

Examination of 2015 Human Development Index in Terms of Education: Comparison of the Continents and Turkey

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Abstract

This study aims to compare Turkey to the first three countries from each continent in terms of educational indicators in 2015 Human Development Report. In line with this aim, it is a case study utilizing document review method. Analysis of the data has been carried out on a single document which is United Nations Development Report (2015). To determine the sample, data were categorized according to continents and the first three countries of continents were compared to Turkey. The indicators evaluated in the scope of this study are expected and net enrollment rates, population with at least some secondary education, inequality in education and adjusted inequality index in education, satisfaction with education quality, international student mobility, workforce with higher education, education achievements and the population between 15-24 unemployed and unschooled. The findings of the study showed that Turkey does not have satisfying values in terms of these indicators and appears at the bottom of the list or very close to the bottom. It is also suggested that Turkey should invest more to education to have a better performance in human development index.

Keywords: continents, education, human development, index, report, Turkey, UNDP

1. Introduction

Changing and evolving conditions present themselves in each area of human life. Sometimes they make a positive impact on humanity while they can also defeat humanity at times. However, human beings demand these conditions differing every day to transfer them to a better place and to reach them prosperity in all areas in future. In this respect, societies have been taking steps focusing on development for many years and organizing their policies in this way.

Development means the progress of a country's in economic, social, political and cultural fields (Demir Şeker, 2011). The purpose of development is individuals' leading a long, healthy and happy life in addition to the economic development of the society. From this framework, it can be said that there is the human factor on the basis of development concept (Günsoy, 2005). However weakened after 1970s, the development approach which was expressed as the amount of growth in the digital value in nations gave way to human development approach (Gürses, 2009).

2. Development and Human Development

Before the 1950s, economic growth and development is perceived as the same thing and it was thought that the important thing was the increase in the income level (Han and Kaya, 1997 cited in Günsoy, 2005). But in the 1960s, development and growth were largely expressed by the increase in national income, and the main purpose of development was seen as converting production and employment structure to industrial and service sectors apart from agriculture. Therefore, the term of gross national income was started to be used as an indicator of changes in the country's prosperity in those periods (DPT, 2003 cited in Ünal, 2008). However, it was seen in 1970s that rapid growth in less developed countries and the social problems in many economically developed countries could not be solved, and it was understood that the distribution of income was as important as the amount of income (Demir Şeker, 2011; Han and Kaya, 1997cited in Günsoy, 2005). In this respect, up-to-date definition of the development term was come into question (DPT, 2003 cited by Ünal, 2008:90). In this context, the concept of development was removed from only quantitative increase and was approached to a more humane level by being also considered the distribution balance. Therefore, not only the economic dimension of the development, but also humanitarian and social dimensions have been appeared to be very important (Griffin and Knight, 1992 cited in Günsoy, 2005).

All in all, the high national income growth in a country is not enough to be called as a developed country (Demir Şeker, 2011). Indeed, economic growth is not a goal but an important tool for human development (UNDP, 2015; UNDP Turkey, 2015). Human development can be explained as the facilities which are presented to people to increase their options and decisions for a living they deserve (Sezgin Nartgün, Akın Kösterelioglu and Sipahioğlu, 2013).

Human development is such a concept that targets to fully advance societies' standards of living (Mihçi, 2003 cited in Demiray Erol, 2011) and puts people at the center of development by seeing the increase of production and wealth as a starting (Gürses, 2009). In this context, human development is the expanding process

of the individuals' options who aim to benefit from more opportunities to use the competences while people gain more competence, and it is more comprehensive than the other approaches such as human resources approach, the basic needs approach and the human welfare approach (UNDP, 2015; UNDP Turkey, 2015).

2.1. Emergence and Development of the Human Development Index

Countries implement micro and macro policies in order to increase their development levels and to access the sustainable development level. The role of the human development level in increasing the countries' development levels (Demiray Erol, 2011) is considerable. With the recognition of this importance for the first time in 1990, United Nations Development Programme (UNDP) prepared a report to keep track how countries are in terms of human development. Even if the focuses of these reports which have been published every year except 2012 differ, the topics discussed until today are generally as follows "definition, measurement, finance, global dimensions of human development concept, and regarding this concept, public participation, human security, gender, economic growth, poverty, globalization, human rights, technology, democracy, development, cultural freedom, international cooperation, famine, climate change, migration, paths of development, sustainability and equality, the world of differences, sustaining the progress and work" (UNDP, 2015; UNDP Türkiye, 2015).

In this report published by UNDP, it has been given a number of indices on which are also based on non-income indicators aiming at measuring human development as well as income (Sen, 1985 cited in Demir Şeker, 2011). The basic understanding of these indices, of which philosophical and intellectual foundations are based on famous economist Amartya Sen's idea of the functionality and capabilities and which was brought to life by a team led by Mahbubul Haq (Herrero, Martinez and Villar, 2012; Gürses, 2009), is "human development is the process of increasing people's options" (Sen, 1985 cited in Demir Şeker, 2011).

The Human Development Index (HDI) expresses human development numerically. Unlike conventional measurement, HDI uses the dimensions of life expectancy, education and income while assessing a country in terms of development (Chatterjee, 2005 cited in Tunç ve Ertuna, 2015). The first Human Development Report examined such concepts as health, life expectancy, education, business, and leisure. Today Human Development Index examines the three basic dimensions as health measured by life expectancy from birth, knowledge level measured by literacy and life standard measured as gross domestic product per capita in purchasing power parity (Hou, Walsh and Zhang, 2015). In addition to these dimensions, it is offered in the report four composite indices including inequality adjusted HDI, gender development index, gender inequality index, multidimensional poverty index with the aim of measuring human development more comprehensively (UNDP, 2015; UNDP Turkey, 2015).

Rather than only increasing the wealth of the economy, human development means increasing the people's choice by focusing on enhancing the richness of human life. In this regard, the concept of work, which concerns people around the world in different ways and forms an important part of their lives, has a critical importance in this process (UNDP Türkiye, 2015). The last of HDR prepared by the UNDP is Human Development Report 2015 and this report focuses on the place of work in human development. The main feature that makes this report different from conventional thinking is its perspective on work. According to this report, work is usually conceptualized in terms of economy although it is the basic of the richness of both economy and people's living. But this report goes beyond the tradition by connecting work directly to the richness of human life (UNDP Türkiye, 2015). However, there is no direct connection between work and human development and human development depends on such factors as the quality of work, work conditions and the social value of work (UNDP, 2015; UNDP Turkey, 2015). Work contributes to human development by providing income and livelihood, reducing poverty and ensuring equitable growth while human development increases the human capital and expands the options and opportunities by raising health, knowledge, skills and awareness (UNDP, 2015; UNDP Türkiye, 2015).

2.2. Education and Human Development

For the education index, the data of expected years of schooling and mean years of schooling has been used since 2010 while adult literacy rate and an integrated enrollment rate were used between the years 1995-2009. The mean years of schooling refers to the mean years of education taken by 25 years and older people throughout their lives while the expected years of schooling shows the total number of years of expected life education for a school age child in the event that the age-related school enrollment rates remain still (Tunç and Ertuna, 2015). According to the UNDP data, the global youth literacy rate (ages 15-24) has increased to 91% in 2015 from 83% in 1990, while adult literacy rate (15 years and above) has risen to 86% from 76%. Between 1990 and 2015 the number of children enrolled in primary education has increased in all regions, and more it was doubled in sub-Saharan Africa. The number of illiterate was limited to 103 million young people in 2015, while 780 million adults worldwide were illiterate in 2012. But still, there are 57 million children out of school worldwide although they are in the primary school age, while one-sixth of the adolescents (ages 14-16) cannot

finish primary school (UNDP, 2015).

Based on the data presented, it can be said that there are still significant problems even if important improvements for education have been made worldwide since 1990. This situation can concern countries on specific issues. Because prosperity and happiness of a country depends on taking a continuous education of its citizens and their contribution to economic growth which is gained through the knowledge and skills they get from this education. For this, the most important driving force of socio-economic development and the most important element of productivity growth is the education level of the workforce and society. Increasing the quality and efficiency of the workforce owned by the country and promoting sustainable social and economic development is the task of education which is the key to change and development (Ereş, 2005).

Societies connect increasing of education level and productivity, and believe that individuals contribute to their society the extent of their education (Ereş, 2005). This belief is verifiable with social benefits of education and the UNDP data. Social benefits of education can be summarized as individuals to earn more income, less crime rate, democratization and participation in management, protection of individual health (Ereş, 2005). On the other hand, by examining such fields of technology, gender, sustainability, higher education and lifelong learning, UNDP (2015) widely reveals the relationship of education in these areas. Some of these relationships voiced by UNDP (2015) can be summed up as follows:

- New technologies reduce the demand for lower-skilled workers while increase the demand for highly skilled workers (UNDP, 2015; UNDP Türkiye, 2015).
- Because women's disproportionate share of care services, they have very little time for other activities including paid work and training (UNDP, 2015; UNDP Türkiye, 2015).
- One of the Sustainable Development Goals is “to guarantee inclusive, equitable, quality education and to promote lifelong learning for everyone” (UNDP, 2015; UNDP Turkey, 2015).
- Countries give great importance to higher education; however, access to higher education is not equal. Therefore this situation may lead to inequalities between countries and within countries in the work environment (UNDP Turkey, 2015).
- It is essential for lifelong learning and education to develop skills and training for new generation works, and most of learning is located outside of formal education (UNDP, 2015).

2.3. Turkey and Human Development

Human Development Reports, published every year since 1990, not only have led to the development of societies, but also helped to identify the gaps and progresses in the field of human development (Ünal, 2008). These reports have provided on the one hand to track the changes of both their own countries and the others; on the other hand to make comparisons both among continents and within their continents. One of these countries which closely follows human development and tracks the comparisons is Turkey.

From the 1970s to 2000s, Turkey has pursued a successful line in the international ranking of human development, and has passed to the high development category from the low human development category. In this period, the most important application to be counted to Turkey's credit is the decision taken in 1987 about increasing the duration of compulsory education from five years to eight years. This decision has raised the Turkey's reputation at the international level as well as providing a high value on the education index in the field of human development (Gürses, 2009). In this respect following this important policy adopted in 1997, it can be said that increasing the duration of compulsory education to 12 years (4+4+4) with a new system in 2012 is an important step for human development. However, this step is not enough in itself for education to reach higher levels of human development. Because Turkey has not achieved the desired level in the mean years of schooling which forms education index and identifies the mean years of education taken by 25 years and older people throughout their lives although it has reached the high growth rate of the HDI subcomponents especially for the last 20 years (Tunç and Ertuna, 2015).

3. Aim of the Study

The investments in education and health sectors are quite important and their results are reflected in the index in the long-term. Human Development Index (HDI) is a very important tool for both tracking long-term trends and revealing the differences between countries in human development (Tunç and Ertuna, 2015). In this context, this study aims to compare Turkey to the first three countries from each continent in terms of educational indicators in 2015 Human Development Report.

4. Method

In line with the above objective, this research is a case study and document analysis was performed in the study. Data analysis was made through a single data set UNDP 2015 Human Development Report. For determining the sample, the data were divided by continent, and then the first three ranks countries and the Turkey's situation were compared.

5. Findings

In this part, the findings are presented in tables and tables are analyzed.

Table 1. Compared Countries and HDI Status

HDI Ranking	Country	Category	HDI Value
1	Norway	Very High	0,944
2	Australia	Very High	0,935
3	Switzerland	Very High	0,930
4	Denmark	Very High	0,923
8	USA	Very High	0,915
9	Canada	Very High	0,913
9	New Zeland	Very High	0,913
11	Singapore	Very High	0,912
12	Hong Kong	Very High	0,910
17	Republic of Korea	Very High	0,898
40	Argentina	Very High	0,836
60	Palau	High	0,780
63	Mauritius	High	0,777
64	Seychelles	High	0,772
72	Turkey	High	0,761
83	Algeria	High	0,736

Table 1 presents HDI ranks, category and index values of the countries under comparison in this study. According to this; Norway (0.944), Australia (0.935), Switzerland (0.930), Denmark (0.923), USA (0.915), Canada (0.913), New Zealand (0.913), Singapore (0.912), Hong Kong (0.910), the Republic of Korea (898), are in very high human development category; Argentina (.836), Palau (.780), Mauritius (.777), Seychelles (.772), Turkey (0.761) and Algeria (0.736), Norway 0.944 are in high human development category. Norway is at the top of the general human development list and among compared countries with an index value of .944. On the other hand, Algeria is at the bottom of the compared countries and its general ranking is (83) with an index value of 0.736. Turkey's HDI value was 0.576 in 1990; 0.653 in 2000; 0.738 in 2010; 0.751 in 2011; 0.756 in 2012 and 0.759 in 2013. Additionally, Turkey has improved its performance from (88) to (72) between years 2009 and 2014 in terms of HDI ranks.

As mentioned above, according to the 2015 HDI ranks Norway, Australia, Switzerland, Denmark, USA, Canada, New Zealand, Singapore, Hong Kong, Republic of Korea, are in the category of very high human development. Argentina, Palau, Mauritius, Seychelles, Turkey and Algeria are located in the high human development category (UNDP, 2015). When these results are compared to 2014 HDI ranks, it is observed that the countries hold their positions in terms of categories. However, it can be seen that there are changes in terms of ranks UNDP, 2014; UNDP Turkey, 2014). As for ranks, Norway, Austria, Switzerland, Mauritius and Palau keep their position. On the other hand, Denmark, Hong Kong, Argentina, Seychelles and Algeria had better positions in 2015. The United States, Canada, New Zealand, Singapore, Hong Kong, Republic of Korea and Turkey had a worse performance in terms of their ranks in HDI.

Table 2. Mean and Expected Year of Schooling (Comparison of Continents' Top Three Countries and Turkey)

Continents	HDI Ranks and Countries	Expected years of schooling	
		Years 2014	Mean years of schooling Years 2014
Europe	1 Norway	17.5	12.6b
	3 Switzerland	15.8	12.8
	4 Denmark	18.7	12.7
Asia	11 Singapore	15.4	10.6
	12 Hong Kong	15.6	11.2
	17 Rep. of Korea	16.9	11.9
Africa	63 Mauritius	15.6	8.5
	64 Seychelles	13.4	9.4
	83 Algeria	14.0	7.6
America	8 USA	16.5	12.9
	9 Canada	15.9	13.0
	40 Argentina	17.9	9.8
Oceania	2 Australia	20.2	13.0
	9 New Zealand	19.2	12.5
	60 Palau	13.7	12.3
	72 Turkey	14.5	7.6

When the values of expected years of schooling are examined in Table 2; Australia (20.2), New

Zealand (19.2), Denmark (18.7) are in the first ranks; Seychelles (13.4), Palau (13.7) and Algeria (14.0) are at the bottom of the list. Expected year of schooling is 14.5 in Turkey and it is very close to the value of countries at the bottom of the list. On the other hand, the mean year of schooling is 13.0 in Canada; 13.0 in Australia; 12.7 in Switzerland and these countries hold the first ranks in the list. On the other hand, it is 7.6 in Algeria; 7.6 in Turkey and 8.5 in Mauritius. With the values given, these three countries are at the bottom of the list. Turkey has a very poor performance in terms of mean schooling year. Taken into consideration the duration of primary education which is 8 years, it can be said that 7.6 is considerably low. However, Turkey adopted 12 years compulsory education (4+4+4) in 201-2013 academic year and as a result of this new system the average year of schooling can be expected to rise. Additionally, when the gap between the average and expected year of schooling is taken into consideration, it can be seen that Turkey has the highest gap among the compared countries.

When expected years of schooling in 2015 Human Development Report are examined, while Australia and New Zealand occupy the first ranks, Seychelles, Palau and Turkey are at the last ranks (UNDP, 2015). Compared to 2014 HDI ranks, it can be seen that the countries hold their positions (UNDP, 2014). On the other hand, considering the average years of schooling, while Switzerland, Canada, Australia and the United States has the highest values, the countries with the lowest values are Turkey, Algeria, Mauritius and Argentina (UNDP, 2015). As for comparison to 2014 HDI ranks it is observed that the USA and Australia are the top. However, Turkey and Algeria are at the bottom (UNDP, 2014).

Table 3. Comparison of Expected and Average Year of Schooling Based on Gender

Continents	HDI Ranks and Countries	Expected years of schooling 2014		Mean years of schooling 2014	
		Female	Male	Female	Male
Europe	1 Norway	18.2	16.8	12.7	12.5
	3 Switzerland	15.7	15.9	11.5	13.1
	4 Denmark	19.3	18.1	12.8	12.7
Asia	11 Singapore	15.5	15.3	10.1	10.9
	12 Hong Kong	15.7	15.5	10.9	11.9
	17 Rep. of Korea	16.0	17.7	11.2	12.7
Africa	63 Mauritius	15.9	15.2	8.0	9.1
	64 Seychelles	13.3	13.4	-	-
	83 Algeria	14.2	13.8	4.8	7.8
America	8 USA	17.2	15.7	13.0	12.9
	9 Canada	16.3	15.5	13.1	13.0
	40 Argentina	19.1	16.8	9.8	9.8
Oceania	2 Australia	20.7	19.7	13.1	12.9
	9 New Zealand	20.0	18.3	12.5	12.6
	60 Palau	13.9	13.5	-	-
	72 Turkey	14.0	15.1	6.7	8.5

In table 3, average and expected year of schooling for countries under examination are compared based on gender. According to this, the highest expected year of schooling for females are in Australia (20.7); in New Zealand (20.0) and in Argentina (19.1). On the other hand, Turkey, Palau and Seychelles have the lowest expected year of schooling which is (14.0), (13.9) and (13.3) respectively. As for males, it is the highest in Australia (19.7); in New Zealand (18.3) and in Denmark (18.1). On the other hand, Seychelles, Algeria and Palau have the lowest expected year of schooling for males which is (13.4), (13.8) and (13.5) respectively. In Turkey, it is 15.1 years.

As for mean years of schooling for females, Canada, Australia and the USA has the highest values which are 13.1, 13.1 and 13.0 respectively. On the other hand, Algeria, Turkey and Mauritius have the lowest values which are 4.8, 6.7 and 8.0 respectively. For males, on the other hand, Switzerland, Canada, the USA and Australia have the highest values (13.1; 13.0; 12.9 and 12.9 respectively). Algeria, Turkey and Argentina have the lowest mean years of schooling which are 7.8, 8.5 and 9.8 respectively.

In Turkey, for females, both expected and mean years of schooling and for males, on the other hand, mean years of schooling are quite low. When compared to countries dealt with in this study, Turkey has a poor performance in terms of these two indicators. Especially, expected years of schooling for males is fairly close to the three countries at the bottom. On the other hand, the gap in mean years of schooling between females and males is the highest in Algeria which is 3 years and it is 1.8 in Turkey. Based on these findings, it can be said that Algeria and Turkey have the poorest performance in terms of gender equality. On the other hand, mean years of schooling for females and males are equal to each other in Argentina which is 9.8 for both females and males.

Table 4. Population with at least Some Secondary Education Levels

Continents	HDI Ranks and Countries	Population with at least Some Secondary Education % (25 Years and Over)	
		Female (2005-2014)	Male (2005-2014)
Europe	1 Norway	97.4	96.7
	3 Switzerland	95.0	96.6
	4 Denmark	95.5e	96.6
Asia	11 Singapore	74.1	81.0
	12 Hong Kong	72.2	79.2
	17 Rep. of Korea	77.0	89.1
Africa	63 Mauritius	49.4	58.0
	64 Seychelles	66.9	66.6
	83 Algeria	26.7	31.0
America	8 USA	95.1	94.8
	9 Canada	100.0	100.0
	40 Argentina	56.3	57.6
Oceania	2 Australia	94.3	94.6
	9 New Zealand	95.0	95.3
	60 Palau	-	-
	72 Turkey	39.0	60.0

In Table 4 the rate of population (25 years and older) who have completed at least secondary education is presented. Canada takes place on the top both for females and males with a rate of 100 %. The other two countries at the top of the list are Norway (97 % for females and 96.7 % for males) and Denmark (95.5 % for females and %96.9 for males). On the other hand, Argentina (56.3 % for females and 57.6 % for males), Turkey (39 % for females and % 60 for males) and Algeria (26.7% for females and 31.0 for males) are three countries at the bottom of the list. Another striking finding is that the gap between females and males in terms of rate of population with at least some secondary education is the highest in Turkey which is 21 % and it is on behalf of males. The same gap on behalf of males is 1.3 % in Argentina and 4.3 % in Algeria. Based on these findings, it can be said that the highest inequality in terms of this indicator is observed in Turkey among countries under comparison. In secondary level, compulsory education was adopted just in 2012 and girls' education is ignored culturally. These substantially contributed to that inequality.

Table 5. Inequality in Education and Education Index Adapted To Inequality

Continents	HDI Ranks and Countries	Inequality in Education	Inequality-Adjusted Education Index
		% 2014	Value 2014
Europe	1 Norway	2.3	0.886
	3 Switzerland	5.7	0.816
	4 Denmark	3.0	0.897
Asia	11 Singapore	-	-
	12 Hong Kong	-	-
	17 Rep. of Korea	25.5	0.644
Africa	63 Mauritius	13.2	0.623
	64 Seychelles	-	-
	83 Algeria	-	-
America	8 USA	5.3	0.842
	9 Canada	3.9	0.841
	40 Argentina	8.1	0.759
Oceania	2 Australia	1.9	0.914
	9 New Zealand	-	-
	60 Palau	12.0	0.696
	72 Turkey	14.2	0.563

In Table 5, rate of inequality in education and values of education index adapted to inequality are presented. Countries with least inequality rates are Australia (%1.9), Norway (%2.3) and Canada (%3.9). Three countries which draw attention with their highest rates in inequality of education are Republic of Korea (25.5), Turkey (%14.2) and Mauritius (%13.2). When evaluated in terms of inequality in education and education index adapted to inequality, Australia (0.914), Denmark (0.897) and Norway (0.866) are clearly seen as the countries with the highest rates. And on the contrary, Turkey (0.563), Mauritius (0.644) and Republic of Korea (0.644)

stand out to have the lowest rates of the same criteria.

Table 6. Satisfaction with Education Quality and International Student Mobility Rates

Continents	HDI Ranks and Countries	Quality of Education	International Student Mobility
		% (Satisfied) 2014	(% of total tertiary education enrollment) 2013
Europe	1 Norway	82	-3.4
	3 Switzerland	81	12.6
	4 Denmark	75	8.3
Asia	11 Singapore	87	10.3
	12 Hong Kong	51	-1.7
	17 Rep. of Korea	49	-1.7
Africa	63 Mauritius	81	11.6
	64 Seychelles	-	-198.3
	83 Algeria	70	-1.1
America	8 USA	68	3.6
	9 Canada	73	-
	40 Argentina	62	-
Oceania	2 Australia	67	17.1
	9 New Zealand	73	14.0
	60 Palau	-	-
	72 Turkey	53	0.2

In Table 6, rates of satisfaction with education quality and ratio of international students to total tertiary enrollment are presented. As for satisfaction with the quality of education Singapore (%87), Norway (82), Mauritius and Switzerland (%81) are the first three countries. However, Turkey (%53), Hong Kong (%51) and Republic of Korea (%49) are at the bottom of the same list. The second indicator in Table 6 is the ratio of international students to total tertiary enrollment. According to this, Australia (17.1 %), New Zealand (14 %) and Switzerland (12.6 %) have the highest ratios. On the other hand, Seychelles (-198.3 %), Mauritius (-11.6 %) and Norway (-3.4 %) have the lowest ratios which means that they send students abroad for tertiary education. As for Turkey, the ratio is just 0.2 %. In other words, student mobility in tertiary education is on behalf of Turkey with a ratio of %0.2. Nonetheless, considering the number of universities in Turkey which is 193 (The Council of Higher Education, 2016), Turkey has not reached the desired performance yet.

Table 7. Educational Achievements

Continents	HDI Ranks and Countries	Labour force with Tertiary Education	Unschooling or Unemployed
		(%) 2007-2012	(% ages 15-24) 2008-2013
Europe	1 Norway	41.9	5.6
	3 Switzerland	38.8	7.1
	4 Denmark	36.6	6.0
Asia	11 Singapore	-	-
	12 Hong Kong	25.3	6.6
	17 Rep. of Korea	31.0	-
Africa	63 Mauritius	9.8	-
	64 Seychelles	-	1.2
	83 Algeria	10.9	21.5
America	8 USA	61.9	16.5
	9 Canada	50.8	13.4
	40 Argentina	23.5	18.6
Oceania	2 Australia	37.3	4.7
	9 New Zealand	38.6	11.9
	60 Palau	-	-
	72 Turkey	19.2	25.5

In Table 7 labour force ratio of people with tertiary education (%) and the ratio of young people who don't go to any school or don't have any job are presented. Examining the labour force with tertiary education; USA (%61.9), Canada (%50.8) and Norway (%41.9) are the countries at the top. Turkey (%19.2), Algeria (%10) and Mauritius (%9.8) are the ones at the bottom of the list. The other indicator in Table 7 is the ratio of unschooled and unemployed between the ages of 15-24. It is observed that Seychelles with a ratio of 1.2 %, Australia with a ratio of 4.7 % and Norway with 5.6 % have the best performance. On the other hand, Turkey (25.5 %), Algeria (21.5 %) and Argentina (18.6 %) are the countries with the worst performance in terms of this

indicator. However, in 2000 the ratio of unemployed and unschooled to the population with the age of 15-19 was 31.2 % and it was 44.2 % for ages 20-24 (TUIK, 2015). It can be said that the adoption of 12 years compulsory education and the increase in the number of universities have dropped the aforementioned ratio. Yet, it can also be concluded that this improvement is not enough to carry Turkey to a better position among countries under examination in this study because Turkey has the worst performance.

Table 8. Some Other Indicators on Education

	HDI Ranks and Countries	Gross Enrollment Ratio in	Drop Out Ratio in	Pupil Per Teacher	Public Expenditure on
		Preschool	Primary Education	(Primary School)	Education
		(% of preschool age children)	(% primary school)		(% GDP)
		2006-2014	2008-	2006-2014	2005-2014
Europe	1 Norway	99	1.5	-	6.6
	3 Switzerland	100	-	11	5.3
	4 Denmark	102	1.1	-	8.7
Asia	11 Singapore	-	1.3	17	2.9
	12 Hong Kong	101	1.0	14	3.8
	17 Rep. of Korea	118	0.8	18	4.9
Africa	63 Mauritius	113	4.2	20	3.7
	64 Seychelles	113	15.1	13	3.6
	83 Algeria	79	7.2	23	4.3
America	8 USA	74	-	14	5.2
	9 Canada	72	-	-	5.3
	40 Argentina	76	2.9	16	5.1
Oceania	2 Australia	108	-	-	5.1
	9 New Zealand	92	-	15	7.4
	60 Palau	65	-	-	-
72 Turkey		49.4	10.0	20	2.9

In Table 8, some other educational indicators of countries are presented. In this sense, gross enrollment ratio, drop out ratios in primary education, pupil per teacher and public expenditures on education from GDP are given. When gross enrollment ratio in pre-school age is examined, the Republic of Korea (118 %), Mauritius (113 %) and Seychelles (113 %) are at the top of the list. Yet, Turkey (31 %), Palau (65 %) and Canada (72 %) are at the bottom of the list. In Table 8, another noticeable statistics for Turkey is the ratio of drop out from primary education. As for this ratio, it is seen that the Republic of Korea (% 0.8), Hong Kong (% 1.0) and Denmark (% 1.1) are at the bottom of the list. Yet, Seychelles (% 15.1), Turkey (%10) and Algeria (% 7.2) are the countries which have the highest drop out ratios in primary education. In Turkey, the ratio of students who dropped out primary education because of various reasons was %28.2 in 2003-2004 (MoNE, 2006). In this sense, it can be said that there is an improvement in drop out ratios in Turkey. However, it is still quite high.

As the numbers of pupils per teacher in primary education is examined, it can be seen that it is 11 pupils in Switzerland, 13 in Seychelles, 14 in the USA and Hong Kong. These three countries have the lowest pupil/teacher ratios. On the other hand, it is 23 in Algeria, 20 in Mauritius and Turkey in primary education. From this perspective, Algeria, Mauritius and Turkey are the countries which have the most students per teacher. In Turkey in 2013-2014 academic year, the aforementioned number was 19 according to TUIK (2015).

When we examine the public expenditures on education from GDP, Denmark (%8,7), New Zealand (%7,4) and Norway (% 6,6) are among the top countries. On the other hand, Seychelles (3,6 %), Turkey and Singapore (%2.9) are among the countries at the bottom of the list. Considering these countries' position in HDI in general, it can be said that their position is parallel with their expenditures to the education from GDP. Another striking issue in Table 9 is that reading, math and science performance of students aged 15. In these areas, the performance of Asian countries such as Singapore, Hong Kong and Korean Republic is considerable. On the other hand, Argentina, Turkey and USA are at the bottom of the list. It is thought that students' socioeconomic situation, the program they are registered to, their intelligence and ability are influential on the test results (Dinçer & Uysal Kolaşın, 2009).

Table 9. Performance of 15 year old Students (Reading, Mathematics and Science)

Continents	HDI Ranks and Countries	Quality of Education		
		Reading (2012)	Mathematics (2012)	Science (2012)
Europe	1 Norway	504	489	495
	3 Switzerland	509	531	515
	4 Denmark	496	500	498
Asia	11 Singapore	542	573	551
	12 Hong Kong	545	561	555
	17 Rep. of Korea	536	554	538
Africa	63 Mauritius	-	-	-
	64 Seychelles	-	-	-
	83 Algeria	-	-	-
America	8 USA	498	481	497
	9 Canada	523	518	525
	40 Argentina	396	388	406
Oceania	2 Australia	512	504	521
	9 New Zealand	512	500	516
	60 Palau	-	-	-
	72 Turkey	475	448	463

6. Conclusion and Discussion

In this study, Turkey and the first three countries from each continent are compared in terms of education indicators in Human Development Report 2015. In this way, Turkey's position in the report is aimed to be evaluated from a more holistic perspective. The countries included in the comparison are Norway (1), Switzerland (3), Denmark (4) from European continent; Singapore (11), Hong Kong (12) and Republic of Korea (17) from Asian continent; Mauritius (63), Seychelles (64) and Algeria (83) from African continent; and Australia (2), New Zealand (9) and Palau (60) from Oceanian continent. When the general listing is analyzed, Turkey is at a better position than Algeria only.

Dealt with in term of Human Development, some countries keep their previous position, some countries have better performance compared to previous year and some countries have worse performance compared to previous year. Turkey is at a lower position in the list compared to previous year in Human Development Index 2015. For this reason, despite the improvements in education, health and income indicators, there may not be a parallel improvement in Human Development Index rank (Demir Şeker, 2011). In this sense, to have a better rank in human development index, Turkey should invest more to education in addition to improvements in income and health (Günsoy, 2005). Because countries in human development with a higher position in health and education turn their wealth into human development and increase their net enrollment rates and life expectancy ratio (Hou et al, 2015). For this reason, Turkey should invest to education more to have a better position in human development.

The indicators evaluated in the scope of this study are expected and net enrollment ratios, population with at least some secondary education, inequality in education and adjusted inequality index in education, satisfaction with education quality, international student mobility, workforce with higher education, education achievements and the population between 15-24 unemployed and unschooled. When expected years of schooling is analyzed in aforementioned countries, Australia and New Zealand keeps their position on the top of the list both in 2014 and 2015 Human Development Reports. On the other hand, Seychelles and Turkey hold their position at the bottom of the list (UNDP, 2014; UNDP, 2015). Considering mean years of schooling, USA and Australia appear in the first place in the list in both 2014 and 2015; but Algeria and Turkey appear at the bottom of the list (UNDP, 2014; UNDP, 2015). Tunç and Ertuna (2015) claimed that Turkey could not reach to the expected ratios in mean years of schooling despite the fact that it caught a high development ratio in sub categories of HDI in the last 20 years. In this sense, Turkey appears at the bottom of the list or very close to the bottom in terms of aforementioned indicators. Sezgin-Nartgün and Sipahioğlu (2013) claimed that the reason of this is Turkey's crowded population and the education expenditure per capita. If countries desire development along with growth, they should put into practice policies in education and health in addition to policies in economy which will increase economic wealth (Sezgin-Nartgün, 2015). So, Turkey occupying 72th rank in human development index should inevitably increase the investments to the education to have a better position in the index.

There are similar results when 2014 and 2015 Human Development Indexes are compared in terms of population with at least secondary education, inequality in education and adjusted education inequality index. In

both reports, Canada, Norway and Denmark are at the top of the list in terms of population with at least secondary education; on the other hand, Argentina, Turkey and Algeria are at the bottom of the list. In terms of inequality in education, Australia and Norway are at the bottom; Republic of Korea, Turkey and Mauritius are at the top of the list. In terms of adjusted inequality index in education, Australia, Denmark, and Norway are the top and Turkey, Mauritius and Republic of Korea are the bottom of the list (UNDP, 2014; UNDP, 2015). In this sense, Turkey can be said not to show a progress in terms of these three indexes compared to other countries.

Considering educational achievements, when public expenditures from GDP are analyzed, both in 2014 and 2015 Denmark, New Zealand and Norway are at the top of the list. On the other hand, Turkey and Singapore are at the bottom of the list (UNDP, 2014; UNDP, 2015). Also, gross enrollment ratio for preschool age according to 2015 values, Mauritius and Seychelles are at the top of the list; Turkey and Canada are at the bottom of the list (UNDP, 2015). This finding is similar to the findings in 2014 HDI for the aforementioned countries. It is striking that Turkey is at the bottom of the list in both years considering gross enrollment ratio in preschool age.

Another indicator of educational achievements is pupil teacher ratio at primary school. When 2015 report is analyzed, Switzerland, Seychelles, USA and Hong Kong have the lowest ratios; Algeria, Mauritius and Turkey have the highest ratios (UNDP, 2015). This finding is similar to the findings about aforementioned countries in 2014 HDI (UNDP, 2014). Lorcu (2015) determined that Turkey has the youngest school dropout rates and is the least successful country in terms of participation to preschool education and attendance to high school.

In conclusion, in this study 2015 HDI was examined in terms of certain countries. HDI is an important tool to monitor long term trend in human development and to put forward the differences between countries (Ünal, 2008). In this study, putting forward the findings from 2015 HDI and considering the information from previous years longitude trends in human development were tried to be evaluated. In this sense, some countries are stable; as for Turkey, it has some improvements in development indexes but compared to other developing countries education indicators are not at the desired level (Demiray Erol, 2011).

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