INTERNATIONAL JOURNAL ON CYBERSPACE LAW AND POLICY

VOLUME 3 AND ISSUE I OF 2025

APIS – 3920-0012 | ISSN - 2583-7990

Published by

Institute of Legal Education

https://iledu.in

STATISTICAL INDEX OF THE ORGANIZATION AND ACTIVITY OF HIGHER EDUCATION INSTITUTIONS IN TURKEY AFTER THE IMPLEMENTATION OF ADMINISTRATIVE AND LEGAL REGULATION

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BEST CITATION - Y. O. KOROLOV, STATISTICAL INDEX OF THE ORGANIZATION AND ACTIVITY OF HIGHER EDUCATION INSTITUTIONS IN TURKEY AFTER THE IMPLEMENTATION OF ADMINISTRATIVE AND LEGAL REGULATION, *INTERNATIONAL JOURNAL ON CYBERSPACE LAW AND POLICY,* 3 (1) OF 2025, PG. 38-60, APIS – 3920-0012 | ISSN - 2583-7990

Abstract

Having granted higher education institutions in Turkey the rights of a legal entity, it has thereby consolidated the organizational and staff structure, property and fundamental unity of a higher education institution, established the boundaries of its legal personality, the forms and procedure for the emergence, reorganization and liquidation, as well as a number of other issues in the general set of those that determine the legal status of a higher education institution as a legal entity.

In the process of organization and activity, higher education institutions in Turkey independently use budgetary and extra-budgetary funds in accordance with the general estimate approved by the management body under whose control higher education institutions are located. Therefore, higher education institutions in Turkey have the right:

– to determine the content of education taking into account state standards and educational and professional programs established in accordance with the accreditation levels;

-to train specialists by state order of sectoral ministries, enterprises, institutions, organizations regardless of ownership forms, local executive bodies, public organizations and under contracts with individuals and legal entities;

-to provide individuals and legal entities with paid services in educational activities in the field of higher education and science and other related fields of activity;

-to issue documents on higher education of the state standard in accredited areas (specialties), etc.

The main forms of organization and activity of higher educational institutions in Turkey are:

A) carrying out material, technical and organizational actions arising from the appointment of higher educational institutions;

B) concluding administrative and other free-law agreements regarding the management or property interests of higher educational institutions;

C) issuing regulatory legal acts of management within the scope of competence;

D) implementing incentive measures;

E) application of administrative coercive measures based on the law and regulatory legal acts.

INTERNATIONAL JOURNAL ON CYBERSPACE LAW AND POLICY
VOLUME 3 AND ISSUE I OF 2025
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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 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. 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.

Childcare and parental leave policies vary considerably between countries. 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.

The average annual expenditure per student from primary to tertiary education in Türkiye is USD 5 425 compared to an average of USD 14 209 in OECD countries. 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.

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

Keywords: safety of the educational process; higher education; distance learning; participants in the educational process; efficiency and quality of higher education.

The problem statement in general terms and its connection with important scientific and practical tasks.

Attainment

The level of upper secondary attainment among 25-34 year-olds is one of the lowest among OECD and partner countries with available data. (70 %, rank 41/45 , 2023) [2]

The level of upper secondary attainment among 55-64 year-olds is one of the lowest among OECD and partner countries with available data. (26.4 %, rank 43/45 , 2023)

The level of below upper secondary attainment among 25-34 year-olds is one of the highest among OECD and partner countries with available data. (30 %, rank 5/45 , 2023)

The level of upper secondary and post-secondary non-tertiary attainment among 25-34 year-olds is one of the lowest among OECD and partner countries with available data. (27.4 %, rank 43/45 , 2023) [5]

The level of upper secondary and post-secondary non-tertiary attainment among 25-64 year-olds is one of the lowest among OECD and partner countries with available data. (22.6 %, rank 43/46 , 2023)

The level of tertiary attainment among 55-64 year-olds is one of the lowest among OECD and partner countries with available data. (10.9 %, rank 44/46 , 2023)

The proportion of 25-64 year-olds who have attained a vocational upper secondary or post-secondary qualification is one of the lowest among OECD and partner countries with available data. (9.3 %, rank 33/36 , 2023) [6]

The level of below upper secondary attainment among 55-64 year-olds is one of the highest among OECD and partner countries with available data. (73.6 %, rank 3/45 , 2023)

The level of upper secondary or post-secondary non-tertiary education attainment among 55-64 year-olds is one of the lowest

among OECD and partner countries with available data. (15.5 %, rank 43/45 , 2023)

Attainment by gender

The proportion of 25-64 year-old women who have attained a vocational degree at the upper secondary or post-secondary level is one of the lowest among OECD and partner countries with available data. (7.2 %, rank 32/36 , 2023)

The proportion of 35-44 year-old men who have attained at least upper secondary education is one of the lowest among OECD and partner countries with available data. (56.5 %, rank 41/45 , 2023)

The proportion of 45-54 year-old men who have attained at least upper secondary education is one of the lowest among OECD and partner countries with available data. (39.4 %, rank 41/45 , 2023)

The proportion of 55-64 year-old men who have attained at least upper secondary education is one of the lowest among OECD and partner countries with available data. (30.8 %, rank 43/45 , 2023) [12]

The proportion of 25-64 year-old women who have attained at least upper secondary education is one of the lowest among OECD and partner countries with available data. (45.4 %, rank 42/46 , 2023)

The proportion of 25-34 year-old women who have attained at least upper secondary education is one of the lowest among OECD and partner countries with available data. (69.5 %, rank 41/45 , 2023)

The proportion of 35-44 year-old women who have attained at least upper secondary education is one of the lowest among OECD and partner countries with available data. (48.2 %, rank 42/45 , 2023)

The proportion of 45-54 year-old women who have attained at least upper secondary education is one of the lowest among OECD and partner countries with available data. (29.6 %, rank 44/45 , 2023) [21]

The proportion of 55-64 year-old women who have attained at least upper secondary education is one of the lowest among OECD and partner countries with available data. (21.3 %, rank 43/45 , 2023)

The proportion of 55-64 year-old men who have attained tertiary education is one of the lowest among OECD and partner countries with available data. (12.9 %, rank 42/46 , 2023)

The proportion of 35-44 year-old women who have attained tertiary education is one of the lowest among OECD and partner countries with available data. (25.9 %, rank 43/46 , 2023)

The proportion of 45-54 year-old women who have attained tertiary education is one of the lowest among OECD and partner countries with available data. (13.4 %, rank 44/46 , 2023)

The proportion of 55-64 year-old women who have attained tertiary education is one of the lowest among OECD and partner countries with available data. (8.4 %, rank 44/46 , 2023)

The share of 25-34 year-old women who attained below upper secondary education in Türkiye is one of the highest among OECD and partner countries with available data. (30.5 %, rank 5/45 , 2023) [22]

The share of 25-64 year-old women who attained below upper secondary education in Türkiye is one of the highest among OECD and partner countries with available data. (54.6 %, rank 5/46 , 2023)

The share of 25-64 year-old women who attained upper secondary or post-secondary non-tertiary education in Türkiye is one of the lowest among OECD and partner countries with available data. (19.6 %, rank 44/46 , 2023)

The share of 55-64 year-old men who attained upper secondary or post-secondary non-tertiary education in Türkiye is one of the lowest among OECD and partner countries with available data. (17.8 %, rank 42/45 , 2023)

The share of 55-64 year-old women who attained upper secondary or post-secondary non-tertiary education in Türkiye is one of the

lowest among OECD and partner countries with available data. (12.9 %, rank 43/45 , 2023)

Türkiye has one of the smallest share of women among 55-64 year-olds with a vocational upper secondary or post-secondary non-tertiary education. (34.4 %, rank 35/36 , 2023)

The share of 55-64 years-old women with at least a bachelor's or equivalent degree in Türkiye is one of the lowest among OECD and partner countries with available data (5.9 %, rank 44/45 , 2023)

Entrance

The share of new entrants younger than 25 in bachelor's or equivalent programmes is one of the smallest among OECD and partner countries with available data. (71.8 %, rank 37/40 , 2022)

The share of women among tertiary education new entrants is one of the smallest compared to OECD and partner countries with available data. (53.2 %, rank 29/33 , 2022)

In Türkiye, the percentage of first-time entrants into tertiary education younger than 25 is relatively low. (68.1 %, rank 31/33 , 2022)

The average age of new entrants in tertiary education in Türkiye is comparatively old. (24.5 Years, rank 4/33 , 2022)

The proportion of women among the new entrants in master's programmes in Türkiye is relatively low compared to other OECD and partner countries. (47.9 %, rank 39/40 , 2022)

In Türkiye, the share of first-time entrants in bachelor's programmes is one of the smallest among OECD countries and partner economies with available data. (45.1 %, rank 32/33 , 2022)

In Türkiye, the share of first-time entrants in master's programmes is one of the lowest among OECD countries and partner economies with available data. (2.7 %, rank 20/23 , 2022) Entrance by field of education and gender

The share of female who enter tertiary education in the field of education is one of the smallest among OECD and partner countries with available data. (62.5 %, rank 39/39 , 2022)

The share of female who enter tertiary education in the field of arts and humanities is one of the smallest among OECD and partner countries with available data. (57.6 %, rank 36/39 , 2022)

The share of female who enter tertiary education in the field of social sciences, journalism and information is one of the smallest among OECD and partner countries with available data. (50.7 %, rank 38/39 , 2022)

In Türkiye, the share of female among new entrants in doctoral programmes enrolled in the field of education is relatively small. (57.4 %, rank 33/35 , 2022) [25]

In Türkiye,the share of male among new entrants in doctoral programmes enrolled in the field of natural sciences, mathematics ans statistics is relatively small. (42.9 %, rank 32/36 , 2022)

In Türkiye, the share of male among new entrants in doctoral programmes enrolled in the field of information and communication technologies is relatively small. (61.6 %, rank 34/35 , 2022)

In Türkiye,the share of male among new entrants in doctoral programmes enrolled in the field of engineering, manufacturing and construction is relatively small. (61.3 %, rank 36/37 , 2022)

In Türkiye, the share of male among new entrants in doctoral programmes enrolled in the field of health and welfare is relatively small. (28.2 %, rank 34/35 , 2022)

In Türkiye, the share of women among new entrants in bachelor's programmes in the field of education is one of the smallest among OECD and partner countries with available data. (63.3 %, rank 38/40 , 2022)

The share of female students entering master's or equivalent programmes in education in Türkiye is one of the smallest

compared to other OECD countries and partner economies. (60.3 %, rank 38/39 , 2022)

The share of female students entering master's or equivalent programmes in health and welfare in Türkiye is one of the smallest compared to other OECD countries and partner economies. (58.7 %, rank 37/39 , 2022)

The share of female students entering short cycle tertiaryprogrammes in natural sciences, mathematics and statistics in Türkiye is one of the smallest compared to other OECD countries and partner economies. (39.1 %, rank 19/23 , 2022)

In Türkiye, the share of men among new entrants in bachelor's programmes in the field of information and communication technologies is one of the smallest among OECD and partner countries with available data. (67.8 %, rank 39/39 , 2022)

The share of female in short-cycle tertiary programmes in the field of social sciences, journalism and information is one of the smallest among OECD countries and partner economies with available data. (45.5 %, rank 21/22 , 2022)

Participation in education

The enrolment rate of 6-14 year-olds in Türkiye is one of the highest among OECD and partner countries with available data. (100 %, rank 1/45 , 2022)

The percentage of three-year-olds in early childhood education in Türkiye is one of the lowest among OECD and partner countries with available data. (11.3 %, rank 38/40 , 2022)

The percentage of four-year-olds in early childhood and primary education in Türkiye is one of the lowest among OECD and partner countries with available data. (32.9 %, rank 40/40 , 2022)

The percentage of 3-5 year-old children in early childhood and primary education in Türkiye is one of the lowest among OECD and partner countries with available data. (48.6 %, rank 40/40 , 2022)

In Türkiye, the enrolment rate of children under 3 is one of the lowest among OECD and partner countries with available data. (0.8 %, rank 36/39 , 2022)

The enrolment rate of students aged 19 tertiary programmes in Türkiye is one of the highest among OECD and partner countries with available data. (14.5 %, rank 5/35 , 2022)

The enrolment rate of students aged 20 tertiary programmes in Türkiye is one of the highest among OECD and partner countries with available data. (19.3 %, rank 1/35 , 2022)

In Türkiye, the percentage of students enrolled in private institutions at early childhood educational and development level is comparatively high. (100 %, rank 1/25 , 2022)

The share of upper secondary students enrolled in programmes giving full level completion without access to tertiary education in Türkiye is relatively low compared to the other countries. (0.5 %, rank 27/27 , 2022)

The share of vocational students as a share of short-cycle tertiary students is among the largest in all OECD and partner countries. (100 %, rank 1/34 , 2022)

Short-cycle tertiary students represent a large share of all vocational students, compared to other OECD and partner countries with available data. (57 %, rank 4/32 , 2022)

The percentage of two-year-olds in early childhood education in Türkiye is one of the lowest among OECD and partner countries with available data. (2.1 %, rank 36/39 , 2022)

The enrolment rate among students aged 20-24 in short-cycle tertiary programmes in Türkiye is one of the highest among OECD and partner countries with available data. (15.7 %, rank 1/35 , 2022)

The percentage of four-year-olds in pre-primary in Türkiye is one of the lowest among OECD and partner countries with available data. (32.9 %, rank 42/43 , 2022)

Graduation

INTERNATIONAL JOURNAL ON CYBERSPACE LAW AND POLICY
VOLUME 3 AND ISSUE I OF 2025
APIS – 3920-0012 | ISSN - 2583-7990
Published by
Institute of Legal Education
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The average age of graduates from general programmes at the upper secondary level in Türkiye is comparatively high. (23.3 Years, rank 1/42 , 2022)

The average age of graduates from vocational programmes at the upper secondary level in Türkiye is comparatively low. (18.1 Years, rank 35/39 , 2022)

In Türkiye, the percentage of first-time doctorate graduates younger than 35 is relatively low. (37.4 %, rank 32/34 , 2022)

The percentage of first-time bachelor's graduates is relatively low in Türkiye. (55.7 %, rank 31/34 , 2022)

The percentage of first-time master's graduates is relatively low in Türkiye. (3 %, rank 21/25 , 2022) Graduation by gender

Among OECD and partner countries with available data, Türkiye has one of the smallest shares of women graduates from tertiary programmes. (51.2 %, rank 33/34 , 2022)

In Türkiye, the share of female first-time bachelor's graduates is one of the smallest among OECD countries and partner economies with available data. (50.6 %, rank 32/34 , 2022)

In Türkiye, the share of female first-time master's graduates is relatively smallest, compared to OECD and partner countries with available data. (51.4 %, rank 22/24 , 2022)

Graduation by field of education

The percentage of tertiary graduates in the field of information and communication technologies is one of the lowest among OECD and partner countries with available data. (2.6 %, rank 39/41 , 2022)

The percentage of tertiary graduates in the field of health and welfare is one of the highest among OECD and partner countries with available data. (22.5 %, rank 3/42 , 2022)

The share of doctoral graduates in the field of arts and humaties in Türkiye is relatively large. (16.8 %, rank 4/42 , 2022)

The share of doctoral graduates in the field of business, administration and law in Türkiye is relatively large. (14.1 %, rank 4/42 , 2022)

The share of doctoral graduates in the field of information and communication technologies in Türkiye is relatively small. (0.7 %, rank 37/41 , 2022)

In Türkiye, the proportion of upper secondary vocational graduates in the field of business, aministration and law is one of the lowest among OECD and partner countries with available data. (7.9 %, rank 32/36 , 2022)

In Türkiye, the proportion of upper secondary vocational graduates in the field of services is one of the lowest among OECD and partner countries with available data. (7 %, rank 32/36 , 2022)

In Türkiye, the proportion of upper secondary and post-secondary non-tertiary vocational graduates in the field of arts and humanities is one of the largest among OECD and partner countries with available data. (41.4 %, rank 1/36 , 2022)

In Türkiye, the proportion of upper secondary and post-secondary non-tertiary vocational graduates in the field of business, administration and law is one of the lowest among OECD and partner countries with available data. (7.9 %, rank 34/36 , 2022)

In Türkiye, the proportion of upper secondary and post-secondary non-tertiary vocational graduates in the field of services is one of the lowest among OECD and partner countries with available data. (7 %, rank 32/36 , 2022)

In Türkiye, the share of short-cycle tertiary vocational graduates in the field of health and welfare is relatively high compared to other OECD countries and partner economies with available data. (31.6 %, rank 5/37 , 2022)

In Türkiye, the proportion of bachelor's, master's and doctoral or equivalent graduates in the field of business, administration and law

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VOLUME 3 AND ISSUE I OF 2025
APIS – 3920-0012 | ISSN - 2583-7990
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is one of the lowest among OECD and partner countries with available data. (18.4 %, rank 41/44 , 2022)

Graduation by field of education and gender

The proportion of female tertiary graduates in education is one of the lowest among OECD and partner countries. (6.7 %, rank 39/42 , 2022)

In Türkiye, the share of female doctoral graduates in the field of engineering, manufacturing and construction is relatively high. (45.6 %, rank 3/42 , 2022)

In Türkiye, the share of female tertiary graduates in the field of sciences, technology, engineering and mathematics is one of the largest among OECD and partner countries with available data. (18.5 %, rank 4/42 , 2022)

The share of male tertiary graduates in the field of science, technology, engineering and mathematics is relatively low in Türkiye. (18.5 %, rank 42/42 , 2022)

The share of male tertiary graduates in the field of health and welfare is relatively high in Türkiye. (23.4 %, rank 1/42 , 2022)

In Türkiye, the proportion of female graduates from upper secondary vocational programmes in the field of business, administration and law is one of the smallest among OECD and partner countries. (45.9 %, rank 39/39 , 2022)

In Türkiye, the proportion of female graduates from upper secondary vocational programmes in the field of engineering, manufacturing and construction is one of the smallest among OECD and partner countries. (5.5 %, rank 38/39 , 2022)

In Türkiye, the share of female graduates in tertiary education in all fields is one of the smallest among OECD countries and partner economies with available data. (51 %, rank 39/42 , 2022)

In Türkiye, the share of female graduates in tertiary education in the field of education is one of the smallest among OECD countries and partner economies with available data. (51 %, rank 42/42 , 2022)

In Türkiye, the share of female graduates in tertiary education in the fields of arts and humanities is one of the smallest among OECD countries and partner economies with available data. (51 %, rank 42/42 , 2022)

In Türkiye, the share of female graduates in tertiary education in the fields of social sciences, journalism and information is one of the smallest among OECD countries and partner economies with available data. (51.1 %, rank 41/42 , 2022)

In Türkiye, the share of female graduates in tertiary education in the fields of science, technology, engineering and mathematics is one of the largest among OECD countries and partner economies with available data. (51 %, rank 1/42 , 2022)

In Türkiye, the share of female graduates in tertiary education in the fields of information and communication technologies is one of the largest among OECD countries and partner economies with available data. (53.3 %, rank 1/41 , 2022)

In Türkiye, the share of female graduates in tertiary education in the fields of engineering, manufacturing and construction is one of the largest among OECD countries and partner economies with available data. (51.1 %, rank 1/42 , 2022)

In Türkiye, the share of female graduates in tertiary education in the fields of health and welfare is one of the smallest among OECD countries and partner economies with available data. (49 %, rank 42/42 , 2022)

Inactivity and educational attainment

The inactivity rate of 25-34 years-old adults with tertiary education is high in Türkiye. (17.2 %, rank 4/46 , 2023)

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APIS – 3920-0012 | ISSN - 2583-7990
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In Türkiye, the inactivity rate of 25-34 year-olds with vocational upper secondary or post-secondary non-tertiary education is relatively high. (23 %, rank 1/35 , 2023)

In Türkiye, the inactivity rate of 25-34 year-olds with general upper secondary or post-secondary non-tertiary education is relatively high. (30.2 %, rank 3/38 , 2023)

In Türkiye, the inactivity rate of 25-64 year-olds with a bachelor's or equivalent tertiary education degree is one of the highest among countries with available data. (17.2 %, rank 3/45 , 2023)

In Türkiye, the inactivity rate of 25-34 year-olds with a doctoral or equivalent tertiary education degree is one of the lowest among countries with available data. (3.8 %, rank 7/8 , 2023)

In Türkiye, the inactivity rate of 25-64 year-olds with a doctoral or equivalent tertiary education degree is one of the highest among countries with available data. (6.3 %, rank 5/25 , 2023)

In Türkiye, the inactivity rate of 25-34 year-olds with a short cycle tertiary education degree is one of the highest among countries with available data. (21.9 %, rank 2/26 , 2023)

In Türkiye, the inactivity rate of 25-64 year-olds with a short cycle tertiary education degree is one of the highest among countries with available data. (26.4 %, rank 2/35 , 2023)

In Türkiye, the inactivity rate of 25-64 year-olds with tertiary education is one of the highest among countries with available data. (18.9 %, rank 2/46 , 2023)

In Türkiye, the inactivity rate of 25-64 year-olds with upper secondary or post-secondary non-tertiary education is one of the highest among countries with available data. (31.6 %, rank 1/45 , 2023)

In Türkiye, the inactivity rate of 25-64 year-olds with general upper secondary or post-secondary non-tertiary education is relatively high. (33.7 %, rank 1/39 , 2023)

In Türkiye, the inactivity rate of 25-64 year-olds with vocational upper secondary or post-secondary non-tertiary education is relatively high. (28.5 %, rank 2/36 , 2023)

Student mobility

Türkiye has a small share of international students graduate from tertiary programmes compared to other OECD countries and partner economies. (1.4 %, rank 30/32 , 2022)

The percentage of national tertiary students enrolled abroad in Türkiye is relatively low. (0.6 %, rank 39/41 , 2022)

In Türkiye, international or foreign students from North America are least represented among all international or foreign students, compared to other OECD and partner countries with available data. (0.3 %, rank 41/43 , 2022)

In Türkiye, international or foreign students from Latin America and the Caribbean are least represented among all international or foreign students, compared to other OECD and partner countries with available data. (0.2 %, rank 39/43 , 2022)

In Türkiye, international or foreign students from Oceania are least represented among all international or foreign students, compared to other OECD and partner countries with available data. (0 %, rank 39/43 , 2022)

In Türkiye, the proportion of international graduates among bachelor's first-time graduates is relatively low. (1.9 %, rank 30/32 , 2022)

In Türkiye, the proportion of international graduates among first-time doctorate graduates is relatively low. (7.3 %, rank 27/31 , 2022)

Student mobility by field of education

The percentage of students enrolled in the field of information and communication technologies among all international or foreign tertiary students in Türkiye is relatively low. (3 %, rank 36/39 , 2022)

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The percentage of students enrolled in the field of engineering, manunfacturing and construction among all international or foreign tertiary students in Türkiye is relatively high. (22.8 %, rank 4/36 , 2022)

In Türkiye, the share of international and foreign students among all students in the field of arts and humanities is one of the smallest among OECD and partner countries with available data. (2.7 %, rank 36/39 , 2022)

In Türkiye, the share of international and foreign students among all students in the field of social sciences, journalism and information is one of the smallest among OECD and partner countries with available data. (3.1 %, rank 36/39 , 2022)

In Türkiye, the share of international and foreign students among all students in the field of business, administration and law is one of the smallest among OECD and partner countries with available data. (1.6 %, rank 36/38 , 2022)

In Türkiye, the share of students enrolled in the field of science, technology, engineering and mathematics among tertiary students is relatively low compared to other OECD and partner countries. (13.4 %, rank 36/36 , 2022)

Expenditure per student

Annual expenditure per tertiary student is one of the lowest among OECD and partner countries with available data. (10657 USD Equivalent, rank 35/37 , 2021) [17]

Annual expenditure per student from primary to tertiary level is one of the lowest among OECD and partner countries with available data. (5425 USD Equivalent, rank 35/36 , 2021)

Annual expenditure per primary student is one of the lowest among OECD and partner countries with available data. (4038 USD Equivalent, rank 34/36 , 2021)

Annual expenditure per secondary student is one of the lowest among OECD and partner countries with available data. (4305 USD Equivalent, rank 33/34 , 2021)

Annual expenditure per tertiary student is one of the lowest among OECD and partner countries with available data. (4806 USD Equivalent, rank 31/32 , 2021)

In Türkiye, the annual expenditure on educational institutions per full-time equivalent student in primary, secondary and post-secondary non-tertiary education, is relatively low. (4219 USD Equivalent, rank 35/36 , 2021) [18]

Annual expenditure per full-time equivalent student in primary to tertiary education is one the lowest among OECD and partner countries with available data. (5397 USD Equivalent, rank 35/36 , 2021)

In Türkiye, public expenditure from initial source of funds on primary, secondary and post-secondary non-tertiary education per student is relatively low. (3296 USD Equivalent, rank 37/39 , 2021)

Türkiye has a total expenditure on educational institutions per full-time equivalent student (primary, secondary and post-secondary non-tertiary education) comparatively low. (4197 USD Equivalent 2015, rank 35/36 , 2021) [19]

The public expenditure on public educational institutions per full-time equivalent student from primary to tertiary education is relatively lowest in Türkiye. (4309 USD Equivalent, rank 37/38 , 2021)

The total annual expenditure per full-time equivalent student on upper secondary general education is one of the smallest among OECD and partner countries with available data. (3424 USD Equivalent, rank 27/28 , 2021) [20]

The total annual expenditure per full-time equivalent student on upper secondary vocational education is one of the smallest among OECD and partner countries with available data. (6308 USD Equivalent, rank 26/28 , 2021)

Expenditure in education and national wealth

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In Türkiye, public expenditure on educational institutions as a percentage of GDP on primary, secondary and post-secondary non-tertiary education from final source of funds is relatively low. (2 %, rank 39/41 , 2021)

In Türkiye, private expenditure on educational institutions as a percentage of GDP on primary, secondary and post-secondary non-tertiary education from final source of funds is relatively high. (0.6 %, rank 2/36 , 2021)

In Türkiye, international expenditure on educational institutions as a percentage of GDP on primary, secondary and post-secondary non-tertiary education from final source of funds is relatively high. (0 %, rank 4/33 , 2021)

In Türkiye, private expenditure on educational institutions as a percentage of GDP on primary to tertiary education from final source of funds is relatively high. (1.1 %, rank 5/36 , 2021)

Expenditure in education and national wealth

In Türkiye, public expenditure on educational institutions as a percentage of GDP on primary, secondary and post-secondary non-tertiary education from final source of funds is relatively low. (2 %, rank 39/41 , 2021)

In Türkiye, private expenditure on educational institutions as a percentage of GDP on primary, secondary and post-secondary non-tertiary education from final source of funds is relatively high. (0.6 %, rank 2/36 , 2021)

In Türkiye, international expenditure on educational institutions as a percentage of GDP on primary, secondary and post-secondary non-tertiary education from final source of funds is relatively high. (0 %, rank 4/33 , 2021)

In Türkiye, private expenditure on educational institutions as a percentage of GDP on primary to tertiary education from final source of funds is relatively high. (1.1 %, rank 5/36 , 2021)

Government and private expenditure in education

The share of private expenditure on all levels below tertiary education is one of the largest among OECD and partner countries with available data. (24.1 %, rank 1/36 , 2021)

The share of public expenditure on tertiary educational institutions is one of the largest among OECD and partner countries with available data. (4.1 %, rank 3/43 , 2021)

Türkiye has one of the largest shares of private expenditure on primary through tertiary educational institutions among OECD countries and partner economies with available data. (25.3 %, rank 5/36 , 2021)

In Türkiye, the share of public expenditure on educational institutions, for primary secondary and post-secondary non-tertiary education is comparatively small. (75.2 %, rank 36/36 , 2021)

In Türkiye, the share of public expenditure on educational institutions, for primary to tertiary education is comparatively small. (73.9 %, rank 32/36 , 2021)

Teachers

The number of hours per year lower secondary teachers spend teaching in public institutions is comparatively low in Türkiye. (503 Hours, rank 23/24 , 2023)

The number of hours per year upper secondary teachers spend teaching general programmes in public institutions is comparatively low in Türkiye. (503 Hours, rank 22/23 , 2023)

Who the teachers are

The share of women among teaching staff in primary education is one of the smallest among OECD and partner countries with available data. (64.8 %, rank 42/45 , 2022)

The share of women among teaching staff is one of the smallest among OECD and partner countries with available data. (59.2 %, rank 36/37 , 2022)

INTERNATIONAL JOURNAL ON CYBERSPACE LAW AND POLICY
VOLUME 3 AND ISSUE I OF 2025
APIS – 3920-0012 | ISSN - 2583-7990
Published by
Institute of Legal Education
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The percentage of primary to upper secondary teachers aged between 30 and 49 is especially high. (70 %, rank 1/40 , 2022)

The percentage of primary teachers older than 50 is especially low. (20.7 %, rank 37/41 , 2022)

The percentage of lower secondary teachers older than 50 is especially low. (7.8 %, rank 38/38 , 2022)

The percentage of upper secondary teachers older than 50 is especially low. (18.6 %, rank 40/40 , 2022)

The percentage of primary to upper secondary teachers older than 50 is especially low. (15.4 %, rank 40/40 , 2022)

The share of women among teaching staff in general upper secondary education in Türkiye is relatively small. (53.3 %, rank 31/35 , 2022)

In Türkiye, the share of female teachers younger than 30 in tertiary education is relatively large. (80.8 %, rank 1/38 , 2022)

Females aged 50 or more represent a small proportion of teachers in primary education in Türkiye. (50.1 %, rank 41/41 , 2022)

The percentage of female teachers aged 50 or more in lower secondary education is especially low in Türkiye. (47.1 %, rank 37/38 , 2022)

The percentage of female teachers aged 50 or more in upper secondary education is especially low in Türkiye. (38.1 %, rank 38/39 , 2022)

In Türkiye, the share of tertiary teachers aged between 30 and 49 is relatively high, compared to other countries with data available. (64 %, rank 1/36 , 2022)

In Türkiye, the share of short-cycle tertiary teachers older than 50 is relatively low, compared to other countries with data available. (17.4 %, rank 24/25 , 2022)

In Türkiye, the share of bachelor's, master's and doctoral level teachers older than 50 is relatively low, compared to other countries with data available. (27 %, rank 33/34 , 2022)

In Türkiye, the share of tertiary teachers older than 50 is relatively low, compared to other countries with data available. (25.8 %, rank 35/36 , 2022)

In Türkiye, the share of short-cycle tertiary female teachers older than 50 is relatively low, compared to other countries with data available. (31.9 %, rank 22/25 , 2022)

The percentage of teachers aged 50 or more in pre-primary education is especially low in Türkiye (3.2 %, rank 37/37 , 2022)

In Türkiye, the percentage of teachers under 30 in pre-primary education is one of the highest among OECD and partner countries with available data. (28.4 %, rank 5/37 , 2022)

In Türkiye, the percentage of teachers aged between 30 and 49 in pre-primary education is one of the highest among OECD and partner countries with available data. (68.4 %, rank 1/37 , 2022)

In upper secondary education, the percentage of teachers aged 50 or more is particularly low in Türkiye. (17.5 %, rank 34/34 , 2022)

The percentage of teachers under 30 in Türkiye is one of the highest among OECD and partner countries with available data. (14.3 %, rank 4/34 , 2022)

In Türkiye, the percentage of upper secondary general education teachers aged between 30 and 49 is relatively high, compared to the other countries with available data. (68.2 %, rank 2/34 , 2022)

In Türkiye, the share of upper secondary vocational education teachers aged 50 or more is relatively low, compared to the other countries with available data. (19.6 %, rank 29/30 , 2022)

In Türkiye, the percentage of teachers aged between 30 and 49 in upper secondary vocational education is one of the highest

among OECD and partner countries with available data. (71 %, rank 2/30 , 2022)

Teachers' salaries

In Türkiye, the change in statutory lower secondary education teachers' salaries with 15 years of experience, based on most prevalent qualifications at different points in teachers' careers is relatively large. (131 Index, rank 3/31 , 2023)

Teachers' salaries progression

The salary progression from the start to the top of the salary scale for a lower secondary school teacher is among the least rewarding among OECD and partner countries with available data. (1.09 Ratio, rank 34/34 , 2023)

Starting salaries for teachers with minimum training in primary education are especially high. (60186 USD Equivalent, rank 4/39 , 2023)

Starting salaries for lower secondary teachers with minimum training are especially high. (60724 USD Equivalent, rank 4/39 , 2023)

The ratio of pre-primary teachers' salaries at the top of scale to their starting salary is one of the lowest among OECD and partner countries with available data. (1.09 Ratio, rank 28/28 , 2023)

The ratio of primary teachers' salaries at the top of scale to their starting salary is one of the lowest among OECD and partner countries with available data. (1.09 Ratio, rank 34/34 , 2023)

The ratio of upper secondary teachers' salaries at the top of scale to their starting salary is one of the lowest among OECD and partner countries with available data. (1.09 Ratio, rank 34/34 , 2023)

Ratio of student to teaching staff

In Türkiye, the number of students per teacher in public institutions short-cycle tertiary education is one of the highest among countries with available data. (43 Ratio, rank 3/23 , 2022)

In Türkiye, the number of students per teacher in private institutions short-cycle tertiary education is one of the highest among countries with available data. (38 Ratio, rank 2/20 , 2022)

Organisation of the education system

Classes in public primary institutions are comparatively large in Türkiye. (24 Students, rank 5/38 , 2022)

Employment and educational attainment

The employment rate among 25-64 year-olds with a short-cycle tertiary education degree is low compared to other OECD and partner countries. (65.6 %, rank 36/37 , 2023)

The employment rate among 25-64 year-olds with a bachelor's or equivalent tertiary education degree is low compared to other OECD and partner countries. (76.4 %, rank 44/45 , 2023)

The employment rate among 25-64 year-olds with a master's or equivalent tertiary education degree is low compared to other OECD and partner countries. (84.8 %, rank 41/41 , 2023)

The employment rate among 25-64 year-olds with a doctoral or equivalent tertiary education degree is low compared to other OECD and partner countries. (90.8 %, rank 31/34 , 2023)

The employment rate among 25-64 year-olds with a vocational upper secondary or post-secondary non-tertiary education is relatively low compared to other OECD and partner countries. (66.2 %, rank 35/36 , 2023)

The employment rate among 25-64 year-olds with a general upper secondary or post-secondary non-tertiary education is relatively low compared to other OECD and partner countries. (59.7 %, rank 39/39 , 2023)

The employment rate among 25-34 year-olds with tertiary education is

compartively low in Türkiye. (73.5 %, rank 45/46 , 2023)

The employment rate among 25-34 year-olds with upper secondary or post-secondary non-tertiary education is compartively low in Türkiye. (64.6 %, rank 44/45 , 2023)

The employment rate among 55-64 year-olds with tertiary education is compartively low in Türkiye. (47.8 %, rank 46/46 , 2023)

The employment rate among 55-64 year-olds with upper secondary or post-secondary non-tertiary education is compartively low in Türkiye. (36.1 %, rank 45/45 , 2023)

The employment rate among 25-34 year-olds with a vocational upper secondary or post-secondary non-tertiary education is relatively low compared to other OECD and partner countries. (69.6 %, rank 36/36 , 2023)

The employment rate among 25-34 year-olds with a general upper secondary or post-secondary non-tertiary education is relatively low compared to other OECD and partner countries. (60.9 %, rank 37/39 , 2023)

The employment rate among 25-34 year-olds with a short-cycle tertiary education is comparatively low. (67.5 %, rank 31/32 , 2023)

The employment rate among 35-44 year-olds with a vocational upper secondary or post-secondary non-tertiary education is relatively low compared to other OECD and partner countries. (74.9 %, rank 36/36 , 2023)

The employment rate among 35-44 year-olds with a general upper secondary or post-secondary non-tertiary education is relatively low compared to other OECD and partner countries. (67.7 %, rank 38/38 , 2023)

The employment rate among 45-54 year-olds with a vocational upper secondary or post-secondary non-tertiary education is relatively low compared to other OECD and partner countries. (64.1 %, rank 35/35 , 2023)

The employment rate among 45-54 year-olds with a general upper secondary or post-secondary non-tertiary education is relatively low compared to other OECD and partner countries. (59.8 %, rank 38/38 , 2023)

The employment rate among 45-54 year-olds without upper secondary education is comparatively low. (55.8 %, rank 42/45 , 2023)

The employment rate among 35-44 year-olds with tertiary education is comparatively low. (81.8 %, rank 44/46 , 2023)

The employment rate among 45-54 year-olds with tertiary education is comparatively low. (76 %, rank 46/46 , 2023)

The employment rate among 35-44 year-olds with upper secondary or post-secondary non-tertiary education is comparatively low. (70.6 %, rank 45/45 , 2023)

The employment rate among 45-54 year-olds with upper secondary or post-secondary non-tertiary education is comparatively low. (61.6 %, rank 45/45 , 2023)

The employment rate among 35-44 year-olds with a short-cycle tertiary education is comparatively low. (71.9 %, rank 33/33 , 2023)

The employment rate among 45-54 year-olds with a short-cycle tertiary education is comparatively low. (66.1 %, rank 33/33 , 2023)

Compared to other countries with available data, the employment rate of 25-34 year-olds with a bachelor's or equivalent tertiary education degree is relatively low in Türkiye. (75.2 %, rank 41/45 , 2023)

Compared to other countries with available data, the employment rate of 25-34 year-olds with a master's or equivalent tertiary education degree is relatively low in Türkiye. (83.3 %, rank 37/40 , 2023)

Employment by gender and educational attainment

The employment rate among 25-64 year-olds with tertiary education is comparatively low. (74.4 %, rank 45/46 , 2023)

INTERNATIONAL JOURNAL ON CYBERSPACE LAW AND POLICY
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APIS – 3920-0012 | ISSN - 2583-7990
Published by
Institute of Legal Education
https://iledu.in

The employment rate among 25-64 year-olds with upper secondary or post-secondary non-tertiary education is comparatively low. (62.4 %, rank 45/45 , 2023)

The employment rate among 25-64 year-old men with tertiary education is comparatively low. (85.7 %, rank 45/46 , 2023)

The employment rate among 25-64 year-old women without upper secondary education is comparatively low. (30.2 %, rank 44/45 , 2023)

The employment rate among 25-64 year-old women with upper secondary or post-secondary non-tertiary education is comparatively low. (36.9 %, rank 44/45 , 2023)

The employment rate among 25-64 year-old women with tertiary education is comparatively low. (62.2 %, rank 45/46 , 2023)

The employment rate among 25-34 year-old women with below upper secondary education is compartively low in Türkiye. (24.5 %, rank 43/44 , 2023)

The employment rate among 25-34 year-old women with tertiary education is compartively low in Türkiye. (61.8 %, rank 45/46 , 2023)

The employment rate among 25-34 year-old women with upper secondary or post-secondary non-tertiary education is compartively low in Türkiye. (36.8 %, rank 44/45 , 2023)

The employment rate among 55-64 year-old men with tertiary education is compartively low in Türkiye. (57.8 %, rank 46/46 , 2023)

The employment rate among 55-64 year-old men with upper secondary or post-secondary non-tertiary education is compartively low in Türkiye. (48.9 %, rank 44/45 , 2023)

The employment rate among 55-64 year-old women with below upper secondary education is compartively low in Türkiye. (20.7 %, rank 45/45 , 2023)

The employment rate among 55-64 year-old women with tertiary education is compartively low in Türkiye. (30.2 %, rank 45/46 , 2023)

The employment rate among 55-64 year-old women with upper secondary or post-secondary non-tertiary education is compartively low in Türkiye. (15.7 %, rank 44/45 , 2023)

In Türkiye, the employment rate among 25-34 year-old women with vocational upper secondary or post-secondary non-tertiary education is comparatively low (40.5 %, rank 36/36 , 2023)

In Türkiye, the share of employed 25-64 year-old women with general upper secondary or post-secondary non-tertiary education is relatively low, compared to other OECD and partner countries with available data. (35.9 %, rank 39/39 , 2023)

In Türkiye, the share of employed 25-64 year-old women with vocational upper secondary or post-secondary non-tertiary education is relatively low, compared to other OECD and partner countries with available data. (38.6 %, rank 36/36 , 2023)

Compared to other countries with available data, the employment rate of 25-34 year-old women with general upper secondary or post-secondary non-tertiary education is relatively low in Türkiye compared to other countries with available data. (34.4 %, rank 39/39 , 2023)

Unemployment and educational attainment

The unemployment rate among 25-34 year-olds with tertiary education is comparatively high. (11.2 %, rank 3/45 , 2023)

The unemployment rate among 25-64 year-olds with tertiary education is comparatively high. (8.2 %, rank 2/46 , 2023)

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APIS – 3920-0012 | ISSN - 2583-7990
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The unemployment rate among 25-64 year-olds with a bachelor's or equivalent tertiary education degree is one of the highest of all OECD countries and partner economies for which data are available. (7.7 %, rank 4/43 , 2023)

The unemployment rate among 25-64 year-olds with a master's or equivalent tertiary education degree is one of the highest of all OECD countries and partner economies for which data are available. (5.4 %, rank 1/39 , 2023)

The unemployment rate among 25-64 year-olds with a doctoral or equivalent tertiary education degree is one of the highest of all OECD countries and partner economies for which data are available. (3.1 %, rank 2/13 , 2023)

The unemployment rate among 25-64 year-olds with a vocational upper secondary or post-secondary non-tertiary education is high compared to other OECD and partner countries. (7.3 %, rank 5/35 , 2023)

The unemployment rate among 25-64 year-olds with a general upper secondary or post-secondary non-tertiary education is high compared to other OECD and partner countries. (9.9 %, rank 3/36 , 2023)

The unemployment rate among 25-34 year-olds with a general upper secondary or post-secondary non-tertiary education is one of the highest of all OECD countries and partner economies for which data are available. (12.8 %, rank 3/36 , 2023)

Compared to other countries with available data, the unemployment rate of 25-34 year-olds with a bachelor's or equivalent tertiary education degree is relatively high in Türkiye. (10.6 %, rank 4/41 , 2023)

Compared to other countries with available data, the unemployment rate of 25-34 year-olds with a doctoral or equivalent tertiary education degree is relatively high in Türkiye. (8 %, rank 2/7 , 2023) [20]

Compared to other countries with available data, the unemployment rate of 25-34 year-old with a master's or equivalent tertiary education degree is relatively high in Türkiye. (8 %, rank 2/37 , 2023)

Compared to other countries with available data, the unemployment rate of 25-34 year-old with a short cycle tertiary education degree is relatively high in Türkiye. (13.5 %, rank 1/22 , 2023)

Unemployment and educational attainment

The unemployment rate among 25-34 year-olds with tertiary education is comparatively high. (11.2 %, rank 3/45 , 2023)

The unemployment rate among 25-64 year-olds with tertiary education is comparatively high. (8.2 %, rank 2/46 , 2023)

The unemployment rate among 25-64 year-olds with a bachelor's or equivalent tertiary education degree is one of the highest of all OECD countries and partner economies for which data are available. (7.7 %, rank 4/43 , 2023)

The unemployment rate among 25-64 year-olds with a master's or equivalent tertiary education degree is one of the highest of all OECD countries and partner economies for which data are available. (5.4 %, rank 1/39 , 2023) [21]

The unemployment rate among 25-64 year-olds with a doctoral or equivalent tertiary education degree is one of the highest of all OECD countries and partner economies for which data are available. (3.1 %, rank 2/13 , 2023)

The unemployment rate among 25-64 year-olds with a vocational upper secondary or post-secondary non-tertiary education is high compared to other OECD and partner countries. (7.3 %, rank 5/35 , 2023)

The unemployment rate among 25-64 year-olds with a general upper secondary or post-secondary non-tertiary education is high

compared to other OECD and partner countries. (9.9 %, rank 3/36 , 2023)

The unemployment rate among 25-34 year-olds with a general upper secondary or post-secondary non-tertiary education is one of the highest of all OECD countries and partner economies for which data are available. (12.8 %, rank 3/36 , 2023) [25]

Compared to other countries with available data, the unemployment rate of 25-34 year-olds with a bachelor's or equivalent tertiary education degree is relatively high in Türkiye. (10.6 %, rank 4/41 , 2023)

Compared to other countries with available data, the unemployment rate of 25-34 year-olds with a doctoral or equivalent tertiary education degree is relatively high in Türkiye. (8 %, rank 2/7 , 2023) [27]

Compared to other countries with available data, the unemployment rate of 25-34 year-old with a master's or equivalent tertiary education degree is relatively high in Türkiye. (8 %, rank 2/37 , 2023)

Compared to other countries with available data, the unemployment rate of 25-34 year-old with a short cycle tertiary education degree is relatively high in Türkiye. (13.5 %, rank 1/22 , 2023)

Unemployment by gender and educational attainment

The unemployment rate among 25-34 year-old men with tertiary education is compartively high in Türkiye. (8 %, rank 4/42 , 2023)

The unemployment rate among 25-34 year-old women with tertiary education is compartively high in Türkiye. (15 %, rank 2/44 , 2023)

The employment rate among 25-34 year-old women with vocational upper secondary or a post-secondary non-tertiary education is comparatively high. (18.9 %, rank 2/32 , 2023)

In Türkiye, the share of unemployed 25-64 year-old women with general upper secondary or post-secondary non-tertiary education is relatively high, compared to other OECD and partner countries with available data. (16.2 %, rank 1/35 , 2023)

In Türkiye, the share of unemployed 25-64 year-old women with vocational upper secondary or post-secondary non-tertiary education is relatively high, compared to other OECD and partner countries with available data. (14.4 %, rank 2/34 , 2023)

Compared to other countries with available data, the unemployment rate of 25-34 year-old women with general upper secondary or post-secondary non-tertiary education is relatively high in Türkiye. (19.9 %, rank 2/32 , 2023)

Inactivity and educational attainment

The inactivity rate of 25-34 years-old adults with tertiary education is high in Türkiye. (17.2 %, rank 4/46 , 2023)

In Türkiye, the inactivity rate of 25-34 year-olds with vocational upper secondary or post-secondary non-tertiary education is relatively high. (23 %, rank 1/35 , 2023) [30]

In Türkiye, the inactivity rate of 25-34 year-olds with general upper secondary or post-secondary non-tertiary education is relatively high. (30.2 %, rank 3/38 , 2023)

In Türkiye, the inactivity rate of 25-64 year-olds with a bachelor's or equivalent tertiary education degree is one of the highest among countries with available data. (17.2 %, rank 3/45 , 2023)

In Türkiye, the inactivity rate of 25-34 year-olds with a doctoral or equivalent tertiary education degree is one of the lowest among countries with available data. (3.8 %, rank 7/8 , 2023)

In Türkiye, the inactivity rate of 25-64 year-olds with a doctoral or equivalent tertiary education degree is one of the highest among

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APIS – 3920-0012 | ISSN - 2583-7990
Published by
Institute of Legal Education
https://iledu.in

countries with available data. (6.3 %, rank 5/25 , 2023)

In Türkiye, the inactivity rate of 25-34 year-olds with a short cycle tertiary education degree is one of the highest among countries with available data. (21.9 %, rank 2/26 , 2023) [31]

In Türkiye, the inactivity rate of 25-64 year-olds with a short cycle tertiary education degree is one of the highest among countries with available data. (26.4 %, rank 2/35 , 2023)

In Türkiye, the inactivity rate of 25-64 year-olds with tertiary education is one of the highest among countries with available data. (18.9 %, rank 2/46 , 2023)

In Türkiye, the inactivity rate of 25-64 year-olds with upper secondary or post-secondary non-tertiary education is one of the highest among countries with available data. (31.6 %, rank 1/45 , 2023)

In Türkiye, the inactivity rate of 25-64 year-olds with general upper secondary or post-secondary non-tertiary education is relatively high. (33.7 %, rank 1/39 , 2023) [32]

In Türkiye, the inactivity rate of 25-64 year-olds with vocational upper secondary or post-secondary non-tertiary education is relatively high. (28.5 %, rank 2/36 , 2023)

Inactivity by gender and educational attainment

In Türkiye, the inactivity rate of 25-34 year-old women without an upper secondary education is relatively high. (71.3 %, rank 2/44 , 2023)

In Türkiye, the inactivity rate 25-64 year-old women without an upper secondary education is relatively high compared to other countries with available data. (66.9 %, rank 1/45 , 2023)

In Türkiye, the inactivity rate of 25-34 year-old women with general upper secondary or post-secondary non-tertiary education is relatively high. (57 %, rank 1/37 , 2023)

In Türkiye, the inactivity rate of 25-64 year-old women with general upper secondary or post-secondary non-tertiary education is relatively high. (57.1 %, rank 1/39 , 2023) [36]

In Türkiye, the inactivity rate of 25-34 year-old women with vocational upper secondary or post-secondary non-tertiary education is relatively high. (50.1 %, rank 1/35 , 2023)

In Türkiye, the inactivity rate of 25-64 year-old women with vocational upper secondary or post-secondary non-tertiary education is relatively high. (54.9 %, rank 1/36 , 2023)

In Türkiye, the inactivity rate of 25-34 year-old women with upper secondary or post-secondary non-tertiary education is relatively high. (54.2 %, rank 2/44 , 2023)

In Türkiye, the inactivity rate of 25-64 year-old women with upper secondary or post-secondary non-tertiary education is relatively high. (56.3 %, rank 2/45 , 2023)

In Türkiye, the inactivity rate of 25-34 year-old women with tertiary education is relatively high. (27.3 %, rank 3/45 , 2023) [39]

In Türkiye, the inactivity rate of 25-64 year-old women with tertiary education is relatively high. (29.5 %, rank 2/46 , 2023)

In Türkiye, the inactivity rate of 25-64 year-old men with tertiary education is relatively high. (9.2 %, rank 5/46 , 2023)

Earnings, gender and educational attainment

Earnings of women as a percentage of men's earnings (45-54 year-olds with vocational upper secondary or post-secondary non-tertiary education working full-time full-year) are one of the lowest among countries with available data. (71.8 %, rank 25/28 , 2021)

Conclusions

Neither in education nor employed. The share of inactive youth neither in formal education nor training among 18-24 year-olds

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APIS – 3920-0012 | ISSN - 2583-7990
Published by
Institute of Legal Education
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in Türkiye is one of the highest among countries with available data. (21.6 %, rank 2/42 , 2023)

The share of unemployed youth neither in formal education nor training among 18-24 year-olds in Türkiye is one of the highest among countries with available data. (9.4 %, rank 5/42 , 2023)

The share of women without an upper secondary education neither in employment nor in education and training (25-29 year-olds) in Türkiye is relatively high (76.1 %, rank 4/39 , 2022)

The share of women with general upper secondary or post-secondary non-tertiary education neither in employment nor in education and training (25-29 year-olds) in Türkiye is relatively high (57.8 %, rank 1/26 , 2023) [41]

The share of 25-29 year-olds neither in employment nor in education and training with general upper secondary or post-secondary non-tertiary education in Türkiye is relatively high (33.6 %, rank 1/30 , 2023)

The share of women with vocational upper secondary or post-secondary non-tertiary education neither in employment nor in education and training (25-29 year-olds) in Türkiye is relatively high (53.5 %, rank 1/29 , 2023)

The share of 25-29 year-olds neither in employment nor in education and training with vocational upper secondary or post-secondary non-tertiary education in Türkiye is relatively high. (28.2 %, rank 2/30 , 2023)

The share of women with upper secondary or post-secondary non-tertiary education neither in employment nor in education and training (25-29 year-olds) in Türkiye is relatively high. (55.8 %, rank 1/41 , 2022) [47]

The share of 25-29 year-olds neither in employment nor in education and training with upper secondary or post-secondary non-tertiary in Türkiye is relatively high. (31.1 %, rank 2/41 , 2022)

The share of women with tertiary education neither in employment nor in education and training (25-29 year-olds) in Türkiye is relatively high. (31 %, rank 2/41 , 2022)

The share of men with tertiary education neither in employment nor in education and training (25-29 year-olds) in Türkiye is relatively high. (16.5 %, rank 3/33 , 2022)

The share of 25-29 year-olds neither in employment nor in education and training with tertiary education in Türkiye is relatively high. (24.5 %, rank 2/41 , 2022)

The share of women who are inactive NEET (15-29 year-olds) in Türkiye is relatively high. (30.5 %, rank 1/42 , 2022) [50]

The share of women who are inactive NEET (18-24 year-olds) in Türkiye is relatively high. (32.2 %, rank 1/41 , 2022)

The share of women who are unemployed NEET (18-24 year-olds) in Türkiye is relatively high. (9.2 %, rank 5/39 , 2022)

The share of men who are unemployed NEET (15-29 year-olds) in Türkiye is relatively high. (8.1 %, rank 5/42 , 2022)

The share of men who are inactive NEET (18-24 year-olds) in Türkiye is relatively high. (11.9 %, rank 5/41 , 2022)[51]

The share of inactive NEET (15-29 year-olds) in Türkiye is relatively high. (19.2 %, rank 2/42 , 2022)

The share of youth neither employed nor in education or training among 25-29 year-olds in Türkiye is one of the highest among OECD and partner countries with available data. (33.3 %, rank 2/42 , 2022)

In Türkiye, the share of men neither employed nor in education among 15-29 year-olds is relatively high. (16.7 %, rank 3/42 , 2022)

In Türkiye, the share of women neither employed nor in education among 15-29 year-olds is relatively high. (37.2 %, rank 2/42 , 2022)

Among 15-29 year-olds, the share of youth without an upper secondary or post-

INTERNATIONAL JOURNAL ON CYBERSPACE LAW AND POLICY

VOLUME 3 AND ISSUE I OF 2025

APIS – 3920-0012 | ISSN - 2583-7990

Published by

Institute of Legal Education

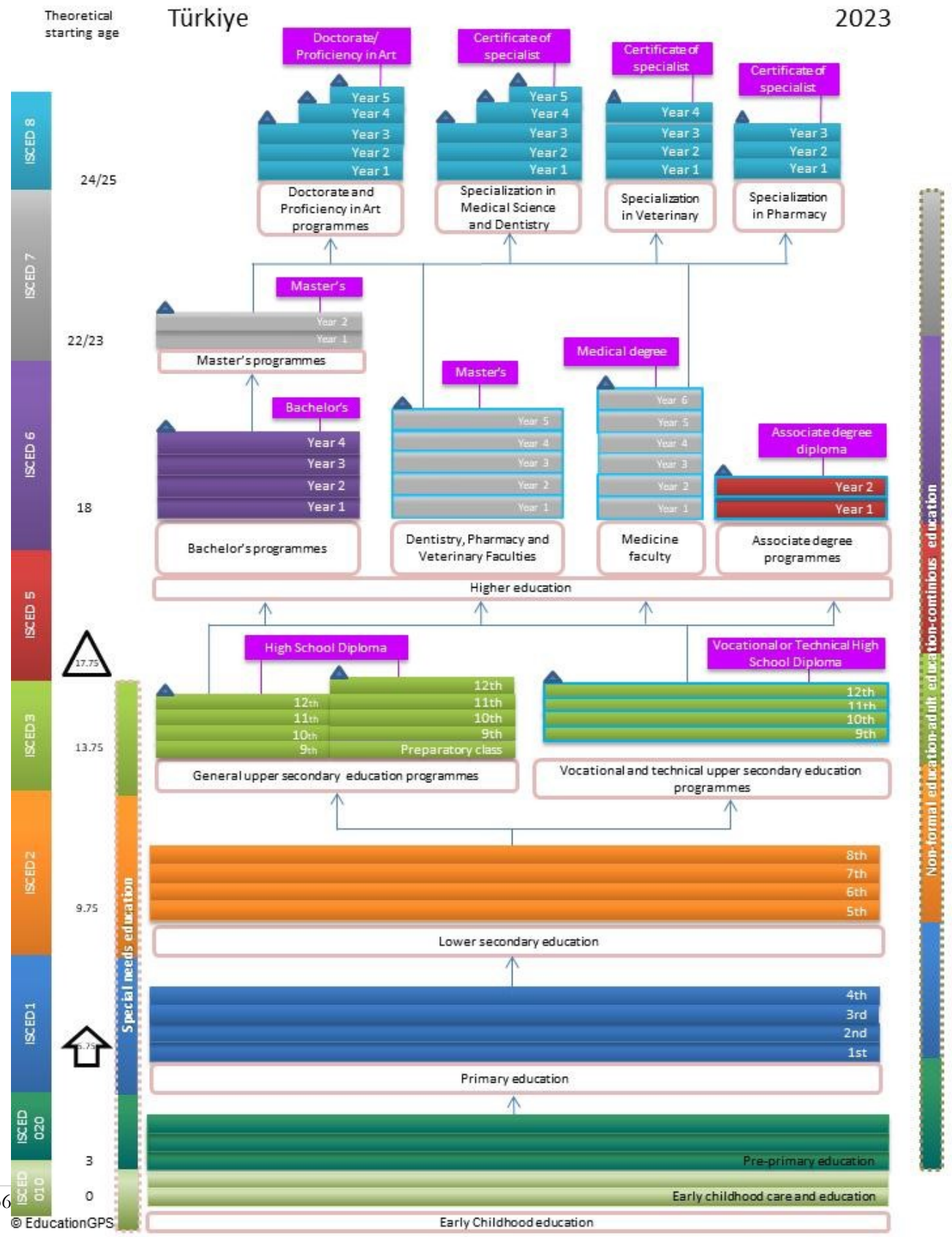
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secondary non tertiary degree who are neither employed nor in education or training in Türkiye is relatively high. (28.2 %, rank 4/42 , 2022)

In Türkiye, the proportion of youth with a tertiary degree who are neither employed nor in education or training among 15-29 year-olds is comparatively large. (27.3 %, rank 2/41 , 2022)

Among 20-24 year-old men in Türkiye, a large share of them are neither employed nor in education or training. (21.3 %, rank 4/42 , 2022)

In Türkiye, the percentage of women neither employed nor in education or training



among 20-24 year-olds is relatively high . (42.3 %, rank 2/42 , 2022)

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