



Türkiye

This country note provides an overview of key characteristics of the education system in Türkiye based on Education at a Glance 2024. In line with the thematic focus of Education at a Glance 2024, it highlights issues of equity in education. Data in this note are provided for the latest available year as indicated in Education at a Glance 2024.

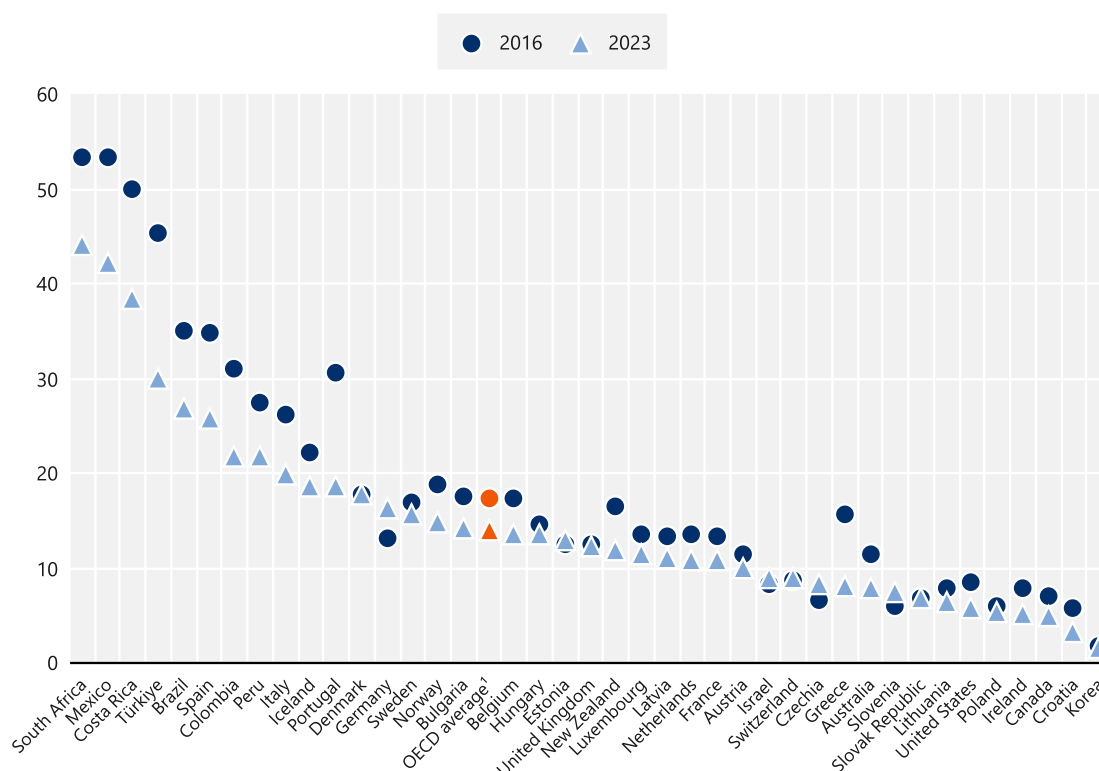
The output of educational institutions and the impact of learning

- Adults without upper secondary qualification are at considerable risk of poor social and labour-market outcomes throughout their lives. Reducing the share of young adults without an upper secondary qualification has been a priority in many countries and their share has decreased between 2016 and 2023 in 28 out of 35 OECD member countries. This is also the case in Türkiye. Their share of 25-34 year-olds without upper secondary educational attainment decreased by 15 percentage points between 2016 and 2023. At 30%, it is 16 percentage points above the OECD average in 2023 (Figure 1). Parents' education has a strong impact on the educational attainment of their children. In Türkiye, 81% of 25-64 year-olds who have at least one parent with tertiary attainment also attained a tertiary qualification. In contrast, only 18% of 25-64 year-olds with parents without an upper secondary qualification have obtained a tertiary qualification themselves.
- The difficult labour-market situation faced by workers without an upper secondary qualification is reflected in employment rates among 25-34 year-olds. In Türkiye, 53% of 25-34 year-olds without an upper secondary qualification are employed, compared to 65% of those with an upper secondary or post-secondary non-tertiary qualification. The corresponding OECD averages are 61% and 79%, respectively. Moreover, workers without an upper secondary qualification are at risk of earning very low wages in most OECD countries. In Türkiye, 30% of 25-64 year-olds with below upper secondary educational attainment earn at or below half the median income compared to 18% of workers with upper secondary or post-secondary non-tertiary educational attainment and 12% of workers with a tertiary qualification. Across the OECD, the respective shares are 28%, 17% and 10%.
- Strong labour markets and increasing participation in education have led to a decline in the share of 18-24 year-olds who are neither in employment nor in education or training (NEET) in most OECD member countries. Across the OECD, the average NEET rate decreased from 15.8% to 13.8% between 2016 and 2023. In Türkiye, the share of NEETs decreased from 33.0% to 31.1%.
- By almost all available measures, girls and women have better educational outcomes than boys and men, and in many cases the gap is widening. This is reflected in gender gaps in educational attainment. In all OECD member countries, women aged 25-34 are as likely or more likely than their male peers to have a tertiary qualification (54% compared to 41% on average across OECD countries). With a tertiary educational attainment rate of 46% for women and 40% for men, the gap is much narrower than the OECD average in Türkiye.

- Although girls and women clearly outperform boys and men in education, the picture is reversed when they enter the labour market; the key measures of labour-market outcomes are generally worse for women than for men. Women aged 25-34 are less likely to be employed than men, with the gap typically widest for those with below upper secondary educational attainment and narrowest for those with tertiary attainment. In Türkiye, only 25% of young women with educational attainment below upper secondary educational level are employed, while the corresponding share for young men is 82% (the corresponding OECD averages are 47% and 72%). In contrast, 62% of young women with a tertiary qualification are employed, while the corresponding share for young men is 87% (the corresponding OECD averages are 84% and 90%). However, tertiary attainment does not help to reduce the wage gap between men and women in most countries. Across the OECD, young women with a tertiary qualification earn on average 83% of the wage of their male peers, while the corresponding fraction is 84% in Türkiye. Among those with upper secondary or post-secondary non-tertiary attainment, young women earn on average 84% of the wage of their male peers across the OECD and 87% in Türkiye.

Figure 1. Trends in the share of 25-34 year-olds with below upper secondary educational attainment (2016 and 2023)

In per cent



1. The OECD average is derived from the unweighted mean of all countries with available and comparable data for both years.

Countries are ranked in descending order of the share of 25-34 year-olds with below upper secondary attainment in 2023.

Source: OECD (2024), Table A1.2. For more information see *Education at a Glance 2024 Sources, Methodologies and Technical Notes* (<https://doi.org/10.1787/e7d20315-en>).

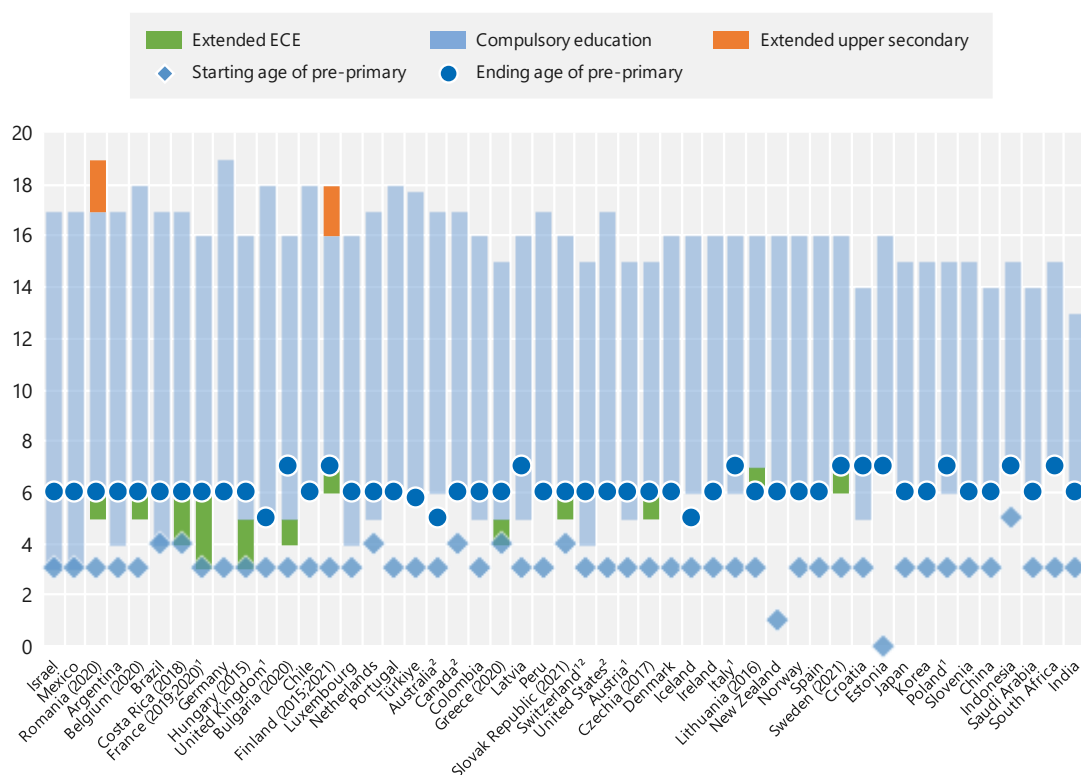


Access to education, participation and progression

- Childcare and parental leave policies vary considerably between countries. Of particular importance for low-income families is the so-called childcare gap, the period between the end of paid parental leave and the start of free early childhood education and care or compulsory education. In eight OECD countries, there is no childcare gap as free early childhood education or compulsory education starts immediately following the end of paid parental leave. In contrast, Türkiye has a childcare gap of 3 years between the end of paid parental leave and the start of free early childhood education.
- Although most children and youths participate in education in the years before and after compulsory education, not all do so. In order to increase enrolment in the early years or among youths, twelve OECD member and accession countries have increased the duration of compulsory education over the past decade. Türkiye does not belong to this group. Compulsory education in Türkiye lasts from the age of 6 to 18 for a total of 12 years, which is above the OECD average of 11 years (Figure 2).

Figure 2. Duration of compulsory education (2022)

In years



Note: The year in parentheses indicates when policy changes were made to the duration of compulsory education. In addition, extended ECEC/extended upper secondary refers to the extension in the duration of the relevant level since 2013.

1. There are other compulsory activities to complete by the end of compulsory education (see Table B2.1).

2. Starting age, ending age, and duration of compulsory education may vary at sub-national level.

Countries are ranked in descending order of the duration of compulsory education.

Source: OECD (2024), Table B2.1. For more information see Education at a Glance 2024 Sources, Methodologies and Technical Notes (<https://doi.org/10.1787/e7d20315-en>).

- Grade repetition is common in many countries to give students more time to master the content of a grade, although its effectiveness is debated. In Türkiye, 4.1% of primary, 0.8% of lower secondary and 5.7% of general upper secondary students repeat a grade in their current level of education, while the OECD average is 1.5% at primary, 2.2% at lower secondary and 3.2% at general upper secondary level.
- Women are significantly over-represented in tertiary education and the gap is widening in most countries. In Türkiye, 53% of new entrants to tertiary education are women, compared with an OECD average of 56%. As women are also more likely than men to complete tertiary education, the gap is even greater among graduates (see Education at a Glance 2022). However, there are large differences between fields of study in all OECD countries. In Türkiye, only 11% of women entering tertiary education were studying science, technology, engineering and mathematics fields, while only 4% of men were entering education-related fields.



- In most OECD countries, a large majority of 15-19 year olds are still enrolled in education, even though compulsory education usually ends before the age of 19. However, in most countries there are large differences in enrolment rates between sub-national regions. In Türkiye, 74% of 15-19 year olds are enrolled at national level, whereas in the region with the lowest enrolment rate, Northeastern Anatolia - East, only 60% of this age group are enrolled.
- Across the OECD, 63% of students who graduated with a bachelor's degree did so from public institutions. However, private education is slowly becoming more common across all levels of tertiary education and the share of graduates from private institutions has grown by 3 percentage points between 2013 and 2022. In Türkiye, the share of bachelor's graduates from private institutions increased from 6% to 13%.

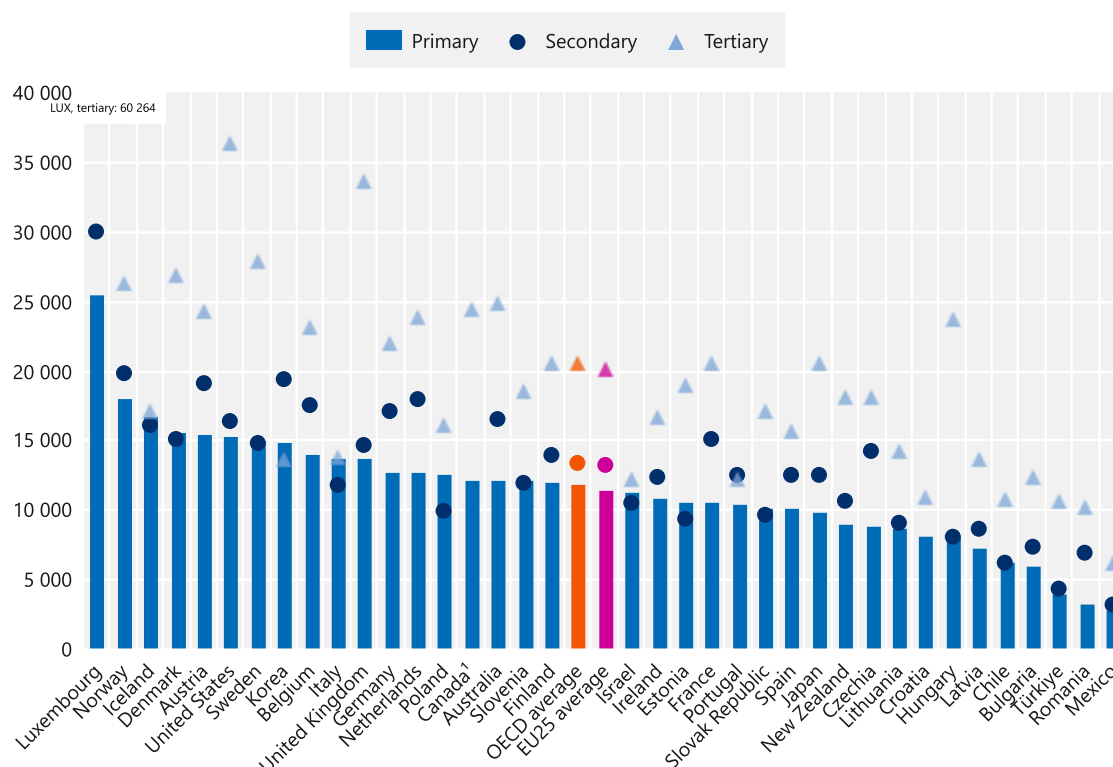
Financial resources invested in education

- The average annual expenditure per student from primary to tertiary education (including R&D) in Türkiye is USD 5 425 (converted using purchasing power parities) compared to an average of USD 14 209 in OECD countries. In most countries, expenditure increases by level of education. In Türkiye, spending per student is USD 4 038 in primary education, USD 4 305 in secondary education and USD 10 657 in tertiary education (Figure 3Error! Not a valid bookmark self-reference.).¹
- Türkiye spends 4.2% of its gross domestic product (GDP) on educational institutions at primary to tertiary levels (including R&D). This is less than the OECD average of 4.9% of GDP.

¹ All expenditure figures in this note are expressed in USD calculated based on purchasing power parity (PPP) exchange rates.

Figure 3. Total expenditure per full-time equivalent student in primary, secondary and tertiary education (2021)

In equivalent USD converted using PPPs, expenditure on educational institutions



1. Primary education includes pre-primary and lower secondary programmes.

Countries are ranked in descending order of the total expenditure per full-time equivalent student in primary education.

Source: OECD (2024), Table C1.1. For more information see *Education at a Glance 2024 Sources, Methodologies and Technical Notes* (<https://doi.org/10.1787/e7d20315-en>).

- Across the OECD, public authorities are responsible for the vast majority of spending on education, particularly at compulsory levels. In Türkiye, 77% of total expenditure on primary institutions comes from public sources, which is below the OECD average of 93%. Private expenditure makes up a greater share in pre-primary and tertiary education in many countries. In Türkiye, the share of public expenditure on pre-primary education is 78%, below the OECD average of 86%, while for tertiary education it is 72%, compared to an OECD average of 68%.
- How private institutions are funded varies considerably across countries, with some fully or largely government funded, while others receive little or no public funding. In Türkiye, government sources spend USD 3 133 per full-time equivalent student in public primary institutions, while the figure is USD 2 389 per full-time equivalent student in private ones (converted using purchasing power parities). The OECD averages are USD 11 914 for public primary institutions and USD 7 867 for private ones.



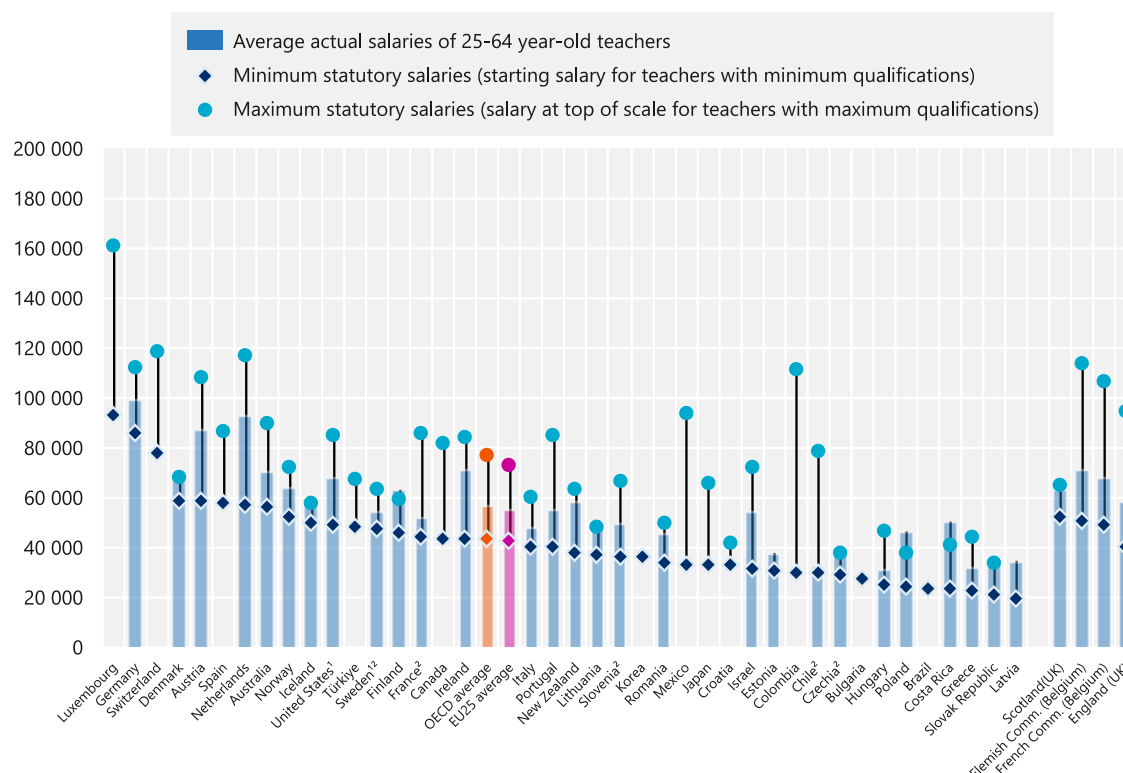
- Governments have to decide how to allocate funds across policy areas. Education (including R&D) is a major expenditure item and accounts for 10% of all public expenditure on average across the OECD. In Türkiye, this share is similar with 10.7%.

Teachers, the learning environment and the organisation of schools

- Across the OECD, 18 out of 21 countries with available data on secondary education report that they face shortages of fully qualified teachers at the start of academic year 2022/2023. Türkiye was one of the few exceptions (together with Greece and Korea) to report no teacher shortages.
- The share of teachers leaving the profession varies considerably across countries. Among countries with available data, between 2% and 12% of teachers resign or retire each year. In Türkiye, the share is at the lower end of this range with 2% (2.02% of teachers left the profession due to retirement and 0.09% due to resignation). The share of teachers resigning fluctuates more widely between nearly 0% to up to 10% across OECD countries. However, the resignation rate should be interpreted with caution, as it depends on many aspects, such as teachers' contractual status and general labour market characteristics.
- In 2023, the minimum statutory salaries (starting salary with minimum qualifications) of lower secondary teachers in Türkiye reached USD 48 356 (converted using purchasing power parities), 12% higher than the OECD average of USD 43 058 (Figure 4).

Figure 4. Lower secondary teachers' average actual salaries compared to the statutory minimum and maximum salaries (2023)

Annual salaries of teachers in public institutions, in equivalent USD converted using PPPs for private consumption



Note: Actual salaries include bonuses and allowances.

1. Actual salaries for minimum and maximum statutory salaries.

2. Year of reference for actual salaries differs from 2023. Refer to the source table for more information.

Countries and other participants are ranked in descending order of the starting salaries for teachers with the minimum qualifications.

Source: OECD (2024), Table D3.3 and the OECD Data Explorer, <https://data-explorer.oecd.org/>. For more information see *Education at a Glance 2024 Sources, Methodologies and Technical Notes* (<https://doi.org/10.1787/e7d20315-en>).

- The work of teachers consists of a variety of tasks including teaching, but also preparing lessons, grading assignments and communicating with parents. The number of hours that teachers are contractually obliged to teach varies greatly across countries. In Türkiye, teachers at lower secondary level have to teach 503 hours annually. This is below the OECD average of 706 hours per year.
- Student-teacher ratios vary between countries and between levels of education. On average across the OECD, there are 14 students per teacher in primary education, 13 students in lower secondary education and 13 students in upper secondary education. In Türkiye, the corresponding numbers are 18 in primary education, 14 in lower secondary education and 13 in upper secondary education. While lower student teacher ratios allow teachers to focus more on the needs of the individual, they require higher overall spending on teacher salaries and have to be weighed against alternative spending priorities.



More information

For more information on Education at a Glance 2024 and to access the full set of indicators, see: <https://doi.org/10.1787/c00cad36-en>.

For more information on the methodology used during the data collection for each indicator, the references to the sources and the specific notes for each country, see Education at a Glance 2024: Sources, Methodologies and Technical Notes (<https://doi.org/10.1787/e7d20315-en>).

For general information on the methodology, please refer to the *OECD Handbook for Internationally Comparative Education Statistics 2018* (<https://doi.org/10.1787/9789264304444-en>).

Updated data can be found online at <http://data-explorer.oecd.org/s/5q> and by following the StatLinks  in the publication.

Explore, compare and visualise more data and analysis using the Education GPS: <https://gpseducation.oecd.org/>.

Questions can be directed to the Education at a Glance team at the OECD Directorate for Education and Skills: EDU.EAG@oecd.org.

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of the Member countries of the OECD.

This document, as well as any data and 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.

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.



Attribution 4.0 International (CC BY 4.0)

This work is made available under the Creative Commons Attribution 4.0 International licence. By using this work, you accept to be bound by the terms of this licence (<https://creativecommons.org/licenses/by/4.0/>).

Attribution – you must cite the work.

Translations – you must cite the original work, identify changes to the original and add the following text: *In the event of any discrepancy between the original work and the translation, only the text of original work should be considered valid.*

Adaptations – you must cite the original work and add the following text: *This is an adaptation of an original work by the OECD. The opinions expressed and arguments employed in this adaptation should not be reported as representing the official views of the OECD or of its Member countries.*

Third-party material – the licence does not apply to third-party material in the work. If using such material, you are responsible for obtaining permission from the third party and for any claims of infringement.

You must not use the OECD logo, visual identity or cover image without express permission or suggest the OECD endorses your use of the work.

Any dispute arising under this licence shall be settled by arbitration in accordance with the Permanent Court of Arbitration (PCA) Arbitration Rules 2012. The seat of arbitration shall be Paris (France). The number of arbitrators shall be one.