

THE HIGHER EDUCATION SYSTEM: A COMPARISON OF STUDENTS AND UNIVERSITIES OF HIGHER EDUCATION OF BRAZIL AND TURKEY

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Abstract: The higher education has been directly associated with human, economic and social development, for this reason the access and permanence in the university are envisioned goals by developing countries such as Brazil and Turkey. Both countries are classified by the World Bank as developing countries and are in the same index rating range of human development (HDI) by the United Nations Development Programme. This documental review study aims to present the analysis of a comparative mapping between students aspects of Higher Education of Brazil and Turkey. To this end, it was used the data published in 2013 by the National Institute of Studies and Educational Research Anísio Teixeira (INEP), a federal public entity under the Ministry of Education of Brazil and The Council of Higher Education (Yükseköğretim Kurulu, YÖK) of Turkey, with 2012 as the base year. In addition to the general data of the two countries has been presented and analyzed information on the particularities of higher education institutions regarding their classification as public and private. It was observed that the Brazilian and Turkish reality differs in both quantitative and qualitative aspects, such as the number and types of educational institutions, the forms of student enrollment at the university and enrollment in public and private institutions. On the other hand, there are similarities that point to universal trends such as the current increase of female presence and democratization efforts of higher education. Although the forms of access to higher education differ substantially between these countries, there are common challenges involving the inequalities in higher education, following the population growth and the demand that meets aspects that shape the standard in quality education.

Keywords: Higher Education, Enrollment, Students, Brazil, Turkey, Social Development.

INTRODUCTION

Education can be indicated as one of the main influences in relation to the standard of living of a society. The standard of living of a society depends on the capacity it has to produce goods and services, so the variation in living standards are associated with differences in productivity, and quality of goods and services produced in an hour of work (MANKIW, 2004). In countries where workers have a lower productivity rate, most people live on less comfort. In terms of the economy, the formation of an adequate workforce can be a way to increase the quality and the economic capacity of a country, enabling society's living standards to increase. Every investment goes through a review process in relation to the return it can bring to the country and the industry in which the investment is being realized. In the case of education, this analysis can be measured quantitatively and qualitatively, in view of the possible relation of education and technological advancement, and superior performance of the economy. The qualitative return on the other hand should be looked at long-term return, as it is important to remember that the investment in education can not bring an immediate benefit to society and the economy's performance, but it is a benefit that will be acquired over time the development and investment in the sector, as previously mentioned.

The initial development concept begins in the 60s with François Perroux. According to François Perroux the development represents changes in a society according to the growth of the Gross Domestic Product (GDP) of the country.

Perroux (1983) also analyzes the development, indicating that it is a set of mental and social changes within a given population that decides to increase its global and real products in a cumulative and sustainable manner.

According to the World Bank information, the Gross Domestic Product (GDP) of Brazil in 2014 was \$2,346 trillion. Turkey in turn has a GDP of \$ 799 billion. The total of expenditure on educational institutions as a percentage of GDP (%) of Brazil and Turkey was 6% and 4% respectively in 2012, according to the OECD 2014 report. The education thus makes up 19% of total public expenditure in Brazil, while in Turkey this figure is 11% of public expenditure in the country.

The proportion of expenditure on education in relation to the Gross Domestic Product depends on the preferences of the different public and private actors in the country. During times of financial crisis, even basic sectors such as education may suffer budget cuts.

The minimum that can be expected from developing countries that are seeking for economic and social growth, is that their governments work to equalize the percentage of investment in education relative to GDP as performed by developed countries. Given the knowledge, the ability to process and select information are a vital raw material in industrialized and highly developed countries.

Public expenditure on education, both in Brazil and Turkey still present to be below the figures presented by developed countries. In an educational system in which the investment in education is low, the composition of society in terms of formation of its citizens is greatly affected.

The development is no longer associated with the simple idea of economic growth, in order to become part of the socio-cultural transformation as an essential factor in the overall progress of human communities.

However the development and social progress is not possible without an educational endeavor for the transformation of mental structures and the institutional framework of traditional society.

The lack of qualified workforce and technicians at different levels and sectors of economic activity generated by the poor quality and lack of access to education at all levels is a difficulty often mentioned as a direct cause for the economic underdevelopment, making it impossible to achieve a satisfactory pace growth.

According to Gentili (1999) education and its relation to the work can be understood under the Theory of Human Capital, designed to perform the practical training professionals overwhelmingly for simple work.

Investment in human capital is so important for better productivity and positively impact the economy of the country. Considering globalization and technological progress over recent decades, new skills are required, as well as a competent and high-level technical training. Economic growth, ie exclusively in terms of GDP, is insufficient to ensure the human development necessary to adapt to a changing world.

Considering that Brazil and Turkey present economic similarities, and having in mind that the economic indicators are insufficient to express the development and setting in relation to social questions, non-economic, but which directly affect the country's growth, it sought to evaluate the item higher education.

Social Development

Having as a premise the idea that economic indicators are insufficient to assess the political, social, as well as components of freedom and culture in a country, the Social Progress Indicator was created in 2013 in order to have a holistic view of development of a country, prepared by the Social Progress Imperative organization, a non-profit organization, based in the United States. Three dimensions are taken for analysis as follows: Basic needs, foundations of wellbeing and opportunity. One of the factors discussed in the dimension Opportunity is the access to advanced education component describing different aspects of the extent to which Individuals are able to pursue their own objectives to the best of their ability.

As a result of Social Progress Index 2015 Brazil achieved the score of 70.89 and ranked in 42nd place, while Turkey received the overall score of 66.24, ranking 58th place.

By analyzing the report and methodology that assesses 133 countries it can be observed that 45% of countries are above average in both overall score, as well as in the component of access to higher education. 11% of countries that score below average in social development presents a satisfactory level in the question of access to higher education. It is interesting to note that only 5% of countries rated below average in social performance was satisfactory level of advanced education. Showing the link between social development and access to advanced education.

Another nonprofit organization which emphasizes the link between education and social and economic development of a country was UNESCO, which launched along with the Global Monitoring Report Team EFA 2015 an exhibition entitled "Education Counts" highlighting the importance that education plays in all Millennium Development Goals developed by the United Nations.

Among the points analyzed and compared by the two organizations is the increase in individual income according to the extra years of study, and also a positive impact on the average annual GDP.

It is observed that education has become an important factor for the development and quality standards which are important for international competitiveness and growth of the country.

THE HIGHER EDUCATION IN BRAZIL AND IN TURKEY

The Brazil or the Federative Republic of Brazil, has a land area of approximately 8.5 million square kilometers and a population over 200 million people. That would be the equivalent of 10 times the size of Turkey in the area and three times the population. There is a sociodemographic differences between Brazil and European and Asian countries, such as Turkey.

Regarding to The Republic of Turkey, or simply to Turkey, the country has a population of about 80 million people, and 13 million of them live in the city of Istanbul, the largest city in Turkey.

Brazil and Turkey differ in sociodemographic characteristics but have similarity in terms of the educational system, such as mandatory service from the government for a specific period of years. The compulsory education in both countries is for a period of nine years. In Brazil, the compulsory education is provided for the ages of 6-14, and being officially free government, bond to availability only for this age group.

According to the Law of Guidelines and Bases of National Education (Law 9394 of December 20, 1996) some of the higher education purposes are: to encourage cultural creation and development of thought; train professionals qualified in different sectors of society, encourage research and scientific research, etc.

The main differences between the education system in Brazil and Turkey is performed regarding the amount and type of higher institutions. These differences affect access to university and how to offer to students. While in Brazil 87% of the institutions are private, in Turkey these institutions represent less than half, 38% of private institutions. As can be observer in Table 1 presented below, considering the number of institutions according to census 2012 years base 2011 by both countries. It is noteworthy that the private institutions in Turkey, unlike Brazil, are made only by foundations, not being allowed the opening of higher education institutions by business groups, with commercial or profitable purpose.

Tabela 1 . Number of Institutions of Higher Education in Brazil and Turkey (2011-2012)

Country	Number of Institutions				
	Total	Public	%	Private	%
Brazil	2.416	304	13%	2.112	87%
Turkey	165	103	87%	62	38%

Sources: INEP - National Institute of Educational Studies and Research Anísio Teixeira of Brazil, census 2011-2012; The Council of Higher Education (YÖK), 2011-2012.

Another factor compared between countries was the number of students and the number of places offered in 2011, as well as the number of applicants by type of institution, making it possible to check the competition faced by students who wish to enter higher level in Brazil and Turkey. While in Brazil a few students have access to higher education through a public institution in Turkey only 5% of students are enrolled in a private institution. This is also observed in the number of vacancies offered in these institutions.

Tabela 2. Number of Students of Higher Education in Brazil and Turkey (2011-2012)

Country	Number of Students				
	Total	Public	%	Private	%
Brazil	7.037.688	1.897.376	27%	5.140.312	73%
Turkey	4.303.550	4.069.342	95%	234.208	5%

Sources: INEP - National Institute of Educational Studies and Research Anísio Teixeira of Brazil, census 2011-2012; The Council of Higher Education (YÖK), 2011-2012.

Competitiveness rate for students interested in joining a public institution in Brazil is 11.03. An extremely high number considered the same rate for Turkey, being 1.26. When there is the competitiveness rate for private institutions, Brazil has a number of 1.29 and 0.82 in Turkey.

Another aspect that was evaluated is the evolution of women's access in higher education between 2009 and 2012. The nationally participation of women in Brazilian universities has increased gradually but not in a significant way. However, compared to the number of enrollment of men, the percentage is higher, especially in 2009 when there was a decrease in the number of male enrollment.

The same trend can be seen in Turkey, indicating that women have increasingly gained ground in the country's universities. The number of women enrollment is 2.1% greater than that of men in the overall average during the years analyzed.

Tabela 3. Evolution of Enrolment in tertiary education, all programmes, female and male

Year	Brazil		Turkey	
	Female	Male	Female	Male
2009	4,6%	-0,1%	14,4%	12,6%
2010	6,6%	6,8%	18,6%	15,9%
2011	5,3%	5,6%	9,1%	6,3%
2012	4,8%	3,6%	12,9%	11,9%

Sources: Databank of The World Bank Indicator. (Enrolment in tertiary education, all programmes, female and Enrolment in tertiary education, all programmes, total)

Tabela 4. Number of Places Offerend and Applicants of Higher Education in Brazil and Turkey (2011-2012)

Country	Number of Places Offered				
	Total	Public	%	Private	%
Brazil	4.653.814	610.718	13%	4.653.814	87%
Turkey	752.792	654.194	87%	98.598	13%

Country	Number of Applicants				
	Total	Public	%	Private	%
Brazil	11.957.756	6.738.819	56%	5.218.937	44%
Turkey	907.513	826.289	91%	81.224	9%

Sources: INEP - National Institute of Educational Studies and Research Anísio Teixeira of Brazil, census 2011-2012 ; 2011 ÖSYS kontenjanları ile ösym' ce bu birimlere yerleştirilenler.

Because there are more candidates than vacancies in the courses and Brazilian public schools, it is common for many students during the course or after high school spend up to two years to prepare for these exams, which often involves tutoring and supplementary courses.

By analyzing the number of teaching staff in each institution however, the figures presented by Turkey are below Brazil, indicating that the number of teachers per student is low, possibly affecting the quality of service provided by these teachers service, given that the same teacher needs to supervise / assist a greater number of students. In Brazil the same professional can perform activities in a public and private, working as hourly and not playing full-time activity in the institution, this difference could explain Brazil's best performance in this regard.

Tabela 5. Number of Teaching Staff in Higher Education in Brazil and Turkey (2011-2012)

Country	Number of Teaching Staff				
	Total	Public	Staff per Student	Private	Staff per Student
Brazil	362.732	150.338	12,62	212.394	24,20
Turkey	108.462	95.891	42,44	12.571	39,68

Sources: INEP - National Institute of Educational Studies and Research Anísio Teixeira of Brazil, census 2011-2012; The Council of Higher Education (YÖK), 2011-2012.

BRAZILIAN HIGHER EDUCATION SYSTEM

The Brazilian higher education system has a complexity, ruled by the Guidelines and Framework Law (LBD). The Ministry of Education (MEC) ensures the homogeneity of educational legislation in the country, along with the Department of Regulation and Supervision of Higher Education (BEINGS). The classification of higher education institutions (HEIs) in the country is up to date in two ways:

- Public institutions (with federal, state and municipal levels);
- Private institutions, being an organization with its own legal personality, with or without profit, which may be a community character of organization, religious, philanthropic or private.

The registered private institutions in the country has is a possibility of charging tuition at all educational levels and are not allowed to receive public funds. However, on 20 December 1996 the Law n. 9394 was established allowing private institutions to compete with the presentation of projects for the development of research and postgraduate studies. The private higher education in the country represents a considerable amount of financial resources, estimated at about twice of what is spent by the federal government for example in public higher education institutions.

The private category concentrates 87% of the enrollments of the country. The graduation courses access this large volume of students in private higher education has been possible because there is a wide variation in the amounts of fees between private HEIs. In addition, the access and enrollment in private higher education institutions have been encouraged by several national incentive programs to students with poor economic conditions (such as Fies, ProUni, Reuni, among others), as well as grants and private programs created by private HEIs.

In 2004 a public policy was adopted in the country to encourage the entrance of low-income population in higher education courses in Brazil through the program Universidade para Todos (ProUni) - *University for All Program* - for undergraduate and sequential courses is what he had greater representation in the input private higher education institutions. The program consists of a project created by the Federal Government and the Ministry of Education which provides integral or partial studies scholarships (50% of tuition) for the high school students graduating from public or private schools with household income per person of maximum of 3 salaries.

The selection process is computerized and impersonal, in which the candidates are selected according to the grades obtained by the National High School Exam, being used as selection criteria the quality and merit of the students, considering the academic performance. The private higher education institutions who are interested in join the program must register for the program and after acceptance receive tax incentives for accession.

According to the 2012 census, based on 2011 data (INEP, 2015), Brazil currently has 2.416 HEIs, which 87% are private institutions and only 13%. In southern Brazil, there is a predominance of enrollment of the campus undergraduate courses in private universities, and not in private colleges as in the rest of the country.

The Brazilian higher education may still be in face or distance learning modality. According to 2012 census (INEP, 2013), the typical student face higher education in Brazil, at the undergraduate level, studying at night, is female and is studying a BA in private HEIs, averaging 18 years in the enter and completing the studies after 23 years. All these features remains for the typical student in higher education at a distance, except for choosing the degree courses and have 30 years as median age.

The Brazilian higher education system requires pre-requisites or selective tests for admission to the higher education institutions. The entrance test is the most traditional way to test the knowledge acquired in high school, and cutoff points classification. They are held once or twice a year depending on the HEIs, having a fee paid by the student.

The National Secondary Education Examination (ESMS) consists of knowledge and writing tests, is free but requires the voluntary participation of the student and HEIs offering vague. Other HEIs opt for more personalized and less systematic selection processes, using interviews, personal or school information prior candidate, writing or simple knowledge tests.

On the other hand, higher education in Brazil, in general, is not structured to follow a curriculum by fields of knowledge. Thus, most of the HEIs students studying specific disciplines only for its graduation, making it almost impossible to transfer from one course to another without great loss in harnessing of the subjects already routed.

TURKISH HIGHER EDUCATION SYSTEM

The formal education in Turkey consists of the pre-school, primary, secondary and higher education. Pre-primary Education includes the education of children aged 3-5 years who have not yet reached the age for compulsory primary education on a voluntary basis. Primary education covers the education and training of children aged 6-13 years old. It includes both primary and secondary schools, each lasting four years. Primary education is compulsory for all citizens and free in public schools.

The Turkish Higher Education includes all post-secondary institutions, and offers at least two years of formal education. After graduating from high school, students are able to enroll in higher education, which is compatible with the system of three cycles of Bologna. Turkey has actively participated in the Bologna Process, which defines the European Higher Education Area (EHEA).

The Bologna Process aims to create a European Higher Education Area in order to strengthen the competitiveness and attractiveness of European higher education and promote student mobility and employability by introducing a system based on studies undergraduate and graduate with easily understandable programs and diplomas. Quality assurance has played an important role from the beginning.

The administration of higher education in Turkey was structured in accordance with the new Higher Education Act (No. 2547) in 1981. The system became centralized, with all higher education institutions are linked to the Council of Higher Education (Yükseköğretim Kurulu, or YÖK).

After this restructuring in the Turkish educational system, all higher education institutions were designated as universities. Higher education across the country has been expanded to apply to higher education was centralized, and a central university exam and placement were established. In addition to state universities, private universities, and these nonprofit organizations foundations began to be established.

The Higher Education Institutions can be classified as follows: Universities, High Technology Institutes, Post-Secondary Schools Professionals, Other Higher Education Institutions (Military and Police Academies).

Types of education in Turkey is: Traditional Learning, with face-to-face classes, where students are required to attend their courses or practical workshops and distance education. Since 1982, the the Faculty of Education, University of Anadolu offers distance education, offering undergraduate courses lasting two years to four years.

Most of the institutions of higher education, the education of primary language is Turkish, though some universities use English, German or French as the language of instruction. In such cases students receive a year of preparatory classes for the required proficiency in the language to be used in the classroom. Some universities also have programs in which about 30% of the courses use English as the language of instruction. In recent years, the number of universities using English as a medium of instruction has increased significantly. In addition, most universities using Turkish as a medium of instruction currently seeking also offer English courses in the programs.

For admission to all undergraduate programs in Turkey, a diploma valid high school and a sufficient score in the selection and placement of students (YGS and LYS) are required. The YGS and Lyss are central entrance exam administered by the Measurement Center, selection and placement of Turkey (ÖSYM).

The YGS is usually administered in April, while the LYS is usually applied in June, around the country simultaneously. Admission to postgraduate programs is carried out by higher education institutions. Admission depends on the score obtained by the candidate, usually considering the Entrance Examination for Higher Education (ALES), the average graduation, and the interview results.

DISCUSSION

Considering the differences between both countries, it is evident the disparity in the number of private institutions in Brazil over public institutions. The number of vacancies also offered diverges as the different institutions.

Turkey in recent years has increased its number of private institutions, without changing however the constitutional form such organizations as non-profit foundations, unlike Brazil, where notes in the educational sector expansion and increase in these institutions, controlled mostly by business groups, linked to the private sector and business.

Seeking to meet the demand and increase the supply of places, providing greater access to higher education in Brazil, decades ago we saw the privatization of public services being offered by business corporations. Could this be an option for Turkey in order to meet the growing demand for higher education? Or the market opening could negatively affect the quality of education offered in the country? The increase in the number of private institutions in the country, however, need certainly be linked to greater regulation and control of these institutions in order to ensure the quality of services provided.

Another relevant factor to note is the teaching staff in higher education institutions both in Turkey and in Brazil. Certainly the number of professionals working directly with students impacts the quality of training and thus the professional who will work for the labor market. As well as the quality of life and levels of satisfaction of those teachers and students.

In Brazil, the same teacher has the possibility to work in one or more institutions, working an hour. Thereby, the time spent in the institution is availed so that there is hand downtime of qualified workers. For Turkey, many teachers work directly and are part of the academic frame of only one institution, not teaching classes at other institutions. Therefore, this academic professional is connected to the organization and there is no interaction between the institutions in this level.

It was also noted by the data analyzed an increase in the number of women in higher education. It is important to note that countries with public educational policies well established, with democratic access from the pre-school years through high school, increase the chance dese have high rate of predisposed people to enroll in higher education without facing anxiety and competition some degree interfere with the learning process, of discouragement or due to some source of discrimination, as gender discrimination.

FINAL CONSIDERATIONS

Through this documentary study, it was found that the Brazilian and Turkish reality differs in both quantitative and qualitative aspects, such as the number and types of educational institutions, the forms of student enrollment at the university and enrollment in public and private institutions.

On the other hand, there are similarities that point to universal trends such as the current increase of female presence and democratization efforts of higher education. Although the forms of access to higher education differ substantially between these countries, there are common challenges involving the inequalities in higher education, following the population growth and the demand that meets aspects that shape the standard in quality education.

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