

EDUCATION MONITORING REPORT 2025 EXECUTIVE SUMMARY

This summary is a brief
version of the Education
Monitoring Report 2025.

For the full version of
the report, please scan
the QR code.



İLKE PUBLICATION: 279
FIELD MONITORING REPORT: 27
EDUCATION MONITORING REPORT: 7

Project Coordinator: Ahmet Sait Öner

Project Advisors: Nihat Erdoğan, Elyesa Koytak, Kurtuluş Öztürk, Erol Erdoğan, İsa Kaya

Editor: Ayhan Öz

Writers: Yusuf Alpaydın, Muhammet Sait Bozik, Kürşad Kültür, Enise Akçin, Ayşe Betül Güler, Ayşe Betül Aka

Publication Coordinator: Mehtap Nur Öksüz

Contributors: Halil İbrahim Sağlam, Ömer Avcı, Mutlu Aksoy, Mine Kılıç, Enver Dost, Betül Alkan, Abdulkadir Akkuş

Design: iyicalismalar.tr

Cover: Muhammed Emin Selvi

➡ İLKE Vakfı. (2026). *Eğitim izleme raporu 2025* (A. Öz, Ed.). DOI: dx.doi.org/10.71174/air27

© Foundation for Science, Culture and Education , Istanbul 2026

E-ISBN: 978-625-8350-00-5

DOI: <http://dx.doi.org/10.71174/air27>



About the Report

Prepared by The Research Center for Education Policy (EPAM), Education Monitoring Report 2025 aims to evaluate and monitor the annual progresses by addressing the current state of the education system in Türkiye through a multidimensional framework. Based on open source national and international data, the report analyzes key indicators across different levels of the education system, highlighting structural trends, areas of transformation, and policy needs.

Characterized by its dynamic quality by being updated annually, the report is structured around the theme of the “Education-Employment Relationship” this year. In this context, the balance between the results of the education system and the requirements of the labour market is discussed as a perspective that is integrated throughout the entire report. Across 12 chapters, the report examines the system from overall trends to inequalities and from preschool to tertiary education, offering not only diagnosis but also concrete policy recommendations.

Table of Contents

 GENERAL OUTLOOK	 HUMAN RESOURCES
 EDUCATION-EMPLOYMENT RELATIONSHIP	 ECOSYSTEM OF TEACHING PROFESSION
 CHILDREN AND YOUTH	 PRESCHOOL EDUCATION
 ACCESS TO EDUCATION	 TERTIARY EDUCATION
 EDUCATIONAL SETTINGS	 VOCATIONAL EDUCATION AND TRAINING
 BUDGET AND FINANCING OF EDUCATION	 INEQUALITIES IN EDUCATION

Key Findings

	The number of students in secondary education saw an 8% decline in 2024-25, dropping from 5.8 million to 5.3 million.
	While the labor force participation rate for illiterate individuals in Türkiye is 17.6%, this figure reaches 76.9% among tertiary education graduates. In comparison, the employment rate for tertiary education graduates across the OECD stands at 86.7%.
	The rate of dropping out or changing departments among youth stands at 17.7%. This figure peaks at 59.6% for those who did not complete school, while reaching its lowest level at 12.1% among general high school graduates.
	Although KYGM scholarships have increased in nominal terms, their real value has declined from the 2010 level of 200 TL to approximately 177 TL in 2025. The ratio of the scholarship to the minimum wage dropped from 25% in 2010 to 11.5% in 2025.
	In Türkiye, the number of students per classroom at the primary school level is 18, compared to an OECD average of 15.
	In Türkiye, the salary of a teacher with 15 years of experience, based on purchasing power parity, stands at approximately 60% of the OECD average.
	The number of students in education departments has declined from 315k in 2018-19 to 226k in 2024-25. During the same period, the quotas saw 28%, the number of placed students saw a 33% decline.
	While the percentage of the teachers who stated using AI in the past year in Türkiye 23.8%, OECD average stands at 36.3% and EU average is 31.6%.
	The net enrolment rate in preschool education declined by approximately 3.29 percentage points compared to the previous year, falling to 51.59%. The decline in student numbers in recent years is largely attributable to the contraction of the 3-5 age group population.
	While the number of research assistants in tertiary education is declining, growth continues in associate professor and professorial positions.
	The employment rate of vocational and technical high school graduates (62.7%) is markedly higher than that of general high school graduates (46.5%).
	While only 27% of those whose fathers did not complete secondary education reach tertiary education, this figure rises to 80% among those with university-educated fathers. The corresponding figures for maternal education are 29% and 84%, respectively.

Recommendations

The causes of the 8% decline in secondary education enrolment should be examined in detail, and guidance systems that support students in making choices aligned with their interests, potential, and abilities should be strengthened.	
Graduate tracking systems at universities should be institutionalized, and data on time to employment, wages, field-specific employment rates, and regional outcomes should be produced regularly and disseminated in a comparable and open format.	
The Ministry of National Education should strengthen early warning and monitoring systems for educational levels where disengagement is concentrated, and data infrastructures that jointly track absenteeism, grade repetition, department changes, and dropout risk should be established.	
KYGM scholarship and loan amounts should be updated in line with inflation and with reference to student living costs including accommodation, food, and transportation, so as to meet students' basic needs.	
Class sizes should be reduced and infrastructure strengthened to enable the effective implementation of student-centred, activity-based, and experiential learning approaches.	
The purchasing power of teacher salaries should be raised through a gradual and predictable improvement plan, and a formula that jointly reflects inflation and productivity growth should be adopted for annual adjustments.	
Considering the contraction in quotas and student numbers in faculties of education, a transparent and predictable planning framework should be established in accordance with medium and long term projections of teacher supply needs.	
The prevalence of AI use among teachers should be expanded through practical training programmes, particularly in the areas of lesson planning, assessment and evaluation, data analysis, and differentiated instruction.	
An age sensitive service model should be planned for preschool education. While institution based access for ages 4 and 5 should be strengthened, family based, flexibly scheduled models that integrate care and education should be supported for age 3.	
The academic staff structure should be analyzed; the growth in senior academic ranks and the contraction in junior positions should be assessed jointly, and plans should be made to preserve intergenerational balance in academic human resources.	
Student demand, sectoral needs, and graduate employment alignment in vocational education should be analyzed on a regular basis, and decisions on programme opening, closure, and quotas should be shaped accordingly.	
In order to reduce intergenerational inequalities in education, targeted and sustainable support mechanisms that offset the effects of family background beginning in early childhood should be strengthened.	

2025 EDUCATION DASHBOARD:

- The preschool age population declined by **5.56%**, reaching **3.4** million.

- The preschool enrollment rate fell from **51.9%** to **49%**.

- Demographic shrinkage is as fundamental a problem as access

- With a **99.74%** enrollment rate in primary schools, Türkiye is above the global standarts.

- **65.13%** of primary school teachers are female and **34.87%** are male.

- Among lower secondary teachers, the AI usage rate is **23.8%**.

- In special education, the student-teacher ratio is **55.98** in primary schools and **40.3** in lower secondary schools.



KEY HIGHLIGHTS

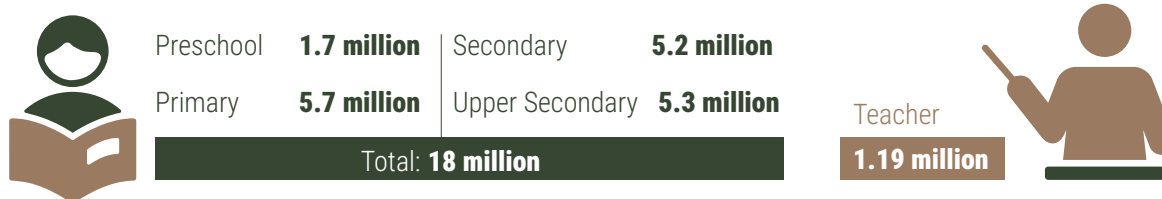
- The employment rate is **61%** in vocational and technical high schools, **51.2%** in general high schools.
- The rate of dropping out or changing departments is **16.3%** in vocational and technical high schools, **12.1%** in general high schools
- The quotas of Education Departments fell to **33.5%**, and the number of students to **28.4%** over the past seven years.
- While the scholarships were **25%** of the minimum wage in **2010**, it fell to **11.5%** in **2025**
- The impact of maternal education level to graduating from tertiary education is **84%**, while paternal education level is **80%**.
- **4** out of every **5** young graduates in health and welfare are employed in a related field, finding their first job in an average of **8.9** months.
- **4** out of every **5** young in journalism and information are employed in an unrelated field.
- For social sciences, the average duration to find a first job is **18.1** months.



General Outlook

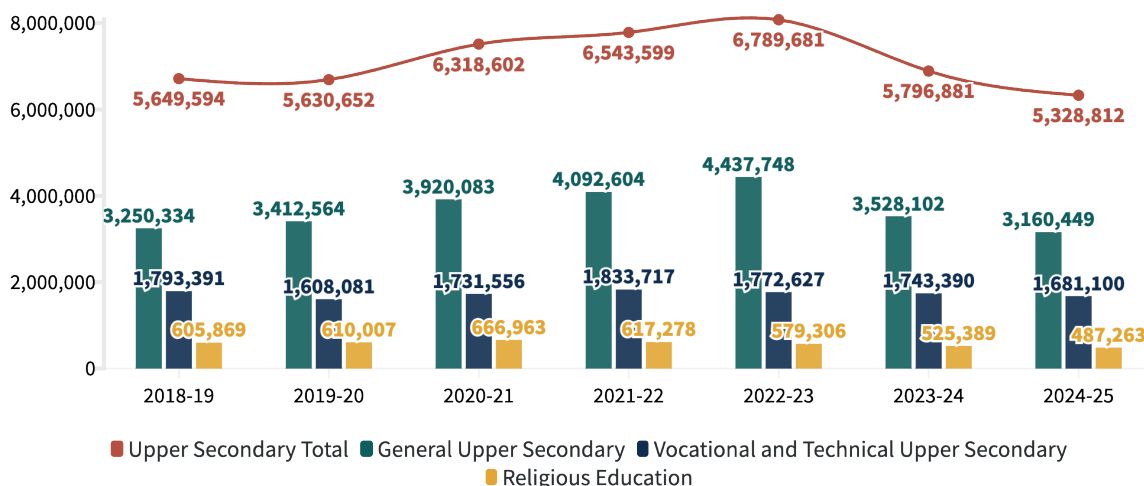


In the 2024-25 academic year, the total number of students continued its downward trend, receding to 17.96 million. This decrease is observed across all levels except primary school, with the most significant decline occurring in pre-school education at 10.9%. In upper secondary education, the student population has fallen by approximately 8% over the last two years to 5.3 million. Meanwhile, the number of teachers has risen from 1.17 million to 1.19 million, and the number of classrooms is increasing, while the number of schools shows a limited decline. This outlook indicates that the system is maintaining its physical capacity despite the decrease in the number of students.



The Number of Students and Teachers (2024-25)

Source: MoNE, National Education Statistics, 2025



Number of Upper Secondary Education Students (2018-25)

Source: MoNE, National Education Statistics, 2025

Education-Employment Relationship



While labor force participation and employment rates in Türkiye increase alongside rising education levels, this growth remains limited and continues to lag behind OECD averages. The labor force participation rate stands at 17.6% for illiterate individuals, whereas it reaches 76.9% for tertiary education graduates. However, the persistently low overall labor force participation (54.4%) and employment (49.8%) rates suggest that the educated population is not being sufficiently integrated into the economy.

The NEET rate, which at 26.7% is more than double the OECD average, further highlights the structural issues within the education-employment relationship. Additionally, the rising poverty rate among tertiary education graduates in recent years and the fact that job search durations in certain fields have extended to 18 months indicate a weak alignment between educational outcomes and the labor market. Meanwhile, the higher employment rates observed among vocational and technical high school graduates demonstrate that skill-oriented education finds a stronger response in the labor market.

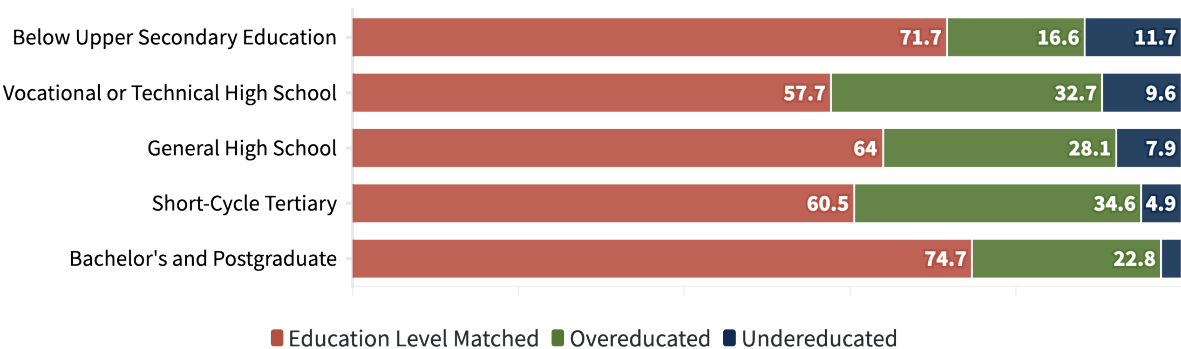
Comparison of Labor Market Indicators by Educational Attainment in Türkiye and OECD Countries

Education Level	Region	Labor Force Participation (%)	Employment(%)	Unemployment(%)
Below Upper Secondary Education	Türkiye (Age 15+)	45.8	42.5	7.3
	OECD Avg. (Age 25-64)	66	60	9.4
Tertiary Education and its Equivalent	Türkiye (Age 15+)	62	56.1	9.7
	OECD Avg. (Age, 25-64)	81	77	5.5
Tertiary Education	Türkiye (Age 15+)	76.9	69.9	9.1
	OECD Avg. (Age 25-64)	90	87	3.8
Total	Türkiye (Age 15+)	54.4	49.8	8.5
	OECD Avg. (Age 25-64)	82	79	—

Source: TURKSTAT, Labour Force Statistics, 2025; OECD, Education at a Glance, 2024; 2025



The decline in student numbers observed in recent years, particularly at the secondary and preschool levels, points to structural issues regarding student educational experiences as well as demographic shifts. The persistently high NEET rate among young people indicates that the transition from education to social and economic life is not sufficiently supported. Similarly, data on the alignment between educational attainment and the requirements of current employment reveals that the knowledge and skills acquired during the educational process do not always coincide with individuals' employment pathways.



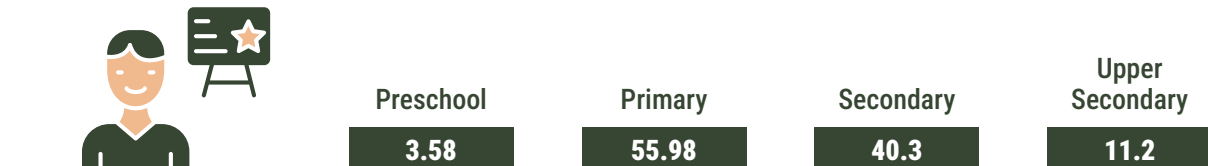
Alignment of Educational Attainment with Required Job Qualifications (%, 2024)

Source: TURKSTAT, Youth in the Labour Market, 2024

According to 2024 data, 22.8% of four year tertiary education graduates, 34.6% of associate degree graduates, 32.7% of vocational and technical high school graduates, and 28.1% of general high school graduates state that their current jobs require a lower level of qualification than their own educational attainment. In this framework, strengthening career guidance mechanisms to enable students to make more informed choices, increasing flexible transition opportunities, and developing alternative learning pathways that cater to different student profiles are of critical importance for enhancing persistence and alignment in education.



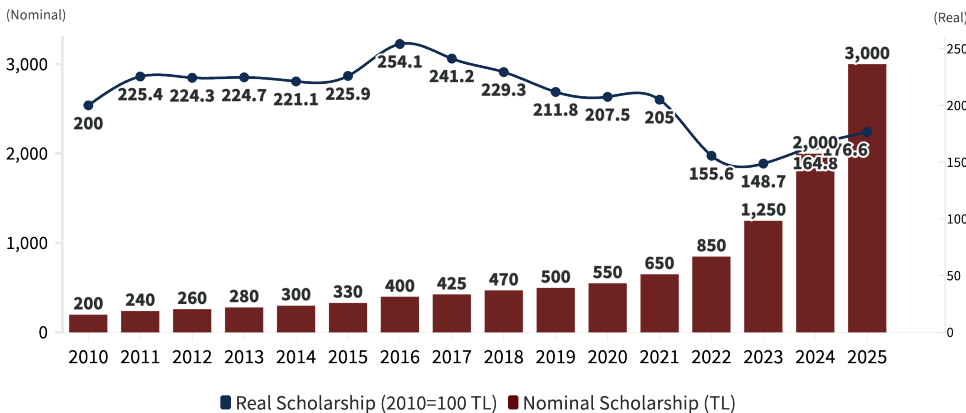
Access to education varies by region, level, and gender; however, access to compulsory education has been largely achieved. Nevertheless, accessibility should be evaluated not only through participation in formal education but also in the context of access to support mechanisms for students with special needs, gifted students, and those who are economically or socioculturally disadvantaged. In this framework, it is noteworthy that the student-to-teacher ratio in special education institutions remains high, particularly at the primary and lower secondary levels.



Student to Teacher Ratio in Special Education Institutions (2024-25)

Source: MoNE, National Education Statistics, 2025

As of the 2024-25 academic year, the student to teacher ratio reached 55.98 at the primary school level and 40.3 at the middle school level. Meanwhile, although KYGM scholarships reached a nominal value of 3000 TL, their real value remained at approximately 176.6 TL, indicating that financial support has been limited in the face of rising living costs. When these indicators are evaluated together, it becomes clear that access to education is not merely a matter of being in the system, but also a question of accessing quality support and sustainable participation.



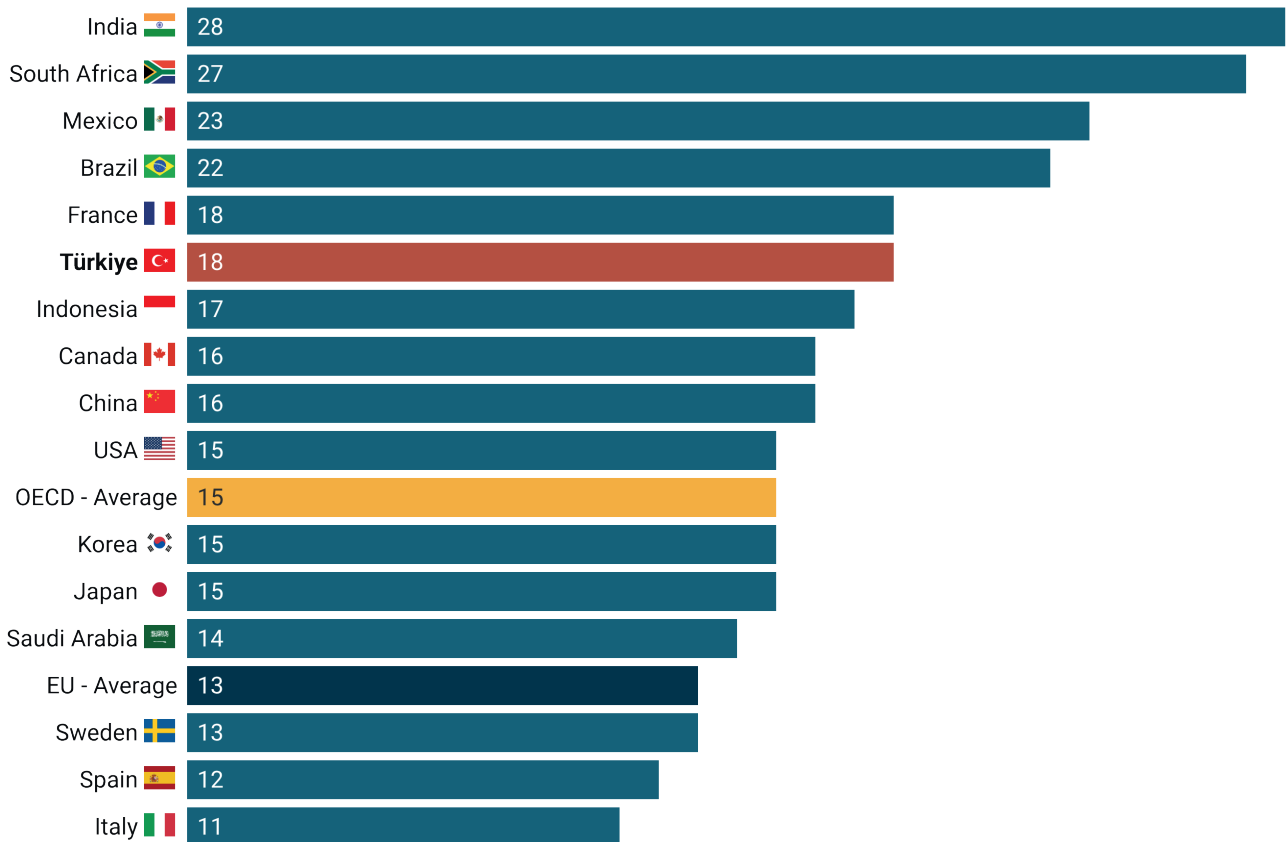
Nominal and Real Values of KYGM Scholarships (TL, 2010-25)

Source: Calculated by the author using TURKSTAT CPI data, official KYGM announcements, and Minimum Wage Determination Commission decisions.

Educational Settings



An examination of international data reveals that the number of students per classroom at the primary school level is 18 in Türkiye, compared to an OECD average of 15. This indicator is a critical determinant for the effective implementation of curricula within the classroom. The realization of student centered, activity based, and experiential learning processes envisioned by the Century of Türkiye Education Model depends on manageable class sizes. Therefore, high classroom density emerges as a fundamental factor limiting the classroom applications of this model. The risk is further compounded by the fact that the relatively high class sizes currently seen in primary schools will transition to higher levels in the coming years. In this framework, reducing class sizes and increasing classroom capacity, particularly in high density regions, remains vital.



Number of Students per Classroom at the Primary Level in OECD Countries (2023)

Source: OECD, Education at a Glance, Trends in the ratio of students to teaching staff from primary to upper secondary, by level of education, 2025

Budget and Financing of Education



Expenditure per student within the MEB budget rose from \$1783 in 2024 to \$2215 in 2025, while the figure based on the total education budget reached \$3336. Nevertheless, this level of spending represents only about a quarter of the OECD primary school average of \$13,527.



MoNE Budget

2024	1783 \$
2025	2215 \$

Total Education Budget

2024	2649 \$
2025	3336 \$

Expenditure per Student Based on MoNE Budget and Total Education Budget (USD, 2024-25)

Source: MoNE, National Education Statistics, 2024, 2025; OECD, Education at a Glance, 2025

In the OECD's Education at a Glance 2025 report, teacher salaries are calculated based on statutory salaries and adjusted for Purchasing Power Parity (PPP) in US dollars to ensure international comparability. Accordingly, additional payments such as overtime fees, bonuses, and similar incentives are excluded from the comparison.

	OECD AVERAGE	Türkiye
	Primary Education (Starting) 42,290 \$	Primary Education (Starting) ≈29,500 \$
	Primary Education (15 years) 59,700 \$	Primary Education (15 years) ≈36,200 \$
	Upper Secondary Education (Starting) 43,530 \$	Upper Secondary (Starting) ≈29,500 \$
	Upper Secondary Education (15 years) 61,600 \$	Upper Secondary Education (15 years) ≈36,200 \$
		According to OECD ≈60%

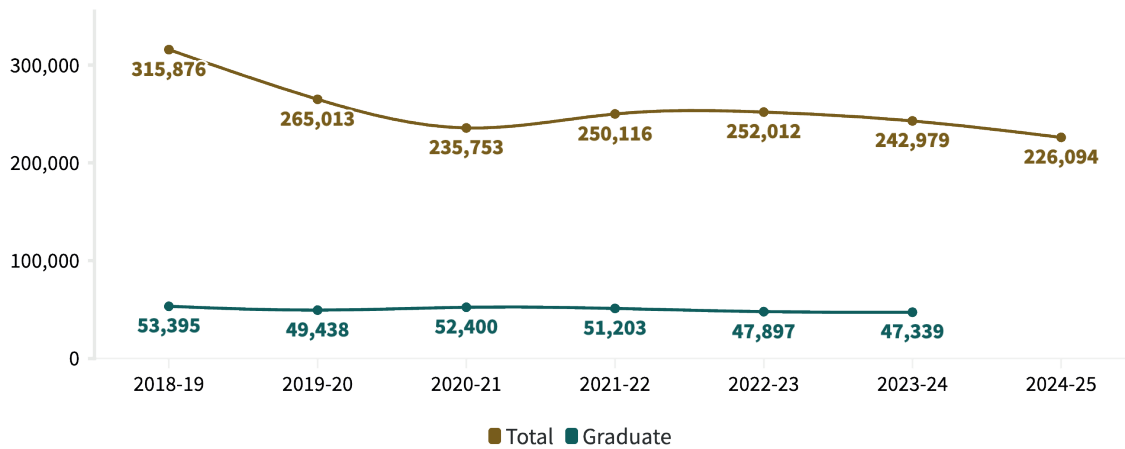
Annual Statutory Teacher Salaries: An OECD Comparison (PPP \$, 2023)

Source: OECD, Education at a Glance, 2025; MoNE, Budget Report, 2025

According to 2023 OECD data, the statutory annual salaries of teachers at the OECD average are approximately \$42,290 at the starting level in primary education and \$59,700 after 15 years of experience; in upper secondary education, they are about \$43,530 at the starting level and \$61,600 after 15 years. In Türkiye, by contrast, the annual salary of teachers with 15 years of experience is around \$36,200 in PPP (purchasing power parity) terms, which corresponds to roughly 60% of the OECD average.



It is observed that the number of students in faculties of education peaked at 315,876 during the 2018-19 academic year; following a fluctuating trend, this figure declined to 226,094 as of 2024-25. The quotas and enrollment numbers for these faculties support this trend. During the 2018-23 period, quotas remained relatively stable within the 41k–44k range, with enrollment numbers showing similarly limited fluctuations. However, after 2023, there was a significant decrease in both quotas and the number of enrolled students; specifically, between 2023 and 2025, quotas decreased by approximately 28%, while the number of enrolled students fell by 33%.



Number of Students in Faculties of Education (2018/19–2024/25)

Source: Council of Higher Education (YÖK), Higher Education Statistics, 2025

This shift, when evaluated alongside the recent decline in the total number of students, points toward a structural change. Indeed, throughout tertiary education, total quotas were reduced by approximately 23% between 2023 and 2025, falling from 1,090,014 to 843,547. It is stated that the Ministry of National Education’s planning regarding teacher supply and employment is taken into consideration when determining these quotas.



TALIS 2024 data indicate that while teachers in Türkiye have adopted a growth-oriented mindset, the rates 72% for women and 69% for men remain below the OECD averages (79.4% and 75.9%, respectively). Similarly, in the context of digital transformation, only 23.8% of teachers reported using artificial intelligence within the past year (OECD average: 36.3%), suggesting limited prevalence in technology access and utilization. Conversely, the fact that teachers who do use AI utilize it intensively for pedagogical purposes such as adapting instruction, assessment, and analyzing learning data reveals a significant potential regarding the quality of use.

Areas of Artificial Intelligence Usage Among Teachers (% , 2024)

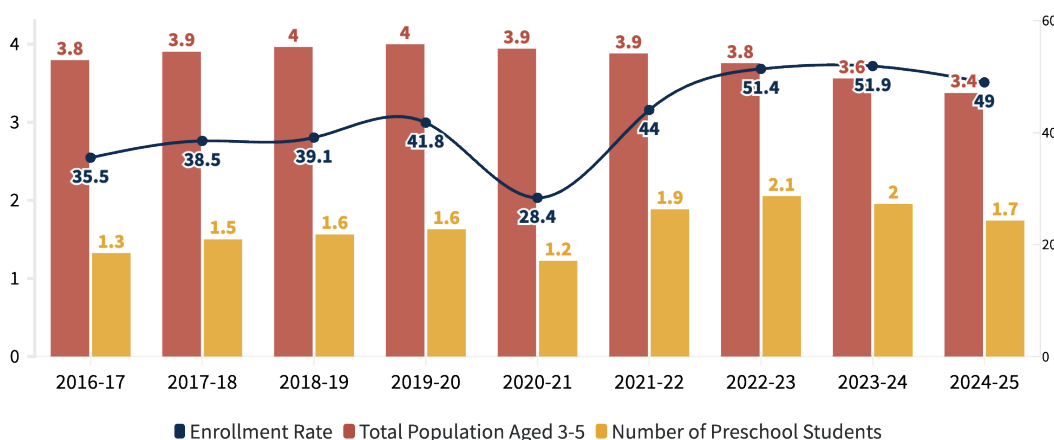
Artificial Intelligence Application Area	Türkiye	OECD Average	EU Average
Learning and summarizing a topic efficiently	88.30	67.90	65.40
Creating lesson plans or activities	69.60	63.70	63.90
Automatically adjusting the difficulty level of instructional materials to students' learning needs	54.50	37.40	39.40
Helping students practice new skills in real-life scenarios	59.10	46.30	48.60
Supporting students with special education needs	41.30	34.90	39.50
Assessing or grading student work	56.30	25.50	26.00
Generating text for student feedback or parent communication	51.10	32.30	30.90
Reviewing data on student engagement or performance	58.90	25.30	29.40

Source: OECD, Results from TALIS 2024, 2025

When examining other dimensions of the professional ecosystem, indicators regarding teachers' working conditions, levels of collaboration, and professional sustainability present a more comprehensive picture. Although the time teachers in Türkiye allocate to weekly peer collaboration increased from 1.9 hours in 2018 to 2.5 hours in 2024, it remains below the OECD average of 3.1 hours. Furthermore, between 2018 and 2024, there was a 3.7 percentage point decrease in the proportion of teachers who believe the teaching profession is valued by society, while a notable 10.8 percentage point decline in salary satisfaction occurred during the same period.



In the 2024-25 academic year, the net enrollment rate declined to 51.59%, representing a decrease of 3.29 percentage points compared to the previous year; nevertheless, it remains above pre-pandemic levels. A significant portion of this decline is associated with the contraction of the population aged 3-5. Indeed, while the preschool-age population decreased by approximately 5.2% during the same period, the decline in the number of students remained more limited. Regional and age-related disparities are noteworthy: while the enrollment rate for the 3-5 age group stands at 48.97%, it rises to the 53-59% band in the Western Black Sea and Western Marmara regions, yet falls to the 39-40% level in Southeastern Anatolia.



**Number of Preschool Students, Total Population Aged 3–5, and Net Enrollment Rate
(Million, %, 2016/17–2024/25)**

Source: MoNE, National Education Statistics, 2025; TURKSTAT, Address Based Population Registration System Results, 2024

Schooling rates increase with age, reaching 82.53% for the 5-year-old group. Parallel to this, improvements are observed in physical capacity and human resource indicators: the student-to-teacher ratio decreased from 16.88 in 2022-23 to 13.55 in 2024-25, while the student-to-school ratio fell from 51.61 to 44.01. Despite these improvements, it is noteworthy that the student-to-teacher ratio in Türkiye remains above the internationally recognized benchmark of 1:10. Furthermore, while significant capacity gaps between public and private institutions persist, resources allocated to preschool education remain limited. Per-student expenditure of \$4163 and a 0.24% share of GDP indicate that Türkiye falls considerably behind OECD and EU averages.

Tertiary Education



Student numbers in tertiary education exhibit varying trends across different academic levels. While the number of associate degree students increased by approximately 1.1%, undergraduate enrollment decreased by 5% compared to the previous year. This decline is driven by the reduction of quotas and the closure of evening (second-shift) education programs. A downward trend is also observed at the graduate level; the number of master's students has significantly decreased over the last two years, and doctoral enrollment fell by 13.8% in the past year. Open and distance learning programs also saw declines of 5% and 9.4%, respectively. This overall outlook suggests that tertiary education enrollment has recently entered a general downward trend.



Bachelor's

3.5 million

Master's

347 thousand

Doctoral

99 thousand

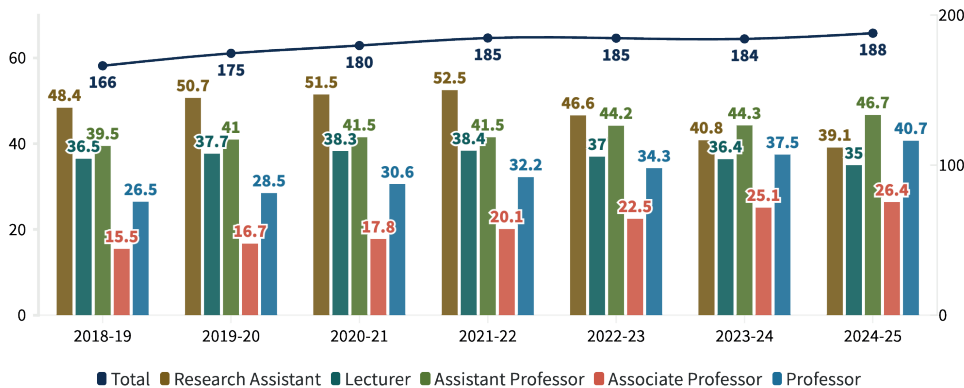
International

337 thousand

Distribution of Tertiary Education Students by Level (2025)

Source: Council of Higher Education (YÖK), Higher Education Statistics, 2025

When evaluating the number of academic personnel by position type, a significant decline is observed particularly in the number of research assistants and lecturers. The number of research assistants has decreased by 25.6% compared to 2022, while the number of lecturers fell by 8.9% during the same period. In contrast, an upward trend continues for higher academic ranks. Compared to the 2018-19 period, the number of associate professors increased by 50.3%, professors by 54%, and assistant professors by 18%. This outlook suggests a concentration within the academic staff structure shifting from junior positions toward senior ranks.



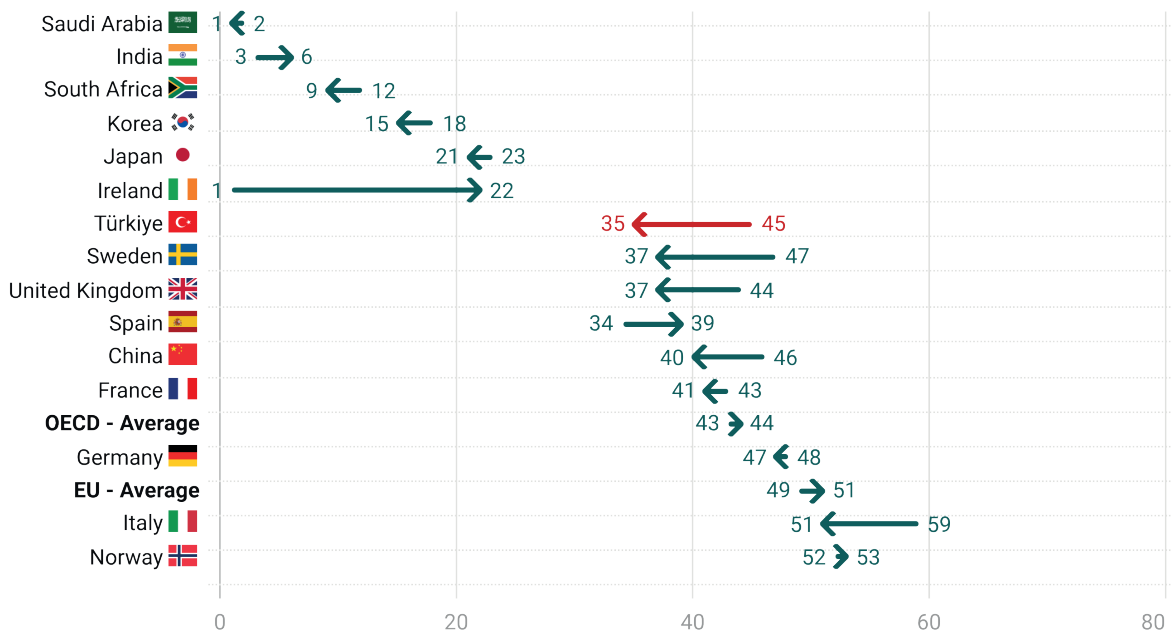
Number of Academic Personnel by Year and Title (Thousand, 2018/19–2024/25)

Source: Council of Higher Education (YÖK), Higher Education Statistics, 2025

Vocational Education and Training



Vocational and technical high school graduates occupy a more advantageous position regarding labor market participation and employment compared to general high school graduates. Vocational-technical graduates (62.7%) exhibit an employment rate approximately 16 percentage points higher than that of general high school graduates (46.5%) (TURKSTAT, 2024). This disparity indicates that vocational education provides skills that establish stronger links with the labor market.



Share of Vocational Students within Upper Secondary Education (% , 2013–23)

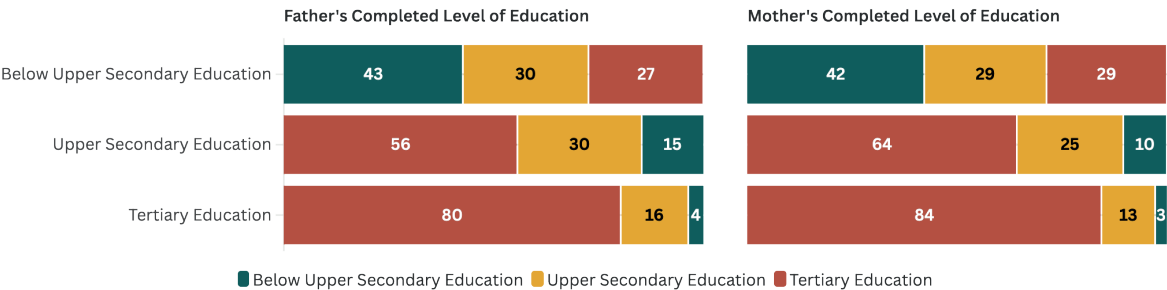
Source: OECD, Education at Glance, Profile of upper secondary students, 2025

The share of vocational education within upper secondary education serves as a fundamental indicator reflecting the relationship between education systems and the labor market. While the share of vocational education remains relatively high in European countries, it is more limited in others. In Türkiye, the proportion of vocational education within upper secondary education declined from 45% in 2013 to 35% in 2023. The observed increase in OECD and EU averages during the same period indicates that Türkiye has diverged from international trends in this area. This outlook suggests that demand for upper secondary education is primarily directed toward general education and indicates a need to re-evaluate the position of vocational education within the system.

Inequalities in Education



Inequalities in education within Türkiye exhibit a multi-layered structure through the intersection of regional, institutional, and demographic factors, and they are reproduced in various forms as educational levels progress. Data from TURKSTAT (2024) reveal that family background is one of the most potent determinants of educational inequality. As the educational attainment of parents increases, the probability of an individual accessing tertiary education rises dramatically.



Distribution of Individuals' Educational Attainment by Parental Education Level (% , 2024)

Source: TURKSTAT, National Education Statistics, 2024

Only 27% of individuals whose fathers have an education level below secondary school reach tertiary education, whereas this rate rises to 80% for those whose fathers are tertiary education graduates. Similarly, while the rate is 29% for those whose mothers have an education level below secondary school, it reaches 84% for those whose mothers are tertiary education graduates. This situation indicates that maternal education levels, in particular, serve as a powerful determinant of children's educational outcomes. Furthermore, it suggests that the education system is only able to mitigate intergenerational inequalities to a limited extent. Within this framework, it is of critical importance to implement targeted and sustainable policy interventions from early childhood onwards to balance family backgrounds and strengthen equality of opportunity in education.

Conclusion

A sustainable improvement in education systems is only possible through the coordinated implementation of consistent monitoring and decisive policy actions. The Education Monitoring Report, prepared annually by the Education Policy Research Center (EPAM) of the İLKE Foundation, serves both as an accountability tool and a key reference source that informs and shapes education policy discussions through its continuously updated data.

This year's report documents the current state of Türkiye's education system through evidence-based analysis and once again emphasizes that the system should be understood not as a collection of isolated problems, but as an interconnected set of dynamics. The Education Monitoring Report 2025 places "the education–employment relationship" at the center as the most critical priority for the coming period. The report demonstrates with data that Türkiye's quantitative expansion and massification of education are not sufficient on their own; structural risks such as skills mismatch and "diploma-induced poverty" are becoming increasingly pronounced. In addition, the demographic decline in student numbers—particularly at the preschool and secondary education levels—makes it imperative to plan educational capacity and human resources far more strategically in line with labor market needs.

The sustainability of the system is directly linked to the efficient use of financial resources, the strengthening of human capital, and the assurance of equal opportunities in education. At the same time, ensuring the professional sustainability of teachers, supporting them in the face of increasing administrative burdens and technological transformation, and examining the role of the National Education Academy within this ecosystem are among the key structural areas that require attention.

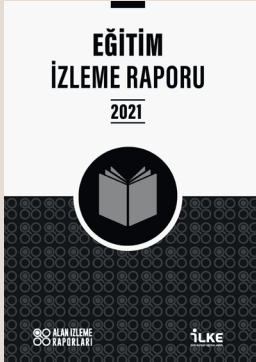
In conclusion, the Education Monitoring Report 2025 underlines that in order for Türkiye's vast educational human capital to become a driving force for national development, education must move beyond being a static diploma-issuing mechanism and transform into a fully integrated, flexible value-creating ecosystem that equips individuals with sector-relevant and lifelong competencies.

The Education Monitoring Report 2026 will reassess the extent to which the structural crises and policy recommendations identified this year have been addressed at the policy level.

Resources

- Council of Higher Education (YÖK). (2025). Higher education statistics. [Data Set]. Retrieved from <https://istatistik.yok.gov.tr/>.
- Ministry of National Education. (MoNE). (2024). National education statistics 2023/2024. Retrieved from https://sgb.meb.gov.tr/meb_ys_dosyalar/2025_10/16093144_meb_istatistikleri_orgun_egitim_2023_20241.pdf.
- Ministry of National Education. (MoNE). (2025). National education statistics 2024/2025. Retrieved from https://sgb.meb.gov.tr/istatistik_k/2425.pdf.
- Millî Eğitim Bakanlığı. (2025). Budget report 2025. Department of Strategy Development. <https://sgb.meb.gov.tr/yayinlarimiz/yayin/146> adresinden erişildi.
- OECD. (2024). Education at a glance 2024: OECD indicators. OECD Publishing. <https://doi.org/10.1787/c00cad36-en>
- OECD. (2025). Education at a glance 2025: OECD indicators. OECD Publishing. <https://doi.org/10.1787/1c0d9c79-en>
- OECD. (2025). Results from TALIS 2024: The state of teaching. OECD Publishing. <https://doi.org/10.1787/90df6235-en>
- Turkish Statistical Institute (TURKSTAT). (2024). Youth in the labour market, 2024 [Data Set]. Retrieved from <https://data.tuik.gov.tr/Bulten/Index?p=Isgucu-Piyasasinda-Gencler-2024-57941>.
- Turkish Statistical Institute (TURKSTAT). (2024). National education statistics, 2024. Retrieved from <https://data.tuik.gov.tr/Bulten/Index?p=Ulusal-Egitim-Istatistikleri-2024-53937>.
- Turkish Statistical Institute (TURKSTAT). (2025). Labour force statistics, 2025 [Data Set] Retrieved from <https://data.tuik.gov.tr/Bulten/Index?p=Isgucu-Istatistikleri-Ekim-2025-54067>.
- Turkish Statistical Institute (TURKSTAT). (2025). Consumer price index, December 2025 [Data Bulletin]. Retrieved from <https://veriportali.tuik.gov.tr/tr/press/58294>.

Education Monitoring Reports



EDUCATION MONITORING REPORT 2025

Every year, millions of young people graduate from the education system in Türkiye. The gap between the competencies acquired by students and the expectations of the labor market has become an increasingly significant topic of discussion. The Education Monitoring Report is prepared annually to monitor and evaluate developments in the Turkish education system through a data-driven approach. This year's report focuses on the relationship between education and employment. The outcomes of Türkiye's education system, the demands of the labor market, and the alignment between the two are analyzed using current data and international comparisons.

Consisting of twelve sections ranging from preschool to tertiary education, financing to educational environments, and the teaching profession to educational inequalities, this report offers a comprehensive snapshot of education in Türkiye. Each section delineates the current situation and develops specific policy recommendations. Serving as an extensive reference for policymakers, researchers, educators, and anyone interested in the educational agenda, this report aims to provide a data-driven foundation for discussions in the field of education.

