

Social and Economic Conditions of Student Life in Europe

National Profile of Turkey

eurostudent III 2005-2008



A joint international project co-ordinated by the Higher Education Information System (HIS), Germany

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Introduction to this report

The National Profiles are a key element in the reporting concept of the EUROSTUDENT project:

- **National Profiles** focus on the data from individual participating countries. They provide both an introduction to each of the national higher education systems and the context data behind the key indicators used in the comparative report, the Synopsis of Indicators. The National Profiles include comments on the data from a national perspective.
- **Synopsis of Indicators:** The foundation of this report are the key indicators, which are highlighted in the National Profiles. These key indicators are then used to provide a comparison between the participating countries.
- A **dedicated website** and a special **data appendix** which can be downloaded provide easy access to the data and background materials used to draw-up the reports – www.eurostudent.eu

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Overview of the national system of higher education

1. General characteristics of country

Table 1: General characteristics

Total population (million)	74.9
Population density (persons per square kilometre)	88 ¹
GDP per inhabitant in 2006 in PPS, EU27 = 100 EU Member States, Candidate and EFTA countries	29
GDP year-on-year growth rate (2006)	6.1 ²

2. Types of higher education institution

Higher education is provided by 85 state universities, including 2 higher institutes of technology, and 30 foundation (private, non-profit) universities.³

All higher education institutions, state and foundation (non-profit private), are subject to the Higher Education Law No.2547 of 1981, to the regulations enacted in accordance with the Law. The supreme authority for the regulation of higher education is the Council of Higher Education, which is a fully autonomous supreme corporate public body responsible for the planning, coordination, governance and supervision of higher education within the provisions set forth in the Constitution (Articles 130 and 131) and the Higher Education Law No. 2547). It has no political or governmental affiliation. The Council is composed of 21 members; seven nominated by the Interuniversity Council, seven by the government, seven elected by the President of the Republic and all appointed by the President of the Republic for a term of four years (renewable). The day-to-day functions of the Council are carried out by a nine member Executive Board serving full-time, including the President and two Vice-Presidents and all elected from among its members. The Interuniversity Council consists of the rectors of all the universities and one member elected by the Senate of each university.

Universities, faculties, institutes and four-year schools are founded by law, while two-year vocational schools, departments, and divisions are established by the Council of Higher Education. Foundation universities have only to conform to the basic academic requirements and structures set forth in the law. The foundation universities are under the supervision of the Council of Higher Education and their programmes must be regularly accredited. Apart from this, they are completely free to manage their

¹ Turkish Statistical Institute, <http://www.turkstat.gov.tr/VeriBilgi.do>

² European Commission, http://ec.europa.eu/enlargement/turkey/economic_profile_en.htm

³ Turkish Council of Higher Education, <http://www.yok.gov.tr>

own affairs according to rules and regulations adopted by their boards of trustees. The boards of trustees appoint the Rectors and the Deans and the appointment of the Rectors is subject to the approval of the Council of Higher Education.

In the universities, the medium of instruction is Turkish. Some universities use English, French and German as the language of instruction with one-year language preparatory course.

The structure of the Turkish higher education system, same for both state and foundation universities, is defined as a unitary system and basically consists of universities. According to the Article 3 of Higher Education Law No. 2547 defines higher education institutions as follows:

a) University: An institution of higher education possessing academic autonomy and juristic personality, conducting advanced-level education, scholarly research, publication and consultancy; it is composed of some units as in the following:

- Faculty: An institution of higher education conducting high-level education, scholarly research and publication; sub divisions may be attached to it.
- Department: The main unit of a faculty gives instruction leading to degrees at all levels and carrying out research. It may be sub-divided into sections or programmes. Departments directly attached to the office of the Rector can also be established for the purpose of offering courses common to various departments.
- Graduate School: An institution in universities, which is concerned with graduate education, scholarly research and applied studies in more than one related academic area. There are basically three kinds of graduate schools in the fields of health, social and science.

Graduate-level programmes consist of Master's and Doctoral programmes, coordinated by graduate schools. Medical specialty training programmes equivalent to Doctoral level programmes are carried out within the faculties of medicine, university hospitals and the training hospitals owned by the Ministry of Health and the Social Insurance Organization.

- 4-Year Higher School: 4-year higher school institution, which is mainly concerned with providing instruction for a specific profession.
- 2-Year Higher Vocational School: An institution of higher education carrying out two-year education aimed at training manpower in specific areas.

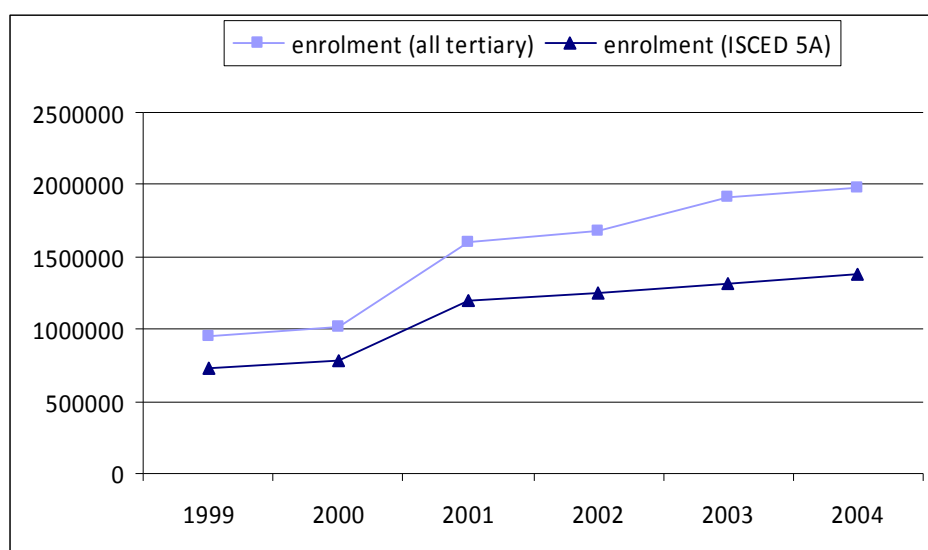
b) Higher Institute of Technology: An institution of higher education possessing academic autonomy and juristic personality, carrying out high-level research, education production, publication, and consultancy specifically in the areas of technology.⁴

⁴ All information regarding "types of higher education institutions" is based on Higher Education Law No:2547, that is available under http://www.yok.gov.tr/mevzuat/mevzuat_kanun.htm

3. Enrolment levels

Figure 1 shows a growth within higher education enrolments. The number of people participating in tertiary education increased remarkably since 2000 by 94%. Thereby, within the same period the number of students participating in academically orientated courses (ISCED 5A) rose by 78%. In 2004 1.4 million students were studying academically-oriented courses (ISCED 5A).

Fig.1 Enrolment in all tertiary education and demographic developments of the HE-aged population



Source: [Eurostat](#) education databank.

Total enrolment rates in all tertiary education and enrolment rates at the level of ISCED 5A for the academic years 2004-05, 2005-06 and 2006-07 are illustrated in the following table:

Academic Year	Enrolment (All tertiary)	Enrolment (ISCED 5A)
2004-2005	2,106,351	1,173,843
2005-2006	2,342,898	1,306,459
2006-2007	2,453,664	1,386,072

Source: [OSYM](#) (Student selection and Placement Centre), Higher Education Statistics.

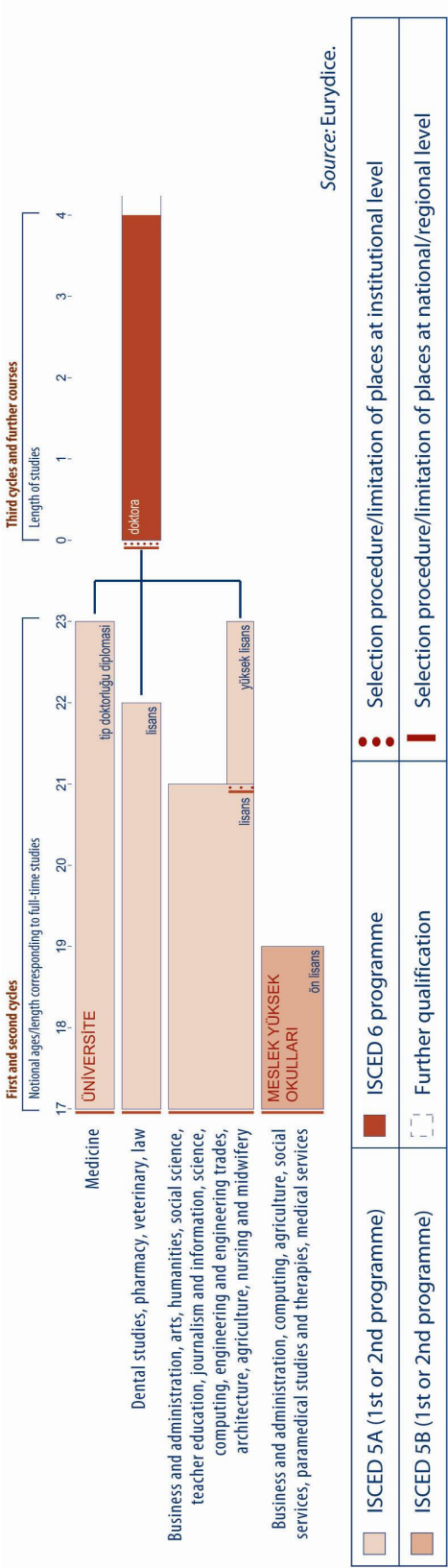
4. Admission requirements

Entrance to any stages of higher educational programmes is conditional upon graduation from a general or vocational-technical secondary schools and achievement in examinations that are held on central level. With the exception of special ability programs (arts, music, gymnastics etc.) higher educational institutions do not have authorizations in conditions of entrance and selection of their students. Entrance conditions and process of higher education programs on any stages (Associate degree, Bachelor's degree and Graduate degrees) are determined centrally by Higher Education Council. Arrangements for entrance to higher education and the process are bound to a legal frame.

For admission to all undergraduate programmes in Turkey holding a secondary school/high school diploma (Lise Diploması) and having a sufficient score from the Student Selection Examination (ÖSS) are required. ÖSS is a central university entrance examination administered by the Student Selection and Placement Centre (ÖSYM), which is affiliated to the Council of Higher Education (YÖK). ÖSS is usually administered in May, throughout the country at a single session and at the same time in all centres. The examination consists of two tests. One of them is prepared to measure mainly the candidates' verbal abilities, and the other, their quantitative abilities.

ÖSS consists of five parts: Natural Sciences, Mathematics, Turkish, Social Sciences and a foreign language. Admission is based on the composite scores which take into account the ÖSS scores and the high school grade point averages.

Figure 2: Overview of basic structure of tertiary education system



5. Study structure

Turkish higher education system has a three-cycle degree structure, Bachelor, Masters, and Doctorate level of study. At undergraduate level, two year Associate's and four year Bachelor's degrees are awarded. Graduate level programmes consist of Master's (MA, MS and MBA, etc...) and Doctorate (Ph.D's) degrees. There are two types of Master's programmes: those requiring a thesis and those not requiring a thesis.

First cycle in Turkey requires an accumulation of 240 ECTS credits (4 years), while 120 ECTS credits for the Master-with-thesis and 90 ECTS credits for the Master-without-thesis are required. In the academic year of 2006-07, 97% of higher education students are enrolled in the two-cycle degree system below doctoral level⁵.

First stage university level qualifications:

1. Associate's Degree (*Ön Lisans Diploması*) awarded after the successful completion of the full-time two-year university study.
2. Bachelor's degree (*Lisans Diploması*) awarded after the successful completion of four-year university study. Dentistry, Pharmacy and Veterinary Medicine programmes are five-year programmes and Medicine is six-year programme. In Veterinary Medicine, the professional qualification of *Veteriner Hekim Diploması* is conferred upon the completion of five-year study. In Dentistry, upon the completion of five-year study, *Dis Hekimliği Diploması* is awarded. In Medicine, the professional qualification of *Tip Doktorluğu Diploması* is conferred. The graduates of Medicine, Veterinary Medicine and Dentistry can directly apply to the Ph.D/Doctorate programmes in Turkey. The qualifications in these three fields of study are considered to be the equivalent to the Master's degree (*Yuksek Lisans Diploması*). In the fields of Medicine, Dentistry and Veterinary Medicine programmes have a one-tier system.

Second stage university level qualifications:

Master's degree (*Yuksek Lisans Diploması*) is awarded after the successful completion of two-year university study. There are two types of Master's programmes: those requiring a thesis, and those not requiring a thesis. Master's programmes requiring a thesis consist of a minimum of seven courses, one seminar course, and thesis, with a minimum of 21 national credits. The seminar course and thesis are non-credit and graded on a pass/fail basis. Non-thesis Master's programmes consist of a minimum of 10 courses and a non-credit semester project, with a minimum of 30 national credits. The semester project is graded on a pass/fail basis. Duration of the non-thesis Master's programmes is one and half years.

⁵ <http://www.bologna-bergen2005.no/Docs/Turkey/TURKEY.PDF>

Third stage university level qualifications:

Ph.D/Doctorate degree (*Doktora Diploması*) programmes consist of a minimum of seven courses, with a minimum of 21 national credits, a qualifying examination, a dissertation proposal, and a dissertation. The duration of Doctorate programmes is normally four years.

Bologna Reforms

The three-cycle degree structure had been fully implemented in Turkish higher education system before Bologna. First cycle in Turkey requires an accumulation of 240 ECTS credits (4 years), while 120 ECTS credits for the Master-with-thesis and 90 ECTS credits for the Master-without-thesis are required. In the academic year of 2006-07, 97% of higher education students are enrolled in the two-cycle degree system below doctoral level.

6. Registration and/or tuition fees

The fees to be paid each year per student to the institutions of higher education are fixed and announced by the Council of Higher Education, taking into consideration the character and duration of the period of study in various disciplines and also the nature of the individual higher education institutions. The portion of these fees to be paid by the State is determined each year by the Council of Ministers and allocated to the budget of the institution concerned on a per-student basis. The remaining portion of the fees is paid by the student. The portion paid by the State is to be a minimum of 50 %.

7. Financial support for students

There is a centralised state grant and loan system to support both undergraduate and graduate students from the middle/low income groups. According to the Law No.5102, the Higher Education Credit and Dormitory Authority (YURTKUR) is the responsible body for the administration of state grant and loans and rooming in higher education. YURTKUR offers need and merit based study grants, study loans and tuition fee loans. According to a survey conducted by YURTKUR, 50.6 % of higher education students received tuition fee loan and 56.7 % of them received study loan in 2005. In 2006, nearly 724.000 students out of nearly 2.350.000 were awarded grants and loans.

8. Recent reforms / developments concerning the social dimension

In addition to the centralised state grant and loan system established to broaden access of undergraduate and graduate students from the middle/low income groups to higher education, universities (state or foundation) are required to establish a unit for health, culture and sports with the objective of providing all students with healthcare facilities; social and cultural counselling-guidance and sports facilities. Also, each student is appointed an academic advisor to be academically assisted and instructed for the entire period of his/her study.

Retention rate in Turkish higher education is rather low as compared to other countries in Europe. Also taking into account the maximum period of study before being dismissed, it is obvious that the retention rate in the in-class (face-to-face) programmes is less than 25% for the first cycle, less than 52% for the second cycle and less than 57% for the third cycle. The efficiency rate of Open Faculty of Anadolu University is low when compared to in-class HE programmes⁶.

⁶ <http://www.dfes.gov.uk/londonbologna/uploads/documents/TurkeyNatRep10Jan07.doc>

Metadata for the national survey

National Currency	New Turkish Lira (YTL)
Exchange rate: 1 Euro =	1.77
Date and source of exchange rate:	September 1, 2007; http://www.isbank.com.tr/fiyato
Survey method	Online survey
Size of final sample	67000
Sampling method	Simple random sampling
Return rate	15382
Reference period of survey (semester, year)	Spring semester, 2007
Weighting scheme	-
Project sponsor	Council of Higher Education, Middle East Technical University
Implementation	Middle East Technical University

COMMENT:

The survey was sponsored by the Higher Education Council of Turkey.

Middle East Technical University (METU) staff (Prof. Dr. Nezih Güven, Assoc. Prof. Dr. Ayse Gündüz Hosgör & Asst. Prof. Dr. Mustafa Sen) are responsible national researchers. METU computer center carried out all the online survey technical processes.

Topic: Demographic Characteristics

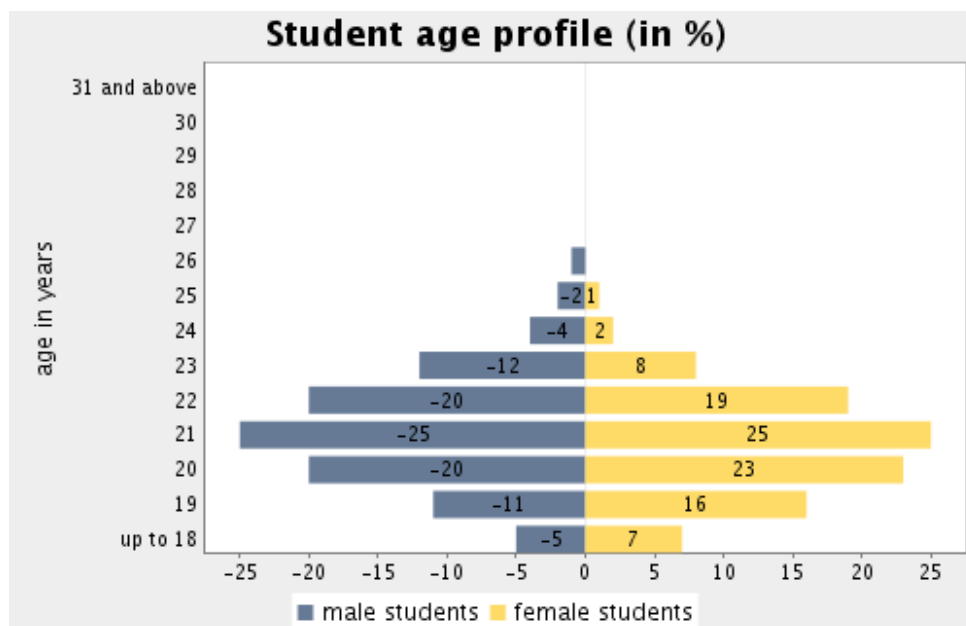
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Topic: Demographic Characteristics

Subtopic 1: Student age profile and percentage of female students

Key Indicators

Total average age (arithm.mean):	20.95
Average age of female students:	20.74
Average age of male students:	21.14
Percentage of 21 year old students:	25.0
Percentage of female students:	46.5



National Source: online survey

National commentary:

The online survey only covers the bachelor students (excluding students in distance education which actually comprise 40% of all bachelor students). The median age for the male and female students is 21 and this age cohort is larger than the others. This relatively low average age (both mean and median) is related with some social and structural factors. In Turkey, access to higher education is through a very competitive central university entrance examination and requires a costly preparation. The majority of students enters the university at around age 18, without any significant gap. As of 2005-06 academic year, the total length of primary and secondary education, which was previously 11, has been extended to 12 years; hence, in the near future the age distribution is expected to shift by about one year.

According to the Higher Education Statistics (OSYM, 2007), the actual percentage of female students enrolled at the bachelor level programmes (excluding distance education) in Turkish universities is 44%; while the actual percentage of 21 year-olds is 17.5%. Based on this report; actual age distribution is:

Up to age of 20: female students is 52.5% and male students is 42.2%.

Ages 21-25: female students is 44.1% and male students is 52.0%.

Ages 26-30: female students is 2.7% and male students is 4.9%.

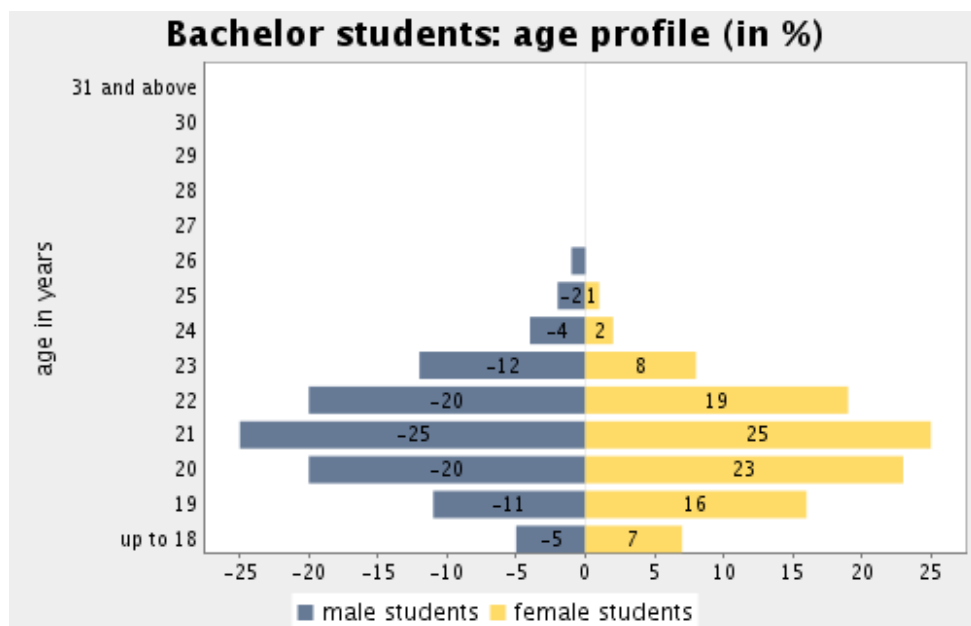
Age 31 and above: female students is 0.7% and male students is 0.9%.

Topic: Demographic Characteristics

Subtopic 2: Bachelor students: age profile and percentage of female students

Key Indicators

Total average age (arithm.mean):	20.95
Average age of female students:	20.74
Average age of male students:	21.14
Percentage of 21 year old students:	25.0
Percentage of female students:	46.5



National Source: online survey

National commentary:

The online survey was applied only to bachelor students (excluding students in distance education which actually comprise 40% of all bachelor students). Therefore these figures are same for all students (i.e., same with "1. Student age profile and percentages of female students").

Topic: Demographic Characteristics

Subtopic 3: Student age profile of first year students

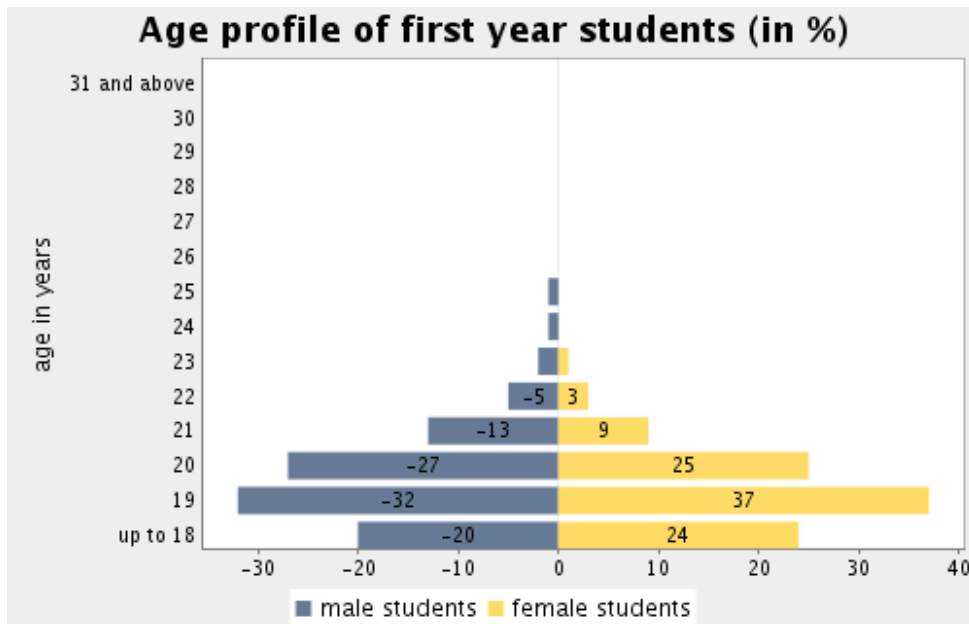
Key Indicators

Only first year students

Total average age (arithm.mean) of first year students 19.46

Average age of female first year students: 19.34

Average age of male first year students: 19.57



National Source:

National commentary:

The median age for the first year students is 19. There are slight differences between male and female students. The percentage of female students is larger than the percentage of male students up to age 19.

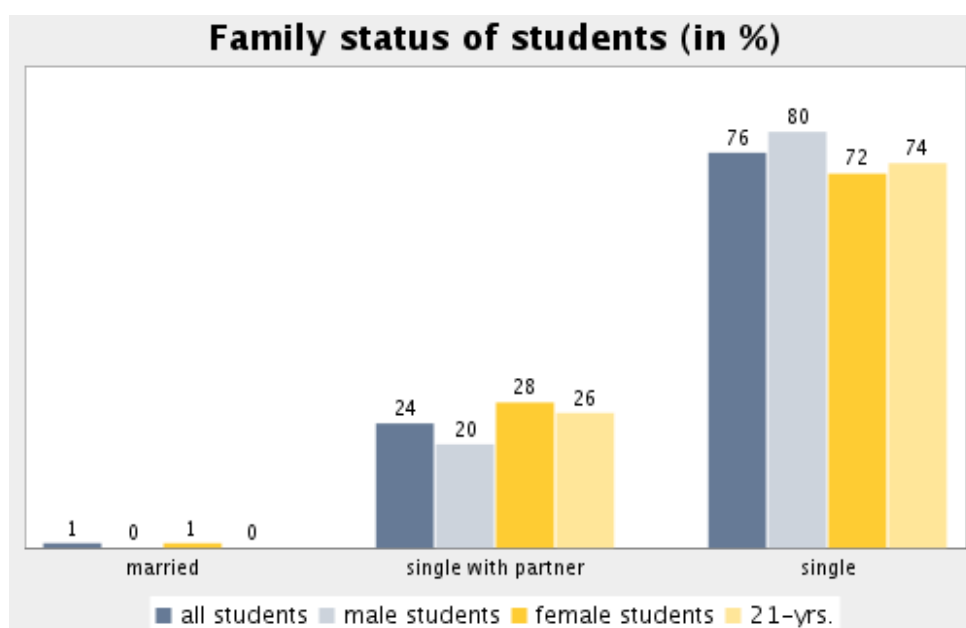
As of 2005-06 academic year, the total length of primary and secondary education, which was previously 11, has been extended to 12 years; hence, in the near future the age distribution is expected to shift by about one year.

Topic: Demographic Characteristics

Subtopic 4: Family status of students

Key Indicators

Proportion of married students:	0.5
Proportion of married female students:	0.6
Proportion of married male students:	0.4
Proportion of married 21-yr old students:	0.1



National Source: online survey

National commentary:

This question's categories were modified in Turkish data set as follows:

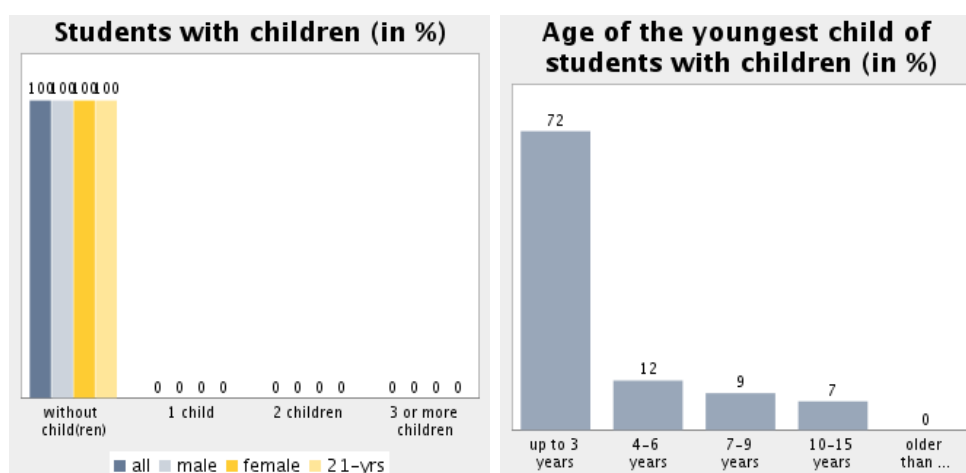
single; single with longterm partner; single but engaged; married. "Single with longterm partner" and "single but engaged" categories were collapsed under the category of "single with partner". Majority of students identified themselves as "single". This may be related with the social norms, that is, if a relationship is not "committed" and recognized by the society, young people continue considering themselves as "single", as family is an important social institution.

Topic: Demographic Characteristics

Subtopic 5: Students with children

Key Indicators

Proportion of all students with children	0.3
Proportion of female students with children	0.3
Proportion of male students with children	0.3
Proportion of 21-yr olds with children	0.1
Proportion of students with children up to the age of 15 years	100.0



National Source: online survey

National commentary:

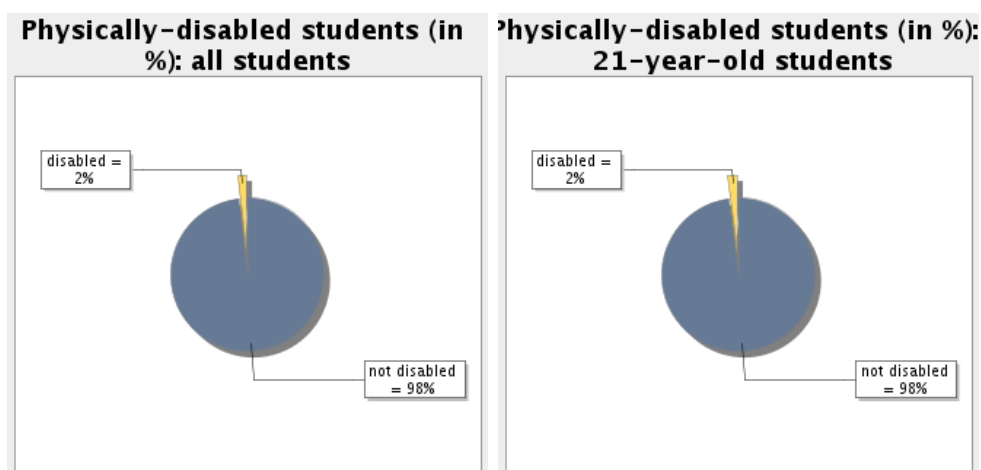
The great majority of married students is without child(ren) in Turkey. Indeed there is an order in educated young people lives, that is, first graduating the university, then holding a job, for men fulfilling the military duty and then getting married. The overall median age for getting married in Turkey is 21. This value is clearly higher for university students and graduates.

Topic: Demographic Characteristics

Subtopic 6: Physically-disabled students who feel impaired in their studies

Key Indicators

Physically-disabled students (%)	1.8
Physically-disabled students 21 years of age (%)	1.7



National Source: online survey

National commentary:

The percentage of disabled students who participated in the survey is 1.8 %. The project team considers this value lower than the actual value based on other national surveys. This outcome could have stemmed from many different factors.

Topic: Access to Higher Education

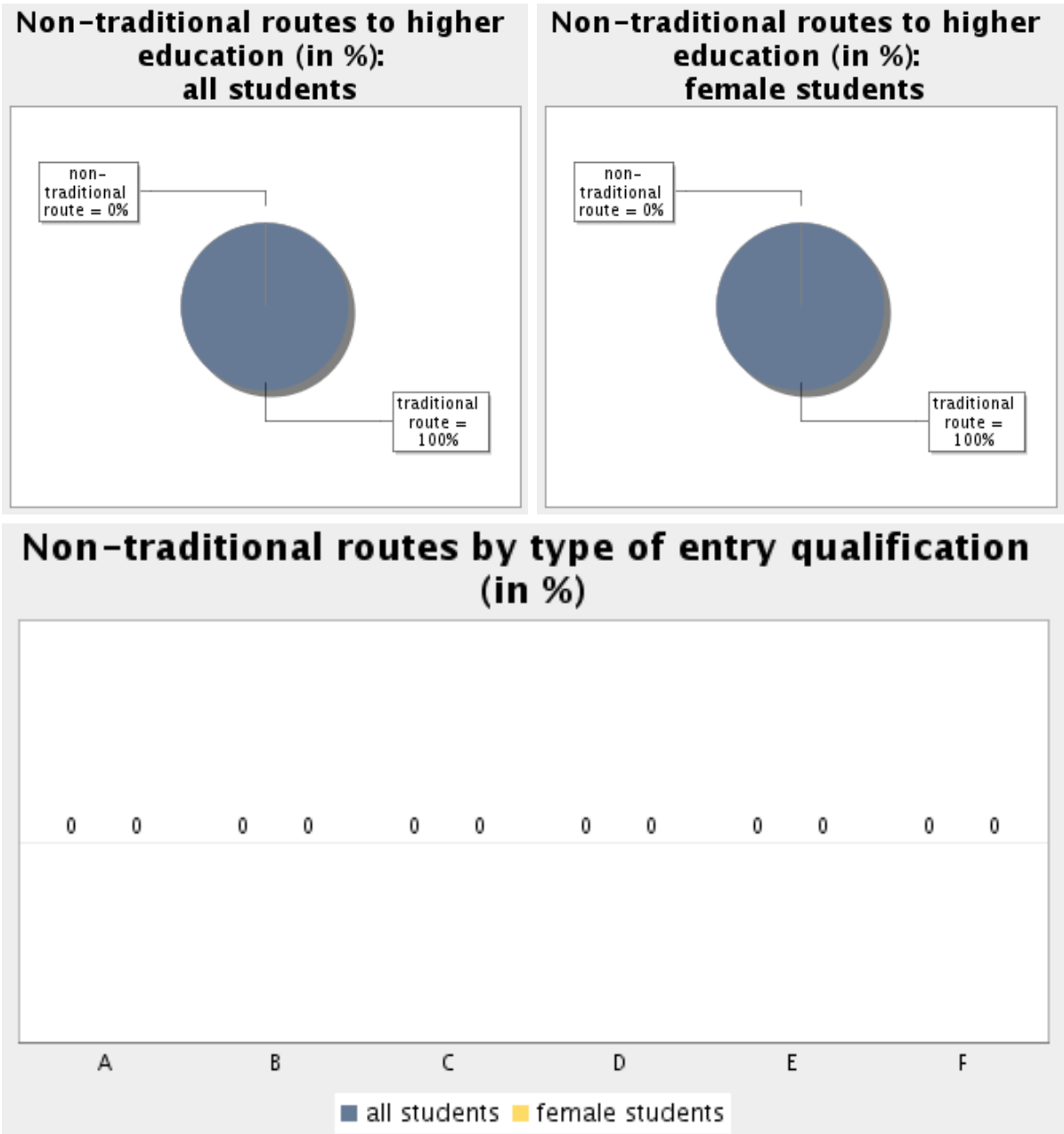
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Topic: Access to Higher Education

Subtopic 7: Non-traditional routes to higher education

Key Indicators

Percentage of students with "non-traditional" route to higher education:	0.0
Percentage of female students with "non-traditional" route to higher education:	0.0



National Source:

National commentary:

Turkish higher education has a unitary system only consisting of universities. Both academic and vocational education and training programmes are offered at universities. Access to higher education is regulated by Law (No. 2547) and entrance to the first cycle of higher education is conditional upon graduation from a general or vocational-technical secondary school and achievement in a national entrance examination.

Based on the "narrow definition", it could be stated that there is no non-traditional way of accessing to the university in Turkey.

Topic: Access to Higher Education**Subtopic 8: Work experience before entering higher education****Key Indicators**

Percentage of all students with work experience before entering higher education:

10.2

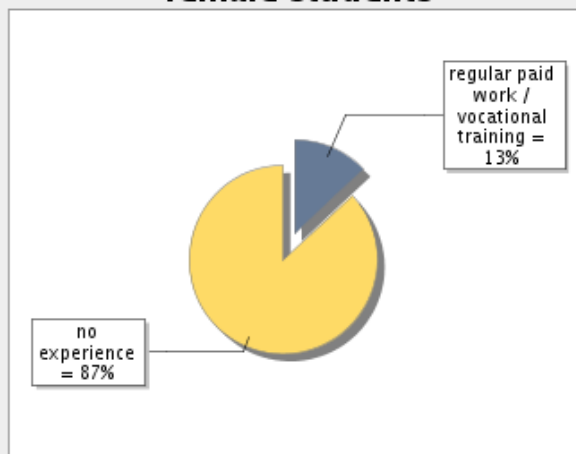
Percentage of male students with work experience before entering higher education:

7.4

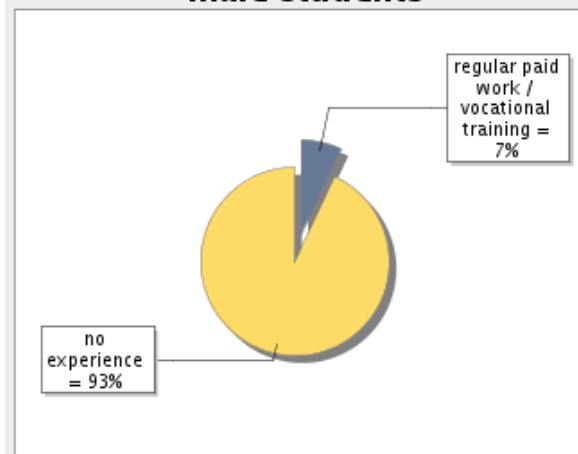
Percentage of female students with work experience before entering higher education:

12.6

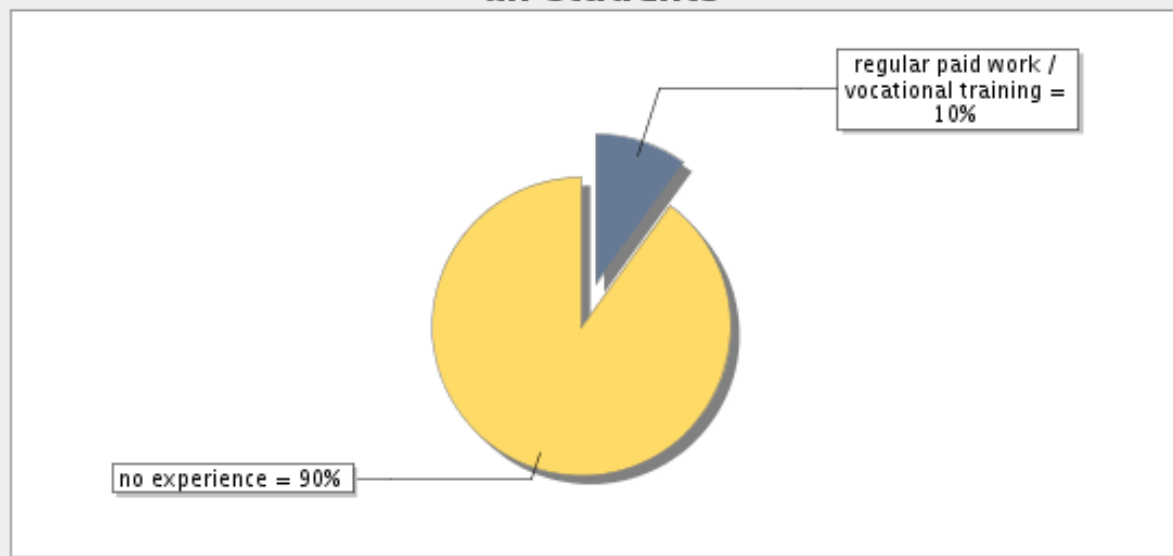
Work experience before entering higher education (in %): female students



Work experience before entering higher education (in %): male students



Work experience before entering higher education (in %): all students



National Source: online survey

National commentary:

The percentage of students who had worked in regularly paid jobs is 2.8. In Turkey, the internship is a requirement at vocational high schools. The percentage of vocational high school graduates is 7.4. Therefore, the percentage of students who were in regular paid work or vocational internship is $(2.8 + 7.4 = 10.20)$. The same approach is also applied to percentage male and percentage female calculations. For male percentage $(1.6 + 5.8 = 7.4)$; for female percentage $(3.8 + 8.8 = 12.60)$.

Topic: Access to Higher Education**Subtopic 9: Students with work experience before entering higher education by educational background of parents****Key Indicators**

Students with work experience before entering higher education

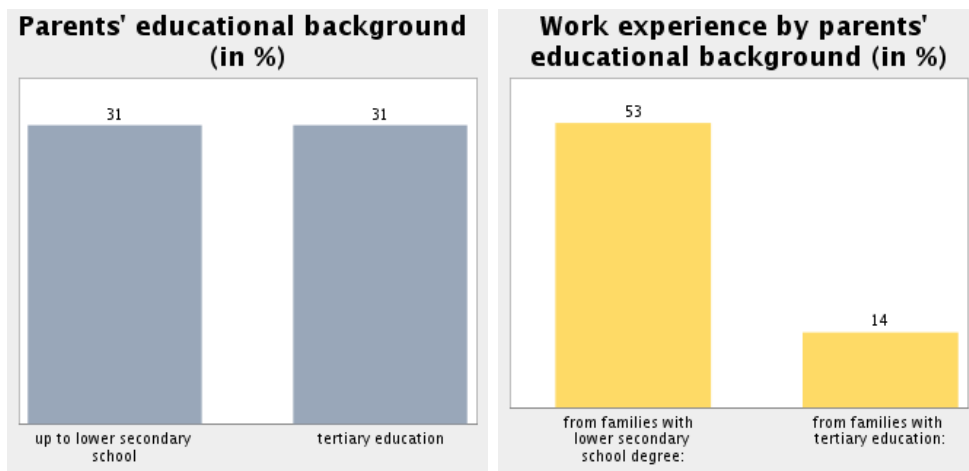
from families with lower secondary school degree:

53.0

from families with tertiary education:

13.8

0.0



National Source: online survey

National commentary:

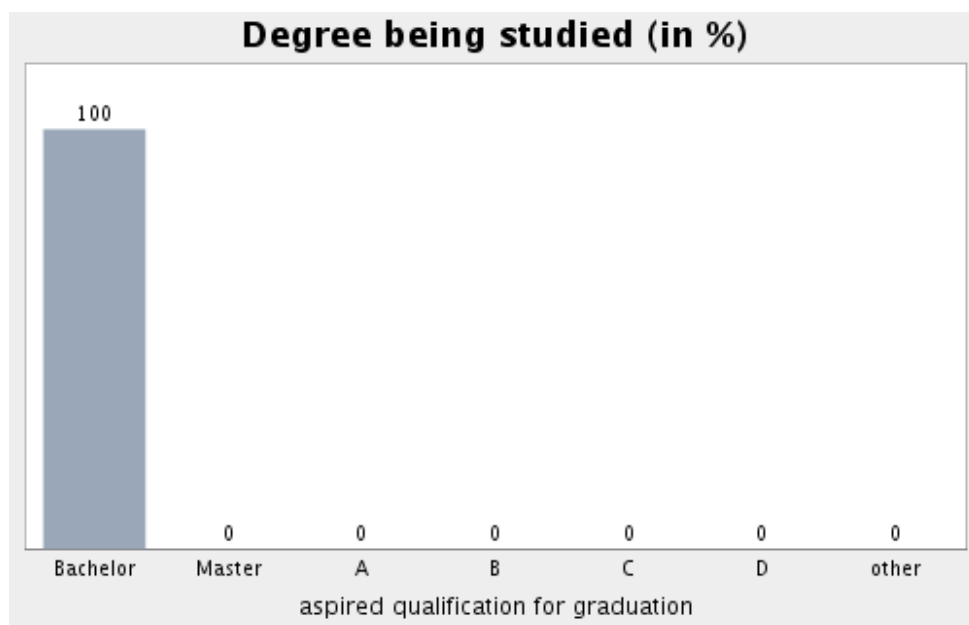
Students with lower educational background (i.e., father's education) have more work experience before entering university.

Topic: Access to Higher Education

Subtopic 10: Degree being studied

Key Indicators

% of students are studying for a Bachelor:	100.0
% of students are studying for a Master:	0.0
% of students are studying for other national degrees:	0.0



National Source: online survey

National commentary:

The survey was applied only to the bachelor level students (excluding those in distance education).

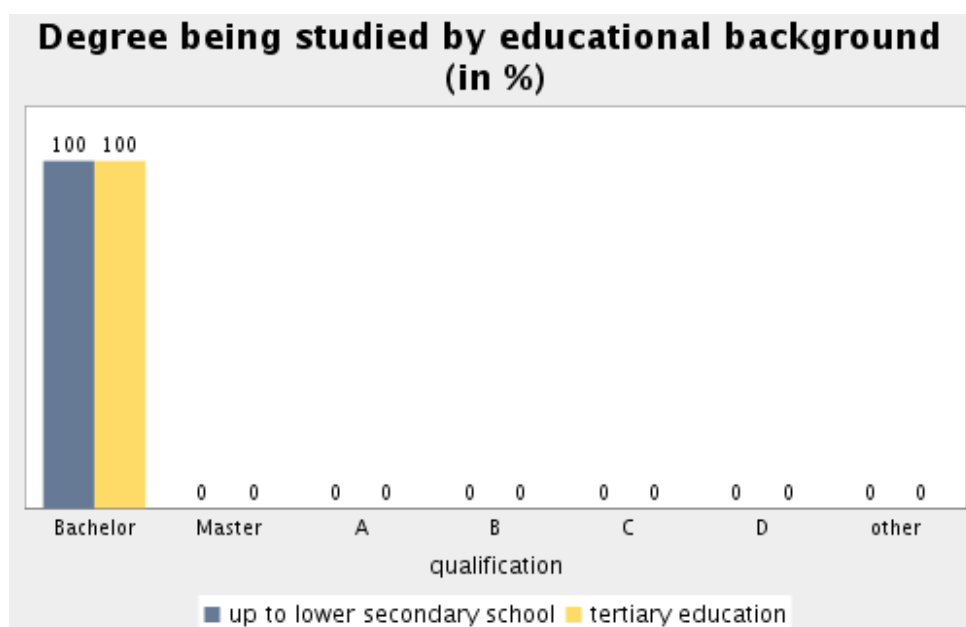
Topic: Access to Higher Education

Subtopic 11: Degree being studied by parents' education

Key Indicators

% of students with ...

low edu. background are studying for a Bachelor:	100.0
low edu. background are studying for a Master:	0.0
low edu. background are studying for other national degrees:	0.0
high edu. background are studying for a Bachelor:	100.0
high edu. background are studying for a Master:	0.0
high edu. background are studying for other national degrees:	0.0



National Source: online survey

National commentary:

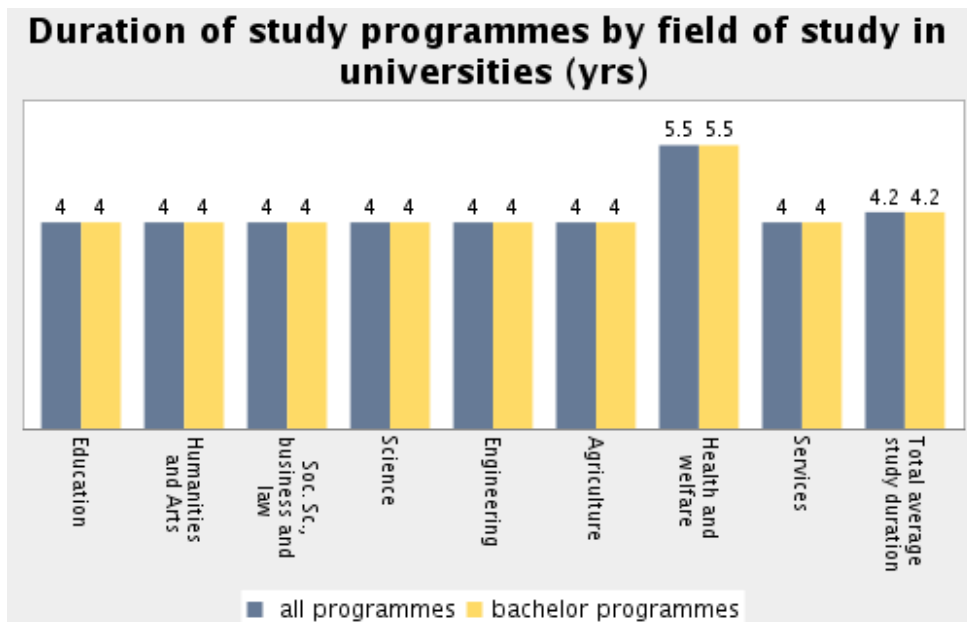
The survey covers only the bachelor level students (excluding those in distance education).

Topic: Access to Higher Education

Subtopic 12: Duration of study programmes by field of study in universities

Key Indicators

Total average study duration (arithm. mean):	4.2
Average study duration in humanities:	4.0
Average study duration in engineering:	4.0
Total average study duration of Bachelor programmes (arithm. mean):	4.2
Average study duration of Bachelor programmes in humanities:	4.0
Average study duration of Bachelor programmes in engineering:	4.0



National Source: National Statistics

National commentary:

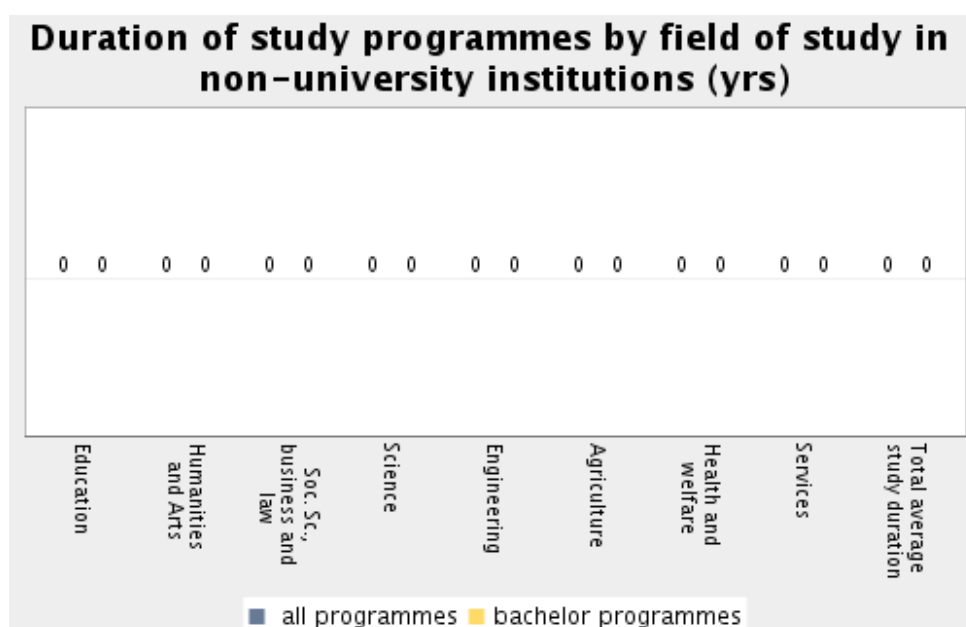
The duration of some of the health-related study programmes (like medicine and dentistry) is 5 or 6 years. Therefore, the duration for "health & welfare" programmes has been declared as 5.5. The values given here are "normal" (regular) completion durations.

Topic: Access to Higher Education

Subtopic 13: Duration of study programmes by field of study in non-university institutions

Key Indicators

Total average study duration (arithm. mean):	0.0
Average study duration in humanities:	0.0
Average study duration in engineering:	0.0
Total average study duration of Bachelor programmes (arithm. mean):	0.0
Average study duration of Bachelor programmes in humanities:	0.0
Average study duration of Bachelor programmes in engineering:	0.0



National Source:

National commentary:

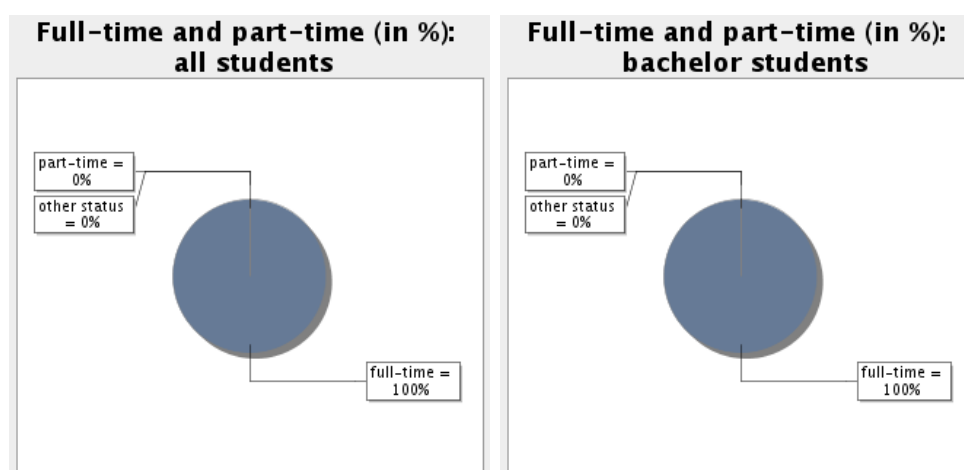
There is no non-university sector in Turkish higher education. It has a unitary system consisting only of universities. Both academic and vocational education and training programmes are offered at universities.

Topic: Access to Higher Education

Subtopic 14: Student status

Key Indicators

all-students	full-time	100.0
	part-time	0.0
	other status	0.0
Bachelor	full-time	100.0
	part-time	0.0
	other status	0.0



National Source: National statistics.

National commentary:

There is no official "part-time student" status at universities in Turkey at bachelor level. Although "distance education" and "evening course" students are not officially defined as "part-time students", according to the Higher Education Statistics (OSYM, 2007), 40% of all bachelor students is registered in distance education and 7.35% of them is enrolled in the evening courses. The survey was conducted only to bachelor (first cycle) students (excluding those in distance education).

Topic: Access to Higher Education

Subtopic 15: Full-time students by size of effective workload for study-related activities per week

Key Indicators

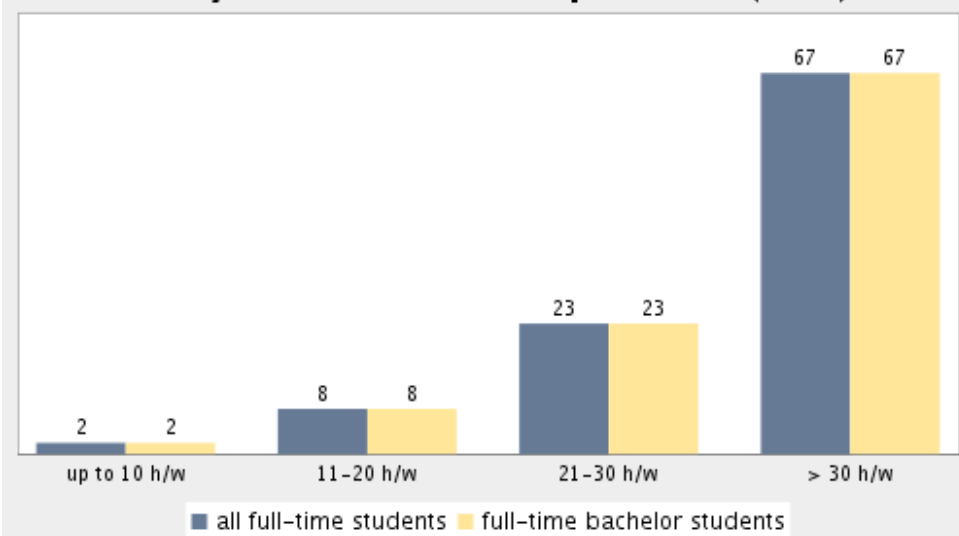
Full-time students following study-related activities up to 20 hours per week:

9.9

Full-time Bachelor students following study-related activities up to 20 hours per week:

9.9

Full-time students by size of effective workload for study-related activities per week (in %)



National Source:

National commentary:

There is no official "part-time student" status at universities in Turkey at bachelor level. The data covers only bachelor students (excluding those in distance education), therefore, the figures for "all students" and "bachelor students" are the same. This question is based on the total course-load plus individual study related activities.

Topic: Social Make-up of Student Body

null

Topic: Social Make-up of Student Body

Subtopic 16: Work status of students' parents

Key Indicators

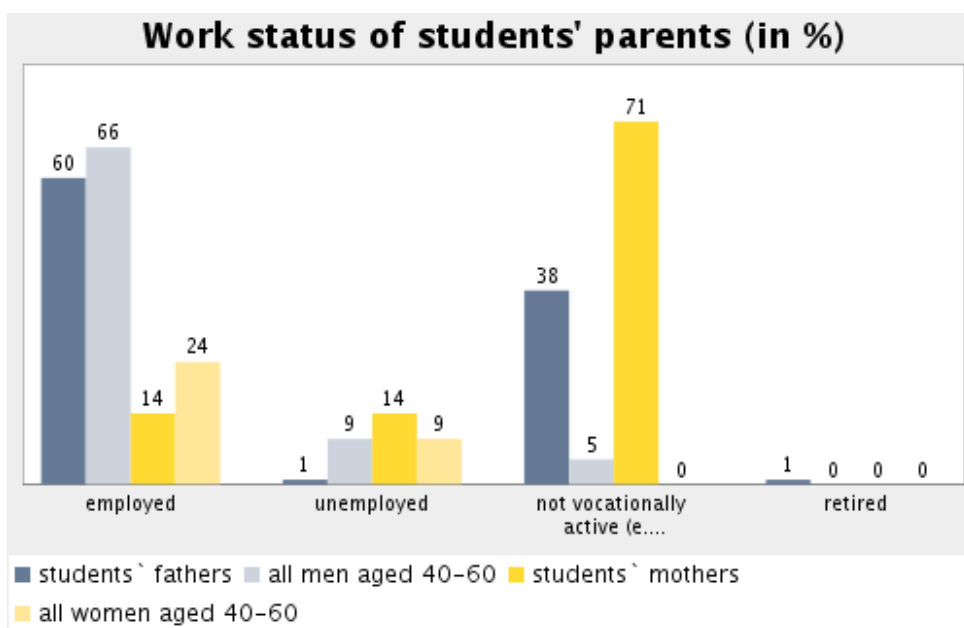
Occupational status of parents
(deceased parents excluded)

Percentage of students with economically active fathers: 60.3

Percentage of students with economically active mothers: 14.1

Ratio of students' fathers to all men who are economically active: 0.91

Ratio of students' mothers to all women who are economically active: 0.58



National Source: online survey; national statistics

National commentary:

The national statistics cover the percentage for men and women with an age over 15. Hence, It is not possible to break down the data as men or women aged 40-60. The percentage of retired people is not given, but the total population "not in labour force" is defined. For women, only employed and unemployed rates are available. The category "employed" includes those parents who work in formal and informal sectors such as seasonal and/or temporary jobs and involve in unpaid family work. The category "not vocationally active" includes those students who do not know whether their parents are working, those whose parents are housewives, and those whose parents are not alive. The percentage of "retired" category is low, because due to early retirement age, people continue to work after retirement. "Unemployed" category denotes parents who are unemployed and looking for a job.

source: <http://www.tuik.gov.tr/VeriBilgi.do>

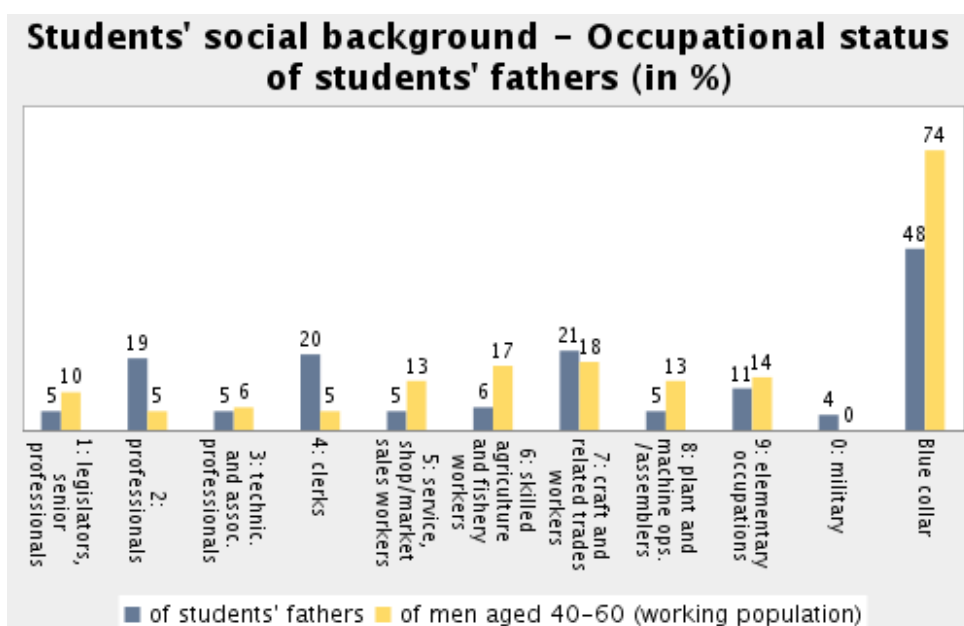
Topic: Social Make-up of Student Body

Subtopic 17: Students' social background - Occupational status of students' fathers

Key Indicators

Students' fathers with working-class occupation (blue-collar) in %: 48.1

Ratio of students' fathers to all men with working-class occupation: 0.65



National Source: online survey; national statistics <http://www.tuik.gov.tr/VeriBilgi.do>

National commentary:

The data on the percentage of military occupation and the data for men of 40-60 aged are not available at national statistics. The second column refers to national statistics for the whole working population at age over 15.

These figures represent two important sociological outcomes. First; the percentage of students' fathers with working class occupation (blue collar) is rather high (Blue collar fathers: 48.1% whereas white collar fathers: 28.5%). This is related with the fact that social upward mobility through education in Turkey depends mainly on fathers' occupational status. Second; the chances of the students whose fathers are in regularly paid jobs (including blue collar occupations) are higher in accessing the higher education.

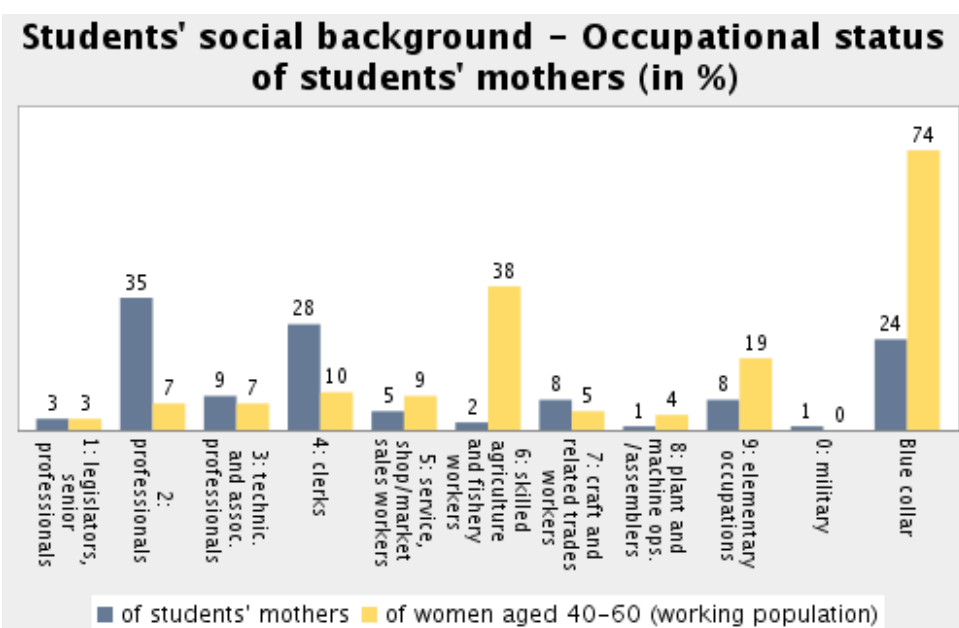
Topic: Social Make-up of Student Body

Subtopic 18: Students' social background - Occupational status of students' mothers

Key Indicators

Students' mothers with working-class occupation (blue-collar) in %: 23.7

Ratio of students' mothers to all women with working-class occupation: 0.32



National Source: online survey

National commentary:

The data on the percentage of military occupation and the data for women of 40-60 aged are not available at national statistics. The second column refers to national statistics for the whole working population at age over 15.

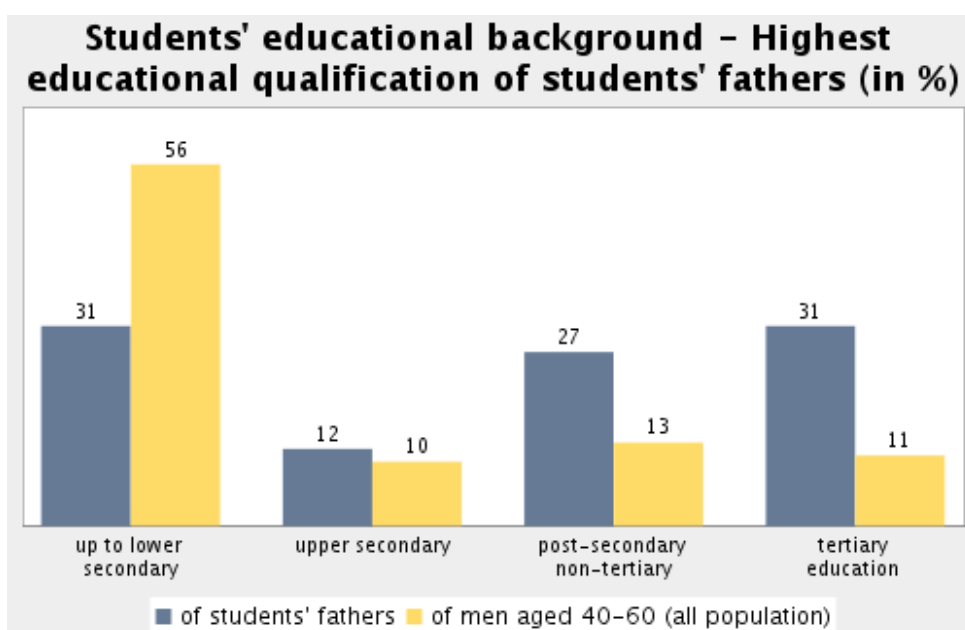
The chances of students whose mothers are in white collar occupations are higher in accessing higher education compared to students whose mothers are in blue collar occupations. Still but 74 % of the students' mothers do not have any occupation. This indicates that social upward mobility through education in Turkey depends heavily on fathers' occupational status.

Topic: Social Make-up of Student Body

Subtopic 19: Students' social background - Highest educational qualification of students' fathers

Key Indicators

Students with high social background (measured by father's education) in %:	30.9
Ratio (students' fathers/all men aged 40-60 in the population) with high social background:	2.81
Ratio bachelor students' fathers/all men aged 40-60 with high social background	2.81
Students with low social background (measured by father's education):	30.7
Ratio students' fathers/all men aged 40-60 with low social background	0.55
Ratio Bachelor students' fathers/all men aged 40-60 with low social background	0.55



National Source: online survey

National commentary:

The national data for men of 40-60 aged indicate that 56% of men aged 40-60 (total population) has up to lower secondary education background; 10% has upper secondary education background; 13% has post-secondary non-tertiary education background; 11% has higher education background. These figures do not add up to 100 as 10% of the male population of 40-60 aged did not complete primary school.

Results indicate that social upward mobility through education in Turkey depends heavily on fathers'

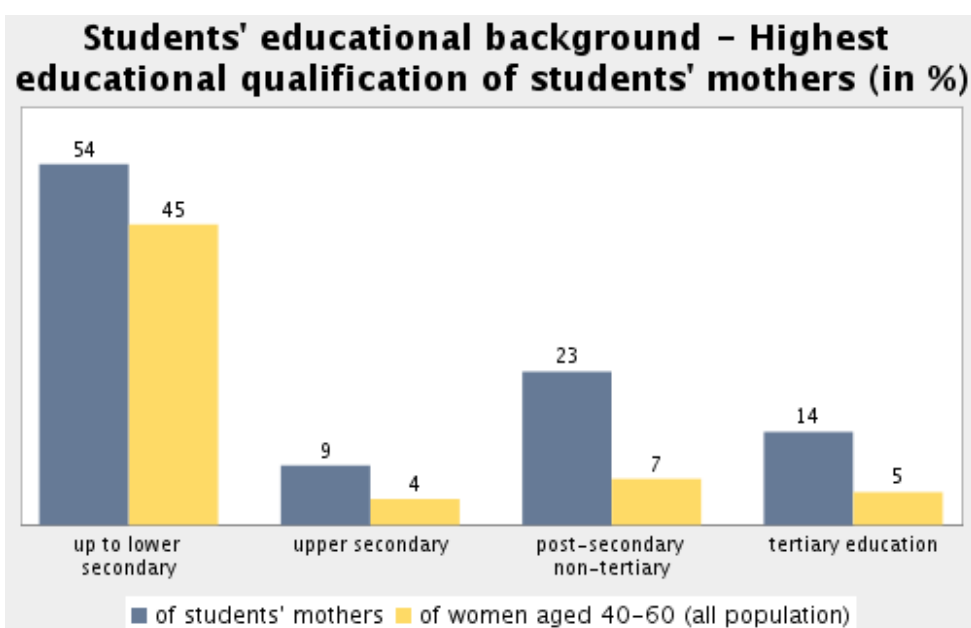
occupational status and educational background. Students whose fathers have higher education background have more chances in accessing universities.

Topic: Social Make-up of Student Body

Subtopic 20: Students' social background - Highest educational qualification of students' mothers

Key Indicators

Students with high social background (measured by mother's education) in %:	14.2
Ratio (students' mothers/all women aged 40-60 in the population) with high social background:	3.08
Ratio bachelor students' mothers/all women aged 40-60 with high social background	3.08
Students with low social background (measured by mother's education):	53.6
Ratio students' mothers/all women aged 40-60 with low social background	1.19
Ratio Bachelor students' mothers/all women aged 40-60 with low social background	1.19



National Source: online survey

National commentary:

The national data for women of 40-60 aged indicate that 45% of women aged 40-60 (total population) has up to lower secondary education background; 4.33% has upper secondary; 6.54% has post-secondary non-tertiary; 4.61% has higher education. These figures do not add up to 100 as 39.5% of the female population 40-60 aged did not complete primary school.

The percentage of mothers of university students with higher education is 3.1 times more than the percentage of women aged 40-60 (in overall population) with higher education.

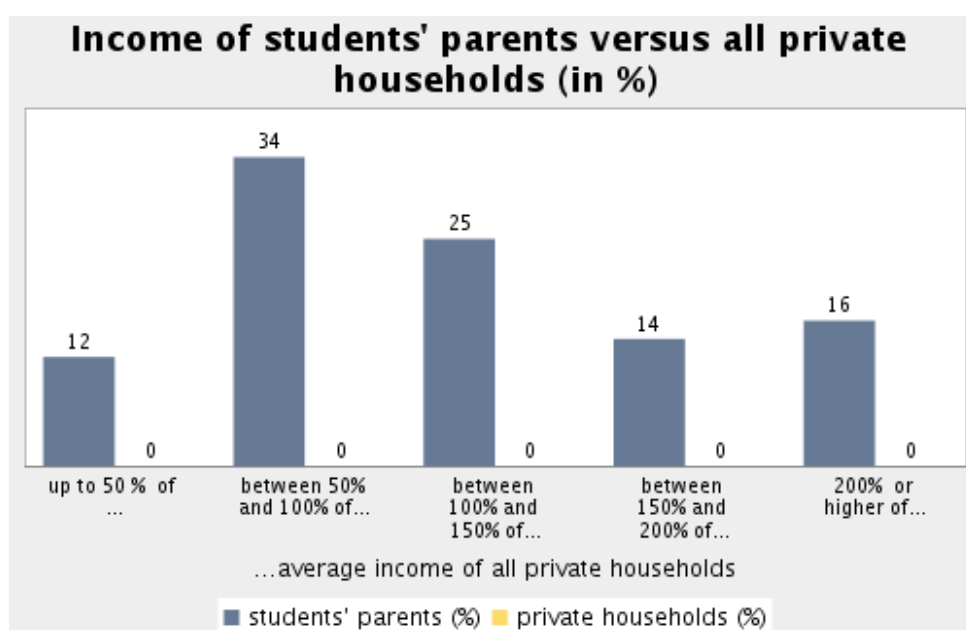
Topic: Social Make-up of Student Body

Subtopic 21: Income of students' parents versus all private households

Key Indicators

Percentage of students' parents with an income up to 50% below the average for all private households

11.9



National Source:

National commentary:

Based on a report published by Ankara Trade Chamber, the average household income in Turkey in 2007 is 1602 YTL. The survey was applied at the beginning of 2007 and at that time the project team had assumed the average household income in Turkey as 1000 YTL per month.

Topic: Accommodation

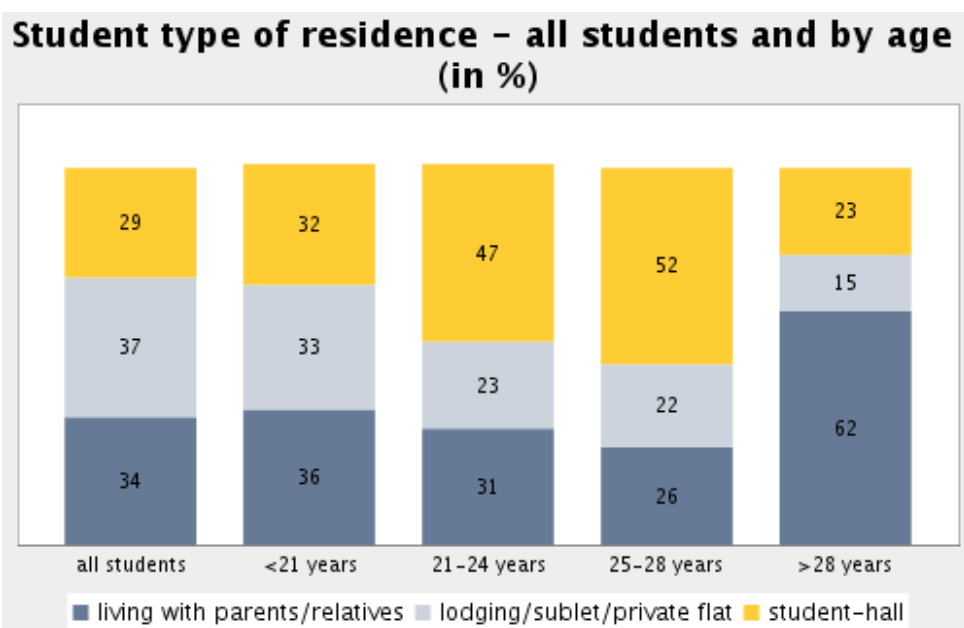
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Topic: Accommodation

Subtopic 22: Student type of residence and student type of residence by age

Key Indicators

Proportion of (all) students living with parents/relatives in %:	33.8
Proportion of student-hall residents in %:	29.4
Proportion of students living in an own lodging/sublet/privat flat in %:	36.8
Most frequent type of residence for students younger than 21 years:	1.0
Share of students younger than 21 years in this form of accommodation	35.7
Most frequent type of residence for students older than 28 years:	1.0
Share over 28 year old students in this form of accommodation:	61.6



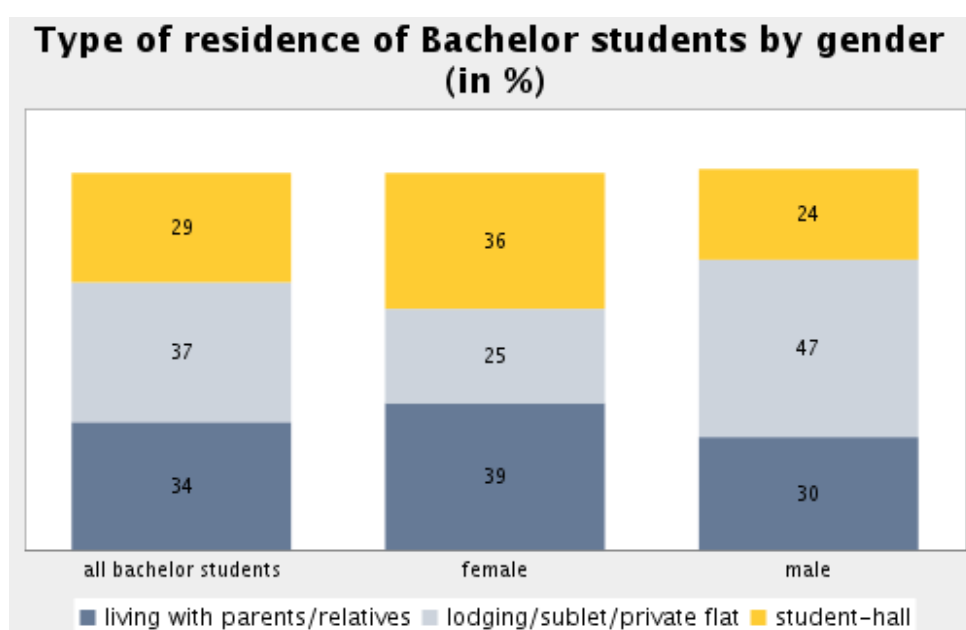
National Source: online survey

National commentary:

Almost half of the students with ages between 21-28 live in student halls. However, an important portion of the youngest group (students with ages less than 21) and the oldest group (with age > 28) live with their parents/relatives. It should be noted that percentage of students aged above 28 is insignificant in our survey.

Topic: Accommodation**Subtopic 23: Type of residence of bachelor students by gender****Key Indicators**

Proportion of Bachelor students living with parents/relatives in %:	33.9
Proportion of Bachelor students living in student-halls in %:	29.3
Proportion of Bachelor students living in a lodging/sublet/private flat in %:	36.8
Proportion of female Bachelor students living with parents/relatives in %:	38.6
Proportion of male Bachelor students living with parents/relatives in %:	29.7



National Source: online survey

National commentary:

Most female students either live with their parents or prefer student halls whereas most (almost half of) male students live in lodging/sublet/private flat.

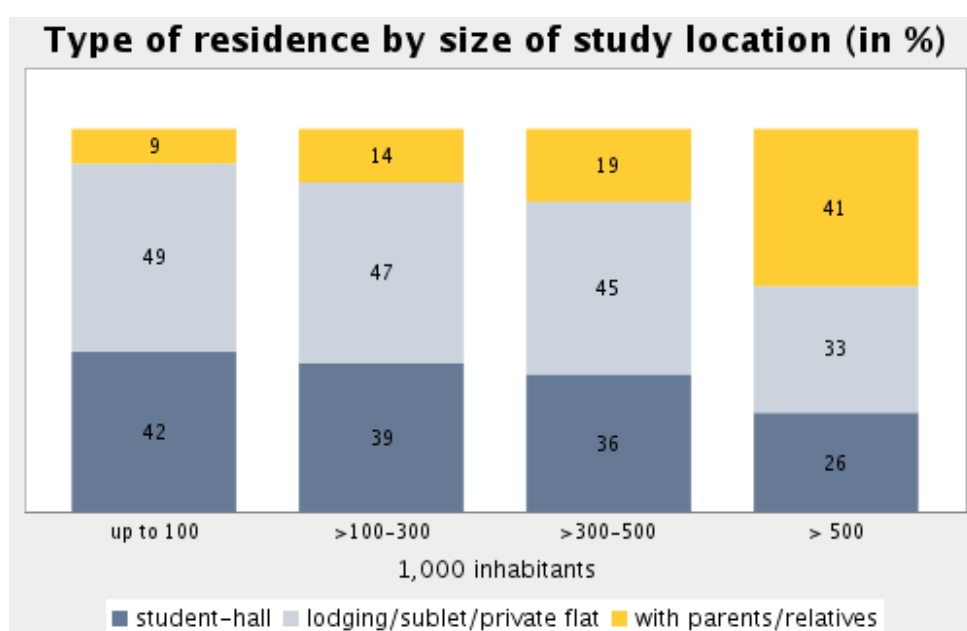
Topic: Accommodation**Subtopic 24: Type of residence by size of study location****Key Indicators**

Ratio of students living in
(lodging/sublet/private flat)/(with
parents/relatives) in locations < 100,000
inhabitants:

5.37

Ratio of students living in
(lodging/sublet/private flat)/(with
parents/relatives) in locations > 500,000
inhabitants:

0.8



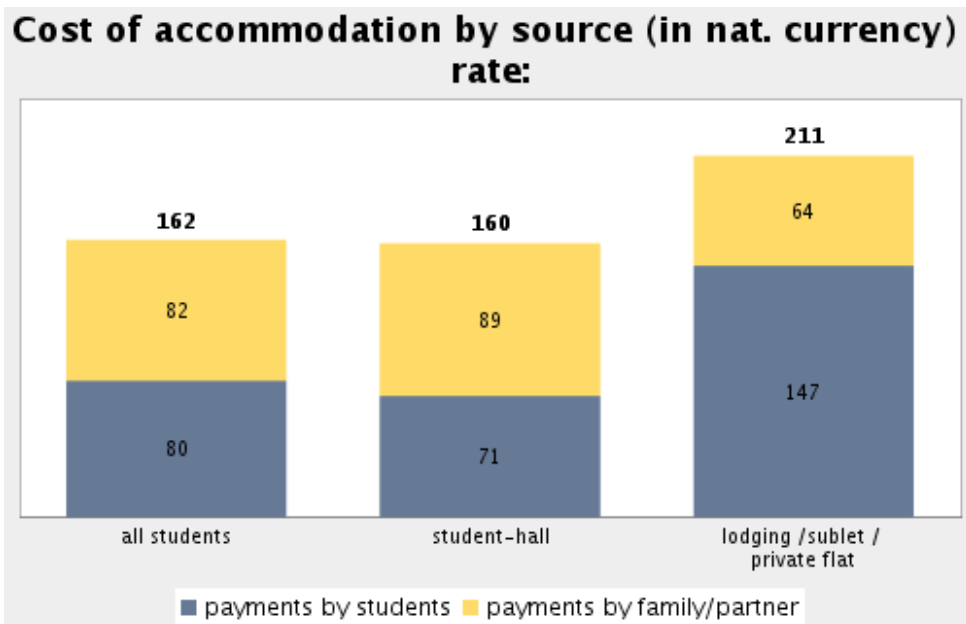
National Source: online survey; Turkish State Statistics Population Census, 2000

National commentary:

Students living in small cities stay mostly in student halls or lodging/sublet/private flats whereas in larger cities they live mostly with their parents /relatives.

Topic: Accommodation**Subtopic 25: Cost of accommodation for students living in own households****Key Indicators**

Average monthly rent for student-halls (arithm. mean):	161.0
Average monthly rent for students living in lodging/sublet/private flat:	212.0



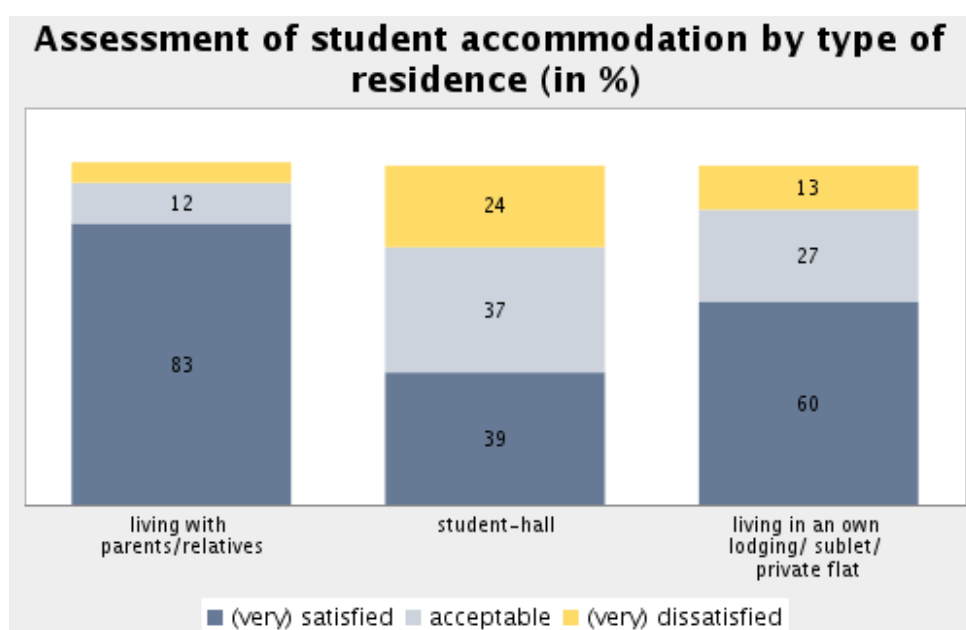
National Source: online survey

National commentary:

Results reveal that students living in lodging/sublet/private flat pay more for accommodation than those staying in student halls.

Topic: Accommodation**Subtopic 26: Assessment of student accommodation by type of residence****Key Indicators**

Percentage of (very) satisfied students, living with parents/relatives:	82.7
Percentage of (very) satisfied students, residing in student-halls:	39.1
Percentage of (very) satisfied students, living in an own lodging/sublet/private flat:	60.4



National Source: online survey

National commentary:

Students living with parents/relatives or in own lodging are more satisfied than the students living in student-halls.

Student halls: less satisfaction, lower rent.

Topic: Funding and State Assistance

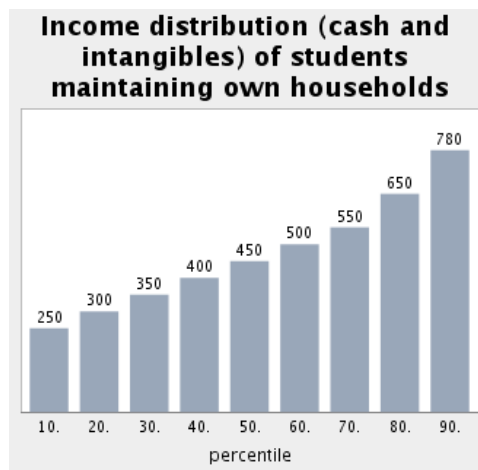
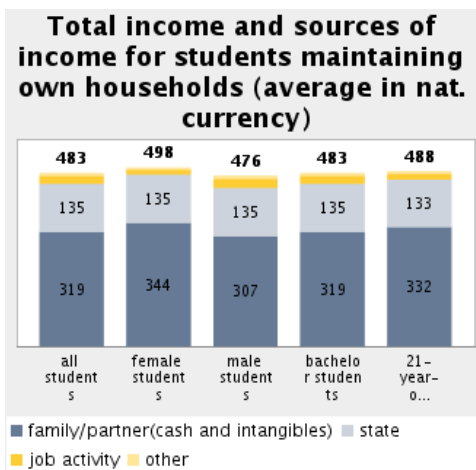
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Topic: Funding and State Assistance

Subtopic 27: Total income of students maintaining their own household

Key Indicators

Income cut-off point between lower and upper half of distribution of student income (median):	450.0
Income cut-off point for lowest 20% of students:	300.0
Average monetary student income per month (mean):	483.0
Average monetary income p.m. (mean) of female students:	498.0
Average monetary income p.m. (mean) of male students:	476.0
Average monetary income p.m. (mean) of bachelor students:	483.0
Average monetary income p.m. (mean) of students aged 21:	487.0



National Source: online survey

National commentary:

The figures for the "all" and "bachelor" students are the same as the survey covers only bachelor students. The average monetary student income is 272.9 euros per month for students maintaining their own household. Students are getting majority of their income from their families. The percentage of the job activity is lowest.

Topic: Funding and State Assistance

Subtopic 28: Total income of students living with parents/relatives

Key Indicators

Income cut-off point between lower and upper half of distribution of student income (median):

300.0

Income cut-off point for lowest 20% of students:

200.0

Average monetary student income p.m. (mean):

336.0

Average monetary income p.m. (mean) of female students:

314.0

Average monetary income p.m. (mean) of male students:

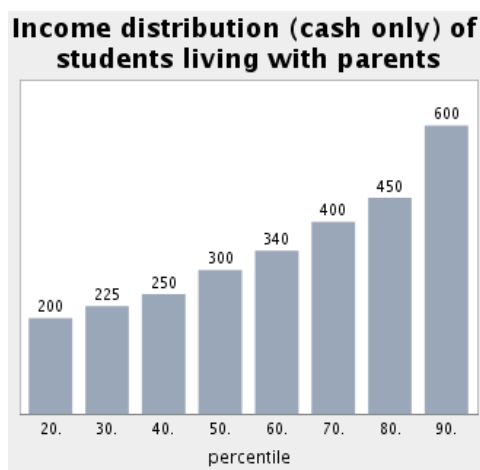
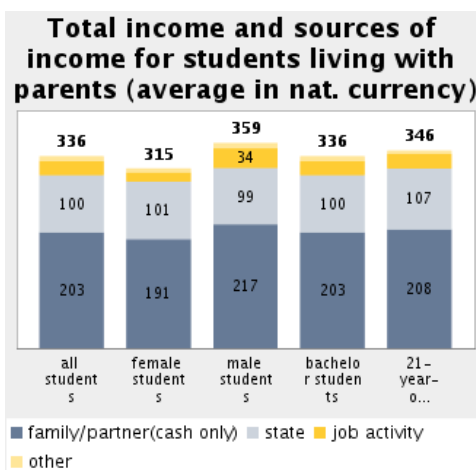
360.0

Average monetary income p.m. (mean) of bachelor students:

336.0

Average monetary income p.m. (mean) of students aged 21:

346.0



National Source: online survey

National commentary:

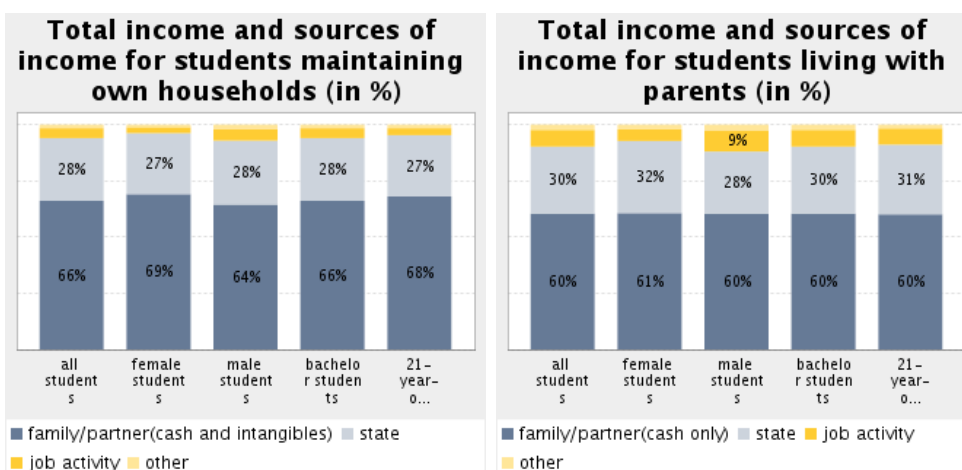
The figures for the "all" and "bachelor" students are the same as the survey covers only bachelor students. The average monetary student income is 189.2 euros for students living with parents and relatives. The total income for students living with parents/relatives is lower than the total income of students maintaining own household.

Topic: Funding and State Assistance

Subtopic 29: Composition of student income according to type of residence

Key Indicators

Family/partner contribution for students maintaining own households in %:	66.0
Job source for students maintaining own households in %:	4.0
State contribution for students maintaining own households in %:	28.0
Family/partner contribution for students living with parents/relatives in %:	60.0
Job source for students living with parents/relatives in %:	7.0
State contribution for students living with parents/relatives in %:	30.0



National Source: online survey

National commentary:

The figures for the "all" and "Bachelor" students are the same as the survey covers only bachelor students. The family/partner contribution for students maintaining own households is 66% whereas the family/partner contribution for students living with parents/relatives is 60%. The difference between the two is not too much. Family is the main source of income for university students; state contribution comes next; job salary for students is the last source of contribution. Majority of university students in Turkey does not work or they do not cover university expenses, but they are dependent on the family.

Topic: Funding and State Assistance

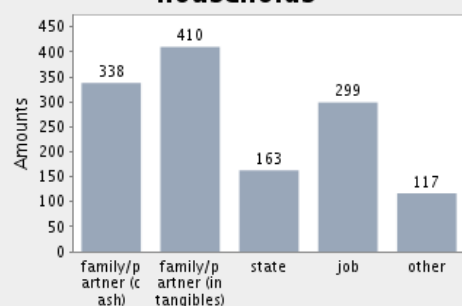
Subtopic 30: Sources of student income according to type of residence

Key Indicators

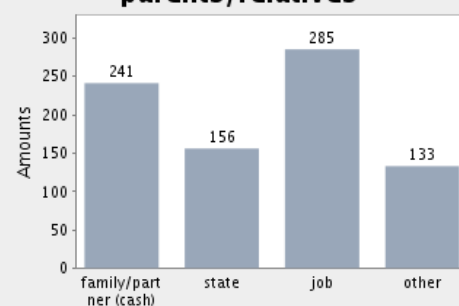
Students...

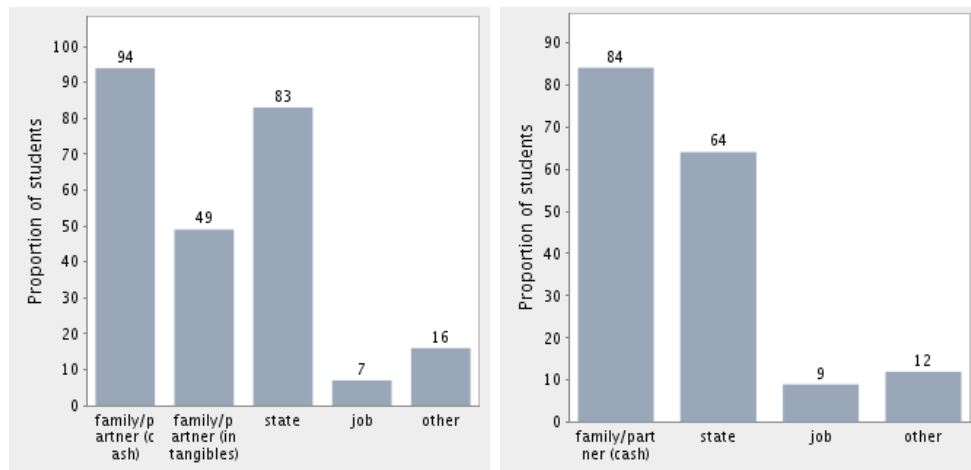
...maintaining own households who receive family/partner contribution in % and average amount:	94.3	338.0
...maintaining own households who earn income from employment in % and average amount:	7.0	299.0
...maintaining own households who receive state support in % and average amount:	82.9	163.0
...living with parents/relatives who receive family/partner contribution in % and average amount:	84.3	241.0
...living with parents/relatives who earn income from employment in % and average amount:	8.7	285.0
...living with parents/relatives who receive state support in % and average amount:	64.3	156.0

Amount of income by source for recipients and share of students receiving income by source: students maintaining own households



Amount of income by source for recipients and share of students receiving income by source: students living with parents/relatives





National Source: online survey

National commentary:

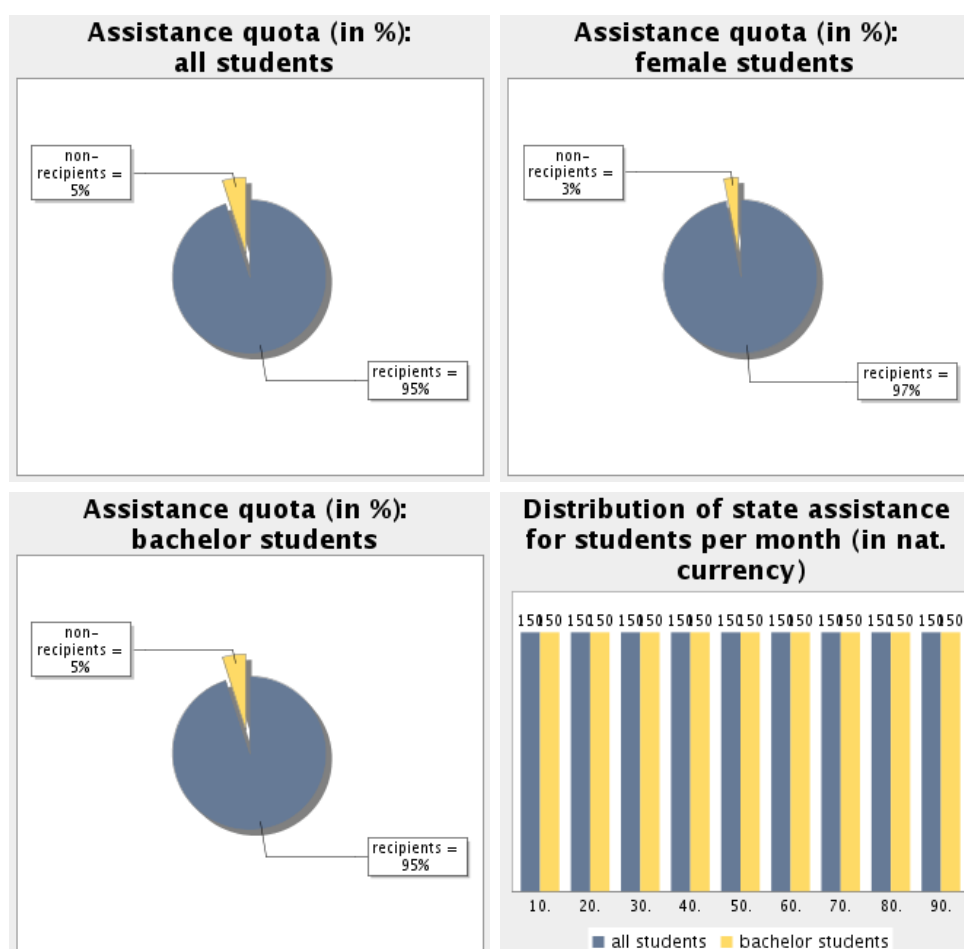
The figures presented above reveal two important outcomes. First, students living with parents/relatives get less cash contribution from their families than those maintaining own households. This may be related with the fact that the students in the latter group are generally living in different provinces than their families. This generates an extra financial burden for the families. Second, state supports students without considering their families' income. This means that students from well-off families may also get financial support from the state.

Topic: Funding and State Assistance

Subtopic 31: State assistance for students

Key Indicators

State assistance quota for all students:	95.4
Cut-off point between lower and upper half of distribution of state assistance (median), all students:	150.0
State assistance quota for bachelor students:	95.4
Cut-off point between lower and upper half of distribution of state assistance (median), bachelor students:	150.0



National Source: online survey

National commentary:

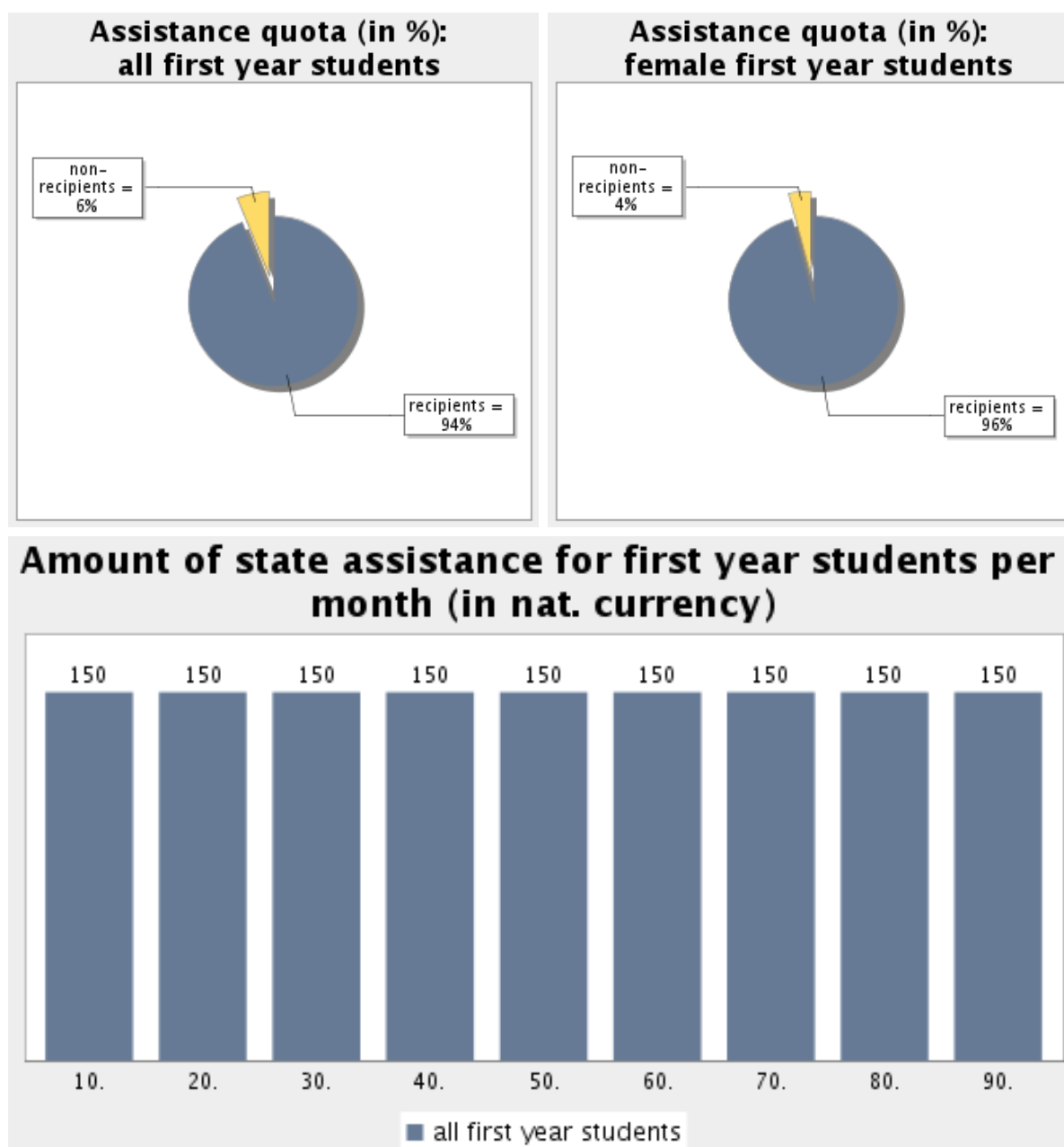
There is standard state support (as a long-term loan) available for almost all students.

Topic: Funding and State Assistance

Subtopic 32: State assistance for first year students

Key Indicators

State assistance quota:	94.0
Cut-off point between lower and upper half of distribution of state assistance (median), all students:	150.0



National Source: online survey

National commentary:

Great majority of the students receives state assistance as an amount of 85 euros per month (i.e., 150 YTL).

Topic: Funding and State Assistance

Subtopic 33: State assistance by social background

Key Indicators

State assistance quota for students with parents with up to lower secondary education:

n.d.

Median assistance amount per month for all recipients with parents with up to lower secondary education:

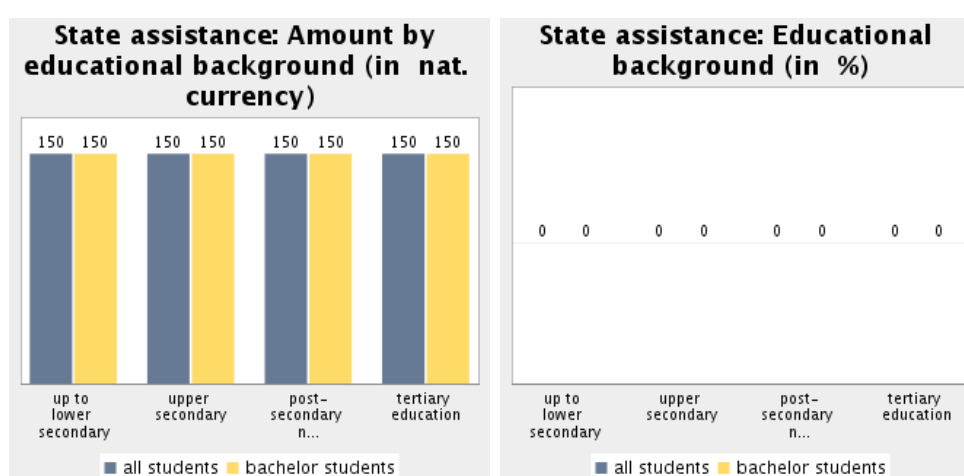
150.0

State assistance quota for students with parents with tertiary education:

n.d.

Median assistance amount per month for recipients with parents with tertiary education:

150.0



National Source:

National commentary:

The figures for the "all" and "bachelor" students are the same as the survey covers only bachelor students (excluding those in distance education). The overall median state assistance by educational background is 85 euros/month for each. In Turkey, state assists almost all applying university students with the same amount. The state loan for tuition fees is given to all university students who apply. It is paid directly to the higher education institutions in the name of the students. It is repayable and covers 80% of the total amount of tuition fee.

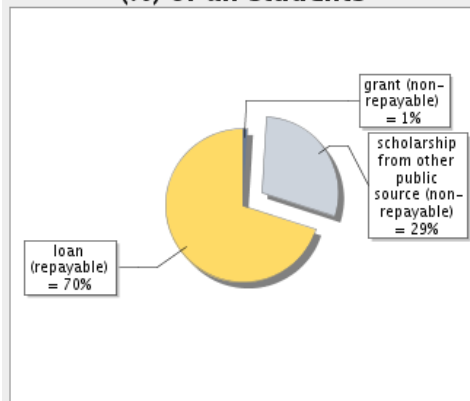
Topic: Funding and State Assistance

Subtopic 34: Make-up of state assistance for students

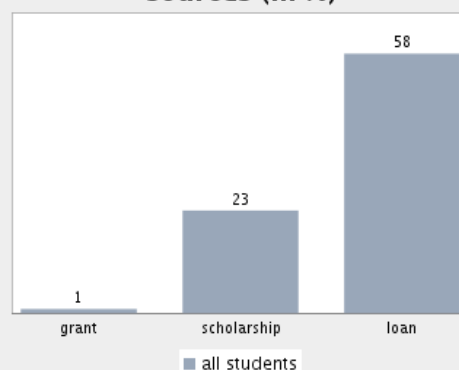
Key Indicators

Share of non-repayable public support for all students	29.6
Share of non-repayable public support for bachelor students	29.6
Share of all students who receive grants	0.7
Share of all students who receive scholarships	23.4
Share of all students who receive loans	57.5
Share of bachelor students who receive grants	0.7
Share of bachelor students who receive scholarships	23.4
Share of bachelor students who receive loans	57.5

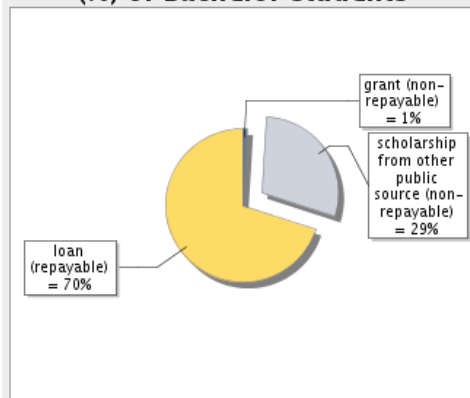
Make-up of total public support (%) of all students



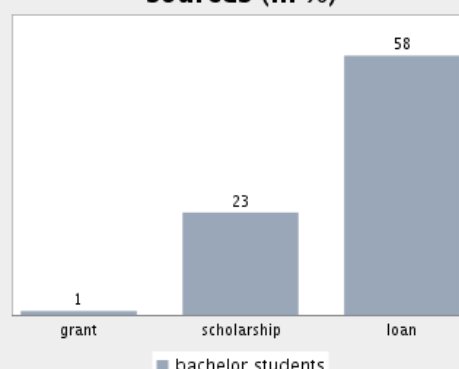
Students who receive public support from the following sources (in %)



Make-up of total public support (%) of Bachelor students



Bachelor students who receive public support from the following sources (in %)



National Source:

National commentary:

The figures for the "all" and "bachelor" students are the same as the survey covers only bachelor students. In Turkey the share of non repayable public support for all students is 29,6%; the share of all students who receive grants is 0,7%; the share of all students who receive loans is 57,5%. This means that university students are conditionally supported (loans) by state.

There is a centralised state grant and loan system to support both undergraduate and graduate students. According to the Law No.5102, the Higher Education Credit and Dormitory Authority (YURTKUR) is the responsible body for the administration of state grant and loans and rooming in higher education. YURTKUR offers need and merit based study grants, study loans and tuition fee loans.

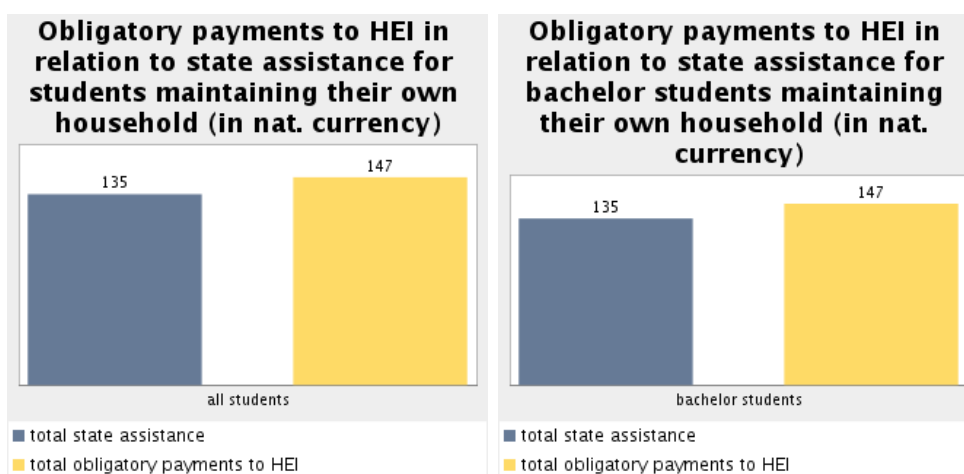
According to a survey conducted by YURTKUR, 50.6 % of higher education students received tuition fee loan and 56.7 % of them received study loan in 2005. In 2006, nearly 724.000 students out of nearly 2.350.000 were awarded grants and loans.

Topic: Funding and State Assistance

Subtopic 35: Obligatory payments to HEI in relation to income sources for students maintaining their own household

Key Indicators

Individual payments of students to HEIs as a proportion of total income (%)	29.2
Individual payments of bachelor students to HEIs as a proportion of total income (%)	29.2
Ratio individual payments of students to HEIs to students' state assistance	1.09
Ratio individual payments of bachelor students to HEIs to bachelors' state assistance	1.09



National Source: online survey

National commentary:

The figures for the "all" and "bachelor" students are the same as the survey covers only bachelor students (excluding those in distance education). The tuition in state universities is very low compared to those in foundation (private) universities and depends greatly on the discipline and the language of education. About 95% of all university students are in state universities where the average annual tuition is very roughly 250 YTL (i.e., about 150 Euros per year).

Topic: Funding and State Assistance

Subtopic 36: Income profile of students maintaining their own household by parents' education and occupation

Key Indicators

Total income (national average index = 100)

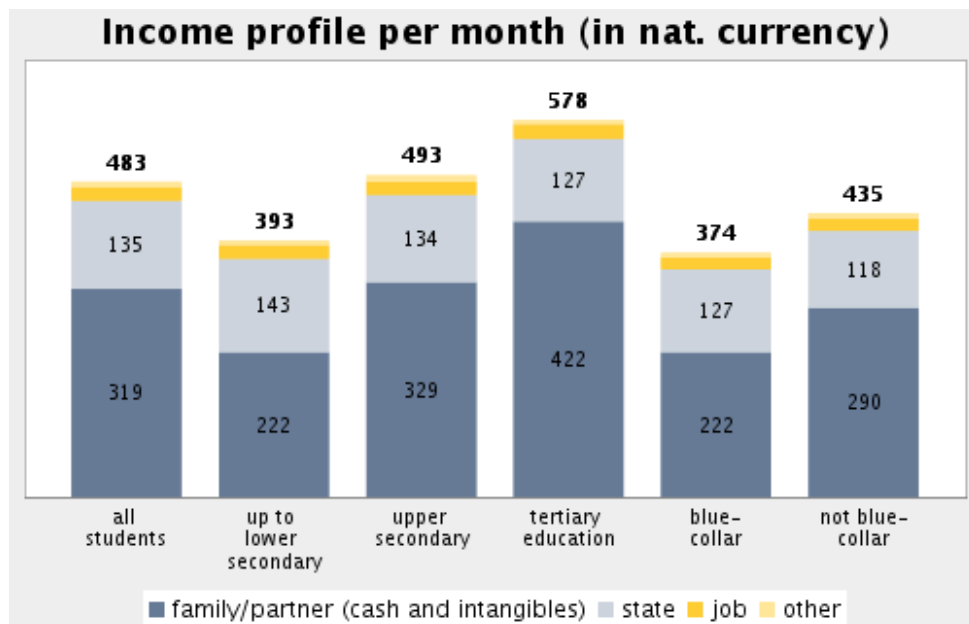
- low educational background = 81.0
- high educational background = 120.0

State assistance (national average index = 100)

- low educational background = 106.0
- high educational background = 94.0

Family contribution (national average index = 100)

- low educational background = 70.0
- high educational background = 132.0



National Source:

National commentary:

The amount of state support is almost equal for students coming from low and high educational background. However, the amount of family contribution varies. The family contribution for the low educational background group is half of the value for high educational background.

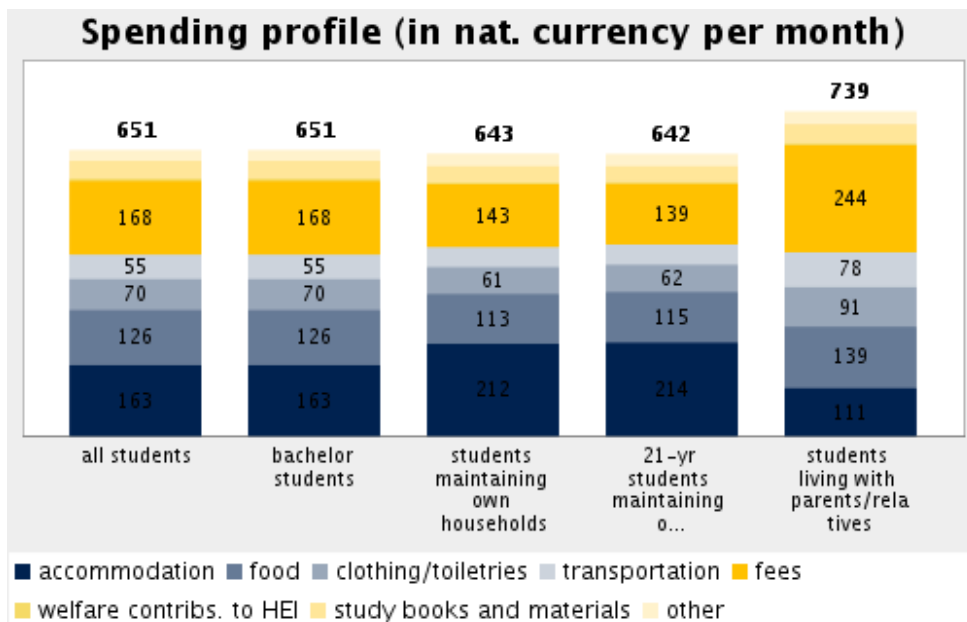
Topic: Living Expenses - Student Spending
null

Topic: Living Expenses - Student Spending

Subtopic 37: Profile of students' living costs

Key Indicators

Percentage of rent for accommodation relative to all costs for students maintaining own households:	32.9
Percentage of rent for accommodation relative to all costs for 21-year-old students maintaining own households:	33.3
Percentage of contributions to the institution relative to all costs (all students):	26.6
Percentage of contributions to the institution relative to all costs (bachelor students):	26.6



National Source: online survey

National commentary:

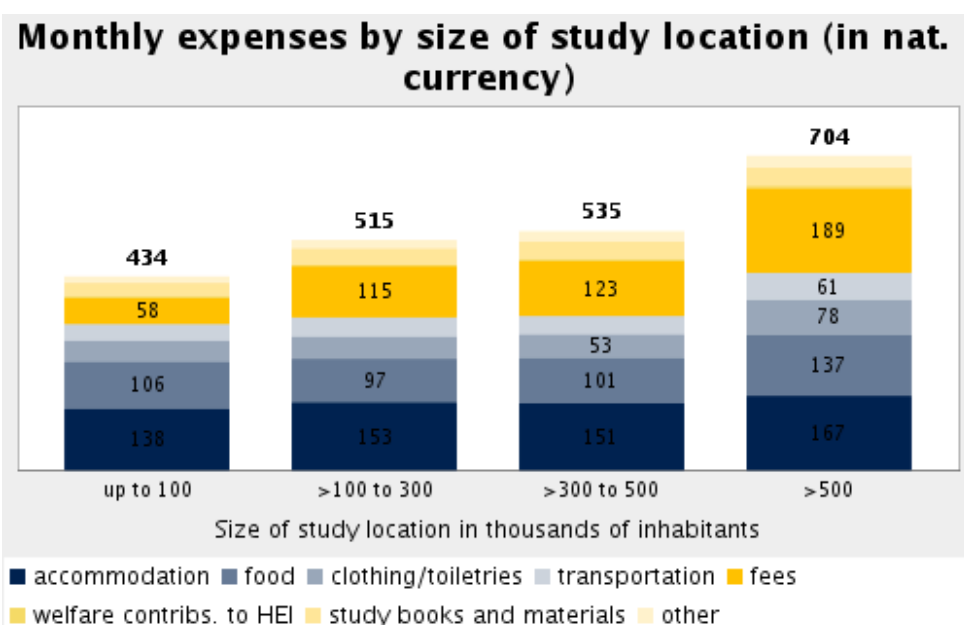
Students living with parents/relatives are better off in all respects.

Topic: Living Expenses - Student Spending

Subtopic 38: Monthly living expenses by size of study location

Key Indicators

Average monthly direct expenditure at study locations with up to 100,000 inhabitants:	434.0
Average monthly direct expenditure at study locations with more than 500,000 inhabitants:	704.0
Average monthly direct expenditure on accommodation at study locations with up to 100,000 inhabitants:	138.0
Average monthly direct expenditure on accommodation at study locations with more than 500,000 inhabitants:	167.0



National Source: online survey

National commentary:

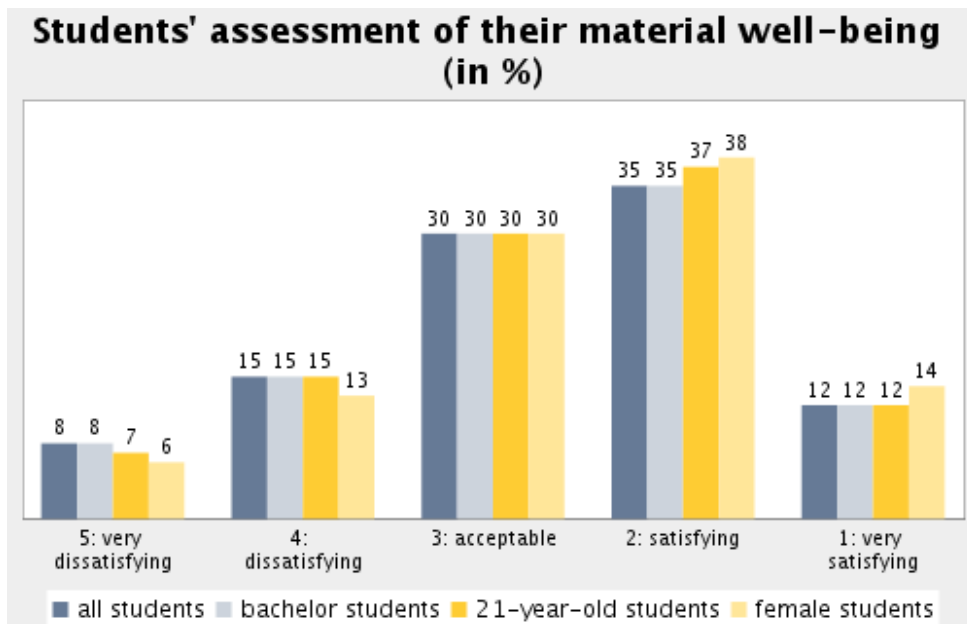
The students living in locations where the population is greater than 500,000 pay higher fees than the others. This is related with the fact that the almost all private (non-profit, foundation) universities are located in metropol cities like in Ankara, Istanbul and Izmir.

Topic: Living Expenses - Student Spending

Subtopic 39: Students' assessment of their material well-being

Key Indicators

Percentage of all students who indicated that their material well-being is (very) satisfactory:	46.5
Percentage of all students who indicated that their material well-being is (very) dissatisfactory:	23.1
Percentage of bachelor students who indicated that their material well-being is (very) dissatisfactory:	23.1
Percentage of 21-year-old students who indicated that their material well-being is (very) dissatisfactory:	21.5
Percentage of female students who indicated that their material well-being is (very) dissatisfactory:	18.9



National Source: online survey

National commentary:

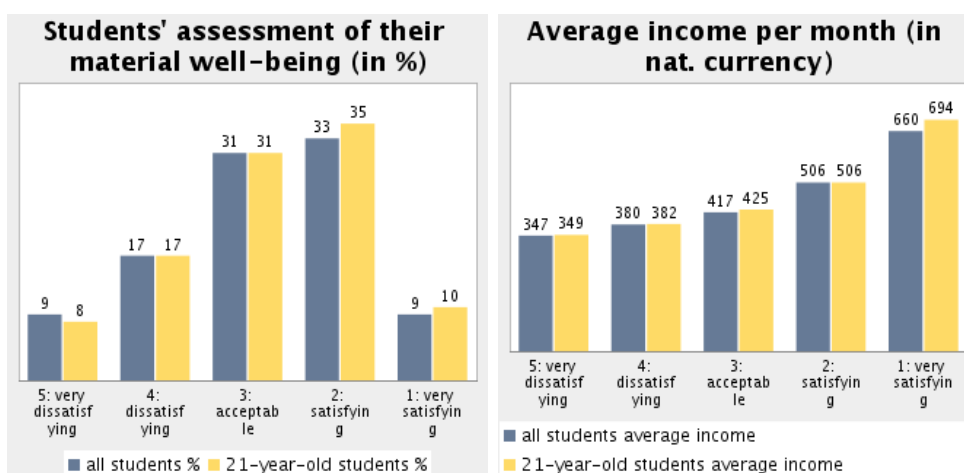
The figures for the "all" and "Bachelor" students are the same as the survey includes only Bachelor students.

Topic: Living Expenses - Student Spending

Subtopic 40: Students' assessment of their material well-being and their average income for students maintaining their own household

Key Indicators

Percentage of students who indicated that their material well-being is (very) satisfactory:	42.1
and their average income (cash and intangibles):	0.0
Percentage of students who indicated that their material well-being is (very) dissatisfactory:	26.6
and their average income (cash and intangibles):	0.0
Percentage of 21-year-old students who indicated that their material well-being is (very) dissatisfactory:	25.1
and their average income (cash and intangibles):	0.0
Difference of income between assessment of "very satisfying" to assessment "very dissatisfying":	313.5
Index of difference: (average income very satisfactory) / (average income very dissatisfactory) = X:	190.5



National Source: online survey

National commentary:

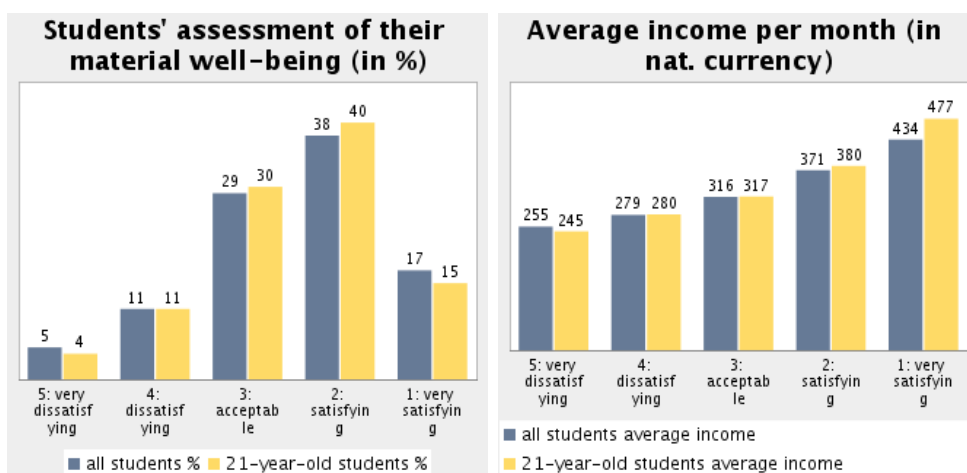
It seems that there is an association between material satisfaction and income.

Topic: Living Expenses - Student Spending

Subtopic 41: Students' assessment of their material well-being and their average income for students living with parents/relatives

Key Indicators

Percentage of students who indicated that their material well-being is (very) satisfactory:	55.3
and their average income (cash):	0.0
Percentage of students who indicated that their material well-being is (very) dissatisfactory:	16.1
and their average income (cash):	0.0
Percentage of 21-year-old students who indicated that their material well-being is (very) dissatisfactory:	15.0
and their average income (cash):	0.0
Difference of income between assessment of "very satisfying" to assessment "very dissatisfying":	178.9
Index of difference: (average income very satisfactory) / (average income very dissatisfactory) = X:	170.2



National Source: online survey

National commentary:

It seems that there is an association between material satisfaction and income.

Topic: Student Employment and Time Budget

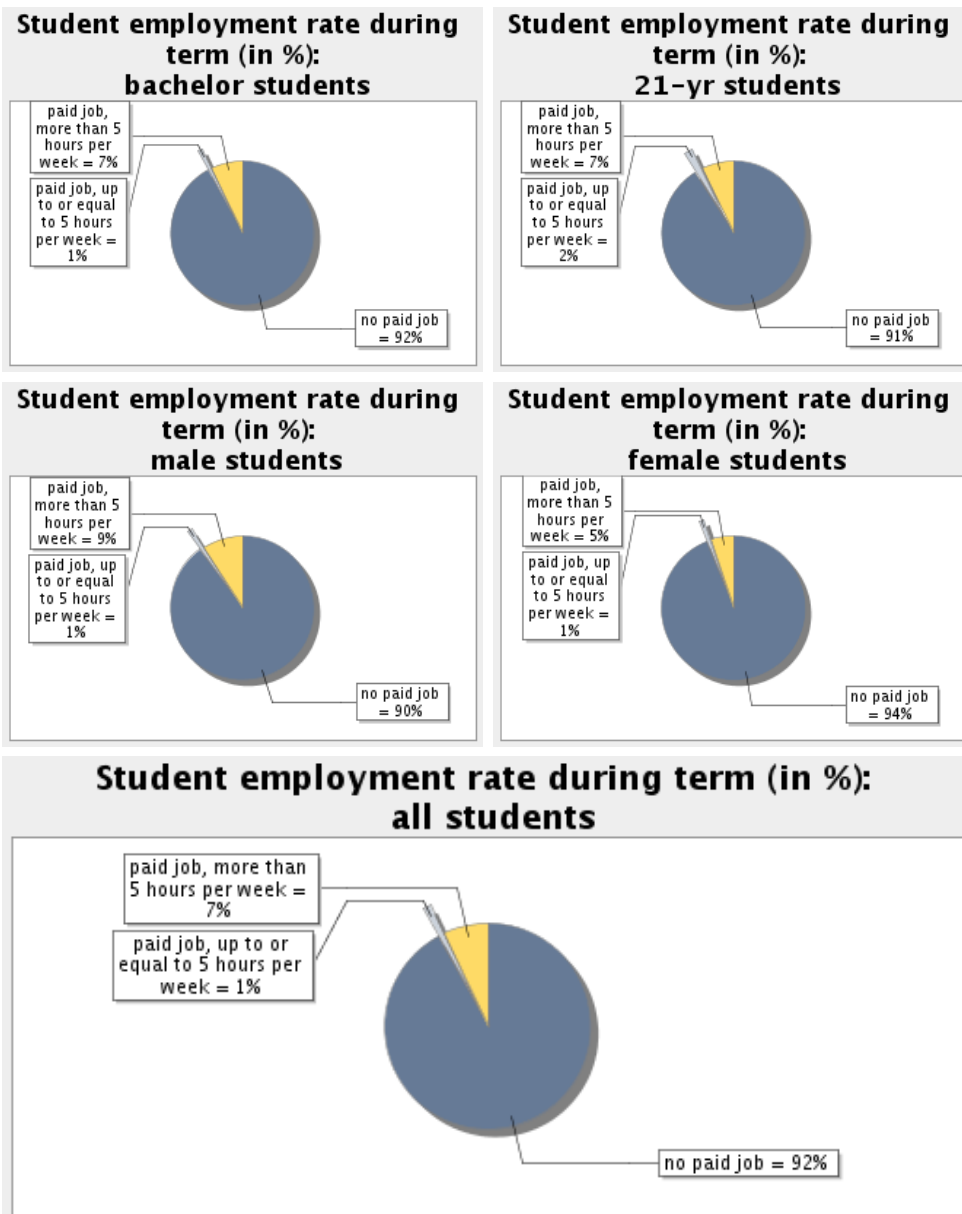
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Topic: Student Employment and Time Budget

Subtopic 42: Student employment rate during term

Key Indicators

Employment rate, all students:	8.5
Employment rate, bachelor students:	8.5
Employment rate, 21-year-old students:	8.7
Employment rate, female students:	6.4
Employment rate, male students:	10.3



National Source: online survey

National commentary:

Male students work more than female students (employment rate for male students is higher than female students).

Topic: Student Employment and Time Budget

Subtopic 43: Student employment and income for students maintaining own households

Key Indicators

All working students' income from employment as proportion of total income:

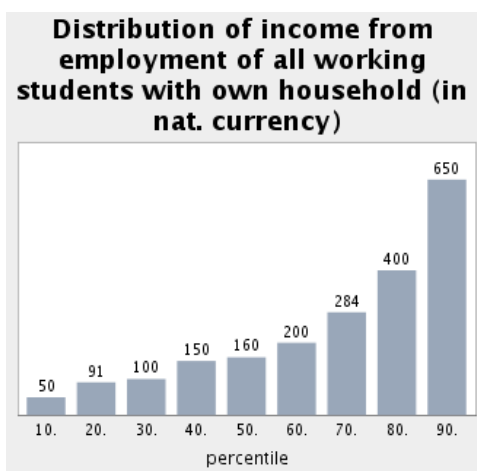
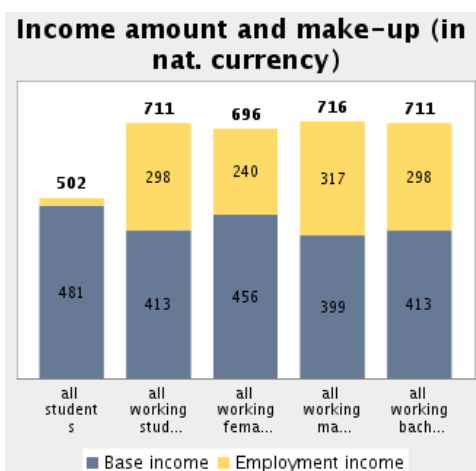
42.0

Working bachelor students' income from employment as proportion of total income:

42.0

Income cut-off point for lowest 10% of students:

50.0



National Source:

National commentary:

The majority of students who are maintaining own households are not working (395 working students out of 5663). Among the working students, figures indicate that males are working more than females (95 female versus 300 male students). Overall, the working students' monthly income is higher than nonworking group. But working students are still dependent on the family support.

Topic: Student Employment and Time Budget

Subtopic 44: Student earnings from employment by parental education and by age of students

Key Indicators

Employment rate of students with parents of low educational background (up to lower secondary):

8.1

Employment rate of students with parents with tertiary education:

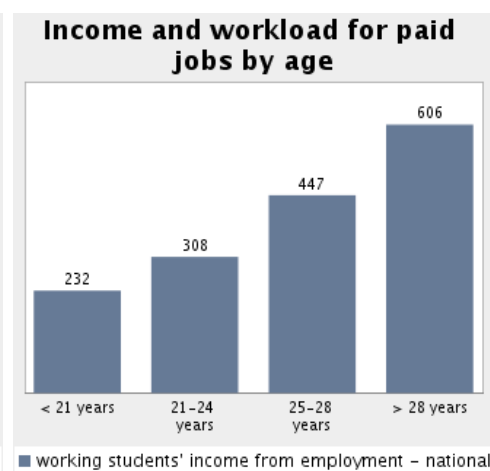
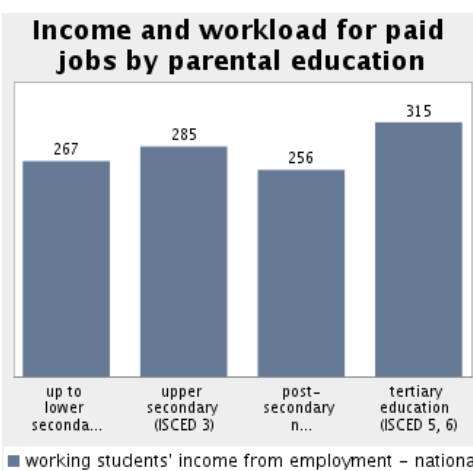
8.1

Employment rate of youngest students (<21 years):

6.6

Employment rate of oldest students (>28 years):

17.9



National Source: online survey

National commentary:

Although the rate of employed students is very low (around 8.5%, see module 42), average working hour is too high (21 hours per week). What is striking is that elder students work longest. It is possible to

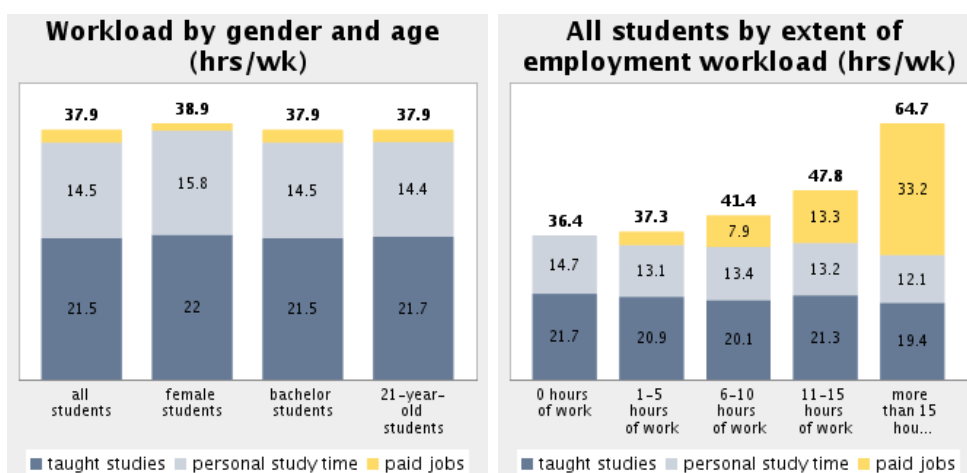
argue that there is no powerful relation between employment rate of the students and their fathers' educational background.

Topic: Student Employment and Time Budget

Subtopic 45: Time budget for study-related activities relative to the employment workload

Key Indicators

Time budget for study-related activities for all students:	36.1
Time budget for work-related activities for all students:	1.9
Time budget for study-related activities for female students:	37.8
Time budget for work-related activities for female students:	1.1
Time budget for study-related activities for Bachelor's students:	36.1
Time budget for work-related activities for Bachelor's students:	1.9
Time budget for study-related activities for 21-year-old students:	36.1
Time budget for work-related activities for 21-year-old students:	1.8



National Source: online survey

National commentary:

Time budget for study-related activities for female and 21-year-old students is almost the same. Students who work more than 15 hours per week allocate less time for courses and personal study. Additionally, students are generally employed in informal sectors where working hours and conditions are very heavy.

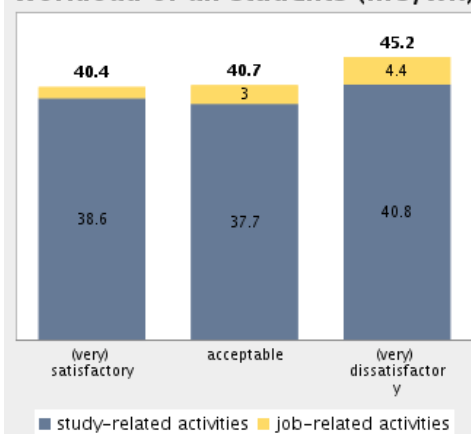
Topic: Student Employment and Time Budget

Subtopic 46: Students' assessment of their workload by extent of study- and job-related activity

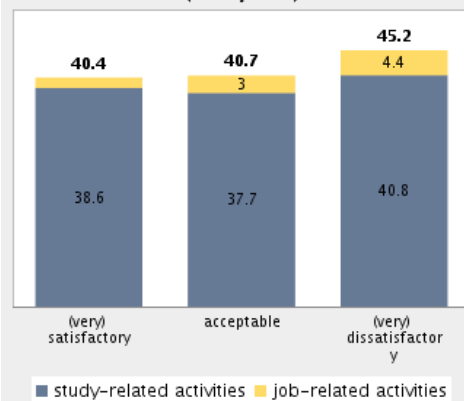
Key Indicators

Total workload of all (very) satisfied students:	40.4
Total workload of (very) satisfied Bachelor students:	40.4
Total workload of all (very) dissatisfied students:	45.2
Total workload of (very) dissatisfied Bachelor students:	45.2

Workload of all students (hrs/wk)



Workload of bachelor students (hrs/wk)



National Source: online survey

National commentary:

As the survey was applied only to bachelor students (excluding those in distance education), the figures for "bachelor students" and "all students" are same. It should be noted that, overall, the percentage of working students is only 8% (please refer to Module 42).

Topic: Student Employment and Time Budget

Subtopic 47: Extent of job-relation to studies

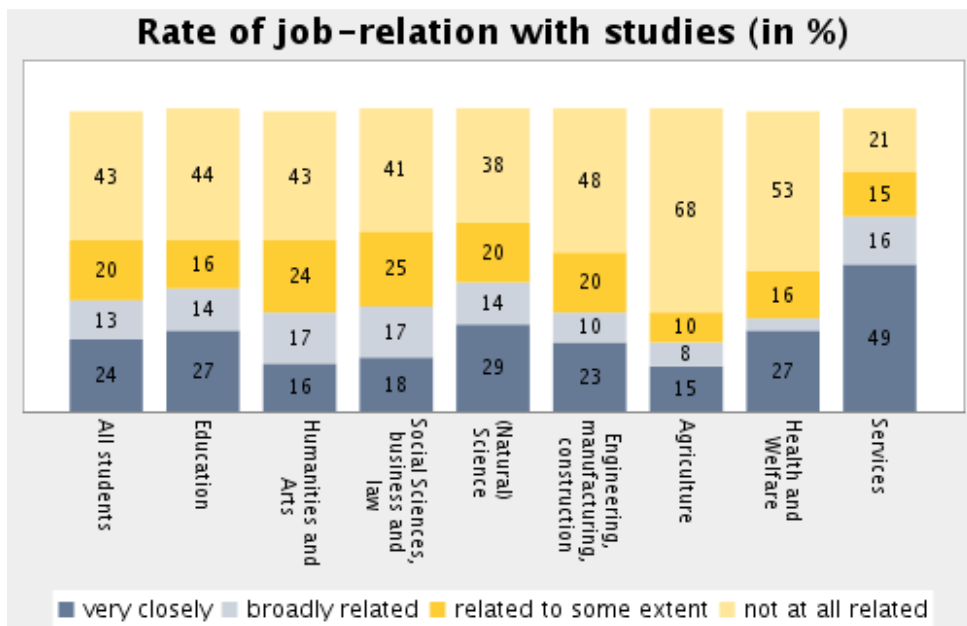
Key Indicators

Job activities are very closely related to studies:

23.8

Job activities are not at all related to studies:

43.1



National Source: online survey

National commentary:

Almost half of the students in "services" engage in the jobs which are very closely related to their field of study. However, more than half of the students in the study fields of "agriculture" and "health and welfare" engage in the jobs which are not related to their studies.

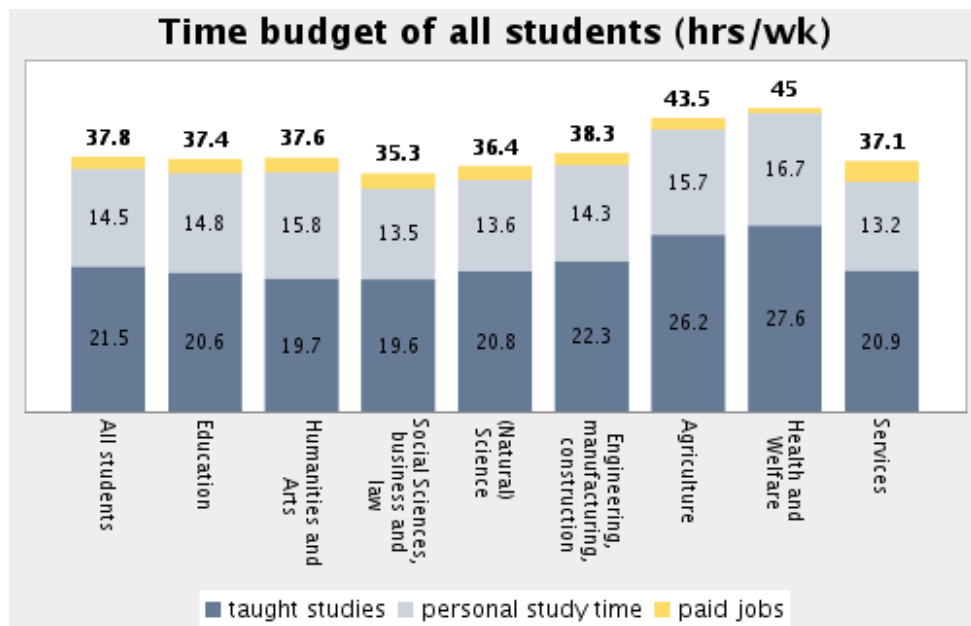
Topic: Student Employment and Time Budget

Subtopic 48: Weekly time budget of all students by field of study

Key Indicators

Average time budget for study-related activities in engineering disciplines: 36.6

Average time budget for study-related activities in humanities and arts: 35.5



National Source: outline survey

National commentary:

Students in "agriculture" and "health and welfare" allocate more time for courses and personal study time than the students in other field of study.

Since the overall percentage of working students is only 8%, the weekly average time of all students spent in paid jobs ends up in a low value (1.8 hrs/week).

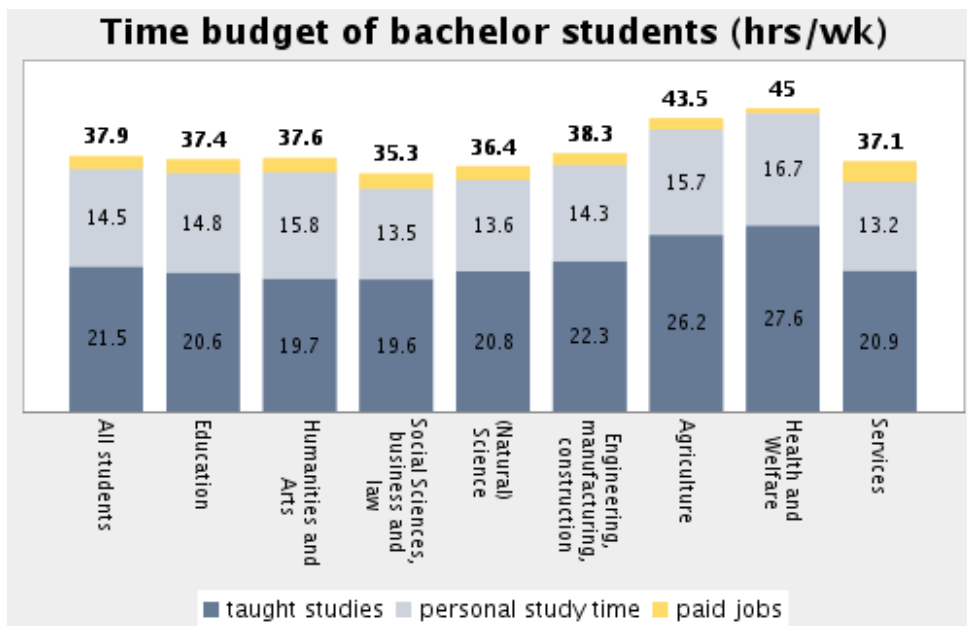
Topic: Student Employment and Time Budget

Subtopic 49: Weekly time budget of Bachelor students by field of study

Key Indicators

Average time budget for study-related activities in engineering disciplines: 36.6

Average time budget for study-related activities in humanities and arts: 35.5



National Source: online survey

National commentary:

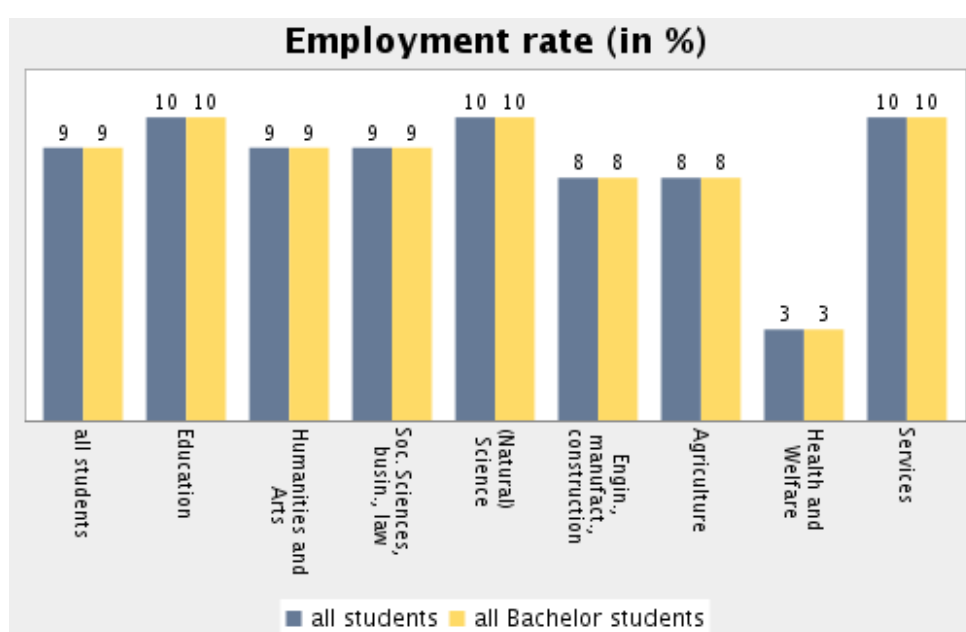
The survey was applied to only bachelor students (excluding those in distance education), so the interpretations are same as for Module 48.

Topic: Student Employment and Time Budget

Subtopic 50: Employment rate of all students and Bachelor students by field of study

Key Indicators

Employment rate in Engineering all students:	8.0
Employment rate in Humanities and Arts all students:	9.3
Employment rate in Engineering Bachelor students:	8.0
Employment rate in Humanities and Arts Bachelor students:	9.3



National Source: online survey

National commentary:

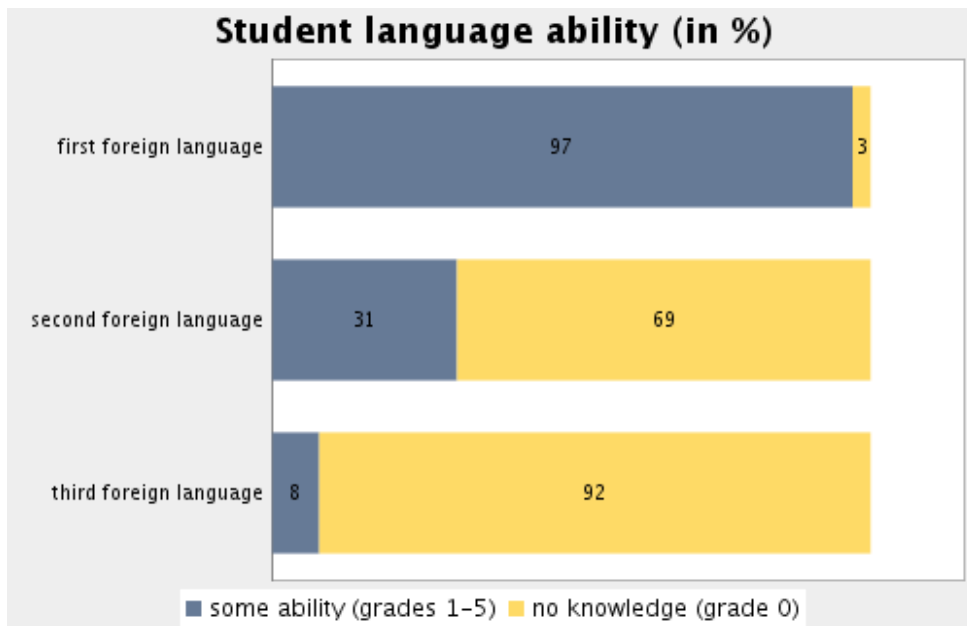
The figures for both categories are the same because the Turkish survey includes only bachelor students. Employment rate of the students in services and natural sciences is relatively higher than the others. The survey shows that the lowest employment rate belongs to health and welfare students. This is mainly because, in these programs, the study load of the students is very heavy.

Topic: Internationalisation

null

Topic: Internationalisation**Subtopic 51: Student language ability****Key Indicators**

Some ability in most frequent foreign language, namely:	97.2
Some ability in second most frequent foreign language, namely:	30.8
Some ability in third most frequent foreign language, namely:	8.3



National Source: online survey

National commentary:

Most frequently named languages:

First foreign language: English

Second foreign language: German

Third foreign language: French

Since the main and most common first foreign language at high schools is English, almost all of the university students (97%) have some ability in English.

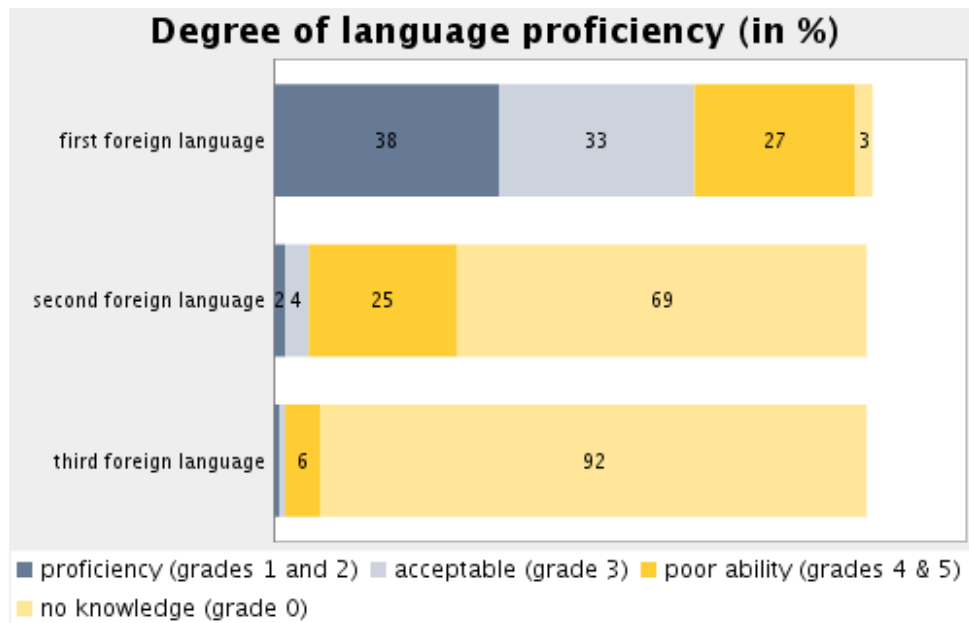
Topic: Internationalisation**Subtopic 52: Degree of language proficiency****Key Indicators**

Percentage of students who claim to have fluent or very good skills in most frequent first language:

37.7

Percentage of students who claim to have fluent or very good skills in two foreign languages:

1.2



National Source: online survey

National commentary:

First foreign language: English

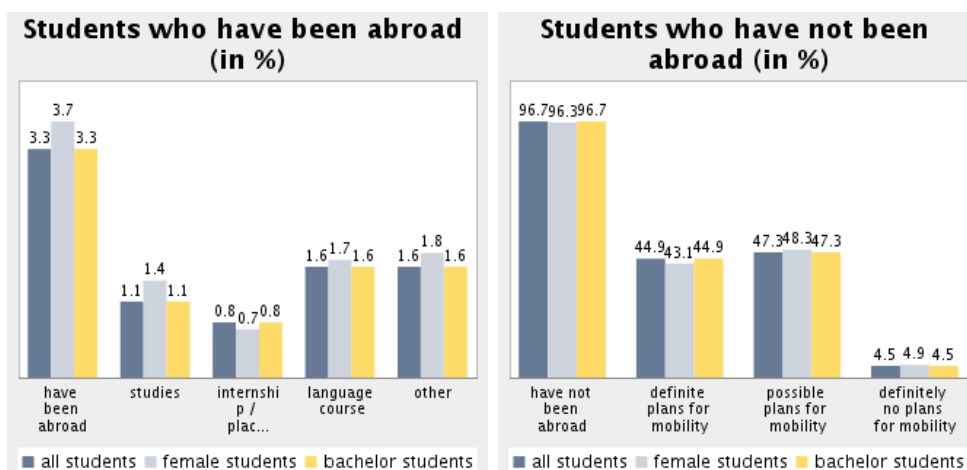
Second foreign language: German

Third foreign language: French

The percentage of students who claim to have fluent or very good skills in two foreign languages is very low (1.2 %). This can be related with the compulsory requirement of choosing only "one" foreign language at state high schools.

Topic: Internationalisation**Subtopic 53: International student mobility****Key Indicators**

Foreign study-related experience rate of all students:	3.3
Foreign study-related experience rate of female students :	3.7
Foreign study-related experience rate of bachelor students:	3.3
Foreign enrolment rate of (only studies) all students :	1.1
Foreign enrolment rate (only studies) of bachelor students:	1.1
Definite plans of all students for foreign stay:	44.9
Definite plans of bachelor students for foreign stay:	44.9



National Source: online survey

National commentary:

As the survey was applied only to bachelor students, the percentage of students who have been abroad is the same/equal (3.3%). The percentage of female students is higher than male students (i.e., compared to men, more women have been abroad).

Turkey has been involved in EU's education programmes (such as Erasmus, LdV, etc) since 2004, and since then participation in international mobility has been increased significantly. It is definite that the values obtained in this survey will increase in the near future.

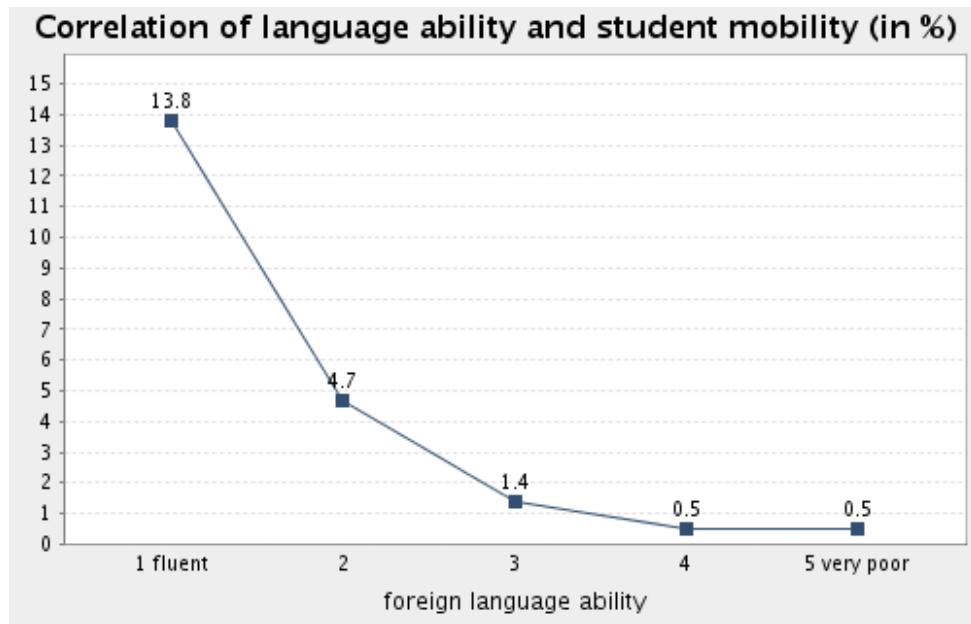
Topic: Internationalisation**Subtopic 54: Correlation of language ability and international student mobility****Key Indicators**

Mobility rate among students fluent in at least one foreign language:

13.8

Mobility rate among students with very poor ability in foreign languages:

0.5



National Source: online survey

National commentary:

As shown here, there is a close association between ability of foreign language and international mobility.

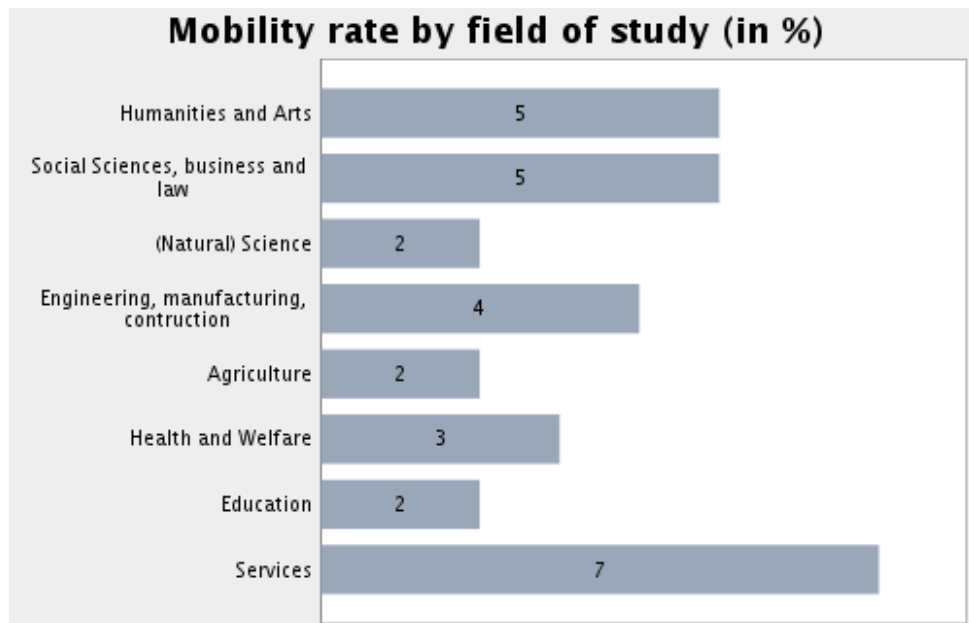
Topic: Internationalisation**Subtopic 55: International student mobility by field of study****Key Indicators**

Percentage of students with study-related experience abroad, studying engineering:

3.8

Percentage of students with study-related experience abroad, studying humanities / arts:

4.6



National Source: online survey

National commentary:

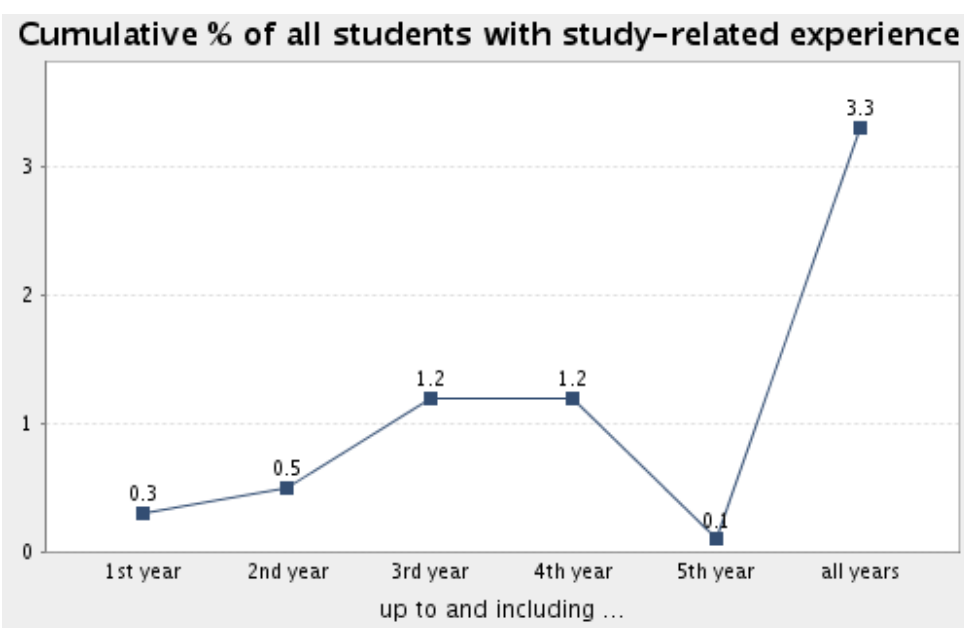
The highest mobility rate by field of study is in services, social sciences and humanities, and the lowest is in agriculture and education. It is striking to have the lowest mobility among the students in agriculture and forestry as agriculture is still one of the major sectors and involves the important sector of labour force.

Topic: Internationalisation**Subtopic 56: Study-related experience abroad by stage of study career****Key Indicators**

Students with study-related experience abroad in the first year of their studies: 0.3

Students with study-related experience abroad by their third year of their studies: 1.2

Total percentage of all students with study-related experience abroad: 3.3



National Source: online survey

National commentary:

The total percentages of all students with study-related experience abroad is 3.3%. The percentages of the first year students and the fifth year students are the lowest, 0.3% and 0.1%, respectively. The third and fourth year students study related experiences are the highest (as expected).

Topic: Internationalisation**Subtopic 57: Sources of finance for study-related activities abroad****Key Indicators**

Percentage of private support for financing study-related activities abroad:

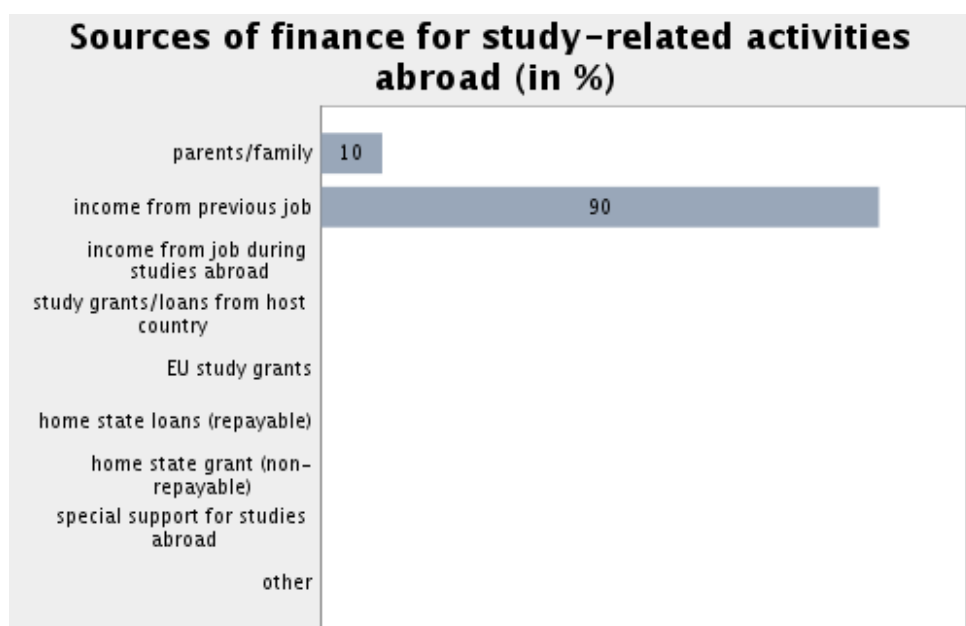
99.7

Percentage of public support for financing study-related activities abroad:

0.3

Percentage of income from earnings while staying abroad:

0.0



National Source: online survey

National commentary:

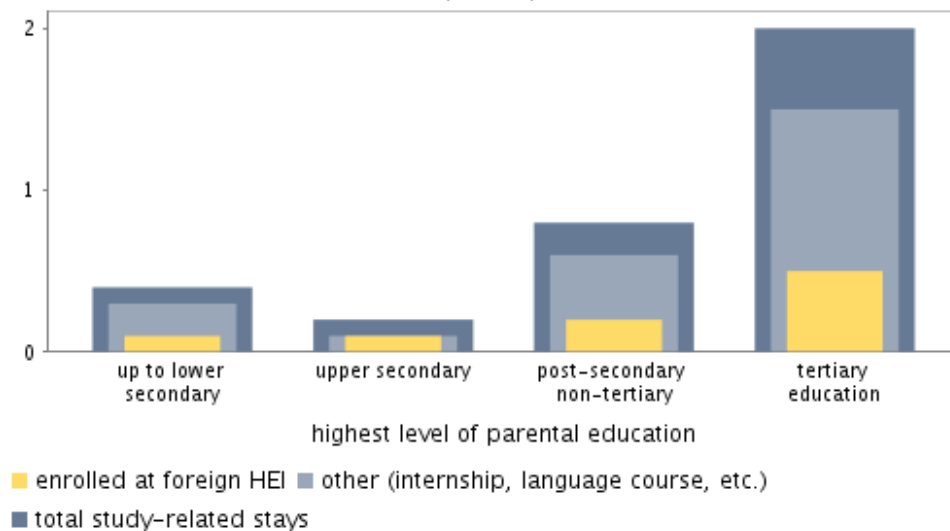
The primary financial support for study related activities abroad is coming from income from previous job (90.1%). Indeed, combining this statistics with the previous ones, we can argue that students are financially dependent on their families for their study expenses but they cover their study-related activities abroad. It should be noted that the impact of EU mobility programmes has not appeared in this survey yet as the Turkish higher education institutions started to participate fully in the programmes in 2005. It is expected that the impact of EU mobility programmes will be seen in coming years.

Topic: Internationalisation**Subtopic 58: Study-related stays abroad by parental education****Key Indicators**

Foreign study rate of students from families with low education: 0.1

Foreign study rate of students from families with high education: 0.5

**Study-related stays abroad by parental education
(in %)**



National Source: online survey

National commentary:

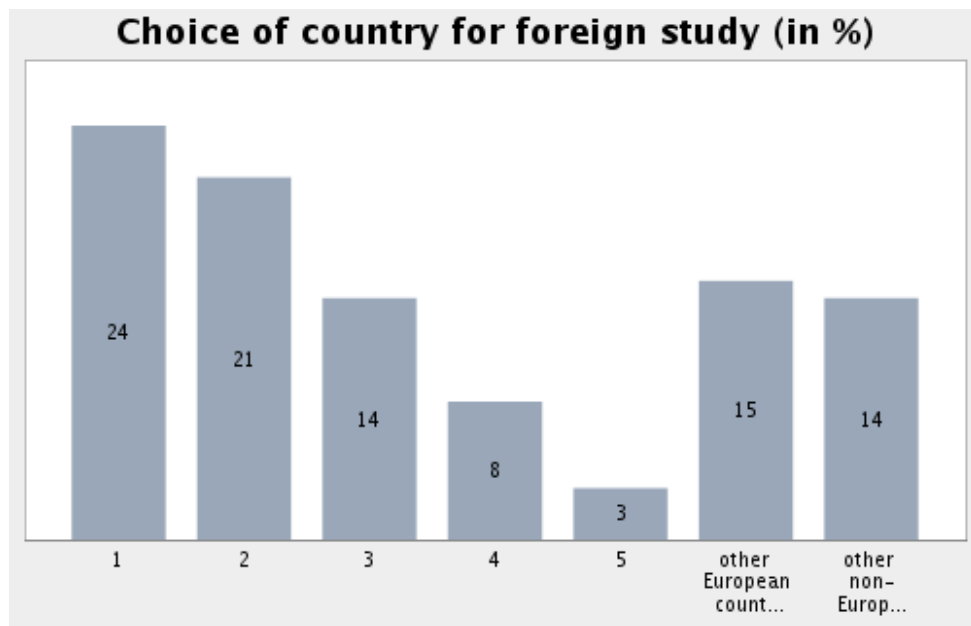
There is direct and strong relationship between parental education and study-related stay abroad. The students from families with high education have more chance to study abroad and therefore international mobility.

Topic: Internationalisation

Subtopic 59: Choice of country for foreign study

Key Indicators

Most frequent host country:	24.3
Second most frequent host country:	20.9
Third most frequent host country:	14.1



National Source: online survey

National commentary:

Most frequent host countries are as follows:

1: England

2: USA

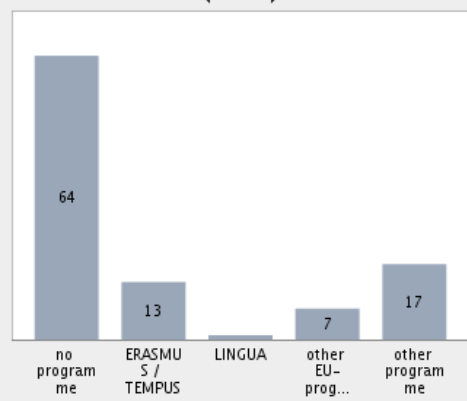
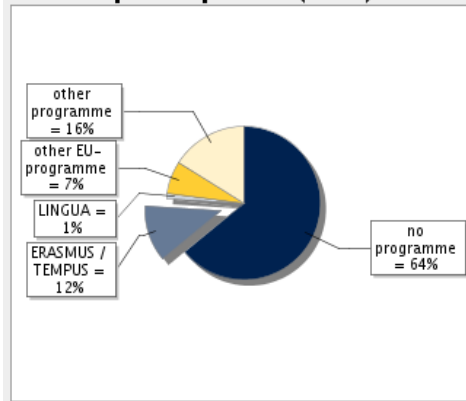
3: Germany

4: France

5: Italy

Topic: Internationalisation**Subtopic 60: Study abroad programme****Key Indicators**

Without programme (free-movers):	63.7
With a programme:	36.3
With ERASMUS / TEMPUS:	12.1

Rates of programme participation (in %)**Make-up of programme participation (in %)****National Source:** online survey**National commentary:**

The majority of students with a study-related period abroad are free movers. The percentage of Erasmus/Tempus is lowest, but expected to increase in the near future.

Topic: Internationalisation

Subtopic 61: Issues that influence plans for a study-related stay abroad

Key Indicators

Students who have not been abroad

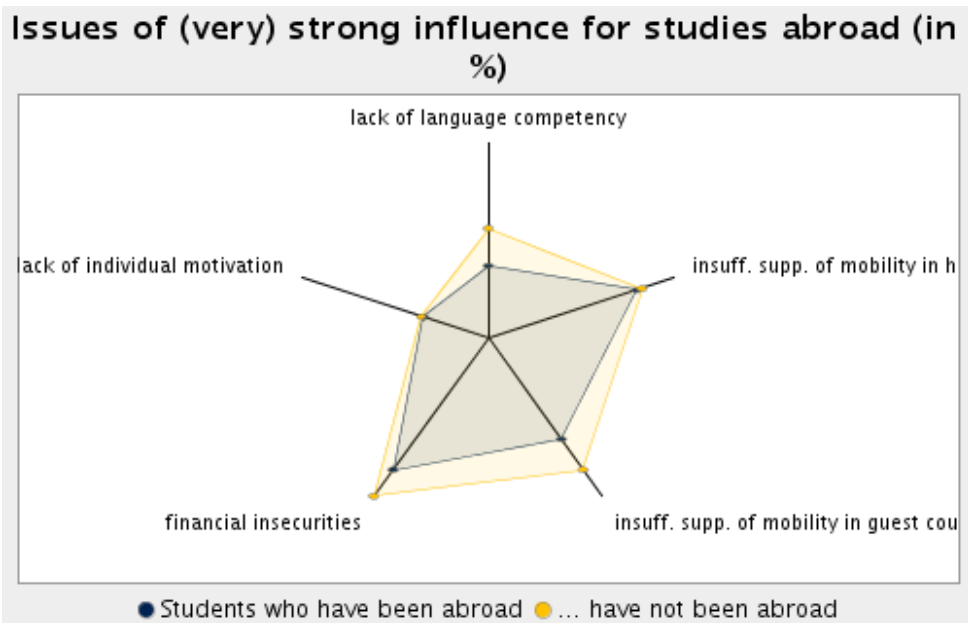
(Very) strong influence of factor: lack of language competency 46.6

(Very) strong influence of factor: insufficient support of mobility in home country 69.0

(Very) strong influence of factor: insufficient support of mobility in guest country 68.9

(Very) strong influence of factor: financial insecurities 82.5

(Very) strong influence of factor: lack of individual motivation 29.6



National Source: online survey

National commentary:

For the students who have not been abroad, "financial insecurities" is the major obstruction. This is valid for those who have been abroad as well.

Topic: Internationalisation

Subtopic 62: Issues that obstruct plans for a study-related stay abroad by parental education

Key Indicators

Students who have not been abroad with education of most qualified parent "up to lower secondary"

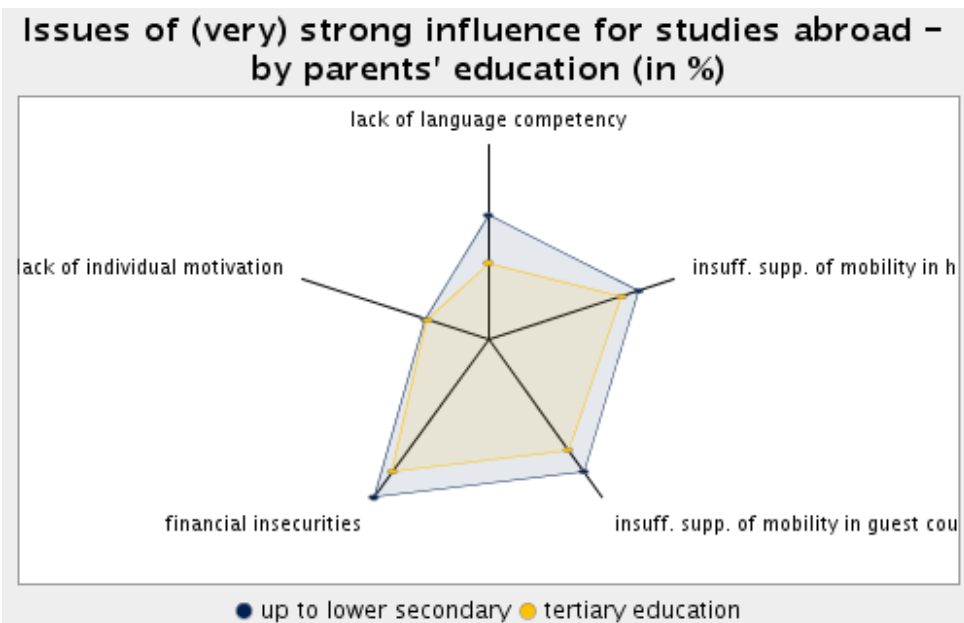
(Very) strong influence of factor: lack of language competency 55.4

(Very) strong influence of factor: insufficient support of mobility in home country 70.1

(Very) strong influence of factor: insufficient support of mobility in guest country 72.1

(Very) strong influence of factor: financial insecurities 86.0

(Very) strong influence of factor: lack of individual motivation 28.7



National Source: online survey

National commentary:

"Financial insecurities" appears to be the major obstacle for both groups.

Topic: Internationalisation

Subtopic 63: Issues that obstruct plans for a study-related stay abroad by field of study

Key Indicators

Students who have not been abroad and study engineering

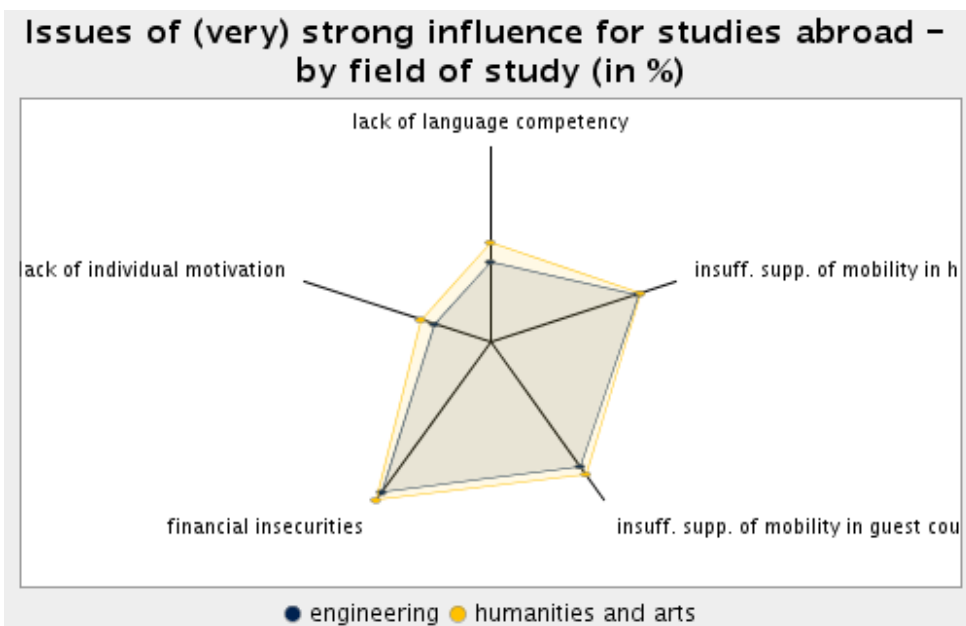
(Very) strong influence of factor: lack of language competency 32.7

(Very) strong influence of factor: insufficient support of mobility in home country 63.6

(Very) strong influence of factor: insufficient support of mobility in guest country 62.6

(Very) strong influence of factor: financial insecurities 76.0

(Very) strong influence of factor: lack of individual motivation 23.8



National Source: online survey

National commentary:

"Financial insecurities" appears to be the major obstacle for both groups. "Lack of individual motivation" seems to be the least important obstacle.