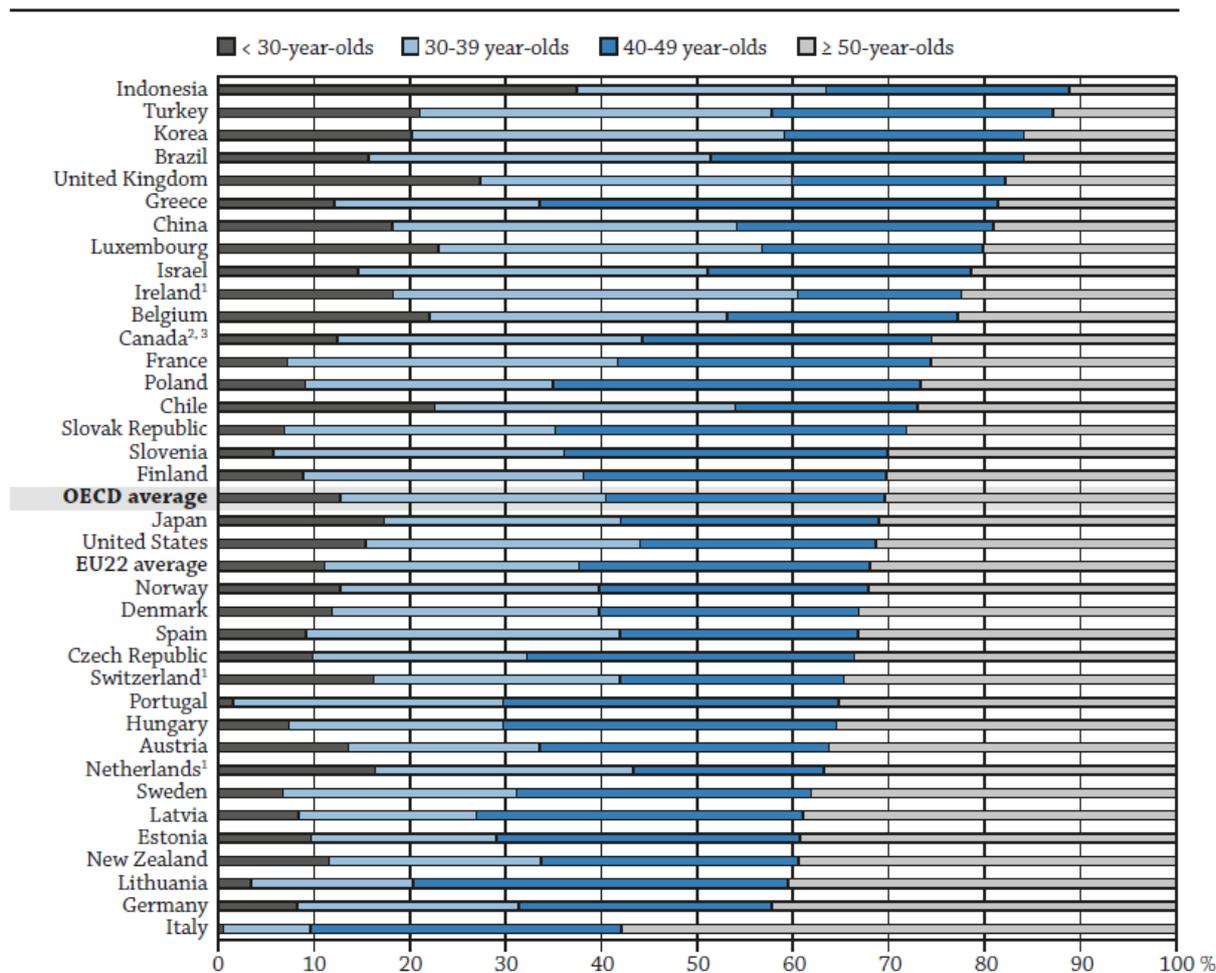
Salary, the school environment and workload all influence teachers' decisions to enter – and remain in – the profession

- In contrast to most OECD countries, statutory salaries in Turkey for pre-primary to upper secondary teachers with 15 years of experience and typical qualifications are higher than the average salary for full-time, full-year tertiary-educated workers. At pre-primary and primary levels, teachers earn 11% more than other tertiary-educated workers and at secondary level they earn 15% more. On average across OECD countries, pre-primary and primary teachers earn over 10% less, lower secondary teachers earn 9% less and upper secondary teachers earn 4% less.
- Between 2005 and 2014, teachers' statutory salaries in Turkey, based on typical qualifications, increased by 21% at pre-primary and primary levels, and by 18% at lower and upper secondary levels. The average increase among OECD countries over this period was significantly smaller: 6% at pre-primary, 4% at primary, 3% at lower secondary and 1% at upper secondary levels.
- In contrast to the overall picture among OECD countries, the teaching workforce in Turkey is relatively young (Figure 2). From primary to upper secondary education, Turkey has the lowest share of teachers over the age of 50 among OECD countries. Across all these levels of education, the largest proportion of teachers in Turkey are 30-39 years old, whereas on average across OECD countries the largest proportion are 40-49 years old.

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

Figure 2. Age distribution of teachers in primary education (2014)

Distribution of teachers in educational institutions, by age group



1. Public institutions only.

2. Primary includes pre-primary and lower secondary.

3. Year of reference 2013.

Countries are ranked in ascending order of the percentage of teachers aged 50 years or older at the primary level.

Source: OECD, Table D5.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933399182>

Gender gaps in education and employment persist

- As in most other OECD countries, Turkey displays a clear gender imbalance among tertiary graduates over their field of study but the imbalance is lower in Turkey than on average across OECD countries. Women represent 27% of graduates in the field of engineering, manufacturing and construction against an OECD average of 25%, and 50% of graduates in science, mathematics and computing (OECD average 39%). Moreover, men make up about 36% of graduates in the field of education against an OECD average of 22%, and 33% of graduates in health and welfare (OECD average 24%).
- Women in Turkey face lower employment rates and lower earnings than men. The employment rate among tertiary-educated adults is 58% for women and 76% for men. This gender gap of 18 percentage points is higher than the OECD average of 8 percentage points. Moreover, a woman with a tertiary degree earns only 84% of what a tertiary-educated man earns, although this gender gap is smaller than the OECD average of 73%.
- Turkey has the highest share (47.6%) of 20-24 year-old women neither in employment nor in education or training (NEET), considerably higher than the OECD average of 18.5%. The share of young women NEETs remains significant despite a fall of more than 18 percentage points between 2005 and 2015. In comparison, the share of male NEETs in the same age group is 18.3%.

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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.

References

OECD (2016), *Education at a Glance 2016: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2016-en>.

For more information on Education at a Glance 2016 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:  **EducationGPS**
<http://gpseducation.oecd.org/CountryProfile?primaryCountry=TUR&treshold=10&topic=EQ>.

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Key Facts for Turkey in Education at a Glance 2016

Source	Main topics in <i>Education at a Glance</i>	Turkey		OECD average	
Gender					
Employment rate of 25-64 year-olds, by educational attainment		2015			
		Men	Women	Men	Women
Chart A5.2.	Below upper secondary	74%	28%	66%	46%
	Upper secondary or post-secondary non-tertiary	81%	32%	81%	67%
	Tertiary	85%	64%	88%	80%
Full-year earnings of women as a percentage of men's earnings, by educational attainment (25-64 year-olds)		2014			
		Ratio (women/men)		Ratio (women/men)	
Table A6.2	Below upper secondary	70%		76%	
	Upper secondary or post-secondary non-tertiary	84%		77%	
	Tertiary	84%		73%	
Percentage of people not in employment, nor in education or training (NEET)		2015			
		Men	Women	Men	Women
Table C5.2	15-29 year-olds	15%	43%	12%	17%
Percentage of female graduates, by tertiary levels of education		2014			
		% Women		% Women	
Table A3.4	Short-cycle tertiary	49%		56%	
	Bachelor's or equivalent	50%		58%	
	Master's or equivalent	43%		57%	
	Doctoral or equivalent	48%		47%	
Field of education studied among tertiary-educated adults (25-64 year-old non-students)		2015			
		Men	Women	Men	Women
Table A1.5.	Teacher training and education science	21%	22%	7%	18%
	Engineering, manufacturing and construction	19%	6%	31%	7%
Vocational Education and Training (VET)					
Distribution of enrolment, by programme orientation		2014			
		General	Vocational	General	Vocational
Table C1.3a	Upper secondary education	54%	46%	56%	44%
Educational attainment, by programme orientation		2015			
		General	Vocational	General	Vocational
Table A1.4.	25-34 year-olds with upper secondary or post-secondary non-tertiary education	13%	11%	17%	26%
Unemployment rate, by programme orientation		2015			
		General	Vocational	General	Vocational
Table A5.5	25-34 year-olds with upper secondary or post-secondary non-tertiary education as their highest educational attainment level	11.8%	8.4%	10%	9.2%
Financial Investment in Education					
Annual expenditure per student, by level of education (in equivalent USD, using PPPs)		2013			
		USD		USD	
Table B1.1	Primary education	2 894		8 477	
	Secondary education	3 590		9 811	
	Tertiary (including R&D activities)	10 637		15 772	
Total expenditure on primary to tertiary educational institutions		2013			
Table B2.2	As a percentage of GDP	5%		5.2%	
Total public expenditure on primary to tertiary education		2013			
Table B4.2	As a percentage of total public expenditure	**		11.2%	
Early Childhood Education and Care (ECEC)					
Enrolment rates in early childhood education at age 3		2014			
Table C2.1	ISCED 01 and 02	8%		71%	
Expenditure on all early childhood educational institutions		2013			
Table C2.3	As a percentage of GDP	**		0.8%	
	Proportions of total expenditure from public sources	**		81%	
Teachers					
Actual salaries of teachers in public institutions relative to wages of full-time, full-year workers with tertiary education		2014			
Table D3.2a	Pre-primary school teachers	**		0.74	
	Primary school teachers	**		0.81	
	Lower secondary school teachers (general programmes)	**		0.85	
	Upper secondary school teachers (general programmes)	**		0.89	
Annual statutory salaries of teachers in public institutions, based on typical qualifications, at different points in teachers' careers (in equivalent USD, using PPPs)		2014			
		Starting salary	Salary after 15 years of experience	Starting salary	Salary after 15 years of experience
Table D3.1a	Pre-primary school teachers	USD 26 964	USD 28 740	USD 29 494	USD 39 245
	Primary school teachers	USD 26 964	USD 28 740	USD 31 028	USD 42 675
	Lower secondary school teachers (general programmes)	USD 27 904	USD 29 680	USD 32 485	USD 44 407
	Upper secondary school teachers (general programmes)	USD 27 904	USD 29 680	USD 34 186	USD 46 379

Turkey - Country Note - Education at a Glance 2016: OECD Indicators

Source	Main topics in <i>Education at a Glance</i>	Turkey		OECD average	
	Mean monthly earnings of tertiary-educated 25-64 year-old, by selected field of education studied	2015		2012¹	
Table A6.4	Teacher training and education science	USD 1 700		USD 3 004	
	Engineering, manufacturing and construction	USD 2 300		USD 3 883	
	Ratio of students to teaching staff	2014			
Table D2.2	Primary education	19 students per teacher		15 students per teacher	
	Secondary education	17 students per teacher		13 students per teacher	
	Tertiary education	20 students per teacher		17 students per teacher	
Tertiary Education					
	Percentage of adults who have attained tertiary education, by tertiary level of educational attainment and age group	2015			
		25-34 year-olds	25-64 year-olds	25-34 year-olds	25-64 year-olds
Table A1.2	Short-cycle tertiary	8%	5%	8%	8%
	Bachelor's or equivalent	17%	11%	21%	16%
	Master's or equivalent	2%	2%	14%	11%
	Doctoral or equivalent	0%	0%	1%	1%
	All tertiary levels of education	28%	18%	42%	35%
	Employment rate of 25-64 year-olds, by tertiary educational attainment	2015			
Tables A5.1 & A5.3	Short-cycle tertiary	68%		80%	
	Bachelor's or equivalent	78%		82%	
	Master's or equivalent	86%		87%	
	Doctoral or equivalent	92%		91%	
	All tertiary levels of education	76%		84%	
	Relative earnings of full-time full-year 25-64 year-old workers, by tertiary educational attainment (upper secondary education = 100)	2014			
Table A6.1	Short-cycle tertiary	**		120	
	Bachelor's or equivalent	**		148	
	Master's, doctoral or equivalent	**		191	
	All tertiary levels of education	170		155	
	Share of international or foreign students, by level of tertiary education	2014			
Table C4.1.	Bachelor's or equivalent	1%		5%	
	Master's or equivalent	3%		12%	
	Doctoral or equivalent	5%		27%	
	All tertiary levels of education	1%		6%	
	First-time entry rates into tertiary education	2014			
Table C3.1.	All tertiary levels (including international students)	94%		68%	
	All tertiary levels (excluding international students)	94%		61%	
	All tertiary levels (students younger than 25 years old and excluding international students)	74%		51%	
Other: Immigration and intergenerational mobility in education					
	Proportion of adults with same educational attainment levels as their parents, by parents' immigrant status²	2015		2012¹	
		Native-born parents	Foreign-born parents	Native-born parents	Foreign-born parents
Table A4.3	25-44 year-old adults with below upper secondary education as their highest educational attainment level	69%	**	27%	37%
Other: Adult education and learning					
	Participation of 25-64 year-olds in formal and/or non-formal education, by level of education²	2015		2012¹	
Table C6.3	Below upper secondary	14%		26%	
	Upper secondary or post-secondary non-tertiary	31%		46%	
	Tertiary	53%		70%	
Other: Education and social outcomes					
	Percentage of 25-64 year-old adults reporting that they are in good health, by selected literacy proficiency level	2015		2012¹	
Table A8.1 (L)	Low literacy proficiency (Level 1 or below)	63%		67%	
	High literacy proficiency (Level 4 or 5)	84%		90%	
	Life satisfaction today and life satisfaction expected in five years for 25-64 year-olds, by educational attainment³	2015			
		Life satisfaction today	Life satisfaction in 5 years	Life satisfaction today	Life satisfaction in 5 years
Table A8.3a	Upper secondary or post-secondary non-tertiary	63%	72%	83%	87%
	Tertiary	79%	81%	92%	94%

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

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

1. OECD average includes some countries with 2015 data.

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

3. Educational attainment categories collected by Gallup World Poll may differ from ISCED-A 2011.

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