

GOVERNMENT OF MONGOLIA



# MASTER PLAN TO DEVELOP EDUCATION OF MONGOLIA IN 2006-2015



ULAANBAATAR, 2006



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OF MONGOLIA IN 2006-2015**

Ulaanbaatar



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**REMINDER**  
(Temporary page)

The current paper on Master Plan to Develop Education of Mongolia in 2006-2015 is an improved version incorporating appropriate changes made in accordance with proposals and recommendations submitted by international and other organizations and public as well as by the Council of the Minister for Education, Culture and Science during the discussions.

This is a first English version of Master Plan which submitted to the Government. After the receiving Government resolution on approval of Master plan in official writing form final edition will be made.

**MINISTRY OF EDUCATION, CULTURE AND SCIENCE OF MONGOLIA**

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### MASTER PLAN TO DEVELOP EDUCATION OF MONGOLIA IN 2006-2015

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## RESOLUTION OF GOVERNMENT OF MONGOLIA

.....May, 2006

No. ....

Ulaanbaatar

“On Ratification of Master Plan to  
Develop Education of Mongolia in  
2005-2015”

In order to implement the resolution No. 25 of the Parliament of Mongolia dated of 2005 “On Ratification of Millennium Development Goals of Mongolia”, the resolution No. 24 of the Parliament of Mongolia dated of 2004 “On Ratification of Action Plan of the Government”, the resolution No. 55/2 of the General Assembly of the UN ratifying Millennium Development Goals” and objectives of “Dhaka Framework of Actions on Universal Education”, the Government of Mongolia decides to:

1. Ratify the Master Plan to Develop Education of Mongolia in 2006-2015 as per Annex.
2. Assign U. Enkhtuvshin, Minister for Education, Culture and Science, to manage and organize implementation of the Master Plan.
3. Assign U. Enkhtuvshin, Minister for Education, Culture and Science, and N. Bayartsaikhan, Minister for Finance, to allocate funds necessary for implementation of the Master Plan in the annual state budget in conformity with the main trends for socio-economic development; assign N. Bayartsaikhan, Minister for Finance, N. Enkhbold, Minister for Foreign Affairs, and U. Enkhtuvshin, Minister for Education, Culture and Science, to cooperate with donor countries and international organizations on raising deficient funds for implementation of the Plan and to work within the framework of the official development assistance being provided to Mongolia; assign all line Ministers to cooperate in implementation of the Plan in accordance with their responsibilities; and assign governors of aimags and the capital city to include objectives set forth in the Plan into annual plans of aimags and the capital city and implement them.
4. Assign U. Enkhtuvshin, Minister for Education, Culture and Science, and S. Batbold, Minister of Mongolia and Chief of the Cabinet’s Secretariat, to report on implementation of the Master Plan and present recommendations for further measures to be undertaken to the Government in the first half of September every year.

**PRIME MINISTER OF MONGOLIA**

**M.EKNHBOLD**



The Government of Mongolia ratified the Master Plan to Develop Education of Mongolia in 2006-2015 and issued a resolution to implement it.

The current Master Plan is an inseparable part of the development strategy and policy of Mongolia, and its objective is aimed to improve livelihood of people, reduce poverty and unemployment, ensure social equality and sustainable development and create economic growth based on building social favorable conditions to ensure human development.

We truly believe that the investment being made for implementation of the Master Plan to Develop Education of Mongolia will become an development investment made for well-being of people and progress of Mongolia through education.

Ratification of the long-term plan for development of education in Mongolia by the Government is another proof that Mongolia is fulfilling its commitments to implement universal objectives and efforts to create welfare of people and strengthen democracy and trust set forth in “Millennium Development Goals” ratified by the World Summit in 2000 and “Dakar Framework for Action: Education For All” ratified by the World Education Forum in 2000.

Realistic actions, persistent process, constant initiatives and efforts will serve as foundation for making the objectives set forth in the plan not just mere promises. Therefore, we will be working with the aim to implement objectives and planned activities of the Government of Mongolia. We truly believe that all parties cooperating for the development and progress of the world will support our initiatives and efforts, and our cooperation will be strengthened under the leadership of the Government.

**M. ENKHBOLD**  
**PRIME MINISTER OF MONGOLIA**

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## PREFACE

We are delighted to present for your attention the Master Plan to Develop Education of Mongolia in 2006-2015 developed the Ministry of Education, Culture and Science with involvement of bilateral and multilateral international development organizations, civil society, organizers and beneficiaries of educational services and ratified by the Government of Mongolia.

Master plan of Education development of Mongolia signifies the duty and responsibility of the Government of Mongolia for the people to develop education in line with social and cultural values, believes, demand and needs which arising in rapidly changing social, economical and cultural environment of Mongolia as

The current Master Plan identifies the long-term strategic policy objectives to be pursued in the period until 2015 in regard to development of education by the Government of Mongolia, and presents the strategies and ways to achieve them along with the funds needed for their implementation.

We truly believe that the ratification of the Master Plan on Educational Development of Mongolia will facilitate the implementation of coordination of development investment, assistance and support and cooperation of donor countries and international organizations working with us on education based on the principle "One State-Unified Policy", develop education under leadership of the Government and in partnership with all parties, increase investment and assistance aimed at developing education and create one of the basic conditions of the Government of Mongolia - "do not limit educational activities due to lack of own limited resources".

It needs to be emphasized that the education donors' consultative mechanism has played an important role in development of the Master Plan. We highly appreciated all organizations and individuals for their participation in numerous public debates and meetings on the Master Plan and for their contribution with valuable suggestions and thoughts. The current Master Plan was developed under leadership of the Mongolian national staff and with their commitments and therefore we want to thank all international organizations who supported for creating such opportunity and providing professional and technical assistance in strengthening national policy development and planning capacity.

It is clear that having the Master Plan is not a guarantee for achieving well-being life. Therefore, the Ministry of Education, Culture and Science will work closely with all parties based on principles of inter-sectoral and multilateral cooperation and partnership for the implementation of the Master Plan.

**ENKHTUVSHIN ULZIISAIKHAN,  
MINISTER FOR EDUCATION, CULTURE AND SCIENCE**

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## ABOUT MASTER PLAN

We highly appreciate that the Government of Mongolia ratified the Master Plan to Develop Education of Mongolia in 2006-2015 and issued the resolution for its implementation.

The Master Plan to Develop Education of Mongolia in 2006-2015 was developed based on partnership and participation of all parties cooperating with Mongolia for the development of education, and it has created realistic opportunities to incorporate and regulate policies for development of education to be pursued by the Government and international bilateral and multilateral development organizations, to ensure unified position of their activities and to ensure coordination of development assistance and activities being undertaken by international organizations within their mandates

It is believed that the successful implementation of the Master Plan will contribute to increasing further efficiency and impact of development assistance and investment.

Therefore, it is particularly delightful to express our readiness to cooperate with the Government of Mongolia and provide professional, technical and financial assistance for implementation of the Master Plan.

We believe that the Government of Mongolia and the Minister of Education, Culture and Science will show their leadership, employ their efforts and strengthen partnership for implementation of the Master Plan to Develop Education of Mongolia in 2006-2015

<b>Asian Development Bank</b>	Mr. Mandar Jayawant Acting Resident Representative
<b>Save the Children Foundation, UK</b>	Ms. Tungalag Chuluun Program Director
<b>VSO Mongolia</b>	Ms. Caroline Van De Wal Country Director
<b>German Technical Cooperation Association</b>	Mr. Thomas Labahn Country Director
<b>World Bank/International Development Association</b>	Mr. Saha Devan Meyanatan Resident Representative
<b>World Vision</b>	Mr. Alex Snary National Director
<b>UNESCO</b>	Mr. Yasuki Aoshima Director of Beijing Office, Resident Representative
<b>UNICEF</b>	Mr. Richard Prado Resident Representative
<b>Open Society Institute</b>	Ms. P. Erdenejargal Executive Director
<b>Embassy of Japan in Mongolia</b>	Mr. Yasushi Ichihashi Extraordinary and Plenipotentiary Ambassador

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## ABBREVIATIONS

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Abbreviation	Explanation
NFE	Non-formal education
ADB	Asian Development Bank
PHE	Primary and high education
ECE	Early Childhood education
MECS	Ministry of Education, Culture and Science
ECS	Education, Culture and Science
HE	Higher Education
GDP	Gross domestic product
GES	General educational school
TEVT	Technical education and vocational training
VTIC	Vocational training and industry center
ICT	Information, Communications Technology
MSWL	Ministry of Social Welfare and Labor
UNDP	United Nations Development Program
MF	Ministry of Finance
PSE	Pre-school education
STF	State Training Fund
NSO	National Statistical Office
DC	Disable children
MNT	Mongolian tugreg as national currency
SCUK	Save the Children United Kingdom

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## GLOSSARY

Definition	Explanation
Donor	Bilateral and multilateral development organizations, international banks and financial organizations
Education donor's consultative mechanism	Structure to coordinate information exchange, consultations and cooperation of the MECS, bilateral and multilateral international development organizations, international banks and financial organizations
Vulnerable group	Social groups with risk to lose their equality right to study without their acknowledgement, and additional regulation to ensure their right to study need to be done
Access of education service	Condition when education is equally accessible for all people and be sufficient for all
Sector wide approach	Management approach or methodology to set up integrated coordination of management, planning and monitoring with participation of all parties
Result based management	Planning based on results to be produced in the final stage of operations
Early childhood education	Educational service for children of 2-6 years old
Relevance of education service	Results of process between input and socio-economic impact.
	Relevance of development with needs of education in terms of quality
Stakeholder analysis	Special research methodology to define interests of stakeholders, educational services providers and customers
Computer-simulation	Computer software to make planning estimations
Vision	Assumption type objective which is desired to be achieved
Mission	Set of objectives needed to be fulfilled in specific time and space
Target	Objective measured by performance indicators in a very precise manner
Program	Set of specific measures to be undertaken to implement short and mid-term objectives and strategies
Value	Values formed in social mentality during process of social life
Non formal pre-school education service	Form of providing pre-school educational services to children who are able to join kindergardens or with limited opportunities to be involved in kindergardens
Child	Group of population of age of 0-18 years old
Early childhood care and development	Health, educational and social welfare services provided to children of early childhood
Disabled children	Children with difficulties to study and develop due to personal or social reasons
City	Ulaanbaatar and centers of aimags

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Rural	Soums and bags in rural areas
Equality in education	Provision of equal opportunities to participate in learning process through development and implementation of training methodology, which will allow each student to develop further than the level achieved
Competence based standard	Training guidelines defining requirements set forth for content, methodology, evaluation and environment of education to be developed in conformity with objectives to educate an individual to set of abilities necessary to adjust, study and live in new social conditions
Curriculum	Guidelines expressing procedural system of specific objectives, content, methodology, tools and evaluation aimed at educating individuals to national and universal cultural values selected in accordance with educational standards
Teacher utilization rate	Ratio between total number of teachers needed and total number of currently employed teachers
"Non belong" child	Child not officially registered in population registry of a district, where he/she is supposed to be studying is considered by schools as "non-belong" child
General school with vocational training	General schools which offer basic vocational training along with general education
Training module	Training guidelines and/or handbook aimed at educating to skills with specific objectives
Vocational training and industry center	Training institution which offers basic and intermediary vocational training
Equivalence program	Non-formal educational program aimed at providing education comparable to content of formal education
Enlightment center	Educational institution with the aim to provide non-formal educational services, organizing promotion and training and provide information to local people and involve them in development of local community
Management information system	System with management database which creates possibility to make rational decision based on realistic information
Job description	Paper, which defines objective and duties of particular job place, and specifies educational background, professional experience and working conditions of an individual who will perform above objective and duties
School mapping	Planning to define necessity of building school, location of school, its structure and characteristics based on long-term plans of demographic and local socio-economic development
School board	Mechanism to manage training institution with public participation
E-learning	ICT based training

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Human development index	General criteria for human development measured by 3 main indicators: healthy life expectancy, educational level (literacy rate of adults, percentage of involvement in primary, high and higher educations) and GDP per capita
Institutionalization	Continuous and sustainable structure and process with state funding
E-university	University which offers opportunities to obtain education and profession through distance learning by using ICT
Programm accreditation	Process of making independent and professional evaluation and conclusion on quality of implementation of training program
Gross enrollment ratio	Ratio between total number of children supposed to be studying in a particular level of education and total number of students currently studying
Academic year	Time of commencement and completion of training defined by entitled institution
Fiscal year	$Afy = (8 \text{ month} \cdot A1 + 4 \text{ month} \cdot A2) / 12$ A1 - Number of children in last year A2 – Number of children in present year
Multigrade	Group created to organize training for individuals regardless of their educational levels
Apparent intake rate	Ratio between total number of children of age of school enrollment and total number of children
Total teacher requirements /Ideal/	Ratio between total number of teaching hours and a norm of hours per teacher
Teacher	Full-time teacher
General secondary education	It includes primary, middle and senior grades of secondary school.

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## **EXECUTIVE SUMMARY OF THE MASTER PLAN**

### **Main goals and issues of the Master Plan**

The Master Plan to Develop Education of Mongolia in 2006-2015 is aimed at identifying long-term strategic policy and main issues to be pursued by the Government to develop education in the period until 2015.

The Master Plan to Develop Education of Mongolia in 2006-2015 presents policy and strategic solutions for the following main issues:

- Making impact on alleviation of poverty and unemployment and reduction of social inequality and disparities through undertaking strategic actions to make educational services accessible and inclusive at all territorial levels aimed to terminate and eliminate disparities occurring in conditions and possibilities to obtain education among some rural people and social groups and to expand further opportunities of rural people and social vulnerable groups to obtain education;
- Adjusting educational services in conformity with existing social and cultural values, beliefs and needs, improving structure, system, training programs and content of educational system to reach the standards of developed countries, creating educational services of high quality to ensure that education obtained by an individual will become his/her continuous learning and living capacity and serve as guarantee for his/her life, thus building competitive human resources capacity.

The Master Plan aims to provide answers to the following main questions: What we should do to achieve above-mentioned policy objectives and main issues? Which issues will we be able to resolve and what will we achieve by 2015? Which approaches should be undertaken to achieve the objectives? How much of funds will be needed? How much of needed funds can be raised from internal and foreign resources? How much of funds need to be resolved based on raising multilateral financial resources?

### **Framework and duration of the Master Plan**

The Master Plan to Develop Education of Mongolia in 2006-2015 is a planning document covering the educational sector in a whole as follows:

- (i) Early-childhood education
- (ii) Primary and secondary education
- (iii) Non-formal and adult education
- (iv) Technical education and vocational training
- (v) Higher education

It is planned that the Master Plan will be implemented in the period up to 2015, and mid-term operational plans of each sub-sector will be implemented by 5 years until 2010.

### **Structure and organization of the Plan**

The Master Plan to Develop Education in Mongolia in 2006-2015 consists of the following 6 parts:

- (i) Current status and challenges of education
- (ii) Policy and strategic framework (2006-2015)
- (iii) Mid-term action plan

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- (iv) Indicators of implementation results and sources for assumption
  - (v) Estimations of necessary needs and resources of education to occur during the implementation of the plan
  - (vi) Management, monitoring and evaluation of implementation of plan.

### **Priority issues of the Master Plan**

1. Reduce and eliminate inequality situation when people cannot have opportunities for universally accessible and quality education, which meets demands of people, due to disparities in social and cultural status and living conditions, and implement specialized programs aimed at student-children within the framework of social protection and social welfare policy to be pursued by the state to ensure a right of people to learn

2. Renew educational standards and curriculum at levels and renew standards, policy, strategies and regulations systematically to be pursued in order to ensure demands and needs to reveal and develop talents, to learn continuously responsibility and ethics of living independently in society, to work, live quality life and make choices

3. Renew monitoring and information management to raise financial, budget and technological conditions, allocate and spend them adequately in order to improve conditions and possibilities of students, teachers and employees to learn and work in safe and healthy environment in satisfactory manner, which will fulfill educational standards and requirements, and to provide equal opportunities to access quality educational services

4. Make strong investment to human resource development and resolve issues of professional methodological development, salaries, benefits and social issues in conformity with the priority status of the sector, which impact the social development, and with substance of methodological changes to occur in content of work of teachers of general educational schools and kindergardents

5. Connect all educational institutions, schools and kindergardens to Internet, and introduce ICT into training, information exchange, monitoring, evaluation and registration systems.

6. Develop school-based management, support development of organizations, reform educational administrative and professional management systems of unit institutions to have rational distribution, decentralization and transfer of powers to make decision at local and national level, adequate system of powers and responsibilities and transparent monitoring

7. Increase responsibility of the Government of Mongolia through creating funding, technical, budget, financial, human and technological resources needed for implementation of objectives set forth based on needs to renew and upgrade quality, accessibility and equality of education through ensuring active and creative participation of state and non-governmental organizations, enterprises, individuals, governments of foreign countries, international specialized and financial organizations, and improving mechanisms of their cooperation.

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### Objectives of the plan (2006-2015)

	<b>Access</b>	<b>Quality</b>	<b>Management</b>
<b>Early childhood education</b>	Objective 1. Increase the preschool gross enrollment up to 99%	Objective 2. Create quality educational services to ensure needs of development for children of early childhood	Objective 3. Improve policy, legislature and management of early childhood education
<b>Primary and secondary education</b>	Objective 1. Reduce disparities in unequal opportunities to obtain quality education among students and support to enjoying right to study	Objective 2. Create environment and conditions to provide quality services of primary and secondary education	Objective 3. Improve and develop policy and management to support school development
<b>Non-formal and adult education</b>	Objective 1. Provide continuous educational services in conformity with needs to study and live of people, and improve accessibility of non-formal and adult educational services	Objective 2. Upgrade quality and environment and non-formal education at all levels and improve capacity of resources	Objective 3. Improve policy and strategies of non-formal educational sector and create information and financial systems
<b>Technical education and vocational training</b>	Objective 1. Increase enrollment in technical education and vocational training by 56.1%	Objective 2. Improve quality of training in technical education and, vocational training create supplies of human resources to work in labor market, which will meet demands of market	Objective 3. Renew management of technical education and vocational training
<b>Higher education</b>	Objective 1. Improve coordination of enrollment in higher education	Objective 2. Create favorable conditions to ensure quality guarantee of higher educational training	Objective 3. Improve management and financial system of higher education

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## Targets of education sub-sectors (2006-2015)

### Early childhood education

#### Access:

- Increase gross enrollment of the pre-school education by 52.9 and achieve 99%.
  - 85% of children in cities will be enrolled in kindergarden, and 14% - in other forms of education
  - 35% of children in rural areas will be enrolled in kindergardens, and 64.0% - in other forms of pre-school education
- Percentage of enrollment in kindergardens will be increased by 26.3% in cities and reach 85%, while in rural areas will be increased by 4.8% and reach 35%.
- Other forms of pre-school educational training will be reduced by 2.9% in cities and reach 14%, while in rural areas will be increased by 55.3% and reach 64%.
- Percentage of children enrolled in private kindergardens will be increased by 6.2% in comparison with 2005 and reach 10%.

#### Quality and relevance:

- Meal expenses of kindergardens will be fixed based on calories and nutrition norms of food for children of early childhood. Norms of meals per child in kindergarden will be increased by 61.1% starting from academic year of 2006-2007 and will be calculated as 116,000MNT (meals expenses per child were 300 MNT and will be increased to be 484 MNT)
- New buildings of kindergardens will be constructed with capacity of 8000 seats for children
- Number of children per teacher will be reduced from 13 to 11 and number of children per group will be reduced from 28 to 25.
- Staff of full-time teachers in kindergardens will be provided with professional teachers at 100%.
- Percentage of teachers in private kindergardens in the total number of teachers in kindergardens will be increased by 5.1% and reach 10%.
- By the academic year of 2008-2009, all kindergardens will be provided with associate teachers at 100%.
- Percentage of teachers in private schools will reach 10% in regard to total number of teachers in pre-school education (at all levels of primary, middle and high schools)
- No less than 50% of teachers in pre-school education will be retrained annually.
- Supplies of training handouts and materials for children and teachers of pre-school education will be increased.
- Funding for toys, entertainment tools and equipment in kindergardens will be increased by 8% annually.
- 30 teachers will be re-trained abroad and involved in study tours annually.

#### Management:

- The integrated cooperative management will be established in line ministries and organizations, which provide social services for pre-school children.
  - The inter-sectoral universal network with information database will be established on services for pre-school children.
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## **General secondary education**

### Access:

- Lunch will be provided to students of primary 1st and 2nd grades starting from academic year of 2006-2007.
- Enrollment in dormitories in general secondary schools will be increased by 2.1%.
- Enrollment of herders' children in dormitories will be increased by 40.5% and reach 75%.
- Gross enrollment rate of the primary schools will be reached to 97.8%.
- Gross enrollment rate of middle grades will be reached 93.4%.
- Gross enrollment rate of the basic education will be reached 95.6%.
- Participation of private schools will be increased, percentage of students in primary education, middle and high grades will be reached up to 10%.
- Percentage of dropouts from general secondary schools will be reduced by 75.5% and reach 15.5%.
- 20% of dropouts from general secondary schools will be returned to schools in 1st year and 40% in next year.
- 40% of dropouts from general secondary schools will be provided with re-education and non-formal educational programs.

### Quality and relevance:

- General secondary schools will be transferred to 12-year system in academic year of 2008-2009.
- New buildings of general secondary schools with 69.6 thousand seats and dormitories with 5.2 thousand beds will be constructed.
- Students of vulnerable groups studying in general secondary schools will be provided with training materials free of charge.
- Computerization of general secondary schools will be dramatically increased. Ratio of students per computer in primary education will reach 250 students per computer (currently 1250), in middle grades – from 250 to 50, and in high grades – from 25 to 5 students per computer.
- 10% of teachers in primary education, and 15% of teachers in middle schools will be teachers in private schools.
- Percentage of successful graduates with basic education will reach 99.5%.
- Percentage of successful graduates from high grades will reach 99.9%.
- Percentage of grade repetition in general secondary schools will be reduced by 60% in comparison with 2005 and reach 40%.
- Fundings for training equipments and tools in general secondary schools will be increased by 8% annually.
- Each student in general secondary school will be provided with 1 textbook for each subject, and teachers will be provided with teacher's manuals for their subjects.
- No less than 50% of teachers in general secondary schools will be re-trained annually.
- 200 teachers of the general secondary schools will be re-trained abroad and involved in study tours annually.

### Management:

- The strategic policy and planning will be established to define location, structure and characteristics of general secondary schools as school mapping.
  - The education information and management system and database will be established.
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## **Primary education**

### Access:

- Gross enrollment rate of the female students will be reached 99.6% and for male students will be 96.1%.
- 65% of the total enrolled male children and 65% of female children will be in cities.
- 99.8% of children of 7 years old will be enrolled in schools in academic year 2005-2006, and 99.9% of children of 6 years old will be enrolled in schools by 2008.
- Gross enrollment rate of female and male children will reach 94% respectively.
- Drop out rate in primary education will be reduced by 2015 in comparison with 2005 as follows:
  - Dropouts in 1<sup>st</sup> grade will be reduced by 4.57% and will reach 0.43%
  - Dropouts in 2<sup>nd</sup> grade will be reduced by 1.54% and will reach 0.76%
  - Dropouts in 3<sup>rd</sup> grade will be reduced by 1.93% and will reach 0.87%
  - Dropouts in 4<sup>th</sup> grade will be reduced by 0.62% and will reach 0.08%
  - Dropouts in 5<sup>th</sup> grade will reach 0.08%

### Quality and relevance:

- Number of students per teacher in cities will be reduced from 33.5 to 27.4, and in rural areas – from 30.9 to 24.7.
- Number of students per class in cities will be reduced from 34.7 to 36.0, and in rural areas – from 30.9 to 30.0.
- Teaching hours for a teacher per week is 19 hours and average study hours for students per week – 36 hours.
- Primary education will be provided by 100% professional teachers.
- Percentage of non-teaching staff in total number of school employees will reach 25.3% in cities and 44.2% in rural areas.
- Percentage of teacher utilization rate will be reduced from 134% to 100% in cities and from 134.7% to 100% in rural areas.

## **Middle and senior grades**

### Access:

- Gross enrollment rate of the male students in middle grades will reach 89.9% and for female will be 96.9%.
- Enrollment of total male children in middle grades will reach 65.0% and for female will be 65% in cities.
- Enrollment of total male children in senior grades will reach 75.0% and for female will be 75% in cities.

### Quality and relevance:

- Student/teacher ratio in middle and senior grades will reduced from 22.5 to 16.0 in cities and from 20.9 to 14.8 in rural areas.
  - Number of students per class in middle and senior grades will be reduced from 34.5 to 32 in cities, and from 31.0 to 28.0 in rural areas.
  - Teaching hours for a teacher per week will be 19 hours and average study hours for students per week – 25 hours.
  - 100% of teachers in middle and senior grades will be professional teachers.
  - Percentage of non-teaching staff in total employees in middle and senior grades will be 21.2% in cities and 33.7% in rural areas.
  - Teacher utilization rate in middle and senior grades will be reduced from 123.6% to 100.1% in cities and from 127.6% to 106.0% in rural areas.
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### **Non-formal and adult education**

#### Access:

- literacy rate will be increased from 97.7% to 99.0% by 2008.
- Percentage of illiterate female population enrolled in non-formal education and enlightenment centers will increased by 75.2% and will reach 99.0% and for male -increased by 59.5% and reach 99.0%.
- 40% of dropouts from general secondary schools will be provided with equivalence and non-formal education training.

#### Quality and relevance:

- Funding for national center for non-formal and distance education, and enlightenment, non-formal education centers in soums and districts will be increased by 8% annually.
- Expenses for re-training teachers of non-formal education will be allocated by Government centralized expenses for re-training annually.

#### Management:

- A national system of monitoring and evaluation for non-formal education will be established.
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## Technical education and vocational training

### Access:

- Percentage of enrollment in TEVT will be increased by 56.1%.
- Percentage of students studying in private institutions of TEVT will be increased by 13.7% and will reach 15.0%.
- Percentage of students in dormitories of TEVT will be increased by 10.0% and will reach 25.0%.
- 94.0-95.0% of total male students studying in TEVT and 95.0-98.0% of female will be in cities.
- Percentage of graduates with basic education to be enrolled in TEVT will be reduced by 9.2% and will reach 5.0%.
- Percentage of graduates with complete secondary education to be enrolled in TEVT will be increased by 18.0% and will reach no less than 20.0%.
- Average growth in enrollment of adults in TEVT will reach 15% and more than 8000 adults will enroll in TEVT by 2015.

### Quality and relevance:

- New buildings for schools to provide basic and intermediate vocational education will be constructed with capacity of 3.800 seats.
- Funds for equipments and training tools for laboratories of TEVT will be increased by 10.0% annually.
- All subjects to be studied in TEVT will be provided with textbooks and training manuals.
- Students of vulnerable groups in TEVT will be provided with training materials free of charge.
- 100% of teachers in TEVT will be professional teachers.
- Student/teacher ratio in TEVT will be reduced from 19.1 to 15.0 in cities and from 17.7 to 15.0 – in rural areas.
- Percentage of non-teaching staff in total number of employees in TEVT will reach 30.0% in cities and 35.0% in rural areas.
- No less than 50% of teachers in TEVT will be re-trained.
- 20 teachers will be re-trained and involved in study tours abroad annually.

### Management:

- The social partnership and management will be established at the TEVT.
  - The favourable policy and regulatory frameworks will be established for foreign investments in TEVT.
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## Higher education

### Access:

- Pursue policy to increase enrollment of students' majoring in engineering, technology, natural science, teachers and agricultural professions, so that their enrolment will be increased from 29.1% to 45% in total enrollment as following:
  - Increase enrollment of students majoring in engineering and technology related professions from 13% to 25%
  - Increase enrollment of students majoring in agricultural professions from 3.1% to 6.0%
  - Increase enrollment of students majoring in natural sciences from 2.9% to 4.0%
  - Increase enrollment of students majoring in teaching professions from 9.8% to 10.0%.
- Enrollment of students majoring in other professional subjects will be changed from 38.9% to 34.0% in total enrollment as follows:
  - Enrollment of students majoring in social and humanitarian science will reduce from 18.5% to 10.0%.
  - Enrollment of students majoring in law will reduce from 5.8% to 4.0%.
  - Enrollment of students majoring in health science will reduce from 7.7% to 7.0%.
- Percentage of students studying in private universities will be reduced by 6.7% and will reach 25.0% in total enrollment.
- Percentage of enrolled to universities among graduates with complete secondary education will be reduced by 11.0% and will reach 70.0%.
- Percentage of graduates with complete secondary education to be enrolled in universities will be reduced by 31.0% and will reach 50.0% and percentage of other new recruits will be increased by 25.2% and will reach 50.0%.

### Quality and relevance:

- Policy to provide student loans from State Training Fund for 3 out of 4 students majoring in engineering, technology, natural science, teaching and agriculture, and to 1 out of 4 students majoring in other subjects will be pursued.
- Expenses for re-training of teachers of higher education domestically will be increased by 8% annually. 100 teachers will be re-trained abroad annually.
- Investment to higher education will be increased by 8% annually.

### Management:

- New policy and management will be developed and pursued to match higher education to national economic structure and labor market demand.

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## Program contents

### Early childhood education

- Access:
- Construct new buildings and expand capacity of kindergardens in Ulaanbaatar city, Darkhan-Uul, Orkhon and some other aimags
  - Expand shift, seasonal and temporary training services of kindergardens
  - Encourage establishment of private kindergardens by state, provide funding for variable costs per student for children to be enrolled in accredited private kindergardens
  - Create family-centered, mobile, seasonal, parental and distance learning services to ensure development of herders' children in rural areas
  - Expand the operations of mini-primary schools in rural areas by pre-school education service
  - Develop and pursue early learning standards, training programs and contents for family-centered services for herders' children, resolve salary issues for teachers and issues of teachers' re-training and training expenses to support the new service of herders children
  - Create multi-optional services for children in rural areas and children from very poor families from ger districts in cities unable to be involved in pre-school services
  - Fund meals expenses of children from very poor families enrolled in kindergardens in rural areas and in peripheral areas in cities from State Social Welfare Fund
  - Create social conditions for children with development disabilities to involve in services of early diagnosis, rehabilitation, caretaking and educational services
  - Create forms of family-based health, caretaking and consulting services for children with development disabilities
  - Implement specialized policy to enroll children with development disabilities to regular kindergardens
  - Train teachers with methodology and skills to work with children with development disabilities
- Quality:
- Meal expenses of kindergardens will be fixed based on calories and nutrition norms of food for children of early childhood. Norms of meals per child in kindergarden will be increased by 61.1% starting from academic year of 2006-2007 and will be calculated as 116,000MNT (meals expenses per child were 300 MNT and will be increased to be 484 MNT)
  - Renew kitchen utilities of kindergardens and make them meet hygiene and sanitation standards
  - Create environment fully meeting healthy and hygiene standards of drinking water in kindergardens
  - Ensure healthy, safe and normal conditions of technical support base of kindergardens based on development, approval and following standards for premises and learning environment of kindergardens
  - Develop and pursue special standards for outdoor toilet facilities
  - Implement construction and repairing programs for kindergardens
  - Improve supplies of toys, game equipment and training tools in kindergardens
  - Develop and pursue the new set of standards for development of early childhood
  - Develop teacher's manuals in conformity with new standards, and support publications from the state

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- Renew and implement program of teacher preparation/training for early childhood education
  - Supply kindergardens with professional full-time teachers at 100%
  - Develop training modules to train teachers to skills needed for implementation of new standards, organize re-trainings
  - Develop professional training programs for associate teachers in kindergardens and organize the trainings
  - Develop methodological modules for non-kindergarten early childhood education training and organize the trainings
  - Organize re-training for early childhood educational professionals and teachers abroad, and implement study tour programs
  - Implement re-training programs among administrative and other staff in kindergardens on new skills needed for introduction of management of services for development of children of early childhood

Management:

- Create favorable environment to support interests to provide services for children of early childhood by private sector and other stakeholders
- Develop and pursue standards for services for children of early childhood
- Create learning majors in children's care and nursing and train professionals
- Develop the accreditation for the services of early childhood
- Ensure safe and risk-free conditions of services for children of early childhood and create quality control monitoring
- Create the inter-sectoral management mechanism among the line ministries for managing integrated social services for children of early childhood
- Create inter-sectoral database and integrated network on early childhood services for better monitoring-evaluation and policy development and its management

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## Primary and secondary education

- Access:
- Involve all children of 6 and 7 years old in the process of transferring to system of 11 and 12 year's schooling system
  - Conduct study of location and capacity of dormitories of secondary schools
  - Rationale the location, type, structure of the school in corporating with regional development national strategy and changes of administrative and territorial distribution/structure
  - Construct new building and expand capacity of school and dormitory
  - Improve legal coordination for development of private primary and secondary schools
  - Develop and implement the short-term intensive school readiness program to reduce disparities in preparation for school
  - Identify difficulties occurring in the process of learning, and assist children with difficulties to get out of those difficulties
  - Train teachers to methods to work with students of 1st and 2nd grades and prevent from difficulties in learning and from grade repetition among students coming from from different social groups
  - Support bag schools without lowering training quality
  - Introduce and pursue the active learning methods and a new appraisal system (confidential with performance achievement) to support activeness and interest of students to learn
  - Improve facilities and services of dormitories
  - Increase contributions and participation of parents in learning processing of children living in dormitories
  - Construct kindergarden-primary school complex
  - Study reasons for grade repetition and school dropouts and implement policy and programs to eliminate negative reasons
  - Undertake measures to return dropouts to schools in the first 2 years, and enroll them in re-education from 3rd year
  - Develop and implement special program to make dropouts return to schools
  - Create integrated actions of re-education and non-formal education, and clearly identify duties and responsibilities
  - Supply school stationary for students from families with income lower than living standards
  - Supply students from families with income lower than living standards with rights to use textbooks free of charge
  - Develop service standards for supplying students with school snack/lunch
  - Develop regulation on school snack/lunch expenses covered by state and parents
  - Create supply mechanism to serve for school snack/lunch
  - Create management to provide school snack/lunch in school level
  - Enroll disabled children in regular schools
  - Create legal environment to provide professional and methodological assistance for teachers and students in regular schools from professional organizations and specialists
  - Special schools need to be providing professional and methodological assistance to teachers, students and parents in regular schools
  - Study educational needs of disabled children and develop and implement various training programs meeting special educational needs
  - Train teachers to knowledge and skills to work with disabled children
  - Supply schools with equipment and training tools needed for provision of educational and rehabilitation services for disabled children
- Quality:
- Conduct research on number of seats in training and dormitory facilities, supplies of teachers and budgeted expenses of schools in regard to transferring to 12 years' schooling system and implement the preparation works for transferring in accordance with plans and schedules
  - Change training programs and syllabus of primary and secondary schools in conformity with 12 years' schooling system, and organize trainings for teachers and administrative staff
  - Identify content, methodology and learning environment for children of 6 and 7 years old children to learn in the school
  - Develop subjects' content based on pilot test in accordance with moving 12 years' schooling system

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- Coordinate changes in teachers' supply and work overload to occur as a result of transferring to 12 years' schooling system
  - Develop and pursue legal and economic encouragement mechanism to improve supply of teachers in rural areas
  - Introduce ICT in rural schools
  - Renew policy and strategies on supplying teachers, upgrade content, methods and evaluation system of teachers' training and re-training, improve accessibility and quality
  - Renew model of "Teacher profession" in conformity with needs of schools' structure, specifics, characteristics and new standards
  - Renew and pursue "Teacher education" standards in conformity with "Teacher profession" model
  - Develop and pursue environmental standards needed for implementation of new standards and curriculum of teacher education
  - Supply training tools in conformity with new standards of teacher education
  - Ensure capacity strengthening of human resources to implement new standards and curriculum of teacher education
  - Develop standards for working environment needed for continuous learning of teachers on job, and provide supply
  - Increase accessibility, utilization and reliable operations of national network of distance learning
  - Increase capacity of local and national organizations to provide professional and methodological assistance to teachers on job training
  - Develop complex and regional center schools in a manner to serve as base unit for teacher's re-training
  - Upgrade financial and operational management of re-training of teachers and administrative staff, allocate expenses for re-training in school's budget
  - Develop and implement training module system to re-train professional and methodological skills of teachers to implement new standards and curriculum, develop, supply and disseminate training manuals and tools
  - Organize training for teachers on ICT-based training, and prepare training materials and manuals
  - Organize re-training abroad as special policy, organize study tour and learning sessions of advanced experience, and introduce them into life
  - Utilize capacity and skills of teachers trained within the framework of foreign and domestic projects and programs in re-training of teachers of other schools at aimag, city, soum and district levels
  - Utilize educational TV and expand the application of internet and new ICT in school level
  - Undertake legal regulations for teachers to provide bonuses and benefits based on transparent and fair evaluation of work performance
  - Provide additional incentives for teachers taking into account disparities in living and working conditions
  - Support initiatives of local administration, schools and communities on making independent decision on health and social issues of teachers and school staff
  - Create legal environment to protect teacher's ethics
  - Improve criteria, forms and organization of evaluation of professional skills
  - Promote the provision of teachers' manuals, handouts and training tools from the state
  - Improve legal environment to support fair competition for quality and distribution of textbooks
  - Renew and pursue standards of textbooks, regulations of creating, publishing and distribution of textbooks
  - Renew textbooks of schools in accordance with new standards
  - Gradually transfer to procurement system of textbooks
  - Create plan to provide possibilities to publish textbooks domestically
  - Increase human and technological capacity for creating textbooks, improve management
  - Create audio and electronic versions of textbooks, introduce methods and technologies for their utilization
  - Conduct studies on purchasing capacity of textbooks, and provide support from the state to children from poor and vulnerable families to supply with textbooks



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- Renew English textbooks, and increase books and publications for children to read in English
  - Enrich libraries of schools with books for extracurricular reading for students in primary grades
  - Develop and pursue standards for technical support base needed for implementation of primary and secondary education standards (furniture, equipment, cabinets, laboratories of general educational schools)
  - Connect schools to internet
  - Renew boards, desks and chairs in classrooms
  - Establish classrooms with equipment for electronic training, and supply with computers
  - Create favorable conditions for obtaining physical training education, and supply schools with necessary equipment
  - Supply schools with necessary equipment for providing musical education
  - Improve standards for natural science laboratories and increase supplies
  - Repair school and dormitory buildings in accordance with plans
  - Develop and implement new standards for building construction of dormitory and school
  - Develop and implement standards for environment of dormitories
  - Organize supplies of furniture, kitchen utilities and others in dormitories
  - Introduce quality and efficient heating technology of buildings, and make electricity supplies reliable
  - Assess conditions of drinking water in cooperation with professional organizations, and create possibilities for washing hands and drinking water meeting quality of hygiene and sanitary requirements in dormitories and schools
  - Create possibilities of taking shower in all dormitories and improve accessibility and quality
  - Develop standards for indoor and outdoor toilet facilities in schools, and improve accessibility, supply, hygiene and health conditions
  - Develop and pursue supply sampled requirements set forth for sanitation and cleaning
  - Make access for disabled children in entrances, stairs and toilets in schools easy
  - Renew independent structure, mechanism and forms for standard enforcement
  - Change appraisal system of student's performance to be supportive and serve as incentive for student's learning process and for teacher's teaching process
  - Improve mechanism of evaluation of work performance of teachers and administrative staff and progress of schools and educational institutions
  - Apply e-software to monitoring, analysis and evaluation
  - Organize state examinations in accordance with unified guidelines to identify basic English and complete secondary educational standards, and make conclusions based on analysis of results
  - Undertake a set of measures to enrich and proof advantages and achievements of complex schools, eliminate existing challenges, create favorable learning environment, and introduce training techniques and technologies
  - Connect complex schools and schools in regional centers to national distance education network, and supply necessary equipment
  - Establish centers to provide ICT training and consulting services
  - Create conditions and environment for provision of vocational trainings in complex schools and schools in regional centers
- Management:
- Optimize structure, organization, duties and number of staff to ensure administrative and professional management of education, and renew terms of references of positions
  - Implement complex training of planning and management for managers in all levels by using optimal training models
  - Improve skills and responsibilities of managers at all levels of administrative and professional management, monitoring and evaluation in educational sector
  - Select managers for positions based on managerial skills and ethics as main criteria
  - Develop self-management of schools
  - Assess and improve term of reference of school's employees
  - Improve methods and forms of selecting, appointing, employing and performance evaluation of particular position
  - Introduce concepts, methods and management such as "Children friendly school", Health supporting school", "Green school", "Open school"
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- Optimize assortment of documentation of school's administration and training departments, and introduce new softwares and technologies in documentation and information exchange
  - Regularize reporting on activities of school's administration, introduce a system of evaluation by parents, students, state and community, and improve accountability mechanism
  - Support self-spending by schools of revenues generated from employing practical units, supporting enterprises and training facilities for training operations for development of schools within the legal framework
  - Study interests and needs of stakeholders
  - Create mechanism for information exchange and coordination of activities
  - Support initiatives of foreign and domestic investors into general secondary schools
  - Increase creative participation of donors and civil society to support education sector development

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## Non formal and adult education

- Access:
- Develop criteria and indicators for identification of level of literacy of the population, and conduct detailed survey on literacy
  - Increase variety of training programs and training materials on literacy of basic and next levels for illiterate adults (below 40 years old), regularize trainings, and increase enrollment
  - Develop equivalence training program for primary, basic and complete secondary education, develop and publish training modules
  - Cover children of school age being enrolled in re-education with variable costs, and resolve financial issues
  - Train non-formal educational teachers to train students with multigrade training programs
  - Conduct detailed research on level and needs of adult education with application of international methods
  - Increase variety of non-formal educational services, increase living skills and household incomes based on training needs, and develop and utilize training programs aimed at upgrading general level of education
- Quality:
- Upgrade content and methodology of re-educational training programs for primary, basic and complete secondary education in accordance with new educational standards
  - Introduce multigrade teaching methodology in equivalence training, and develop optimal version to be suitable for particularities of Mongolian context based on studies of theoretical and methodological rationales
  - Develop and organize various training programs of non-formal education with accordance with needs and specifics of adult education, improve quality of training materials
  - Improve number and supplies of human resources of non-formal educational teachers
  - Undertake gradual measures to train non-formal educational teachers and re-train them
  - Increase capacity and resources of non-formal educational enlightenment centers, and improve their training environment
  - Organize evaluation of training quality of primary and basic education provided in non-formal and open forms in cooperation with formal training institutions
- Management:
- Define policy and strategies of non-formal educational sector to be able to create possibilities for population to learn continuously and during lifetime
  - Strengthen national and local institutions of non-formal education, and define their status
  - Provide support to people from poor and vulnerable groups and unemployed people in obtaining adequate education and profession, and improve legal environment in accordance with Employment Fund
  - Include financing mechanism in the laws on education and budget
  - Increase funding for non-formal educational services and allocate as separate line in budget
  - Funding for non-formal education to be allocated optimally at national and local levels
  - Create database of non-formal education, and establish specific methodology to collect, process, exchange and utilize information
  - Improve monitoring and evaluation criteria

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## Technical education and vocational training

- Access:
- Increase number of seats in schools of TEVT
  - Improve repairs of TEVT dormitories and supplies of equipment
  - Construct new TEVT buildings in conjunction with regional development national strategy and local needs
  - Implement differentiation and equality policy in regard to provision of opportunities for children of vulnerable groups to study
  - Supply students from vulnerable groups with textbooks and training manuals on vocational training and technical education free of charge through libraries
  - Increase enrollment of graduates with complete secondary education
  - Increase percentage of adults' enrollment in TEVT
  - Organize basic vocational trainings in secondary schools with opportunities to make choices by students
  - State to be responsible for variable costs per student in private vocational training and industry center (VTIC)
  - Create mechanism for interchanging on practical training between private and public VTIC
  - Create policy and favorable conditions for establishing VTIC by enterprises and factories
  - Provide support for strengthening human resources capacity of private VTIC
- Quality:
- Conduct survey on number, quality and social efficiency of demands of labor market
  - Create database on demands of labor market
  - Develop vocational training content and standards in accordance with needs of labor market
  - Increase participation of industries and services in management, planning and training process of TEVT schools
  - Establish database on training modules
  - Resolve fund issues of repairing works of VTIC buildings with state ownership in need for repairing
  - Increase supplies of practical workshops, equipment, tools and investment of state VTIC
  - Develop and implement policy of developing and publishing vocational textbooks for TEVT
  - Increase participation of employers in provision of textbooks, develop training content and module programs for vocational basic training which can be provided in general educational schools
  - Supply general educational schools, which provide vocational basic education with practical and laboratory equipment and training tools
  - Create national system of re-training TEVT teachers
  - Increase funding for re-training TEVT teachers
  - Develop training program and content for re-training master teachers and vocational teachers
  - Establish training center with new techniques and advanced technologies for re-training vocational teachers
  - Increase number of vocational teachers with skills to teach theoretical and practical training in TEVT
- Management:
- Renew and pursue funding norms based on realistic expenses to train workers with professions meeting demands of labor market
  - Implement policy to develop TEVT schools on regard to training, business, production and services
  - Implement policy and programs to improve TEVT national and schools' management capacity
  - Strengthen accreditation capacity of TEVT organizations and programs, create quality control system
  - Create favorable environment to support foreign investment to TEVT
  - Ensure participation of representation of employers, manufacturers, service providers and business professional associations in national policy and planning
  - Ensure interrelationship of training, manufacturing and services based on creation of mechanism of social partnership, provide graduates with working places

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## Higher education

- Access:
- Increase domestic and foreign investment, loans and assistance in improving training environment of schools training professionals in engineering, technology, natural science, teaching and agriculture
  - Increase number of students majoring in engineering and technology among students studying abroad within the framework of inter-governmental agreements and grants on annual basis
  - Increase number of students majoring in engineering, technology, natural science, teaching and agriculture through pursuing policy of providing soft loans and grants from State Training Fund
  - Support initiatives to establish Open University
  - Establish branches of prestigious universities and colleges
  - Expand vocational external and distance learning
  - Expand opportunities of graduates with higher education to study continuously
- Quality:
- Implement re-training programs of teachers
  - Train academic human resources and young researchers in foreign developed countries
  - Expand financial resources for teacher's re-training
  - Apply ICT in re-training teachers and make investment
  - Develop and implement standards for training and research environment in higher educational institutions
  - Upgrade and pursue requirements and criteria set forth for accredited activities and training programs
  - Upgrade content of training programs of accredited institutions to reach level of international standards
  - Create system of standardization and accreditation of work and services of employees of higher educational institutions
  - Develop and pursue ethic regulations to be followed in training and research works in higher educational institutions
  - Recognize educational documentation in agreement with foreign countries
  - Create favorable policy environment to increase investment for supporting techniques and technologies of universities
  - Provide financial support to state universities to strengthen technical support base for academic research and production
  - Provide support to increase of foreign investment towards strengthening academic research and production base of universities
  - Create favorable environment for bilateral and multilateral relations to conduct joint academic and production researches in cooperation with foreign universities and research institutions
- Management:
- Create system to improve management skills and re-training management staff of universities
  - Expand open opportunities for students to study in developed countries, improve policy of loan repayment
  - Implement policy to optimize proportion of recruitment/entrants of universities
  - Develop and implement policy and strategy to involve state universities in privatization of social sector
  - Improve legal environment of state loan system
  - Implement loan model based on future income of students
  - Develop and implement guidelines for providing support from the state to students – orphans and disabled, studying in universities
  - Support initiatives of universities to provide comprehensive range of services to establish students' campuses with students dormitories
  - Implement policy to expand framework of services to be provided to students on discount basis

### State budget and educational expenditure, calculation of deficient resources

In making financial estimations of the Master Plan to Develop Education, the assumption was made that growth of GDP per capita would be 10.4% per year, share of GDP in state budget would be 47%, and share of educational expenditure in the state budget would be no less than 20%.

#### State budget and educational expenditure

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
GDP per capita ('000 MNT)	736.5	813.1	897.7	991.1	1094.2	1208	1333.6	1472.3	1625.4	1794.4
GDP ('000000 MNT)	1,876,774	2,088,735	2,324,897	2,588,556	2,886,530	3,224,228	3,609,107	4,039,697	4,526,165	5,077,109
Share of GDP in state budget	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47%
In MNT ('000000)	883,960	983,794	1,095,026	1,219,210	1,359,556	1,518,611	1,699,889	1,902,697	2,131,824	2,391,319
Share of education in state budget	19.0%	19.8%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20%

Based on above-mentioned assumption, it was calculated that 252,3 billion MNT would be needed for educational expenditures in 2006-2010, and 425 billion MNT – in 2011-2015 on annual basis.

#### Total educational expenditure (2006-2015)

	2006	2008	2010	2015
Total educational expenditure	210,330,686	242,830,258	297,728,974	530,871,138
Annual growth (compared to previous year)	31.5%	4.7%	11.5%	12.9%
Total expenditure of formal education (in MNT)	158,237,562	193,937,691	236,878,082	415,766,184
Of which: early childhood education	33,094,216	40,025,706	48,440,616	87,034,283
Of which: general education (primary, middle, senior)	91,896,096	113,783,335	138,665,338	235,883,829
Of which: vocational educational training	8,103,503	9,704,717	12,959,170	33,560,434
Of which: higher education	25,143,746	30,423,933	36,812,959	59,287,638
Other expenditure (in MNT)	52,093,124	48,892,567	60,850,892	115,104,954
<b>Percentage in total expenditure</b>				
Total expenditure of formal education (in MNT)	75.2%	79.9%	79.6%	78.3%
Of which: early childhood education	15.7%	16.5%	16.3%	16.4%
Of which: general education (primary, middle, senior)	43.7%	46.9%	46.6%	44.4%
Of which: vocational educational training	3.9%	4.0%	4.4%	6.3%
Of which: higher education	12.0%	12.5%	12.4%	11.2%
Percentage of non-formal educational and other expenditure	24.8%	20.1%	20.4%	21.7%
TOTAL	100.0%	100.0%	100.0%	100.0%

Estimations of educational expenditures of the Master Plan does not cause any difficulties for the state budget of Mongolia. It will be possible that 86.5% of the total expenditure needed for education in 2006-2010 and 90.7% in 2011-2015 can be covered by the state budget, if the policy in regard to financing education pursued by the Government of Mongolia maintains the same and economic growth of 2000-2004 would not decline and remain the same.

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**Share of state budget in total educational expenditure (2006-2015)**

Year	Total educational expenditure ('000000 MNT)	Expenditure to be covered by state budget ('000000 MNT)	Share of state budget in educational expenditure
2006	210,330.7	167,882	79.8%
2007	232,014.3	194,545	83.9%
2008	242,830.3	219,005	90.2%
2009	267,033.9	243,842	91.3%
2010	297,729.0	271,911	91.3%
2011	332,788.5	303,722	91.3%
2012	371,807.8	339,978	91.4%
2013	417,606.3	380,539	91.1%
2014	470,130.7	426,365	90.7%
2015	530,871.1	478,264	90.1%

**Total deficient expenditure of education (2006-2015)**

Year	Total deficient expenditure of education ('000000 MNT)	Total deficient expenditure of education (in mln dollars)	Total deficient expenditure of education (in %)
2006	42,448.3	34.8	20.2%
2007	37,469.0	30.7	16.1%
2008	23,825.0	19.5	9.8%
2009	23,191.9	19.0	8.7%
2010	25,817.8	21.2	8.7%
2011	29,066.2	23.8	8.7%
2012	31,829.9	26.1	8.6%
2013	37,066.9	30.4	8.9%
2014	43,766.0	35.9	9.3%
2015	52,607.4	43.1	9.9%

32.8 billion MNT in 2006-2010 and 39.2 billion MNT in 2011-2015 would be deficient, if demands of educational expenditure and potentials of state budget are to be compared<sup>1</sup>.

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<sup>1</sup> As for 2006, 32.9 billion MNT in 2006, 20.0 billion MNT in 2007, 4.2 billion MNT in 2008 and 3.3 billion MNT in 2009 are potentially expected to come from donors.



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Attachment to the order .... of  
Government of Mongolia  
from ... month ... day ... year

**MASTER PLAN FOR DEVELOPMENT OF EDUCATION OF MONGOLIA  
(2006-2015)**



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## **CHAPTER 1**

### **INTRODUCTION OF MASTER PLAN**

#### **1.1. Main goals and issues of the plan**

The Master plan to develop education of Mongolia for 2006-2015 is directed to identify long-term strategic policy and main trends for development of education by the Government till year 2015.

The Master plan for development of education in Mongolia for 2006-2015 presents:

- Impact on reduction of unemployment, poverty, social inequality and disparities based on implementation of strategic actions to eliminate disparities occurring in conditions and opportunities to obtain education by the rural population and some other groups of society, further expands opportunities to obtain education among rural population and social vulnerable groups and make educational services be accessible at all territorial levels
- Policy and strategic solutions for the main issues such as reforming educational services in compliance with social and cultural values, beliefs and needs, improving structure, system, training program and content of educational system achieving common level of educational system be comparative with developed countries, making educational services serve as a guarantee for continuous learning and living capacities through application of obtained education and training competitive human resource capacities.

The current Master Plan aims to offer answers to the following main issues:

- What need to be done to achieve above mentioned policy goals and main trends?
- What issues will be resolved and what would be achieved by 2015?
- How to achieve? How much of resources are needed? How much can be mobilized from domestic and internal sources? How much of resources will be mobilized from multilateral financial sources?

#### **1.2. Principles to be followed in the development of Plan**

The Master plan to develop Mongolian Education in 2006-2015 was developed:

- *Based on national development policy and strategies of Mongolia*, aimed at creating favorable conditions for ensuring human rights and development, set forth in: "Millennium Development Goals of Mongolia" ratified by the Parliament of Mongolia in 2005, "Strategy to alleviate poverty and ensure economic growth" approved by the Government of Mongolia in 2003, improving livelihood of people, reducing unemployment and poverty, ensuring ensure social equity and sustainable development and creating economic growth,
- *Aimed at implementation of global objectives and efforts in regard to human development and education*, set forth in: "Millennium development goals" ratified by UN in 2000, "Dakar framework for action: Education for all" ratified by the world education forum, held in Senegal, Dakar in 2000, "Education for sustainable development – UN decade", "UN literacy decade" ratified by UN in 2003,
- *Developed under the leadership of Government based on participation of all educational stakeholders*, such as bilateral and multilateral international development agencies, civil society, educational service providers and beneficiaries, who are cooperating in education
- *Creating "one state – unified policy"* based on real participation, partnership and consensus

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of investors and donor countries, organizations and international cooperation organizations working for development of Mongolian education

- *Apply scientific and optimal methodology of assessment, diagnosis, planning and estimations based on result-based and sector wide approaches and tendencies* in defining needs of education making realistic evaluation and diagnosis of current status and challenges of education, developing strategy and operational planning to find solution and to estimate necessary resources.
- *Defining main lines of development strategies and investments in compliance with realistic educational needs and policy goals to be achieved by 2015 rather than planning activities based on existing, yet limited resources.*
- Develop based on principles and tendencies to *comply with tendencies pursued by international banks, financial and development assistant organizations on coordination of international loan and assistance and improving their aid efficiency and harmonization* as provided by “Monterrey consensus” approved in 2002, Rome declaration approved in 2003, Paris declaration approved in 2005 and “Fast track initiative partnership” built in 2003.

### **1.3. Process of developing of plan**

The Master plan to develop education of Mongolia in 2006-2015 was developed by the initiative and under direct responsibility and leadership of MECS.

National experts, representing MECS, MOF, MSWL, universities, research institutions, general educational schools, non-governmental organizations, policy makers, researchers and educational specialists and teachers undertook the evaluation of current conditions of education, defined and assessed challenges, developed and prepared plan.

In the process of developing Master plan, the special consideration was given to ensuring participation of line ministries, governmental agencies, public, civil society, cooperating donor countries and international organizations, and needs to develop plan, framework of the plan, principles and theoretical methodologies of developing plan were presented, and open Internet discussion, open public discussions, meetings and forums were organized to deliberate intermediary papers. Proposals and recommendations issued from public discussions and meetings served as a main rationale to define current conditions, make strategic choices in resolving problems and development Master Plan.

The Master plan was developed with active cooperation of educational donors and international organizations. The technical assistance and support provided by international organizations to introduce sector-wide and result-based planning approaches and to provide professional consultancy and strengthen professional capacity of national team to develop plan played an important role for developing plan.

The education donor’s consultative mechanism coordinated the activities of donors and international organizations, working together for the development of education of Mongolia and reviewed the results of planning process at each stage and their recommendations and proposals were reflected in the plan.

The process of development of Master plan created favourable conditions for MECS and educational donors to exchange information on their activities to improve coordination of cooperation and to create regular consultations and regulatory mechanism, which will further create favourable environment for implementation of Master plan based on unified position and efforts.

Donor countries and international organizations emphasized the importance of Master plan to coordinate the policy on education to be pursued by the Government, international, bilateral and multilateral development organizations, to ensure unified position of activities and to ensure coordination

of development assistance and support provided by international organizations under their mandates and they committed to cooperate under the leadership of the Government of Mongolia for implementation of the plan.

#### 1.4. Framework and duration of the plan

The Master plan to develop education of Mongolia in 2006-2015 is the planning paper covering the whole educational sector as follows:

- (i) Early childhood education
- (ii) General secondary education
- (iii) Non-formal and adult education
- (iv) Technical education and vocational training
- (v) Higher education

The Master plan will be implemented in the period until 2015 and the mid-term plan of actions for each subsector was developed in 5-year duration until 2010..

#### 1.5. Theoretical and methodological rationale of the plan

The Master plan was developed based on sector wide and result-based planning approaches. (Picture 1).



Following tools and techniques were used in the development of Master plan:

- Assessment methodologies to measure educational access, quality, efficiency, impact and relevance,
- Diagnosis of methodologies to identify challenges,
- Methodologies to assess risk evaluation to define circumstances, analysis of interest of participants and stakeholders in education, weaknesses and advantages,
- Methodology to analyze and define strategic goals and objectives as logical framework approach
- Computer-simulation to define educational needs and resources

Multilateral and bilateral international development organizations highly appreciated planning, principles, tendencies, estimation methodologies, used in the process of developing plan. The fact that the plan was developed based on optimal and specific methodology created one of the main conditions to ensure the requirement of the plan to be realistic.

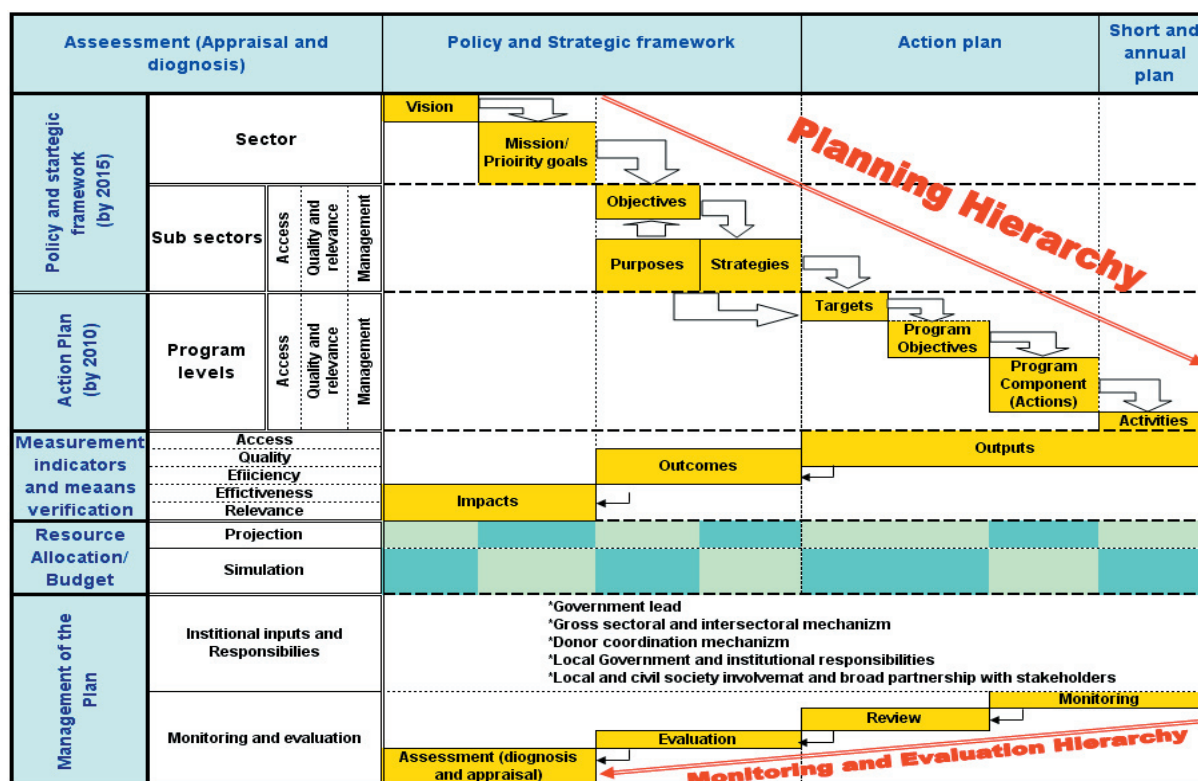
#### 1.6. Structure and organization of the Plan

The Master plan to develop education in Mongolia in 2006-2015 is comprised of the following six chapters:

- (i) Current status and challenges of education
- (ii) Policy provision (2006-2015),
- (iii) Mid-term Action plan
- (iv) Estimations of educational needs and required resources
- (v) Management, monitoring-evaluation

The detailed estimations of educational needs and required funds to occur in the process of implementation of the plan are attached to the plan (Picture 2).

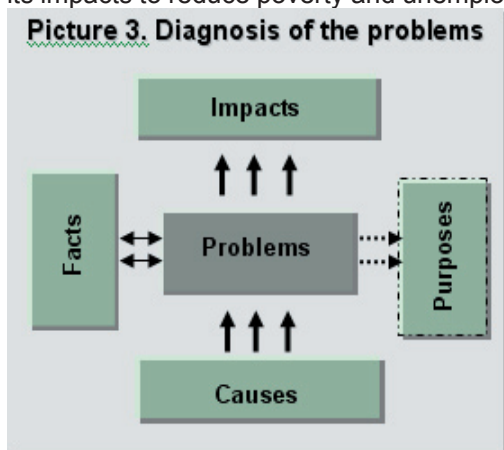
Picture 2. Structure and organization of the Plan



### Current status and challenges of education

The second chapter called current status and challenges of education comprises of 2 main parts: (i) interrelation of socio-economic and cultural changes and education and, (ii) results of diagnosis of education sector.

(i) The part on interrelation of socio-economic and cultural changes and education shows how changes which occurred in last 10 years in demography, labour market, employment, state policy and its impacts to reduce poverty and unemployment, to ensure economic growth and human development, impacts of state budget, financial status, public, governmental and administrative organizations and their management system, migration, social cultural and psychological conditions influenced on education, and it presents current status of educational sector and issues to be taken into consideration and resolved to develop education based on development requirements.

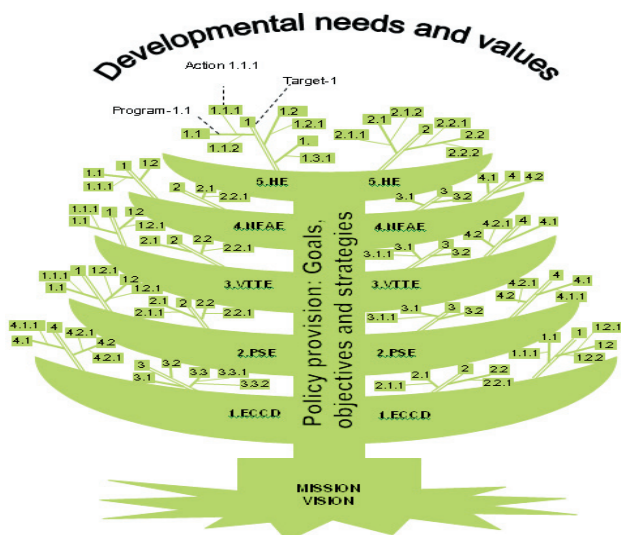


(ii) The part on diagnosis of educational sector presents results of diagnosis, made within the framework of the educational sector and subsectors on issues being faced by the sector and need to be resolved based on intersectoral and sectoral unified assessment. (Picture 3.) The unified assessment of

the sector on the current status of education was the first stage in the development of the Master plan and the assessment report was published separately from the Master plan.

The chapter on current status and challenges of education presents the needs to develop Master plan and serves as a rationale to develop policy on education until 2015.

### Policy and strategic framework of Master plan

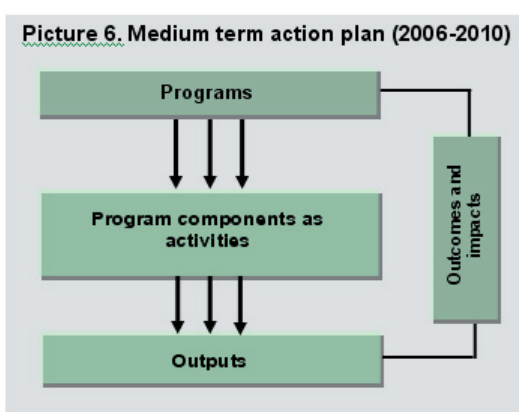
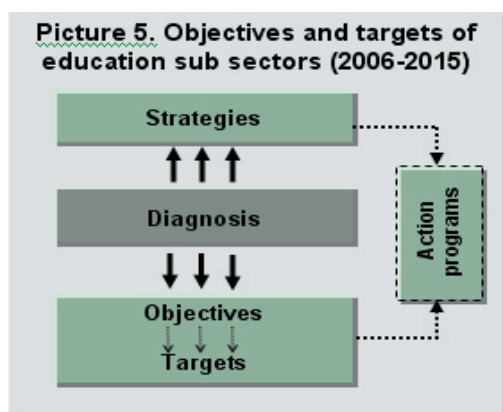


The chapter three called “Policy and strategic framework of Master plan” presents long-term policy objectives to be pursued on education until 2015 based on development needs and values. (Picture 4).

This chapter presents vision and mission, objectives, goals priority issues and objectives, strategies of the educational sector and targets of each sub-sector of education.

### Mid-term Action plan 2006-2010

The chapter four as mid-term action plan for 2006-2010 comprises two sections such as (i) mid-term plan of actions of subsectors in 2006-2010, and (ii) indicators to evaluate implementation of goals and objectives of the plan..



### Estimation of needs and finances

The chapter five called “Estimation of needs and finances” presents needs of education in the implementation of objectives and goals set forth in the plan based on pre-estimations of population growth, enrolment in schools of all levels and outreach of educational services. Also it presents the total finances needed for implementation of the plan along with estimations on financial resources and additional funds, potential to be mobilized from domestic and foreign sources. This chapter consists of (i) estimations of educational needs, (ii) required financial resources, (iii) estimation of potential domestic and foreign sources (iv) estimations of deficient resources.

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*Management, monitoring and evaluation of the plan.*

The chapter six on “Management, monitoring and evaluation of the plan” presents issues of defining management and organizational principles and tendencies to implement Master plan, ensuring coordination of line ministries, state administrative and professional organizations in regard to implementation of the plan, creation of organizational unified structure and mechanism of cooperation of donor countries and international organizations, organization reporting and information on implementation of the plan and responsibilities of MECS, local administrations and educational professional institutions at every stage and level of the implementation of the plan.

The current chapter also presents results of assessment of favorable opportunities and unexpected risks to occur in the implementation of the Master plan. Management, organization and monitoring issues of the Master plan were developed in compliance with actions and regulations need to be taken in regard to management of implementation of policy objectives set forth in the plan.

The current chapter consists of (i) favourable opportunities and risks in the implementation of Master plan, (ii) management of the plan and responsibilities of organizations (iii) monitoring-evaluation of implementation of the plan.



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## **CHAPTER 2**

### **CURRENT SOCIO-ECONOMIC AND EDUCATIONAL STATUS OF MONGOLIA**

#### **2.1. interrelation of socio-economic and cultural changes and education**

Mongolia has the territory of 1,5 million square kms and the total population of 2,5 million people. 41% of the population lives in rural areas and 37% lives in the capital city – Ulaanbaatar. Mongolia is the country with the lowest density of population<sup>2</sup>.

Mongolia is landlocked and developing countries with low income. GDP per capita in Mongolia is USD 593.3, share of official development assistance in the GDP is 21.7%, economic vulnerable index is 48.9, human development index is 0.679, human resource index is 63.3, literacy rate is 97.8% as per statistics of 2000, average growth of population is 1.4% and the economic growth in last years has been going up steadily and reached 10.7% in 2004.<sup>3</sup>.

In last 10 years Mongolia has been spending average 1 MNT of each 5 MNT of the state budget for the education on annual basis, and the educational expenditure has increased by 53 billion MNT in comparison with 1996. Foreign official development assistance to the educational development of Mongolia has been increasing steadily, and, according to the last 7 years, official assistance to education has reached 115.7 billion MNT, which is 16.5% of the GDP.<sup>4</sup>

Since 1990 Mongolia has started to transit towards market economic relations, democratic and humanitarian social relations, which has brought a number of difficult challenges to formation and stabilization of new educational system, and during the last years the new educational system to comply with new social basic principles was established. As a result of the progress in socio-economic situation of Mongolia, believes, and trust being created in people in regard to education, stabilization of social and cultural values and the special attention of the state in regard to ensuring guarantees for obtaining education on equal basis, the reforms in educational structure, system and actions have been undertaken and accessibility, quality and efficiency of educational services is being improved from year to year.

Since 2000 the government has been undertaking a number of measures, such as being responsible for all costs of children living in dormitories, distribution of textbooks for children from social vulnerable groups free of charge, provision of school uniforms and learning tools as grants, covering tuition fees of 1 child from herder's family, of 1 child of very poor family, of 1 child out of other children from families with 3 and more children and all of them are studying in universities at the same time, of full orphans and of disabled children, the realistic conditions for ensuring guarantee for children from poor, herders' and vulnerable families to study on equal basis.

The Government of Mongolia has started to implement a number of measures to create opportunities to obtain universal social basic services, improve quality and accessibility of educational and health services, support actions to increase employment and household income and expand social welfare services within the framework of the strategy to support economic growth based on poverty reduction and ensuring economic growth.

Starting from 2004 the Government of Mongolia has been implementing "Child Money" program to issue a grant of 3000 MNT per month for children from poor families with 3 and more children, and starting from 2006 all children have been involved in this program, which was proved by research

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<sup>2</sup> "Mongolian Statistical Book ", NSO, 2005

<sup>3</sup> Mongolian Statistical book ", NSO, 2005

"Economic and environmental vulnerability and security in Monggolia", UNDP, 2005

<sup>4</sup> Statistical Book of MECS, MECS, 1996-2005

"Report on research of educational sector" MECS, 2005

"Report on environmental evaluation of universal education", MECS, 2005

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resources to give first fruits in increasing livelihood income of poor families<sup>5</sup>. Cash grant is provided in case children of school age go to school, which also results on increase in enrollment of children of poor families in schools.

The results of implementation of the social welfare policies being undertaken by the Government in regard to households and children of social vulnerable groups serves as valuable experience proving that social inequality does not lay grounds for creation of inequality in right to study. Although growth and development are existing, yet one person in every 3 people or 36% of the population is still living at the level lower than living standards. Household livelihood will remain to be the priority strategic issue of education to reduce impact on provision of right for education, to support provision of right for education of children from poor and vulnerable groups, to reduce poverty and unemployment to happen in the future through education and to reduce social inequality and disparities.<sup>6</sup>.

The fact, that socio-economic and cultural opportunities and conditions, such as access to information, employment, income generation, closeness to market and others, are unequal in cities and rural areas, has been creating domestic migration of people to the cities, from outskirts of the country to central and settled areas in last years. Domestic migration has created overload in Ulaanbaatar and other cities, which have not been capable to carry out their load before the migration, and in cities and settlements, where migrants have settled down, schools are operating in 3 shifts, there are more than 40-50 children per group, and schools are overloaded, so children who are defined as “non-belong” and “out of enrollment district” cannot attend schools and dropouts are being increased for the above reasons..<sup>7</sup>

In-migrants mainly settle down in outskirts districts and horoos of cities and settlements, which they have migrated to, and this causes another new challenges for education called “problem of city outskirts districts”. As far as rural and local schools in locations where out-migration is high, are concerned, number of children does not allow to receive adequate funding needed to operate school at normal level.

30% of people<sup>8</sup> residing in rural and local areas, where out-migration is high are planning to leave the area in the near future, and this factor of domestic migration should be unavoidably considered in educational policy and planning.

Whether domestic migration will increase or decrease is directly related to socio-economic actions of macrolevel to reduce poverty and unemployment, implementation of national strategy for regional socio-economic development and reforms of territorial and local management and administration, the fact that 1/3 of migrants<sup>9</sup> are migrating to have their children to go to quality schools and for the sake of their children's future will play an important role in reducing migration through educational policy and planning.

Sharp continental climate, nomadic lifestyle in rural areas and high density of population in Mongolia create necessity to provide educational services in non-settled, specific and unique manner.

Provision of rural children with dormitories, constant improvement of living and learning environment of children in dormitories, and supporting primary schools in bags and mixed group learning without lowering quality of training will be the strategy to ensure rights of herders' children of school age to study in general educational schools in conformity with the specifics of rural life and culture of Mongolia. As of present, 25%<sup>10</sup> or one child out of 4 children constitute herders' children of early childhood, however, the issue of provision of non-kindergarden pre-school educational services with

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<sup>5</sup> “Participatory Poverty assessment and monitoring” ADB, 2005

<sup>6</sup> “Study on household income, expenditure and livelihood”, NSO, 2004

<sup>7</sup> “Report on environmental evaluation of universal education”, MECS, 2005

<sup>8</sup> “Migration and education”, SCUK, 2005

<sup>9</sup> “Migration and education”, SCUK, 2005

<sup>10</sup> “Mongolian Statistical book”, NSO, 2005

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support of the state yet to be resolved.

The specific features, such as low density of rural population, creates a number of challenges, such as conflict with norms of educational funding being pursued at the present and need to establish new standards for kindergardens and school buildings to be financially efficient and with high level of capacity utilization, in one hand, and of small sizes, on the other hand.

*Starting from 2004 Mongolia has transferred to 11-year school system in accordance with common practice and experience of general secondary schools in the world, and about to transfer toward 12-year training system in general educational schools. In this regard, the measures to continue renewal of training program and content and educational standards, renewal of textbooks, increase of supplies of training tools and equipment, computerization of general educational schools, introduction of ICT in training, re-training teachers and implementing issue of lunch and meals for children of primary grades, need to be undertaken.*

60-70% of demands for working place in the labor market of Mongolia constitute workers with professions. However, as of 2004, 71.4% of graduates with higher education and vocational education graduated from universities, and 28.6% - from vocational training and technical educational schools. In terms of majors of graduates, 59% belong to social and humanitarian sectors, such as lawyers, journalists, economists and financiers, and 3% - to agricultural sector, while 23.3% of economic structure is constituted of agriculture, 50.1% - services and 26.6% - manufacturing.<sup>11</sup>

The current status of training national professional human resources does not fit to needs and demands of the labor market, economic structure and specifics. Implementation of strategies to increase participation and increase coordination by the state to relate operations of professional educational schools to needs to support development of national production and technology, strengthen national economic capacity and complying with demands of the labor market will be the important part of the national strategy to ensure growth not only of education, but of the economy.

As of present, employment rate among graduates with higher education is 34.8%<sup>12</sup>, 34.2%<sup>13</sup> of senior students at universities are interested not to work by their profession upon graduation and 25.5%<sup>14</sup> of poor people are people with higher education. These facts should not be left without consideration. Improvement of quality of professional education and competitiveness of human resources based on creation of competitive environment for independence and quality of vocational training and technical schools and universities, strengthening accreditation capacity of vocational educational programs and improving training quality guarantee and standard control should be one of the priority objectives for policy and planning.

Needs and necessity to strengthen national economic competitiveness and increasing responsibility and participation of education in ensuring economic growth are being created. Particularly, qualitative participation of private sector in vocational education, strengthening training, research and technical support base of vocational training and technical educational institutions and universities, introduction of advanced technologies in training, improvement of coordination of academic research and production, strengthening professional capacity of teaching human resources and academic workers, creation of favorable conditions for re-payment of training loans for students in vocational educational schools and expansion of opportunities to study abroad in developed countries for young people will be the main priority issues for vocational educational policy and planning.

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<sup>11</sup> "Report on studies of educational sector" MECS, 2005

<sup>12</sup> "Study on household income, expenditure and livelihood", NSO, 2004

<sup>13</sup> "Report on study of educational sector" MECS, 2005

<sup>14</sup> "Study on household income, expenditure and livelihood", NSO, 2004

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## 2.2. Challenges of education

### Early childhood education:

Access	<ol style="list-style-type: none"><li>1. <i>Equal opportunities of herders' children to be enrolled in pre-school educational services are limited.</i></li><li>2. <i>Equal opportunities of children of poor families to be enrolled in pre-school educational services are limited.</i></li><li>3. Opportunities of children of 0-2 years old to be provided with social services are limited.</li><li>4. <i>Equal opportunities of disabled children to be enrolled in social services for children of early childhood are limited.</i></li></ol>
Quality and Relevance	<ol style="list-style-type: none"><li>5. Lack of food and nutrition is still existing in children in kindergardens.</li><li>6. Capacity of kindergarden buildings is not sufficient in cities and urban areas</li><li>7. Conditions and technical support base of kindergardens does not meet normal hygiene requirements needed for educating and developing of children.</li><li>8. Supplies of kindergarden toys, entertainment tools and training textbooks are insufficient.</li></ol>
Management	<ol style="list-style-type: none"><li>9. Process of developing human resource capacity of pre-school education in compliance with new needs and demands is slow and insufficient.</li><li>10. It is impossible to implement information and result based policy and management on development of children of early childhood.</li></ol>

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Primary, basic and secondary education:

Access	<ol style="list-style-type: none"><li>1. Number of children of 8-15 years old being out of the schools is not reducing significantly.</li><li>2. Right to study and equal opportunities of children are largely violated at primary educational level.</li><li>3. Disparities between city and rural areas, downtown and outskirt districts in primary and secondary educational services are large.</li><li>4. Gender balance of students is being lost.</li><li>5. Equal rights and opportunities for disabled children and children with special educational needs to study and develop are not provided completely.</li><li>6. Load of city schools is increasing, load of rural schools is decreasing. Policy on sustainable development of schools is missing.</li></ol>
Quality and Relevance	<ol style="list-style-type: none"><li>7. Parts of national curriculum, such as syllabus, contents of subject, supplies of textbooks and evaluation of student's performance, needed for implementation of competence based standards are developed, but not ready for being experimented, accredited and implemented.</li><li>8. Socio-economic support for implementation of new standards and curriculum is lacking.</li><li>9. Professional and methodological support for teachers to ensure implementation of new standards and curriculum is lacking.</li><li>10. Supplies of textbooks are not sufficient, number of textbooks which meet requirements of new standards is few.</li><li>11. Delivery of training equipment is not sufficient, and investment distribution is not equal.</li><li>12. Learning friendly and equal opportunities for children are not provided fully due to disparities in quality of school buildings, infrastructure, supplies of drinking water, heating and electricity.</li><li>13. Evaluation of student's performance is not aimed at encouraging student's interest and activeness to study, evaluating implementation of curriculum and improving educational services.</li></ol>
Management	<ol style="list-style-type: none"><li>14. Policy and legal environment does not support development of schools and organizations.</li><li>15. Policy, management and planning do not base on information and do not aim at results.</li><li>16. Conflict between quality targeted new objectives and quantity oriented old evaluation exists.</li></ol>

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Technical education and vocational training:

Access	1. Enrollment of TEVT is not capable to relate to demands of human resources in the labor market.
Quality and Relevance	2. Graduates of TEVT do not meet requirements set forth for professional employees. 3. TEVT standards and content does not relate to market demands, and training methodology is not renewed. 4. Supplies, professional preparedness and social status of teachers are weak. 5. No supplies of textbooks and training tools, training environment is weak 6. National system of quality control is not developed.
Management	7. Policy and legal environment of TEVT is not capable to match vocational training services with demands of labor market. 8. Funding for vocational education and training is limited. 9. Professional management capacity at national, local and school level to provide with professional and methodological management for vocational training institutions is weak.

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Non-formal and adult education:

Access	<ol style="list-style-type: none"><li>1. <i>Accessibility of non-formal education for illiterate and newly literate people is limited.</i></li><li>2. Opportunities of children and youth outside of schools to be involved in NFE services are limited.</li><li>3. Continuous educational services meeting needs of adults to learn and live are not regular.</li></ol>
Quality and Relevance	<ol style="list-style-type: none"><li>4. Training environment of NFE has not reached the adequate quality at all levels</li><li>5. Capacity of NFE institutions at all levels is weak, particularly, human resources are lacking.</li><li>6. Training content and methodology of NFE and adult education is not developed completely, and training tools are insufficient.</li><li>7. Training quality to obtain primary and basic education in non-formal and open forms is not sufficient, and evaluation system is weak.</li></ol>
Management	<ol style="list-style-type: none"><li>8. Current policy and strategy of NFE sector is not capable to create opportunities for population to learn continuously and in lifetime basis.</li><li>9. Information system of NFE sector is not created, no specific methods, information collection, processing, exchanging and utilization is not sufficient</li><li>10. Funding mechanism of NFE sector is not regular and not defined.</li></ol>

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Higher education:

Access	1. Influence on non-realistic factors in enrollment in higher education is large.
Quality and Relevance	2. Complex system of standards for training, research works and training environment in higher educational institutions is not developed. 3. Supplies of teachers and their professional preparedness is weak.
Management	4. Management and coordination of higher education is weak. 5. <i>Current system to issue loans and grants to students does not ensure efficient re-payment.</i>



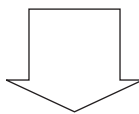
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**CHAPTER 3**  
**POLICY AND STRATEGIC FRAMEWORK OF MASTER PLAN**  
**(2006-2015)**

**3.1. Education vision and missions**

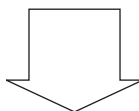
**VALUES**

1. Quality
2. Equity
3. Social participation



**VISION**

The vision of education sector is to ensure provision of reliable guarantees for sustainable development sources, national sovereignty and security of Mongolia through civil society to be educated with continuously enriching culture.



**MISSION**

The mission of education sector is provide accessible, quality, efficient and sustainable services aimed at developing each citizen of Mongolia to mobilize themselves to live wealthy lives in humanitarian, civic and democratic society, obtaining knowledge, capacity, technology and cultural values needed for resolving issues and working creatively, creating and constantly improving favourable environment and conditions to make equal choices.

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### **3.2. Priority issues of the Master plan**

1. Reduce and eliminate inequality situation when people cannot have opportunities for universally accessible and quality education, which meets demands of people, due to disparities in social and cultural status and living conditions, and implement specialized programs aimed at student-children within the framework of social protection and social welfare policy to be pursued by the state to ensure a right of people to learn

2. Renew educational standards and curriculum at levels and renew standards, policy, strategies and regulations systematically to be pursued in order to ensure demands and needs to reveal and develop talents, to learn continuously responsibility and ethics of living independently in society, to work, live quality life and make choices

3. Renew monitoring and information management to raise financial, budget and technological conditions, allocate and spend them adequately in order to improve conditions and possibilities of students, teachers and employees to learn and work in safe and healthy environment in satisfactory manner, which will fulfill educational standards and requirements, and to provide equal opportunities to access quality educational services

4. Make strong investment to human resource development and resolve issues of professional methodological development, salaries, benefits and social issues in conformity with the priority status of the sector, which impact the social development, and with substance of methodological changes to occur in content of work of teachers of general educational schools and kindergardents

5. Connect all educational institutions, schools and kindergardens to Internet, and introduce ICT into training, information exchange, monitoring, evaluation and registration systems.

6. Develop school-based management, support development of organizations, reform educational administrative and professional management systems of unit institutions to have rational distribution, decentralization and transfer of powers to make decision at local and national level, adequate system of powers and responsibilities and transparent monitoring

7. Increase responsibility of the Government of Mongolia through creating funding, technical, budget, financial, human and technological resources needed for implementation of objectives set forth based on needs to renew and upgrade quality, accessibility and equality of education through ensuring active and creative participation of state and non-governmental organizations, enterprises, individuals, governments of foreign countries, international specialized and financial organizations, and improving mechanisms of their cooperation.

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### 3.3. Objectives and strategies of education (2006-2015)

#### Early childhood education

	Objectives	Strategies as ways of implementation
1.	To achieve the pre-school enrollment up to 99%	<ul style="list-style-type: none"><li>▪ Increase the capacity of kindergartens and establish new kindergartens at the locations in accordance with the demographic settlement, density and long term strategy for local social and economic development</li><li>▪ Develop appropriate and accessible family-based institutional services which will fit the different models of nomadic lifestyles</li><li>▪ Develop equalizing policies for providing with equal opportunities of early childhood education for children from social vulnerable groups of society (poor, with mental disorder, migrants, etc), which have limited opportunities to receive educational services for children</li><li>▪ Through non-kindergarten methods ensure opportunities for providing pre-school educational services for children of early childhood, develop and approve education content and programs for this</li><li>▪ Develop legal and financial framework for multi-optional and applicable services for preparing to schools</li></ul>
2.	Develop quality educational services which meets the development needs of children of early childhood	<ul style="list-style-type: none"><li>▪ Improve the supply of food and drinking water for kindergartens</li><li>▪ Develop grounds for social services to meet the development needs of early childhood education based on development and implementation of set of standards (early learning, school/developmental readiness etc.) for development of early childhood</li><li>▪ Develop, approve and follow-up standards for learning environment and premises of kindergartens</li><li>▪ Strengthen human resources capacities for pre-school education and ensure step-by-step improvement of social issues</li><li>▪ Improve the supply of the manuals, toys and game equipment for pre-school education</li></ul>
3.	Further improve policy, regulatory and management issues of the early childhood services	<ul style="list-style-type: none"><li>▪ Provide support from state and develop favourable policy and regulatory frameworks for encouraging private sector and civil society to express interests and demand-based services for early childhood education</li><li>▪ Ensure cooperation and coordination of works of respected ministries, which are responsible for health, education, food supply, social security and insurance of early childhood</li></ul>

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## Primary and secondary education

	Objectives	Strategies as ways for implementation
1.	Reduce disparities in obtaining quality education equally for students, provide support for children to enjoy their right to study	<ul style="list-style-type: none"><li>▪ Reduce dependance due to disparities in location of living and studying, specifics of parents' occupation and employment, level of household livelihood and needs of education to be obtained</li><li>▪ Create equal opportunities for children of vulnerable groups, whose rights to study are being violated, to study, implement equalizing policy</li></ul>
2	Create conditions and environment for provision of quality primary and secondary education	<ul style="list-style-type: none"><li>▪ Renew, develop and pursue standards and requirements for premises of school and dormitory, its facilities as furniture, laboratories, equipment, textbooks and other tools, and create comfortable environment meeting requirements of health, safety and gender</li><li>▪ Renew system of training and re-training teachers and managerial staff, ensure equal opportunities to live and work for teachers through policy of salaries and social welfare</li><li>▪ Reform evaluation of student's performance to be aimed at encouraging interests and activeness of students to learn, evaluating implementation of educational standards and curriculum and improving educational services</li></ul>
3	Enhance and develop policy and management to support schools	<ul style="list-style-type: none"><li>▪ Create favorable policy, legal and regulatory environment to support development of schools and institutions, provide support from the state</li><li>▪ Develop information based planning and management</li><li>▪ Expand and regulate participation and support of educational stakeholders</li></ul>

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### Non formal and adult education

	Objectives	Strategies as ways for implementation
1.	Match non-formal education services to the needs of the recipients of these services	<ul style="list-style-type: none"><li>▪ Provide services, which meet different needs of groups of population and expand the range of flexible services</li><li>▪ Provide with legal framework for continuous education for adults and ensure policy coordination</li><li>▪ For young people who were not able to receive basic education on-time, provide opportunities to receive education</li><li>▪ Improve quality of educational services for poor, vulnerable and unemployed people, conduct state-supported trainings directed to get profession, to get professional practice and to increase incomes of the households</li></ul>
2.	Develop favorable learning environment, improve quality and capacity of resources at all levels of non-formal education	<ul style="list-style-type: none"><li>▪ Improve learning environment of non-formal enlightenment centers through increasing their capacities and resources</li><li>▪ Strengthen capacities of non-formal education at national and local levels</li></ul>
3.	Improve policy and strategies of non-formal educational sector and establish information and financial infrastructure	<ul style="list-style-type: none"><li>▪ Expand opportunities for providing state support for civil society, business entities and non-governmental organizations to conduct and organize training and services on non-formal education</li><li>▪ Establish management, information and monitoring and evaluation systems, develop policy, planning and management for information-based non-formal education</li><li>▪ Define financing policy for non-formal education, establish mechanism for monitoring financial spending and results</li></ul>

### Technical education and vocational training

	Objectives	Strategies as ways for implementation
1.	Increase the enrollment of TEVT by 56.1.%	<ul style="list-style-type: none"> <li>▪ Increase number of private technical education and vocational training institutions</li> <li>▪ Broaden service types and coverage of technical education and vocational training centers</li> <li>▪ Provide support from state to students at TEVT institutions</li> <li>▪ Increase utilization and capacity of TEVT centers</li> <li>▪ In coordination with the national strategy of regional development and local needs, provide support for establishing new TEVT centers</li> </ul>
2.	Improve quality of technical education and vocational training, establish supply of work force sufficient enough to meet demand of the labor market	<ul style="list-style-type: none"> <li>▪ In accordance with the demand of the market, renew the content and standards of the technical education and vocational training</li> <li>▪ Develop supply, professional abilities and skills of teachers of vocational training and technical education</li> <li>▪ Provide support from state on development of exercise books and training materials for technical education and vocational training</li> <li>▪ Increase supply of equipment and tools for practicing at the technical education and vocational training institutions</li> <li>▪ Improve linkage of training and practice</li> <li>▪ Strengthen capacity of technical education and vocational training institutions and programs and establish quality control system</li> </ul>
3.	Renew management of technical education and vocational training	<ul style="list-style-type: none"> <li>▪ Improve legal framework for regulating finance, management and organization of technical education and vocational training and further develop regulatory framework</li> <li>▪ Develop social partnership management and administration at vocational training and technical education</li> <li>▪ Strengthen human resource capacities for vocational training and education</li> <li>▪ Provide favorable legal environment and policies to increase foreign investment in the technical education and vocational training</li> <li>▪ Strengthen national and institutional administration and management of the technical education and vocational training</li> </ul>

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### Higher education

	Objectives	Strategies as ways for implementation
1.	Improve the coordination of enrollment of higher education	<ul style="list-style-type: none"><li>▪ Broaden services provided by the higher educational institutions and make them more open</li><li>▪ Coordinate the activities of the higher educational institutions with the national economic structure and labor market demand</li><li>▪ Provide support for those studying at the engineering, technology, biology, teacher education and agricultural areas</li></ul>
2.	Ensure provision of favorable conditions for improving quality of trainings at higher educational institutions	<ul style="list-style-type: none"><li>▪ Further develop training content and standards of the higher education</li><li>▪ Link the accreditation of training program with the international standards</li><li>▪ Improve teaching human resource capacities at the higher educational institutions</li><li>▪ Improve the monitoring of training quality of higher education and provide favorable legal framework for competing in quality.</li><li>▪ Provide support for renewing training, research and technical support base of higher educational institutions</li><li>▪ Provide favorable policy environment for providing social security and studying opportunities of students</li></ul>
3.	Optimize the management and financial structure of the higher education	<ul style="list-style-type: none"><li>▪ Further improve the legal framework for management, financing and structure of state loans for higher education</li><li>▪ Strengthen management capacities of the higher education</li></ul>

### 3.4. Targets of education sub-sectors

#### Early childhood education

##### Enrollment:

- Increase the enrollment of pre-school education by 52.9% to reach 99.0%.

	2004 - 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Enrolment rate of pre-school education	46.1%	63.4%	99.0%	99.0%	99.0%

From which:

- 85% of children in cities will be enrolled in kindergarden, and 14% - in other forms of education

	Target	Targeted years	Yearly increase in percentage	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Enrollment of city children:								
➤ at kindergartens	85%	4	9.7%	58.7%	64.4%	85.0%	85.0%	85.0%
➤ at other forms of pre-school education	14%	4	-4.6%	16.9%	16.1%	14.0%	14.0%	14.0%

- 35% of children in rural areas will be enrolled in kindergartens, and 64.0% - in other forms of pre-school education

	Target	Targeted years	Yearly increase in percentage	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Enrollment of children of rural areas:								
➤ in kindergartens	35%	4	3.8%	30.2%	31.3%	35.0%	35.0%	35.0%
➤ in other forms of pre-school education service	64%	4	64.7%	8.7%	14.3%	64.0%	64.0%	64.0%

- Increase enrollment at kindergartens by 26.3% in average to reach 85% in cities and by 4.8% in rural areas to reach 35%.
- Decrease enrollments in other forms of pre-school education services by 2.9% to reach 14% in urban areas and increase by 55.3% to reach 64% in rural areas.
- Increase enrollments in private kindergartens by 6.2% to reach 10% of share of all students enrolled in kindergartens, compared to level in 2005.

	Target	Targeted years	Yearly increase in percentage	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
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Enrollment rate at private kindergartens	10.0%	11	9.2%	3.8%	4.2%	5.4%	6.5%	10.0%
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Quality and relevance:

- Define the meal expenses for kindergartens depending on norms of calories and nutrition of children early childhood. Starting from 2006-2007 academic year, the annual meal norm for kindergarten age child has been increased by 61.1% (the cost for meal per child has been increased from 300 tugrik to 484 tugrik), thus 116,000 tugrik will be provided annually.

	Target	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Annual meal expense of kindergarten age child (thousand tugrik)	116.0	2	38.2%	60.8	83.9	116.0	135.3	198.8

- Newly build and expand kindergartens' premises for 8,000 seats.

	Target	Targeted years	2005 2006	2008 2009	2010 2011	2015 2016
Number of Beds/seats of new kindergartens and extension	8030	10	150	2770	1460	3650

- Decrease the student/teacher ratio from 13.2 to 11.6.

	2004 - 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Student/teacher ratio	13.2	12.8	11.7	11.6	11.6

- Decrease number of children per class from 27.5 to 25.0.

	Target	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Number of children per class	25	4	-62.5%	27.5	26.9	25.0	25.0	25.0

- Employ 100% professional teachers as full-time staff of kindergartens.
- By the academic year of 2008-2009, all kindergartens will be provided with associate teachers by 100%.
- Percentage of teachers in private kindergartens in the total number of teachers in kindergartens will be increased by 5.1% and reach 10%.

	Target	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
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Percentage of private kindergartens' teachers as a share in total number of teachers working in kindergartens	10.0%	4.9%	5.2%	6.4%	6.8%	10.0%
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- Improve qualifications of at least 50% of teachers each year working in pre-school education.
- Increase supply with manuals, training and other materials for pre-school education children and teachers.
- Increase financing of toys and game equipment each year by 8.0%.

	Target	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Financing for toys and game equipment for kindergartens	1,220,737	8.0%	67,905	73,337	257,129	207,531	682,739

- Involve 30 teachers in overseas trainings for improving qualifications and experience gaining.

Management:

- The integrated cooperative management will be established in line ministries and organizations, which provide social services for pre-school children
- The cross-sectoral universal network with information database will be established on services for pre-school children

## General secondary education

### Enrollment:

- From 2006-2007 academic year, provide tea and meal for students in 1st and 2nd grades of primary education.
- From 2008-2009 academic year, transfer general secondary schools into 12-year system
- Increase the number of students living in dormitories by 2.1% of general secondary schools.

	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Number of students living in dormitories at general secondary schools	37983	40761	50376	58015	82573

- Increase the enrollment of children from herder families in dormitories by 40.5%, achieving 75%.

	Targets	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
From all students living in dormitories, percentage of children from herder families	75.0%	11	7.3%	34.5%	37.0%	45.8%	52.7%	75.0%

- Gross enrollment rate of the primary schools will be reached to 97.8%.
- Gross enrollment rate of middle grades will be reached 93.4%.
- Gross enrollment rate of the basic education will be reached 95.6%.

	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Gross enrollment rate in primary education	114.7%	100.9%	96.2%	99.1%	97.8%
Gross enrollment rate in middle grades of secondary schools	93.4%	89.0%	99.5%	97.2%	93.4%
Gross enrollment rate in basic education	103.3%	95.2%	97.7%	98.3%	95.6%

- In order to increase the role of private schools, target to achieve 10% of students enrolled in private primary, middle and senior grades respectfully.

	Targets	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Percentage of students studying in private general education schools (%)								
➤ in primary education	10.0%	4	34.0%	3.1%	4.2%	10.0%	10.0%	10.0%
➤ in middle grades	10.0%	4	38.9%	2.69%	3.7%	10.0%	10.0%	10.0%
➤ in senior grades	10.0%	11	6.2%	5.19%	5.5%	6.6%	7.4%	10.0%

- Dropout rate of the secondary education will be reduced by 75.5% compared with 2005 and reach 15.5%.

	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Percentage to decrease drop-outs from general secondary schools	100.0%	71.3%	48.1%	32.2%	15.5%

- Return to schools 20% of dropouts in the first year, 40% in the second year in general secondary schools.

	Target	Targeted year	2005 2006	2008 2009	2010 2011	2015 2016
Number of the students to return to schools from drop-outs	20.0%	40.0%	5416	3976	2925	1301

- Provide re-education for 40% of drop-outs from general secondary schools through trainings at non-formal and equivalence training programs.

	Target	2005 2006	2008 2009	2010 2011	2015 2016
Number of students studying in non-formal and equivalence programs	40%	564	531	370	126

Quality and relevance:

- Newly build secondary schools and extensions for 72.3 thousand seats and dormitories for 5.2 thousand beds.

	Targets	2005 2006	2008 2009	2010 2011	2015 2016
Number of seats for general secondary school premises and extensions to be newly built	72279	2672	23394	9825	36388
Number of beds at general secondary schools' dormitories to be newly built	5200	200	1500	1000	2500

- Provide free of charge school textbooks and materials for students from vulnerable groups studying at the general secondary schools.
- Radically increase computerization at the general secondary schools. Specifically: reach ratio of students per computer in primary education from 1250 to 250 (250 students per computer), ratio of students per computer for middle grades from 250 to 50 and for senior grades from 25 to 5.

	Targets	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Student/computer ratio								
➤ in primary education	250	11	-13.6%	1250	1080	696	520	250
➤ in middle grades	50	11	-13.6%	250	216	139	104	50
➤ in senior grades	5	11	-13.6%	25	22	14	10	5

- 10% of teachers of primary education, up to 15% of teachers of middle and senior grades' teachers should be comprised from teachers of private schools.

	Targets	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Percentage of private school teachers among all teachers working in primary education	10.0%	4	19.2%	5.0%	5.9%	10.0%	10.0%	10.0%
Percentage of private school teachers among teachers at middle and senior grades of secondary schools	15.0%	4	19.7%	7.3%	8.7%	15.0%	15.0%	15.0%

- Achieve 99.5% for successfully completed graduates of basic education.
- Achieve 99.9% for successfully completed graduates of senior classes.

	Targets	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Percentage of graduates with basic education	99.5%	4	1.2%	95.0%	96.1%	99.5%	99.5%	99.5%
Percentage of graduates of complete general secondary education	99.9%	4	0.2%	99.0%	99.2%	99.9%	99.9%	99.9%

- Reduce percentage of grade repeaters in general secondary schools by 60% compared to year 2005, and reach the overall percentage by 40%.

	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Reduce percentage of grade repeaters of general secondary education	100%	104%	81%	66%	40%

- Increase by 8% every year financing for equipment and tools of general secondary schools.
- Each student of general secondary school must have one textbook and each teacher must have teacher's manual for their teaching subject.
- Improve professional qualifications of 50% of general secondary school teachers each year.
- Involve 200 teachers in foreign professional development and experience exchange trainings each year.
- Modify the mechanism of evaluation of performance of students, teachers and schools, so that the school will be children-friendly.

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*Management:*

- The strategic policy and planning will be established to define location, structure and characteristics of general educational schools
- The educational management, information database and national systems will be established as school mapping.

## Primary education

### Enrollment:

- Gross enrollment rate of the female students will be reached 99.6% and for male students will be 96.1%.

	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Gross enrollment of male children.	114.6%	100.6%	95.4%	95.2%	96.1%
Gross enrollment of female children.	114.7%	101.2%	97.0%	103.1%	99.6%

- 65% of the total enrolled male children and 65% of female children will be in cities.
- 99.8% of children of 7 years old will be enrolled in schools in academic year 2005-2006, and 99.9% of children of 6 years old will be enrolled in schools by 2008.

	Targets	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Percentage of 6-year old children's enrolment in schools	99.9%	4	50.6%	19.4%	29.2%	99.9%	99.9%	99.9%
Percentage of 7-year old children's enrolment in schools	99.9%	1	25.1%	79.9%	99.9%	99.9%	99.9%	99.9%

- Gross enrollment rate of female and male children will reach 94% respectively.

	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Gross enrollment rate:					
➤ Male	148.8%	142.9%	138.0%	107.1%	94.0%
➤ Female	147.7%	142.5%	139.0%	107.2%	94.0%

- Drop-out rate in primary education will be reduced by 2015 in comparison with 2005 as follows:
  - Dropouts in 1<sup>st</sup> grade will be reduced by 4.57% and will reach 0.43%
  - Dropouts in 2<sup>nd</sup> grade will be reduced by 1.54% and will reach 0.76%
  - Dropouts in 3<sup>rd</sup> grade will be reduced by 1.93% and will reach 0.87%
  - Dropouts in 4<sup>th</sup> grade will be reduced by 0.62% and will reach 0.08%
  - Dropouts in 5<sup>th</sup> grade will reach 0.08%

	Targets	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Rates to reduce drop-outs:								
➤ in 1 <sup>st</sup> grade	0.43%	11	-20.0%	5.00%	4.00%	2.05%	1.31%	0.43%
➤ in 2 <sup>nd</sup> grade	0.76%	11	-9.6%	2.30%	2.08%	1.54%	1.26%	0.76%
➤ in 3 <sup>rd</sup> grade	0.87%	11	-10.1%	2.80%	2.52%	1.83%	1.48%	0.87%
➤ in 4 <sup>th</sup> grade	0.08%	11	-17.9%	0.70%	0.57%	0.32%	0.21%	0.08%
➤ in 5 <sup>th</sup> grade	0.08%	9	-18.2%			0.33%	0.22%	0.08%

Quality and relevance:

- Number of students per teacher in cities will be reduced from 33.5 to 27.4, and in rural areas – from 30.9 to 24.7.

	Targets	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Student/teacher ratio:								
➤ in cities	27.4	11	-1.8%	33.5	32.9	31.1	30.0	27.4
➤ in rural areas	24.7	11	-2.0%	30.9	30.3	28.5	27.3	24.7

- Increase percentage of number of students per class in cities from 34.7% to 36.0% and in rural areas from 30.9% to 30.0%.

	Targets	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Number of students in class								
➤ in cities	36	11	0.3%	34.7	34.8	35.2	35.4	36.0
➤ in rural areas	30	11	-0.3%	30.9	30.8	30.5	30.4	30.0

- Teaching hours for a teacher per week is 19 hours and average study hours for students per week – 36 hours.
- Primary education will be provided by 100% professional teachers.
- Percentage of non-teaching staff in total number of school employees will reach 25.3% in cities and 44.2% in rural areas.

	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Percentage of non-teaching staff among total school employees:					
➤ in cities	29.7%	26.7%	24.7%	24.1%	25.3%
➤ in rural areas	43.5%	41.7%	39.8%	40.2%	44.2%

- Reduce teacher's utilization rate in cities from 134% to 100% and in rural areas from 135.8% to 100%.

	Annual growth rate	2004 2005 (base year)	2005 2006	2008 2009	2010 2011	2015 2016
Teacher utilization rate:						
➤ in cities	-1.0%	133.9%	132.5%	131.2%	127.0%	100.0%
➤ in rural areas	-1.0%	135.8%	140.0%	140.0%	135.0%	100.0%



## Middle and senior grades of secondary schools

### Enrollment:

- Gross enrollment rate of the male students in middle grades will reach 89.9% and for female will be 96.9%.

	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Enrollment rate of middle grades:					
➤ male	90.1%	86.0%	95.8%	93.6%	89.9%
➤ female	96.7%	92.1%	103.3%	100.8%	96.9%

- Enrollment of total male children in middle grades will reach 65.0% and for female will be 65% in cities.
- Enrollment of total male children in senior grades will reach 75.0% and for female will be 75% in cities.

### Quality and relevance:

- Student/teacher ratio in middle and senior grades will reduced from 22.5 to 16.0 in cities and from 20.9 to 14.8 in rural areas.

	Targets	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Student teacher ratio:								
➤ in cities	16.9	11	-2.6%	22.5	21.9	20.3	19.3	16.9
➤ in rural areas	14.8	11	-3.1%	20.9	20.2	18.4	17.3	14.8

- Number of students per class in middle and senior grades will be reduced from 34.5 to 32 in cities, and from 31.0 to 28.0 in rural areas.

	Targets	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Number of students per class:								
➤ in cities	32	11	-0.7%	34.5	34.3	33.6	33.1	32.0
➤ in rural areas	28	11	-0.9%	31.0	30.7	29.9	29.3	28.0

- Teaching hours for a teacher per week will be 19 hours and average study hours for students per week – 25 hours.
- 100% of teachers in middle and senior grades will be professional teachers.
- Percentage of non-teaching staff in total employees in middle and senior grades will be 21.2% in cities and 33.7% in rural areas.

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	2004-2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Percentage of non-teaching staff in total school employees:					
➤ in cities	29.7%	29.7%	26.1%	25.8%	21.2%
➤ in rural areas	43.5%	43.9%	39.7%	39.4%	33.7%

- Reduce teacher utilization rate from 123.6% to 122% in cities and from 127.6% to 106% in rural areas.

	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Teacher utilization rate					
➤ in cities	123.6%	119.0%	120.5%	115.5%	122.0%
➤ in rural areas	127.6%	119.0%	116.0%	105.0%	106.0%

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## Non-formal education

### Enrollment:

- Literacy rate will be increased from 97.7% to 99.0% by 2008.

	Target	Targeted years	Annual growth rate	2004 (Base year)	2005	2008	2010	2015
Literacy rate	99.0%	4	0.3%	97.7%	98.1%	99.0%	99.0%	99.0%

- Percentage of illiterate female population enrolled in non-formal education and enlightenment centers will increase by 75.2% and will reach 99.0% and for male -increased by 59.5% and reach 99.0%.

	Targets	Targeted years	Annual growth rate	2004 2005 (Base year)	2005	2008	2010	2015
Number of illiterate adults to be educated through non-formal education and enlightenment centers:								
➤ female	99%	11	13.4%	24.7%	28.0%	40.9%	52.7%	99.0%
➤ male	99%	11	8.7%	39.5%	42.9%	55.2%	65.2%	99.0%

- 40% of dropouts from general secondary schools will be provided with equivalence and non-formal education training.

### Quality and relevance::

- Funding for national center for non-formal and distance education, and enlightenment, non-formal education centers in soums and districts will be increased by 8% annually.
- Expenses for re-training teachers of non-formal education will be allocated by Government centralized expenses for re-training annually.
- Develop methods and indicators for information, monitoring and evaluation of non-formal and adult education.

### Management:

- A national system of monitoring and evaluation for non-formal education will be established.

## Technical education and vocational training

### Enrollment:

- Increase number of enrollments at the technical education and vocational training by 56.1%.

	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Increase of number of students enrolled at the TEVT	100.0%	98.1%	95.3%	108.5%	156.1%

- Percentage of students studying in private institutions of TEVT will be increased by 13.7% and will reach 15.0%.

	Target	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Enrollment of students in private TEVT institutions	15.0%	11	27.9%	1.0%	1.3%	2.7%	4.4%	15.0%

- Percentage of students in dormitories of TEVT will be increased by 10.0% and will reach 25.0%.

	Target	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Percentage of students in dormitories of TEVT institutions	25.0%	11	5.2%	14.3%	15.0%	17.5%	19.4%	25.0%

- 94.0-95.0% of total male students studying in TEVT and 95.0-98.0% of female will be in cities.
- Percentage of graduates with basic education to be enrolled in TEVT will be reduced by 9.2% and will reach 5.0%.

	Target	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Percentage of graduates with basic education in total entrants of TEVT	5.0%	10	-9.9%	14.2%	12.79%	9.35%	7.59%	5.00%

- Percentage of graduates with complete secondary education to be enrolled in TEVT will be increased by 18.0% and will reach no less than 20.0%.

	Target	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Percentage of graduates with complete secondary education in total entrants of TEVT	20.0%	10	25.9%	2.0%	2.52%	5.02%	7.96%	20.0%

- Average growth in enrollment of adults in TEVT will reach 15% and more than 8000 adults will enroll in TEVT by 2015.

	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Number of entrants from adults to TEVT institutions	15%	1777	2044	3110	4114	8275

#### Quality and relevance

- New buildings for schools to provide basic and intermediate vocational education will be constructed with capacity of 3.800 seats.

	Target	2005 2006	2008 2009	2010 2011	2015 2016
Number of new seats for TEVT institutions	3800	600	1200	800	1200

- Funds for equipments and training tools for laboratories of TEVT will be increased by 10.0% annually.
- All subjects to be studied in TEVT will be provided with textbooks and training manuals.
- Students of vulnerable groups in TEVT will be provided with training materials free of charge.
- 100% of teachers in TEVT will be professional teachers.
- Student/teacher ratio in TEVT will be reduced from 19.1 to 15.0 in cities and from 17.7 to 15.0 – in rural areas.

	Targets	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Student/teacher ratio:								
➤ in cities	15	11	-2.2%	19.1	18.7	17.5	16.7	15.0
➤ in rural areas	15	11	-1.5%	17.7	17.4	16.7	16.2	15.0

- Percentage of non-teaching staff in total number of employees in TEVT will reach 30.0% in cities and 35.0% in rural areas.

	Targets	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Percentage of non-teaching staff in total number of TEVT								
➤ in cities	30.0%	6	-6.0%	43.5%	40.9%	34.0%	30.0%	30.0%
➤ in rural areas	35.0%	11	-2.0%	43.8%	42.9%	40.4%	38.8%	35.0%

- No less than 50% of teachers in TEVT will be re-trained.
- 20 teachers will be re-trained and involved in study tours abroad annually.

#### Management:

- The social partnership and management will be established at the TEVT.
- The favourable policy and regulatory frameworks will be established for foreign investments in TEVT.

## Higher education

### Enrollment:

- Pursue policy to increase enrollment of students' majoring in engineering, technology, natural science, teachers and agricultural professions, so that their enrolment will be increased from 29.1% to 45% in total enrollment as following:
  - Increase enrollment of students majoring in engineering and technology related professions from 13% to 25%
  - Increase enrollment of students majoring in agricultural professions from 3.1% to 6.0%
  - Increase enrollment of students majoring in natural sciences from 2.9% to 4.0%
  - Increase enrollment of students majoring in teaching professions from 9.8% to 10.0%.

	Targets	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Engineering and technology	25.0%	11	5.9%	13.3%	14.1%	16.7%	18.8%	25.0%
Agricultural	6.0%	11	6.1%	3.1%	3.3%	4.0%	4.5%	6.0%
Natural sciences	4.0%	11	3.0%	2.9%	3.0%	3.3%	3.5%	4.0%
Teachers	10.0%	11	0.2%	9.8%	9.8%	9.9%	9.9%	10.0%

- Enrollment of students majoring in other professional subjects in total enrollment will be changed from 38.9% to 34.0% as follows:
  - Enrollment of students majoring in social and humanitarian science will reduce from 18.5% to 10.0%.
  - Enrollment of students majoring in law will reduce from 5.8% to 4.0%.
  - Enrollment of students majoring in health science will reduce from 7.7% to 7.0%.

	Targets	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Enrollment of students' majoring in other professions	34.0%	11	-1.2%	38.9%	38.4%	37.0%	36.1%	34.0%
such as:								
➢ Social sciences and humanity	10.0%	11	-5.4%	18.5%	17.5%	14.8%	13.2%	10.0%
➢ Law	4.0%	11	-3.3%	5.8%	5.6%	5.1%	4.7%	4.0%
➢ Medicine	7.0%	11	-0.9%	7.7%	7.7%	7.5%	7.3%	7.0%

- Percentage of students studying in private universities will be reduced by 6.7% and will reach 25.0% in total enrollment.

	Target	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Share of students enrolled in private universities in total number of students	25.0%	11	-2.1%	31.7%	31.1%	29.1%	27.9%	25.0%

- Percentage of enrolled to universities among graduates with complete secondary education will be reduced by 11.0% and will reach 70.0%.

	Target	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
Percentage of graduates of complete secondary education enrolled in higher education institutions	70%	4	-3.6%	81.0%	78.1%	70.0%	70.0%	70.0%

- Percentage of graduates with complete secondary education to be enrolled in universities will be reduced by 31.0% and will reach 50.0% and percentage of other new recruits will be increased by 25.2% and will reach 50.0%.

	Targets	Targeted years	Annual growth rate	2004 2005 (Base year)	2005 2006	2008 2009	2010 2011	2015 2016
New enrolments at higher education institutions:								
➢ Percentage of graduates with complete secondary education	30%	4	4.9%	75.2% 24.8%	74.0% 26.0%	70.0% 30.0%	70.0% 30.0%	50.0% 50.0%
➢ Percentage of other applicants								

#### Quality and relevance:

- Policy to provide student loans from State Training Fund for 3 out of 4 students majoring in engineering, technology, natural science, teaching and agriculture, and to 1 out of 4 students majoring in other subjects will be pursued.
- Expenses for re-training of teachers of higher education domestically will be increased by 8% annually. 100 teachers will be re-trained abroad annually.
- Investment to higher education will be increased by 8% annually.

#### Management:

- New policy and management will be developed and pursued to match higher education to national economic structure and labor market demand.

**CHAPTER 4**  
**MID-TERM ACTION PLAN 2006-2010**

**4.1. Early childhood education**

Programs	Program contents	Outputs
<b>Access</b>		
<b>Objective 1. Increase the preschool gross enrollment up to 99%.</b>		
1.1. Expand the enrollment of kindergardens	1.1.1. Construct new buildings and expand capacity of kindergardens in Ulaanbaatar city, Darkhan-Uul, Orkhon and some other aimags 1.1.2. Expand shift, seasonal and temporary training services of kindergardens 1.1.3. Encourage establishment of private kindergardens by state, provide funding for variable costs per student for children to be enrolled in accredited private kindergardens	<ul style="list-style-type: none"> <li>• Number of beds/seats of children in kindergardens increased by 3650</li> <li>• 85% of city children and 35% of rural children enrolled in private kindergardens</li> <li>• Percentage of children in private kindergardens related to total number of children increased to 6.5%</li> <li>• Number of children in kindergarden per teacher reached 11.6 and number of children per group reached 25</li> </ul>
1.2. Create non-kindergarden pre-school educational services for children of herders' households	1.1.1. Create family-centered, mobile, seasonal, parental and distance learning services to ensure development of herders' children in rural areas 1.1.2. Expand the operations of mini-primary schools in rural areas by pre-school education service 1.1.3. Develop and pursue early learning standards, training programs and contents for family-centered services for herders' children, resolve salary issues for teachers and issues of teachers' re-training and training expenses to support the new service of herders children	<ul style="list-style-type: none"> <li>• 14% of city children and 64% of rural children to be enrolled in non-kindergarden pre-school education training</li> <li>• Enrollment of children from very poor families with lower income than living standards to be increased by 50% in comparison with 2005</li> <li>• Pre-school educational services for children of rural herders to be institutionalized</li> <li>• Training programs, content, methodology, teacher's manuals and materials of various options to prepare for schools to be developed</li> <li>• Management, organization and human resource capacity to organize non-kindergarden trainings to be developed</li> </ul>
1.3. Increase enrollment of children of early childhood from very poor families with income lower than living standards	1.3.1. Create multi-optional services for children in rural areas and children from very poor families from ger districts in cities unable to be involved in pre-school services 2.2.2. Fund meals expenses of children from very poor families enrolled in kindergardens in rural areas and in peripheral areas in cities from State Social Welfare Fund	



1.4. Expand social welfare services of disabled children of early childhood	<p>1.4.1. Create social conditions for children with development disabilities to involve in services of early diagnosis, rehabilitation, caretaking and educational services</p> <p>2.2.2. Create forms of family-based health, caretaking and consulting services for children with development disabilities</p> <p>2.2.3. Implement specialized policy to enroll children with development disabilities to regular kindergardens</p> <p>2.2.4. Train teachers with methodology and skills to work with children with development disabilities</p>	<ul style="list-style-type: none"> <li>• Environment of social services for disabled children of early childhood to be created</li> <li>• Enrollment of disabled children in pre-schools services to be increased by 50% in comparison with 2005</li> <li>• Technical, social and psychological environment and human resources capacity to work in team to enroll disabled children in regular kindergardens to be developed</li> </ul>
<b>Quality</b>		
<b>Objective 2. Create quality educational services to ensure needs of development for children of early childhood</b>		
2.1. Improve supplies and services of drinking water, meals and food in kindergardens	<p>2.1.1. Meal expenses of kindergardens will be fixed based on calories and nutrition norms of food for children of early childhood. Norms of meals per child in kindergarden will be increased by 61.1% starting from academic year of 2006-2007 and will be calculated as 116,000MNT (meals expenses per child were 300 MNT and will be increased to be 484 MNT)</p> <p>2.2.2. Renew kitchen utilities of kindergardens and make them meet hygiene and sanitation standards</p> <p>2.2.3. Create environment fully meeting healthy and hygiene standards of drinking water in kindergardens</p>	<ul style="list-style-type: none"> <li>▪ Food supplies will meet physiological norms of children starting from academic year of 2006-2007</li> <li>▪ Drinking water and food will be developed to meet quality and guarantee standards and safety and risk-free conditions will be ensured</li> </ul>
2.2. Improve condition of premises and training facilities of kindergardens	<p>2.2.2. Ensure healthy, safe and normal conditions of technical support base of kindergardens based on development, approval and following standards for premises and learning environment of kindergardens</p> <p>3.3.3. Develop and pursue special standards for outdoor toilet facilities</p> <p>3.3.4. Implement construction and repairing programs for kindergardens</p> <p>3.3.5. Improve supplies of toys, game equipment and training tools in kindergardens</p>	<ul style="list-style-type: none"> <li>▪ Standards for kindergarden constructions and training environment to be developed</li> <li>▪ Toilet facilities of all kindergardens will meet standards</li> <li>▪ Supplies of toys, entertainment and training tools in kindergardens will be increased by 1.7 times in comparison with 2005</li> <li>▪ 29.8% of kindergardens in need for repairs will be repaired</li> </ul>
2.3. Develop and introduce set of standards of social services for early childhood education and care	<p>2.3.1. Develop and pursue the new set of standards for development of early childhood</p> <p>3.3. Develop teacher's manuals in conformity with new standards, and support publications from the state</p>	<ul style="list-style-type: none"> <li>▪ Complex standards for development of children of early childhood to be developed</li> <li>▪ No less than 4 types of teacher's manuals and training materials for children and teachers of pre-school education will be developed</li> </ul>

<p>2.4. Strengthen human resource capacity of pre-school education</p>	<p>2.4.1. Renew and implement program of teacher preparation/training for early childhood education</p> <p>2.4.2. Supply kindergardens with professional full-time teachers at 100%</p> <p>4.4. Develop training modules to train teachers to skills needed for implementation of new standards, organize re-trainings</p> <p>4.5. Develop professional training programs for associate teachers in kindergardens and organize the trainings</p> <p>4.6. Develop methodological modules for non-kindergarten early childhood education training and organize the trainings</p> <p>4.7. Organize re-training for early childhood educational professionals and teachers abroad, and implement study tour programs</p> <p>4.8. Implement re-training programs among administrative and other staff in kindergardens on new skills needed for introduction of management of services for development of children of early childhood</p>	<ul style="list-style-type: none"> <li>▪ No less than 50 teachers of pre-school education to be involved in re-training annually</li> <li>▪ Kindergardens will be supplied with 100% of professional teachers and associate teachers</li> <li>▪ Involve 30 teachers in re-training abroad and in study tours annually</li> <li>▪ Training content and programs of schools training pre-school educational teachers will be renewed</li> <li>▪ Training program to implement new standards will be created</li> <li>▪ Training modules for associate teachers of non-kindergarten pre-school education and kindergardens will be developed</li> <li>▪ Training modules of pre-school educational management will be developed</li> </ul>
<b>Management</b>		
<b>Objective 3. Improve policy, legislature and management of early childhood education</b>		
<p>3.1. Encourage provision of social services for children of early childhood by private sector and other stakeholders by the state policy</p>	<p>3.1.3. Create favorable environment to support interests to provide services for children of early childhood by private sector and other stakeholders</p> <p>2.2.2. Develop and pursue standards for services for children of early childhood</p> <p>2.2.3. Create learning majors in children's care and nursing and train professionals</p> <p>2.2.4. Develop the accreditation for the services of early childhood</p> <p>2.2.5. Ensure safe and risk-free conditions of services for children of early childhood and create quality control monitoring</p>	<ul style="list-style-type: none"> <li>▪ Types and number of services, such as caring centers, looking after children at work and at home, nursing, and consulting for children of early childhood will be diversified</li> <li>▪ Standards and monitoring mechanism of services for children of early childhood will be created</li> </ul>
<p>3.2. Create inter-sectoral management of social services for children of early childhood</p>	<p>3.2.1. Create the inter-sectoral management mechanism among the line ministries for managing integrated social services for children of early childhood</p> <p>2.2.2. Create inter-sectoral database and integrated network on early childhood services for better monitoring-evaluation and policy development and its management</p>	<ul style="list-style-type: none"> <li>▪ Inter-sectoral management and information integration on children of early childhood will be developed</li> </ul>

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<b>Outcomes :</b>	Gross enrollment of pre-school education will be reached up to 99.0%.
	Percentage of children enrolled in preparatory training for 1st grade will reach 99% by 2015
	Services for herders' children of early childhood to be suitable for nomadic lifestyle will be created
	Accessibility and supplies of equal opportunities of services will be increased due to creating of various types and offering choices of social services for children of early childhood
	Access, quality and internal efficiency of primary education will be increased due to creation of opportunities to eliminate disparities and inequalities in physiology, mentality and socialization of children of early childhood
	Opportunities for accessing quality services and living in healthy and safe conditions will be expanded due to improvement of technical and training environment in kindergartens
	Inter-sectoral management of health, food, nutrition, social welfare and educational services for children of early childhood will be created.

## 4.2. Primary and secondary education

Program to be implemented	Program content	Results of outputs and criteria
<b>Access</b>		
<b>Objective 1. Reduce disparities in unequal opportunities to obtain quality education among students and support to enjoying their right to learn</b>		
1.1. Increase enrollment of basic education	1.1.1. Involve all children of 6 and 7 years old in the process of transferring to system of 11 and 12 year's schooling system 2.2.2. Conduct study of location and capacity of dormitories of secondary schools 2.2.3. Rationale the location, type, structure of the school in corporating with regional development national strategy and changes of administrative and territorial distribution/ structure 2.2.4. Construct new building and expand capacity of school and dormitory 2.2.5. Improve legal coordination for development of private primary and secondary schools	1.3.1. 99.9% of children of 7 years old will be enrolled in schools starting from 2006 <ul style="list-style-type: none"> <li>■ 99.9% of children of 6 years old will be enrolled in schools starting from 2008</li> <li>■ New blueprint of schools will be developed by 2008, and be followed by 2010</li> <li>■ Number of seats in schools will be increased by 35.9 thousand seats and number of beds in dormitories will be increased by 2.7 thousand by 2010</li> <li>■ Participation of private schools will be increased, and up to 10% of students will be enrolled in private schools</li> </ul>
1.2 Create equal opportunities for children of primary grades and herders' children to access quality educational services	1.2.1. Develop and implement the short-term intensive school readiness program to reduce disparities in preparation for school 2.2.2. Identify difficulties occurring in the process of learning, and assist children with difficulties to get out of those difficulties 2.2.3. Train teachers to methods to work with students of 1st and 2nd grades and prevent from difficulties in learning and from grade repetition among students coming from from different social groups 2.2.4. Support bag schools without lowering training quality 2.2.5. Introduce and pursue the active learning methods and a new appraisal system (confidential with performance achievement) to support activeness and interest of students to learn 2.2.6. Improve facilities and services of dormitories 2.2.7. Increase contributions and participation of parents in learning processing of children living in dormitories 2.2.8. Construct kindergarden-primary school complex	<ul style="list-style-type: none"> <li>■ Types of services to ensure equal opportunities to obtain education will be created</li> <li>■ Grade repetition in general educational schools will be reduced by 34% in comparison with 2004 and will reach 66%</li> <li>■ Schools dropouts in primary education will be reduced in comparison with 2005 by 2010 as follows:               <ul style="list-style-type: none"> <li>➢ of 1<sup>st</sup> grade – reduced by 3.69% and reach 1.31 %</li> <li>➢ of 2<sup>nd</sup> grade – reduce by 1.04% and reach 1.26 %</li> <li>➢ of 3<sup>rd</sup> grade – reduce by 1.32% and reach 1.48 %</li> <li>➢ of 4<sup>th</sup> grade – reduce by 0.49% and reach 0.21 %</li> <li>➢ of 5<sup>th</sup> grade – reach 0.22%</li> </ul> </li> </ul> 1.3.1. Measures to create legal environment to ensure confidentiality of grades will be undertaken 1.3.1. Evaluation regulations will be changed 1.3.1. Enrollment of herders' children living in dormitories will be increased by 18.2% and will reach 52.7% 1.3.1. Primary schools will be brought closer to parents and families 1.3.1. Meal expenses of children living in dormitories will be increased by 8% in comparison with 2004 on annual basis

<p>2.3. Reduce grade repetition and school dropouts, provide support to students of vulnerable groups in studying continuously</p>	<p>1.3.1. Study reasons for grade repetition and school dropouts and implement policy and programs to eliminate negative reasons</p> <p>2.2.2. Undertake measures to return dropouts to schools in the first 2 years, and enroll them in re-education from 3rd year</p> <p>2.2.3. Develop and implement special program to make dropouts return to schools</p> <p>2.2.4. Create integrated actions of re-education and non-formal education, and clearly identify duties and responsibilities</p> <p>2.2.5. Supply school stationary for students from families with income lower than living standards</p> <p>2.2.6. Supply students from families with income lower than living standards with rights to use textbooks free of charge</p>	<ul style="list-style-type: none"> <li>■ Percentage of dropouts from general educational schools will be reduced by 67.8% in comparison with 2004 and will reach 32.2%</li> <li>■ 20% of dropouts will be returned to schools in 1st year, and 40% - in next year</li> <li>■ Percentage of graduates from primary schools and upgrading to secondary schools will reach 98.8% in 2008 and 99.1% in 2010, and percentage of students upgrading from basic school to complete secondary education will reach 88.9% in 2008 and 90.6% in 2010</li> </ul>
<p>2.3. Introduce the school snack/lunch commenced from 1th and 2nd grades' students</p>	<p>1.4.1. Develop service standards for supplying students with school snack/lunch</p> <p>2.2.2. Develop regulation on school snack/lunch expenses covered by state and parents</p> <p>2.2.3. Create supply mechanism to serve for school snack/lunch</p> <p>2.2.4. Create management to provide school snack/lunch in school level</p>	<ul style="list-style-type: none"> <li>■ Standards needed for serving students with snack/lunch will be developed and pursued</li> <li>■ Funding issues of providing students with lunch will be resolved and supply system will be set up</li> <li>■ Children of 1st and 2nd grade of primary schools will be provided with shnack/lunch starting from academic year of 2006-2007</li> </ul>
<p>2.3. Expand educational services for disabled children and enroll them in education</p>	<p>1.5.1. Enroll disabled children in regular schools</p> <p>1.5.2. Create legal environment to provide professional and methodological assistance for teachers and students in regular schools from professional organizations and specialists</p> <p>1.5.4. Special schools need to be providing professional and methodological assistance to teachers, students and parents in regular schools</p> <p>1.5.4. Study educational needs of disabled children and develop and implement various training programs meeting special educational needs</p> <p>1.5.5. Train teachers to knowledge and skills to work with disabled children</p> <p>1.5.6. Supply schools with equipment and training tools needed for provision of educational and rehabilitation services for disabled children</p>	<ul style="list-style-type: none"> <li>■ Types and forms of diagnosis-based services for disabled children will be expanded</li> <li>■ Opportunities of disabled children to be enrolled in education and study and to eliminate rural and urban disparities will be increased</li> <li>■ Expenditures for actions to provide education to children left out of schools will be institutionalized</li> </ul>

Quality		
Objective 2. Create environment and conditions to provide quality services of primary and secondary education		
2.1. Implement new educational standards, ensure preparations for transferring to 12-years schooling system	<p>2.1.1. Conduct research on number of seats in training and dormitory facilities, supplies of teachers and budgeted expenses of schools in regard to transferring to 12 years' schooling system and implement the preparation works for transferring in accordance with plans and schedules</p> <p>2.1.2. Change training programs and syllabus of primary and secondary schools in conformity with 12 years' schooling system, and organize trainings for teachers and administrative staff</p> <p>2.1.3. Identify content, methodology and learning environment for children of 6 and 7 years old children to learn in the school</p> <p>2.1.4. Develop subjects' content based on pilot test in accordance with moving 12 years' schooling system</p>	<ul style="list-style-type: none"> <li>■ Detailed plans of preparations will be developed and implemented</li> <li>■ Budget, financial and expenditure issues will be resolved</li> <li>■ Training plans of primary and secondary education will be changed, developed and pursued in accordance with 12-year stucture</li> <li>■ Content and methodology of training children of 6 and 7 years old will be developed, and learning environment for them will be created</li> <li>■ Model framework of content of subjects will be developed and implemented</li> </ul>
1.1. Optimize supplies, utilization and workload of teachers	<p>2.2.1. Coordinate changes in teachers' supply and work overload to occur as a result of transferring to 12 years' schooling system</p> <p>2.2.2. Develop and pursue legal and economic encouragement mechanism to improve supply of teachers in rural areas</p> <p>2.2.3. Introduce ICT in rural schools</p> <p>2.2.4. Renew policy and strategies on supplying teachers, upgrade content, methods and evaluation system of teachers' training and re-training, improve accessibility and quality</p>	<ul style="list-style-type: none"> <li>■ All schools will be supplied with professional teachers</li> <li>■ Flexible mechanism to encourage young and skillful teachers to work in rural areas, to provide re-training, to increase salaries and to guarangee livelihood will be implemented</li> <li>■ Percentage of teacher utilization will be reduced from 134% to 100% in cities and from 134.7% to 100% in rural areas; in secondary and senior grades in cities from 123.6% to 115.5% and in rural areas from 127.6% to 105%</li> </ul>

<p>1.2. Renew and improve training system of teachers and managerial staff</p>	<p>2.3.1. Renew model of “Teacher profession” in conformity with needs of schools’ structure, specifics, characteristics and new standards</p> <p>2.3.2. Renew and pursue “Teacher education” standards in conformity with “Teacher profession” model</p> <p>2.3.3. Develop and pursue environmental standards needed for implementation of new standards and curriculum of teacher education</p> <p>2.3.4. Supply training tools in conformity with new standards of teacher education</p> <p>2.3.5. Ensure capacity strengthening of human resources to implement new standards and curriculum of teacher education</p>	<ul style="list-style-type: none"> <li>■ Educational standards and curriculum of teachers will be developed and approved by 2008</li> <li>■ Training in accordance with approved standards and curriculum will be normalized by 2010</li> <li>■ Flexible and open system for multiteaching of teachers, attracting skilled human resources from other sectors will be created in accordance with demands of labor market of education</li> <li>■ Favorable conditions to train quality teachers and managerial staff will be created</li> </ul>
<p>1.3. Introduce school-centered re-training system</p>	<p>2.4.1. Develop standards for working environment needed for continuous learning of teachers on job, and provide supply</p> <p>2.4.2. Increase accessibility, utilization and reliable operations of national network of distance learning</p> <p>2.4.3. Increase capacity of local and national organizations to provide professional and methodological assistance to teachers on job training</p> <p>2.4.4. Develop complex and regional center schools in a manner to serve as base unit for teacher’s re-training</p> <p>2.4.5. Upgrade financial and operational management of re-training of teachers and administrative staff, allocate expenses for re-training in school’s budget</p>	<ul style="list-style-type: none"> <li>■ Opportunities for teachers to re-train independently and continuously on the job will be created</li> <li>■ 60% of schools will improve working environment for teachers in accordance with standards</li> <li>■ Methods of distance learning and ICT will be used in teacher’s re-training</li> <li>■ Mechanisms and approaches to encourage teachers to develop their professional and methodological skills will be created</li> </ul>



<p>1.4. Improve professional and methodological skills of teachers to implement new standards and curriculum</p>	<p>2.5.1. Develop and implement training module system to re-train professional and methodological skills of teachers to implement new standards and curriculum, develop, supply and disseminate training manuals and tools</p> <p>2.5.2. Organize training for teachers on ICT-based training, and prepare training materials and manuals</p> <p>2.5.3. Organize re-training abroad as special policy, organize study tour and learning sessions of advanced experience, and introduce them into life</p> <p>2.5.4. Utilize capacity and skills of teachers trained within the framework of foreign and domestic projects and programs in re-training of teachers of other schools at aimag, city, soum and district levels</p>	<ul style="list-style-type: none"> <li>■ All teacher will be involved in a series of training to train them to skills needed for implementation of new standards</li> <li>■ Teachers will be trained to use computers and internet in teaching and increasing training efficiency</li> <li>■ Total expenditure for re-training teachers and managerial staff will be increased by 7 times in 2008 in comparison with 2004 and by 7.3 times in 2010</li> <li>■ No less than 50% of teachers of general educational schools will be re-trained on annual basis</li> <li>■ 200 teachers and managerial staff will be re-trained abroad annually</li> </ul>
<p>1.5. Make value of labor of teachers, methodologists and managerial staff realistic, and renew and follow system of their salaries, bonuses, benefits and incentives</p>	<p>2.6.1. Undertake legal regulations for teachers to provide bonuses and benefits based on transparent and fair evaluation of work performance</p> <p>2.6.2. Provide additional incentives for teachers taking into account disparities in living and working conditions</p> <p>2.6.3. Support initiatives of local administration, schools and communities on making independent decision on health and social issues of teachers and school staff</p> <p>2.6.4. Create legal environment to protect teacher's ethics</p> <p>2.6.5. Improve criteria, forms and organization of evaluation of professional skills</p> <p>2.6.6. Promote the provision of teachers' manuals, handouts and training tools from the state</p>	<ul style="list-style-type: none"> <li>■ Basic salary of teachers will be increased by 14.2% per year in comparison with 2004, and of non-teacher staff – by 10.6%, and basic salary of teacher will be 180500 MNT in 2010 and of non-teacher staff – 150800 MNT</li> <li>■ Percentage of salary of teachers and non-teachers in total expenditures of primary and secondary education will increased by 2.8% by 2010 in comparison with 2004</li> <li>■ Interests and efforts to develop communities and organizations, to improve living and working environment and to resolve social issues will increase</li> <li>■ Incentive system to comply with real growth of teacher's skills, efficiency of training, contributions to developed and responsibilities will be created</li> <li>■ Legal and economic mechanisms will be approved and pursued by 2008 and operations will be normalized by 2010</li> </ul>



<p>1.6. Create environment for fair competition to improve quality and supplies of textbooks, and create opportunities for consumers to choose and use textbooks</p>	<p>2.7.1. Improve legal environment to support fair competition for quality and distribution of textbooks</p> <p>2.7.2. Renew and pursue standards of textbooks, regulations of creating, publishing and distribution of textbooks</p> <p>2.7.3. Renew textbooks of schools in accordance with new standards</p> <p>2.7.4. Gradually transfer to procurement system of textbooks</p> <p>2.7.5. Create plan to provide possibilities to publish textbooks domestically</p> <p>2.7.6. Increase human and technological capacity for creating textbooks, improve management</p> <p>2.7.7. Create audio and electronic versions of textbooks, introduce methods and technologies for their utilization</p> <p>2.7.8. Conduct studies on purchasing capacity of textbooks, and provide support from the state to children from poor and vulnerable families to supply with textbooks</p> <p>2.7.9. Renew English textbooks, and increase books and publications for children to read in English</p> <p>2.7.10. Enrich libraries of schools with books for extracurricular reading for students in primary grades</p>	<ul style="list-style-type: none"> <li>■ Each student and each teacher will be supplied with subject textbooks in general educational schools</li> <li>■ Consumers will be able to make choices in accordance with demands and needs</li> <li>■ State burden on expenditure for procurement of textbooks will be reduced</li> <li>■ Human resource and technological capacity of writing textbooks will be increased</li> <li>■ Textbooks will be produced in many options and in quality sets</li> <li>■ All professional teachers will be provided with training electronic and published tools and manuals</li> <li>■ School's libraries will be supplied with books for reading for children of primary grades</li> </ul>
<p>1.7. Make investment in training equipment needed for implementation of new educational standards</p>	<p>2.8.1. Develop and pursue standards for technical support base needed for implementation of primary and secondary education standards (furniture, equipment, cabinets, laboratories of general educational schools)</p> <p>2.8.2. Connect the schools to internet</p> <p>2.8.3. Renew boards, desks and chairs in classrooms</p> <p>2.8.4. Establish classrooms with equipment for electronic training, and supply with computers</p> <p>2.8.5. Create favorable conditions for obtaining physical training education, and supply schools with necessary equipment</p> <p>2.8.6. Supply schools with necessary equipment for providing musical education</p> <p>2.8.7. Improve standards for natural science laboratories and increase supplies</p>	<ul style="list-style-type: none"> <li>■ New standards for training environment will be developed and pursued</li> <li>■ E-training cabinets equipped with modern technologies connected to internet will be established and used in inter-soum and complex schools</li> <li>■ Environment and conditions needed for using e-training methodologies will be created in soum schools</li> <li>■ Opportunities for children of primary grades to learn in same musical instruments will be created</li> <li>■ All schools will be supplied with physical training equipment</li> <li>■ Funding for training equipment and tools in general educational schools will be increased by 8% annually</li> <li>■ 10 students in senior grades, 104 students in secondary grades and 520 students in primary grades will be supplied with 1 computer by 2010</li> </ul>

<p>1.8. Improve infrastructure of schools in terms of condition of building, facility of drinking water, hygiene and sanitation and supply of heating and electricity</p>	<p>2.9.1. Repair school and dormitory buildings in accordance with plans</p> <p>2.9.2. Develop and implement new standards for building construction of dormitory and school</p> <p>2.9.3. Develop and implement standards for environment of dormitories</p> <p>2.9.4. Organize supplies of furniture, kitchen utilities and others in dormitories</p> <p>2.9.5. Introduce quality and efficient heating technology of buildings, and make electricity supplies reliable</p> <p>2.9.6. Assess conditions of drinking water in cooperation with professional organizations, and create possibilities for washing hands and drinking water meeting quality of hygiene and sanitary requirements in dormitories and schools</p> <p>2.9.7. Create possibilities of taking shower in all dormitories and improve accessibility and quality</p> <p>2.9.8. Develop standards for indoor and outdoor toilet facilities in schools, and improve accessibility, supply, hygiene and health conditions</p> <p>2.9.9. Develop and pursue supply sampled requirements set forth for sanitation and cleaning</p> <p>2.9.10. Make access for disabled children in entrances, stairs and toilets in schools easy</p>	<ul style="list-style-type: none"> <li>■ Number of training facilities meeting standards of quality will be increased</li> <li>■ All schools will provide training no more than in 2 shifts</li> <li>■ Comfortable environment to study in schools will be created</li> <li>■ Structural changes in schools will be made without creating problems related to number of seats in training facilities</li> <li>■ Management of requesting, performing, monitoring and receiving repairing of buildings with be improved</li> <li>■ Conditions of training and dormitory facilities will improve, opportunities of students to live and study in comfortable and healthy environment will be increased</li> <li>■ Utilization of buildings will become comfortable, reliable and efficient</li> <li>■ Standards of drinking water and toilet facilities of schools and dormitories will be upgraded, and each school will be supplied with drinking water, toilets, hot water and bathrooms.</li> </ul>
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<p>1.9. Evaluate implementation of standards and curriculum of primary and secondary education</p>	<p>2.10.1. Renew independent structure, mechanism and forms for standard enforcement</p> <p>2.10.2. Change appraisal system of student's performance to be supportive and serve as incentive for student's learning process and for teacher's teaching process</p> <p>2.10.3. Improve mechanism of evaluation of work performance of teachers and administrative staff and progress of schools and educational institutions</p> <p>2.10.4. Apply e-software to monitoring, analysis and evaluation</p> <p>2.10.5. Organize state examinations in accordance with unified guidelines to identify basic English and complete secondary educational standards, and make conclusions based on analysis of results</p>	<ul style="list-style-type: none"> <li>■ Evaluation of student's performance will become incentive for students to learn.</li> <li>■ Evaluation system of student's performance will be stabilized by 2008.</li> <li>■ Evaluation system of standard implementation will be stabilized by 2010.</li> <li>■ Institutional and human resource capacity to evaluate implementation of educational standards will be increased.</li> <li>■ Percentage of successful graduates with basic education will reach 99.5%.</li> <li>■ Percentage of successful graduates from senior grades will reach 99.9% .</li> </ul>
<p>1.10. Support development of complex schools and schools in regional centers</p>	<p>2.11.1. Undertake a set of measures to enrich and proof advantages and achievements of complex schools, eliminate existing challenges, create favorable learning environment, and introduce training techniques and technologies</p> <p>2.11.2. Connect complex schools and schools in regional centers to national distance education network, and supply necessary equipment</p> <p>2.11.3. Establish centers to provide ICT training and consulting services</p> <p>2.11.4. Create conditions and environment for provision of vocational trainings in complex schools and schools in regional centers</p>	<ul style="list-style-type: none"> <li>■ Complex and regional center schools will become base schools to provide re-training and consulting services for teachers organized by local educational and cultural centers.</li> <li>■ Schools with vocational training will be emerged</li> <li>■ Example schools with good practice of ICT application in the training will be established.</li> </ul>

Management		
Objective 3. Improve and develop policy and management to support school development		
1.1. Upgrade management skills and responsibilities of managerial staff, improve salaries and social welfare	3.1.1. Optimize structure, organization, duties and number of staff to ensure administrative and professional management of education, and renew terms of references of positions 3.1.2. Implement complex training of planning and management for managers in all levels by using optimal training models 3.1.3. Improve skills and responsibilities of managers at all levels of administrative and professional management, monitoring and evaluation in educational sector 3.1.4. Select managers for positions based on managerial skills and ethics as main criteria	<ul style="list-style-type: none"> <li>Job description of education administrators will be renewed in details and officialized.</li> <li>Training modules in regard to development of skills required for particular positions will be developed, and a series of training will be organized.</li> <li>Selection of managerial staff will become fair and open.</li> </ul>
1.2. Develop school-based management	3.2.1. Implement complex training of planning and management for managers in all levels by using optimal training models 3.2.2. Improve skills and responsibilities of managers at all levels of administrative and professional management, monitoring and evaluation in educational sector 3.2.3. Select managers for positions based on managerial skills and ethics as main criteria	<ul style="list-style-type: none"> <li>Capacity of school's councils will be improved</li> <li>Financial independent status of schools will be increased</li> <li>Schools will provide their customers and interested parties with open, true, quality and rapid information, and possibilities to improve operations will be created</li> <li>Training documentation of schools will be free of bureaucracy, technical works and become fast</li> <li>International experience and cases of school's development will be introduced</li> </ul>
1.3. Ensure growth of educational demands and needs and coordinate interests of stakeholders	3.3.1. Study interests and needs of stakeholders 3.3.2. Create mechanism for information exchange and coordination of activities 3.3.3. Support initiatives of foreign and domestic investment into general secondary schools	<ul style="list-style-type: none"> <li>Make participation of stakeholders in planning, implementation and evaluation of any activities realistic, maintain information transparent, and improve mechanism to eliminate conflicts and shortcomings</li> <li>Ethical social participation to support education in accordance with laws and regulations will increase</li> </ul>

<b>Outcomes :</b>	Students with limited opportunities to study and whose rights are violated, will be able to involved in educational services
	Disparities between accessibility and quality of primary and secondary education in cities and rural areas will be reduced
	Percentage of enrollment in primary schools will be reached 99.1%, of secondary grades – 97.2%, and of basic education – 98.3%
	Solid progress will be made in professional and methodological development of each teacher, and opportunities to implement new standards and curriculum will be created
	Efficiency of social participation in development of education will be increased, and conditions and environment needed for obtaining quality education will be improved
	Opportunities of graduates with primary and basic education to obtain quality education of next level, to work independently and live equally will be increased
	General educational schools will transfer to 12 year structure in academic year 2008-2009
	Conditions to exchange and recognition of documents with foreign countries will be created

#### 4.3. Non-formal and adult education

Programs	Program contents	Outputs
<b>Access</b>		
<b>Objective 1. Provide continuous educational services in conformity with needs to study and live of people, and improve access of the non-formal and adult educational services</b>		
1.1. <i>Increase non-formal educational accessibility for illiterate and new literate people</i>	1.1.1. Develop criteria and indicators for identification of level of literacy of the population, and conduct detailed survey on literacy 1.1.2. Increase variety of training programs and training materials on literacy of basic and next levels for illiterate adults (below 40 years old), regularize trainings, and increase enrollment	<ul style="list-style-type: none"> <li>▪ Literacy rate will be achieved by 99%.</li> <li>▪ Percentage of illiterate female to enroll in non-formal and enlightenment centers will be increased by 24.7% in comparison with 2005 and reach 52.7%, and of male will be increased by 22.3% and will reach 65.2%</li> </ul>
2.2. Increase opportunities of children and youth who left outside of the schools to enroll in non-formal educational services	2.2.1. Develop equillance training program for primary, basic and complete secondary education, develop and publish training modules 2.2.2. Cover children of school age being enrolled in re-education with variable costs, and resolve financial issues 2.2.3. Train non-formal education teachers to train students with multigrade training programs	<ul style="list-style-type: none"> <li>▪ 40% of dropouts from general educational schools will be enrolled in non-formal and multigrade training programs and will be provided with re-education</li> <li>▪ Legal environment to accept primary, basic and complete education obtained through multigrade training program</li> <li>▪ Variable costs for children of school age enrolled in non-formal educational training will be covered completely</li> <li>▪ Teachers and associates to teach at multigrade training programs will be trained</li> </ul>
3.3. Expand range of continuous educational services in compliance with needs of adults to learn and live	3.3.1. Conduct detailed research on adult education with application of international methods 3.3.2. Increase variety of non-formal education services, increase living skills and household incomes based on training needs, and develop and utilize training programs aimed at upgrading general level of education	<ul style="list-style-type: none"> <li>▪ Detailed study of educational level and needs of adults will be conducted and adults will be provided with basic knowledge.</li> <li>▪ Accessible, sustainable and quality non-formal educational services will be provided in compliance with needs of adults.</li> </ul>

Quality		
Objective 2. Improve quality of training in technical education and, vocational training create supplies of human resources to work in labor market, which will meet demands of market		
1.1. Improve training content and methodology of non-formal and adult educational sector, improve supplies of training tools	1.1.1. Upgrade content and methodology of re-educational training programs for primary, basic and complete secondary education in accordance with new educational standards 1.1.2. Introduce multigrade training methodology in equivalence training, and develop optimal version to be suitable for particularities of Mongolian context based on studies of theoretical and methodological rationales 1.1.3. Develop and organize various training programs of non-formal education with accordance with needs and specifics of adult education, improve quality of training materials	<ul style="list-style-type: none"> <li>• Equivalence training program for primary, basic and complete secondary education and training modules to implement them will be developed</li> <li>• Multigrade training methodology will be used in equivalence program training</li> <li>• Various training programs and materials for non-formal education will be developed and used</li> </ul>
2.2. Improve capacity of non-formal educational service providers and human resources	2.2.1. Improve number and supplies of human resources of non-formal educational teachers 2.2.2. Undertake gradual measures to train non-formal educational teachers and re-train them	<ul style="list-style-type: none"> <li>• Training programs, plans and manuals for re-training of non-formal educational teachers will be developed and trainings will be regularized.</li> <li>• Capacity of non-formal educational institutions will be improved at all levels, and supplies of human resources will be increased in particular</li> </ul>
2.3. Improve quality, results and compliance with needs of non-formal and adult education, strengthen training environment and conditions	2.3.1. Increase capacity and resources of non-formal educational enlightenment centers, and improve their training environment 2.3.2. Organize evaluation of training quality of primary and basic education provided in non-formal and open forms in cooperation with formal training institutions	2.3.1. Capacity of utilization of literacy among new literate people will be increased 2.3.1. Various printed, audio, video and CD materials for non-formal education will be published, and used in enlightenment centers and other training places
Management		
Objective 3. Improve policy and strategies of non-formal educational sector and create information and financial systems		
1.1. Renew and develop strategies and policies of non-formal and adult education	1.1.1. Define policy and strategies of non-formal educational sector to be able to create possibilities for population to learn continuously and during lifetime 1.1.2. Strengthen national and local institutions of non-formal education, and define their status 1.1.3. Provide support to people from poor and vulnerable groups and unemployed people in obtaining adequate education and profession, and improve legal environment in accordance with Employment Fund	<ul style="list-style-type: none"> <li>• Strategies and policies of non-formal and adult education will be renewed and successfully implemented</li> </ul>

1.2. State financing relations of non-formal education will be improved	1.2.1.Include financing mechanism in the laws on education and budget 1.2.2.Increase funding for non-formal educational services and allocate as separate line in budget 1.2.3.Funding for non-formal education to be allocated optimally at national and local levels	<ul style="list-style-type: none"> <li>■ Financing mechanism of non-formal education will be stabilized and become clear</li> <li>■ Fund for non-formal education services will be increased</li> <li>■ Financing allocation at national and local level will become clear and stabilized</li> </ul>
3.3. Improve management, planning and information of non-formal education at all level, create information, monitoring and evaluation system	3.3.1.Create database of non-formal education, and establish specific methodology to collect, process, exchange and utilize information 3.3.2.Improve monitoring and evaluation criteria	<ul style="list-style-type: none"> <li>• Management and information system, including microsystem of policy, planning and management of non-formal education will be created</li> </ul>

<b>Outcomes :</b>	1. Total population will obtain primary and basic education, and gender balance will be maintained
	2. Training environment for lifetime will be created and poverty will be reduced due to improvement of living quality
	3. People will have options to obtain needed education outside of formal schools
	4. Policy and legal environment for non-formal and adult education will be created and its activities will be stabilized and their efficiency will improve
	5. Planning based on realistic data will be made, and management will improve, which will lead to achieve adequate level of non-formal educational services



#### 4.4. Technical education and vocational training

Programs	Program contents	Outputs
<b>Access</b>		
<b>Objective 1. Increase enrollment in technical education and vocational training by 56.1%</b>		
1.1. Expand the services of TEVT	1.1.1. Increase number of seats in schools of TEVT 1.1.2. Improve repairs of TEVT dormitories and supplies of equipment 1.1.3. Construct new TEVT buildings in conjunction with regional development national strategy and local needs 1.1.4. Implement differentiation and equality policy in regard to provision of opportunities for children of vulnerable groups to study 1.1.5. Supply students from vulnerable groups with textbooks and training manuals on vocational training and technical education free of charge through libraries 1.1.6. Increase enrollment of graduates with complete secondary education 1.1.7. Increase percentage of adults in enrollment in vocational training and technical education 1.1.8. Organize basic vocational trainings in general educational schools with opportunities to make choices by students	<ul style="list-style-type: none"> <li>■ New training facilities with 3800 seats for vocational basic and intermediate education will be constructed.</li> <li>■ Percentage of enrolled in VTIC from graduates with basic education will reduce by 6.6% in comparison with 2005 and will reach 7.6%</li> <li>■ Percentage of enrolled in VTIC from graduates with complete secondary education will reduce by 6.0% in comparison with 2005 and will reach no less than 8%</li> <li>■ General educational schools with vocational training will be established</li> <li>■ List of vocational professions to be provided in complete secondary schools will be approved.</li> </ul>
1.2. Support establishment of private TEVT schools	1.2.1. State to be responsible for variable costs per student in private TEVT 1.2.2. Create mechanism for interchanging on practical training between private and public VTIC 1.2.3. Create policy and favorable conditions for establishing VTIC by enterprises and factories 1.2.4. Provide support for strengthening human resources capacity of private VTIC	<ul style="list-style-type: none"> <li>■ Percentage of students studying in TEVT private schools will increase by 3% in comparison with 2005 and will reach 4.4%</li> </ul>
<b>Quality</b>		
<b>Objective 2. Improve training quality of vocational training and technical education, create supplies of human resources to ensure demands of labor market</b>		
1.1. Comply TEVT training with demands of working forces	1.1.1. Conduct survey on number, quality and social efficiency of demands of labor market 1.1.2. Create database on demands of labor market 1.1.3. Develop vocational training content and standards in accordance with needs of labor market 1.1.4. Increase participation of industries and services in management, planning and training process of TEVT schools 1.1.5. Establish database on training modules	<ul style="list-style-type: none"> <li>■ Database on demands of labor market will be created</li> <li>■ Content and standards of common professions will be developed and approved</li> </ul>



1.2. Improve technical support base, supplies of training equipment and tools of TEVT schools	1.2.1.Resolve fund issues of repairing works of VTIC buildings with state ownership in need for repairing 1.2.2.Increase supplies of practical workshops, equipment, tools and investment of state VTIC 1.2.3.Develop and implement policy of developing and publishing vocational textbooks for TEVT 1.2.4.Increase participation of employers in provision of textbooks, develop training content and module programs for vocational basic training which can be provided in general educational schools 1.2.5.Supply general educational schools, which provide vocational basic education with practical and laboratory equipment and training tools	<ul style="list-style-type: none"> <li>Module programs for vocational basic training for general educational schools will be developed</li> <li>Policy on textbooks will be developed and implemented</li> <li>Expenditure for laboratory equipment and training tools for vocational training and technical education will be increased by 10% annually</li> <li>28 practical workshops will be renewed, inter-school practical centers will be established, 26 schools will go under capital maintenance and 6 model schools will be established</li> </ul>
1.3. Teach teachers, re-train teachers	1.1.1.Create national system of re-training TEVT teachers 1.1.2.Increase funding for re-training TEVT teachers 1.1.3.Develop training program and content for re-training master teachers and vocational teachers 1.1.4.Establish training center with new techniques and advanced technologies for re-training vocational teachers 1.1.5.Increase number of vocational teachers with skills to teach theoretical and practical training in TEVT	<ul style="list-style-type: none"> <li>System to train and re-train teachers will be established</li> <li>VTIC will be provided with 100% of professional teachers</li> <li>No less than 50% of TEVT teachers will be retrained</li> <li>20 teachers will be re-trained abroad in specific professions annually</li> <li>Advanced Technology Center for teacher's re-training will be established</li> </ul>
<b>Management</b>		
<b>Objective 3. Renew management of technical education and vocational training</b>		
1.1. Improve management and funding mechanism of vocational education and training	1.1.1.Renew and pursue funding norms based on realistic expenses to train workers with professions meeting demands of labor market 1.1.2.Implement policy to develop TEVT schools on regard to training, business, production and services 1.1.3.Implement policy and programs to improve TEVT national and schools' management capacity 1.1.4.Strengthen accreditation capacity of TEVT organizations and programs, create quality control system 1.1.5.Create favorable environment to support foreign investment to TEVT	<ul style="list-style-type: none"> <li>Funding norms of TEVT will be renewed</li> <li>National and school's capacity of TEVT will be improved</li> <li>Quality control system will be established</li> </ul>

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1.2. Mechanism of social partnership will be established	1.2.1. Ensure participation of representation of employers, manufacturers, service providers and business professional associations in national policy and planning 1.2.2. Ensure interrelationship of training, manufacturing and services based on creation of mechanism of social partnership, provide graduates with working places	<ul style="list-style-type: none"> <li>■ Social partnership at national and school level will be created</li> </ul>
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<b>Outcomes :</b>	1. Improvement of TEVT services will impact on increasing employment and reducing poverty and unemployment among population
	2. Improvement of capacity of workers with national professions will provide support to development of manufacturing and services and creating economic growth

#### 4.5. Higher education

Programs	Program contents	Outputs
<b>Access</b>		
<b>Objective 1. Improve coordination of enrollment in higher education</b>		
1.1. Support students majoring in engineering, technology, natural science, teaching and agriculture	1.1.1. Increase foreign and domestic investment, loans and assistance in improving training environment of schools training professionals in engineering, technology, natural science, teaching and agriculture 1.1.2. Increase number of students majoring in engineering and technology among students studying abroad within the framework of inter-governmental agreements and grants on annual basis 1.1.3. Increase number of students majoring in engineering, technology, natural science, teaching and agriculture through pursuing policy of providing soft loans and grants from State Training Fund	<ul style="list-style-type: none"> <li>Percentage of students majoring in engineering and technology will reach 18.8%, in natural science 0 3.5%, in teaching – 9.9% and in agriculture – 4.5%</li> <li>75% of students majoring in engineering, technology, natural science, teaching and agriculture will be involved in loan program of State Training Fund</li> </ul>
2.2. Expand framework of services of universities	2.2.1. Support initiatives to establish Open University 2.2.2. Establish branches of prestigious universities and colleges 2.2.3. Expand vocational external and distance learning 2.2.4. Expand opportunities of graduates with higher education to study continuously	<ul style="list-style-type: none"> <li>Branches of prestigious foreign universities and colleges will be established and number of students in them will increase</li> <li>E-school will be established</li> <li>Universities operating in a form of open university will be established</li> </ul>
<b>Quality</b>		
<b>Objective 2. Create favorable conditions to ensure quality guarantee of higher educational training</b>		
1.1. Strengthen professional capacity of human resources of higher education	1.1.1. Implement re-training programs of teachers 1.1.2. Train academic human resources and young academicians in foreign developed countries 1.1.3. Expand financial resources for teacher's re-training 1.1.4. Apply ICT in re-training teachers and make investment	<ul style="list-style-type: none"> <li>Expenditures for re-training of higher educational teachers domestically will be increased by 8% annually</li> <li>100 teachers will be re-trained abroad annually</li> <li>National integrated network of distance learning will be established and will be used for re-training of teachers</li> </ul>
1.2. Develop standards and accreditation of operations of higher educational institutions	1.2.1. Develop and implement standards for training and research environment in higher educational institutions 1.2.2. Upgrade and pursue requirements and criteria set forth for accredited activities and training programs 1.2.3. Upgrade content of training programs of accredited institutions to reach level of international standards 1.2.4. Create system of standardization and accreditation of work and services of employees of higher educational institutions 1.2.5. Develop and pursue ethic regulations to be followed in training and research works in higher educational institutions 1.2.6. Recognize educational documentation in agreement with foreign countries	<ul style="list-style-type: none"> <li>Rating of higher educational institutions will be established and will be publicized</li> <li>Accreditation of training programs will be complied with international standards</li> <li>Standards for work of employees of higher educational institutions will be created</li> <li>Attestation of higher educational training will be conducted gradually</li> <li>Percentage of students studying in private universities will reduce by 3.8% in comparison with 2005 and will reach 27.9%</li> </ul>

1.3. Provide support to renewal of training, research and production base of universities	1.3.1.Create favorable policy environment to increase investment for supporting techniques and technologies of universities 1.3.2.Provide financial support to state universities to strengthen technical support base for academic research and production 1.3.3.Provide support to increase of foreign investment towards strengthening academic research and production base of universities 1.3.4.Create favorable environment for bilateral and multilateral relations to conduct joint academic and production researches in cooperation with foreign universities and research institutions	<ul style="list-style-type: none"> <li>Investment expenditure for higher education will increase by 8% annually.</li> <li>Advanced techniques and technologies will be introduced to training at universities</li> <li>Correlation of training, research and production at universities will be improved</li> </ul>
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### Management

#### Objective 3. Improve management and financial system of higher education

3.1. Optimize management and coordination of higher education	1.1.1.Create system to improve management skills and re-training management staff of universities 1.1.2.Expand open opportunities for students to study in developed countries, improve policy of loan repayment 1.1.3.Implement policy to optimize proportion recruitment/entrants of universities 1.1.4.Develop and implement policy and strategy to involve state universities in privatization of social sector	<ul style="list-style-type: none"> <li>Number of students studying in developed countries will increase, and repayment of loans will improve</li> <li>Percentage of graduates with complete secondary education enrolled in universities will reduce by 11% and will reach 70%</li> <li>Percentage of new recruits to universities with complete secondary education will reduce by 5.2% and will reach 70%, and percentage of other recruits will increase by 5.2% and will reach 30%</li> <li>Management capacity of universities will improve</li> </ul>
3.2. Improve policy and management of social welfare of students studying in universities by the state	1.1.1.Improve legal environment of state loan system 1.1.2.Implement loan model based on future income of students 1.1.3.Develop and implement guidelines for providing support from the state to students – orphans and disabled, studying in universities 1.1.4.Support initiatives of universities to provide comprehensive range of services to establish students' campuses with students dormitories 1.1.5.Implement policy to expand framework of services to be provided to students on discount basis	<ul style="list-style-type: none"> <li><i>Assistance and support to students will become efficient</i></li> <li><i>Loan repayment will become guaranteed</i></li> <li><i>Policy on social welfare of students will be created</i></li> <li><i>Students will have possibility to get loan not only for training but also for livelihood</i></li> </ul>

<b>Outcomes :</b>	Competitiveness and value of Mongolian higher education will be improved.
	Capacity of higher educational human resources will increase and standards and accreditation will be developed, will increase possibilities of obtaining quality higher education and continuous learning for people.
	Capacity of human resources with professions will be strengthened in Mongolia and will be impacted effectively on national economic growth.
	Training of universities will comply with national economic structure and demands of labor market.
	Social welfare and learning opportunities of students will be expanded.

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## CHAPTER 5 ESTIMATIONS OF NEEDS AND FUNDS

### 5.1. ESTIMATIONS OF EDUCATIONAL NEEDS

#### 5.1.1. In-dependent variables of estimations

- Goals and objectives of the Master Plan to Develop Education set forth based on Millennium Development Goals, global goals for education for all, national goals to reduce poverty, ensure economic growth, human safety and development shall be in-dependent variables in the estimation of needs and funds of the Master Plan.

The below mentioned conditions will also serve as in-dependent variables for estimations of educational needs and funds to occur in the process of implementation of the Master Plan as follows:

- Children of pre-school education will be 2-7 years old in 2005-2007 and of 2-5 years old in 2008-2015
- Legal age of children to enroll in school will be 7 starting from 2005 and 6 – starting from 2008
- General educational schools will have 11 years-structure of 5+4+2 (5 years of primary education, 4 years of middle education, 2 years of senior grade, and 9 years of basic education) in 2005-2007 and 12 year-structure 5+4+3 starting from 2008
- Age of children to obtain primary education will be 7-11 years in 2005-2007 and 6-10 in 2008-2015
- Age of children to study in middle grades will be 12-15 in 2005-2007 and 11-14 in 2008-2015.
- Age of children to study in senior grades will be 16-17 in 2005-2007 and 15-17 in 2008-2015.

*Table 1. Official age of children to enroll in preschool and primary and secondary education*

	2005-2007	2008-2015
Age of pre-school education	2-6	2-5
Age of children to provide primary education	7-11	6-10
Age of children of middle grades	12-15	11-14
Age of children of senior grades	16-17	15-17

- Each student in general secondary school and TEVT will be provided with 1 textbook for each subject.
- Teaching hours for a primary teacher per week is 19 hours and average study hours for students per week – 25 hours.
- Teaching hours for a teacher per week will be 19 hours and average study hours for students per week – 36 hours.
- Number of subjects of pre-school, general secondary school and TEVT defined based on education standards, training programs and syllabus.

### 5.1.2. Future trends of students' enrollment in education

Table 2. Children in pre-school education

	2006	2008	2010	2015
Total number of students (by academic years)	112,477	103,374	122,562	136,142
Of which children in kindergardens	81,889	63,173	74,899	83,198
Number of students to be enrolled in other forms of pre-school education	30,588	40,201	47,663	52,944
Enrollment of kindergardens (by fiscal year)	81,499	78,290	73,698	82,113
Of which: state kindergardens	77,798	74,053	68,944	73,902
Private kindergardens	3,701	4,237	4,754	8,211
Enrollment in trainings of other forms of pre-school education (by fiscal year)	27,340	40,487	46,898	52,253
Of which: number of children to be provided with recurrent costs	13,670	20,244	23,449	26,127
Number of students in pre-school education to be provided with recurrent costs	95,169	98,534	97,147	108,240

Table 3. Students in grades of primary education

	2006	2008	2010	2015
Students in cities	158,476	164,951	162,350	132,300
Of which: male	79,233	82,436	78,550	65,904
Female	79,243	82,515	83,800	66,396
Students in rural areas	104,542	104,739	97,636	71,238
Of which: male	52,391	52,422	47,323	35,485
Female	52,151	52,317	50,313	35,753
Number of students (by academic year)	263,018	269,690	259,986	203,538
Of which: male	131,624	134,858	125,873	101,389
Female	131,394	134,832	134,113	102,149
Total number of students (by fiscal year)	252,540	264,603	276,843	205,039
Of which: state	247,925	238,143	249,159	184,535
Private	14,615	26,460	27,684	20,504

Table 4. Students in senior grades of general secondary education

	2006	2008	2010	2015
Middle grades of general secondary education				
Students in cities	143,426	138,866	128,258	129,910
Of which: male	69,699	67,467	62,409	63,020
Female	73,727	71,399	65,849	66,890
Students in rural areas	79,141	76,116	70,233	69,952
Of which: male	38,492	37,007	34,189	33,934
Female	40,649	39,109	36,044	36,018

Number of students (by academic year)	222,567	214,982	198,491	199,862
Of which: male	108,191	104,474	96,598	96,954
Female	114,376	110,508	101,893	102,908
Total number of students (by fiscal year)	215,483	218,749	192,402	209,986
Of which: state	204,314	196,874	173,162	188,987
Private	11,169	21,875	19,240	20,999
Senior grades of general secondary education				
Students in cities	60,542	74,126	73,045	87,663
Of which: male	26,475	32,408	31,920	38,294
Female	34,067	41,718	41,125	49,369
Students in rural areas	21,540	26,004	25,247	29,220
Of which: male	9,375	11,328	11,001	12,764
Female	12,165	14,676	14,246	16,456
Number of students (by academic year)	82,082	100,130	98,292	116,883
Of which: male	35,850	43,736	42,921	51,058
Female	46,232	56,394	55,371	65,825
Total number of students (by fiscal year)	83,436	94,804	96,180	97,052
Of which: state	78,560	88,561	89,044	87,347
Private	4,876	6,243	7,136	9,705

*Table 5. Students in dormitories of general secondary education*

	2006	2008	2010	2015
Students in dormitories of general secondary schools (1-12) (by academic year)	43,743	50,376	58,015	82,573
Of which: number of students of rural herders	17,366	23,050	30,570	61,929

*Table 6. Students in TEVT*

	2006	2008	2010	2015
Students in cities	18,843	19,625	22,445	32,710
Of which: male	12,282	13,655	15,235	17,699
Female	6,561	5,970	7,210	15,011
Students in rural areas	1,330	1,374	1,451	1,677
Of which: male	978	1,017	1,043	956
Female	352	357	408	721
Number of students (by academic year)	20,173	20,999	23,896	34,387
Of which: male	13,260	14,672	16,278	18,655
Female	6,913	6,327	7,618	15,732
Total number of students (by fiscal year)	21,126	20,684	22,787	34,961
Of which: state	20,780	20,130	21,789	29,717
Private	346	554	998	5,244

Table 7. Students in dormitories of TEVT

	2006	2008	2010	2015
Students in dormitories of vocational training and technical education	3,340	3,621	4,416	8,740

Table 8. Students of literacy training and NFE

	2006	2008	2010	2015
Total number of students	11,478	9,092	11,591	21,698
Male	6,193	5,065	6,215	10,451
Female	5,285	4,027	5,376	11,167

Table 9. Students in non-formal and equivalence program training

	2006	2008	2010	2015
Number of students in non-formal and equivalence program training	3899	3089	2503	894
Primary education	2608	1985	1679	574
Middle grades of general secondary education	1291	1104	824	320

Table 10. Students of higher education

	2006	2008	2010	2015
Total number of students	129,924	131,339	149,154	149,119
Of which: Social and humanitarian science	21,489	19,425	19,726	14,912
Law	7,054	6,663	7,070	5,965
Natural science	3,987	4,275	5,150	5,965
Teachers	12,772	12,960	14,774	14,912
Engineering and technology	19,380	21,974	27,989	37,280
Health science	9,875	9,802	10,929	10,438
Agriculture	4,556	5,190	6,641	8,947
Total number of students	49,270	48,613	53,883	50,700
Students (by fiscal year)	124,241	129,750	143,821	158,780
Of which: state	86,476	91,987	103,742	119,085
Private	37,765	37,763	40,079	39,695
Number of students to be provided with training loan and grant from State Training Fund	46204	46204	46204	46204
Of which: Social and humanitarian science	2,265	2,265	2,265	2,265
Law	906	906	906	906
Natural science	2,718	2,718	2,718	2,718
Teachers	6,795	6,795	6,795	6,795
Engineering and technology	16,987	16,987	16,987	16,987
Health science	4,756	4,756	4,756	4,756
Agriculture	4,077	4,077	4,077	4,077
Other	7,700	7,700	7,700	7,700



### 5.1.3. Future trends of teachers and non-teacher staff in educational sector

Table.... Teachers and non-teacher staff in pre-school education

	2006	2008	2010	2015
Number of teachers needed (1a+1b+1c)	4,593	5,234	5,316	5,837
Of which : teachers (1a)	4,182	4,798	4,854	5,306
Methodologists (1b)	119	123	128	143
Musical teachers (1c)	292	313	334	389
Number of associate teachers needed	3,044	3,182	3,036	3,465
Total number of working teachers (1a+1b+1c) (by fiscal year)	4,476	5,099	5,316	5,770
Of which: state	4,226	4,775	4,954	5,193
Private	250	324	362	577
Total number of working associate teachers (by fiscal year)	2,983	3,219	3,036	3,408
Of which: state	2,817	3,016	2,834	3,067
Private	166	203	202	341
Total number of non-teaching staff (by fiscal year)	4,674	4,673	4,617	4,670
Of which: state	4,414	4,378	4,285	4,202
Private	260	295	332	468

Table 12. Teachers and non-teaching employees of primary education

	2006	2008	2010	2015
In cities				
Number of teachers	4,550	4,694	4,752	4,836
Total number of non-teaching staff needed	1,738	1,738	1,721	1,636
Number of teachers needed in accordance with training plan/ syllabus	5,971	6,173	6,035	4,836
In rural areas				
Total number of working teachers	3,201	3,178	3,132	3,124
Total number of non-teaching staff needed	2,453	2,428	2,404	2,286
Number of teachers needed in accordance with training plan/ syllabus	4,481	4,513	4,228	3,124
Grand total				
Total number of teachers needed	7,751	7,872	7,884	7,960
Total number of non-teacher staff needed	4,191	4,166	4,125	3,922
Number of teachers needed in accordance with training plan	10,452	10,686	10,263	7,960
Number of working teachers (by fiscal year)	10,442	10,495	10,942	8,029
Of which: state	9,707	9,445	9,848	7,226
Private	735	1,050	1,094	803
Non-teacher staff (by fiscal year)	4,208	4,166	4,152	3,949
Of which: state	3,912	3,749	3,737	3,554
Private	296	417	415	395

Table 13. Teachers and non-teaching employees of secondary education

	2006	2008	2010	2015
In cities				
Number of teachers	9,418	9,769	9,969	10,559
Total number of non-teaching staff needed	3,783	3,708	3,634	3,456
Number of teachers needed in accordance with training plan/ syllabus	11,349	12,016	11,514	12,882
In rural areas				
Total number of working teachers	5,314	5,584	5,875	6,331
Total number of non-teaching staff needed	3,730	3,656	3,583	3,408
Number of teachers needed in accordance with training plan	6,270	6,478	6,169	6,711
Grand total				
Total number of teachers needed	14,732	15,353	15,844	16,890
Total number of non-teacher staff needed	7,513	7,364	7,217	6,864
Number of teachers needed in accordance with training plan/ syllabus	17,619	18,494	17,683	19,593
Number of working teachers (by fiscal year)	17,199	18,313	17,106	18,912
Of which: state	15,399	15,566	14,540	16,075
Private	1,800	2,747	2,566	2,837
Non-teacher staff (by fiscal year)	7,564	7,413	7,266	6,910
Of which: state	6,918	6,672	6,539	6,219
Private	646	741	727	691

Table 14. Teachers and non-teaching employees of TEVT

	2006	2008	2010	2015
In cities				
Number of teachers	1,031	1,122	1,341	2,181
Total number of non-teaching staff needed	644	577	571	935
Number of teachers needed in accordance with training plan/syllabus	1256	1309	1497	2181
In rural areas				
Total number of working teachers	77	82	90	112
Total number of non-teaching staff needed	56	56	57	60
Number of teachers needed in accordance with training plan/syllabus	88	91	97	112
Grand total				
Total number of teachers needed	1108	1204	1431	2293
Total number of non-teaching staff needed	700	633	632	995
Number of teachers needed in accordance with training plan/syllabus	1,344	1,400	1,594	2,293
Number of working teachers (by fiscal year)	1,407	1,379	1,519	2,331
Of which: state	1,353	1,172	1,291	1,981
Private	54	207	228	350
Non-teacher staff (by fiscal year)	772	654	629	999
Of which: state	742	556	535	849
Private	30	98	94	150

Table 15. Teachers and non-teaching employees of NFE

	2006	2008	2010	2015
Total number of teachers needed	459	364	464	865
Total number of non-teaching staff needed	87	66	79	130

#### 5.1.4. Future trends of textbooks, training tools and constructions needs

Table 16. Training tools and teachers' manuals of pre-school education

	2006	2008	2010	2015
Kindergarden				
Textbooks and training materials	327,556	252,692	299,596	332,792
Teacher's manuals	26,160	26,748	25,344	28,228
Other forms of pre-school educational training				
Textbooks and training materials	122,352	160,804	190,652	211,776
Teacher's manuals	4,388	6,916	8,064	8,980
Total				
Textbooks and training materials	449,908	413,496	490,248	544,568
Teacher's manuals	30,548	33,664	33,408	37,208

Table 17. Textbooks and teacher' manuals of primary education

	2006	2008	2010	2015
Total number of textbooks	2,008,996	2,042,706	2,079,654	1,590,258
I grade	364,386	357,528	256,476	241,284
II grade	412,800	345,882	262,638	242,952
III grade	213,168	473,440	469,936	326,072
IY grade	447,912	602,046	509,814	367,020
Y grade	570,730	263,810	580,790	412,930
Textbooks to be provided to children of vulnerable groups	233,219	229,400	225,935	159,026
I grade	42,301	40,151	27,864	24,128
II grade	47,921	38,843	28,533	24,295
III grade	24,746	53,168	51,054	32,607
IY grade	51,997	67,611	55,386	36,702
Y grade	66,254	29,626	63,097	41,293

Table 18. Textbooks and teacher's manual of middle grades of secondary education

	2006	2008	2010	2015
Total number of textbooks				
Textbooks	3,114,232	3,019,940	2,752,022	2,828,275
YI grade	689,976	592,668	795,360	505,188
YII grade	724,906	792,722	371,042	607,012
YIII grade	822,075	857,445	737,490	866,190
IX grade	877,275	777,105	848,130	849,885
Textbooks to be provided to children of vulnerable groups	361,523	339,146	298,981	282,828
YI grade	80,097	66,558	86,408	50,519
YII grade	84,152	89,024	40,310	60,701
YIII grade	95,432	96,293	80,121	86,619
IX grade	101,840	87,271	92,141	84,989

Table 19. Textbooks and teacher's manual of senior grades of secondary education

	2006	2008	2010	2015
Total number of textbooks	1,067,060	1,301,690	1,277,796	1,519,479
X grade	528,346	632,203	673,387	712,816
XI grade	538,714	669,487	604,409	806,663
Textbooks to be provided to children of vulnerable groups	106,706	130,169	127,780	151,948
X grade	52,835	63,220	67,339	71,282
XI grade	53,871	66,949	60,441	80,666

*Table 20. Textbooks and teacher's manual of TEVT*

	2006	2008	2010	2015
Total number of textbooks	248,430	269,820	309,150	448,005
I grade	132,810	152,670	184,500	242,370
II grade	115,620	117,150	124,650	205,635
III grade	25,277	21,077	23,002	31,640
Textbooks to be provided to children of vulnerable groups	55,977	62,207	74,271	119,911
I grade	27,161	32,648	41,255	60,593
II grade	23,646	25,052	27,873	51,409
III grade	5,169	4,507	5,143	7,910

*Table 21. Computerization of general secondary schools and VTIC*

	2006	2008	2010	2015	2006-2015
Number of computers to worn out	2,080	3,520	3,769	12,723	50,034
Number of computers needed	7,040	10,245	13,832	31,422	164,186
Ratio of student per computer (primary education)	933	696	520	250	-
Ratio of student per computer (middle grades of general education)	187	139	104	50	-
Ratio of student per computer (senior grades of general education and vocational training and technical education)	19	14	10	5	-

*Table 22. Number of seats and beds newly needed for pre-school, secondary education and TEVT institutions*

	2006	2008	2010	2015	2006-2015
Number of new seats/beds needed for pre-school	1,010	730	730	730	7,880
Number of new seats needed for general secondary education	9,576	4,329	5,275	8,914	69,607
Number of new beds needed in dormitories	500	500	500	500	5,000
Number of new seats needed for vocational training and technical education	600	600	400	200	3,800

## 5.2. ESTIMATIONS OF NEEDED FUNDS

### 5.2.1. Pre-school education

- It is planned to fund meals expenditure for children in kindergardens in relevance to norms of calories and nutrition norms for children of early childhood increasing from 72000 MNT per child to 116000 MNT annually. Average expenditure for meals of children in kindergardens will reach 8.7 billion MNT in 2006-2010 and 12.3 billion MNT in 2011-2015.
- Average monthly salary of kindergarden teachers is planned to be increased from 78300 MNT by 14.6% annually and will reach 350000 MNT by 2015. Average annual expenditure for salaries of kindergarden teachers will reach 8.3 billion MNT in 2006-2010 and 18.2 billion MNT in 2011-2015.
- It is planned to increase salary of associate teachers in kindergardens from 63000 MNT by 11% annually and will reach 200000 MNT, and average expenditure for salaries of associate teachers in kindergardens will reach 3.6 billion MNT in 2006-2010 and 6.4 billion MNT in 2011-2015.
- Salaries of non-teaching staff in kindergardens will be increased from 51100 MNT by 11% annually and will reach 180000 MNT by 2015, and average expenditure for salaries of non-teaching staff of kindergardens will reach 4.5 billion MNT in 2006-2010 and 8.0 billion in 2011-2015.
- Expenditures related to variable costs per child in kindergarden, such as recurrent and construction costs and other expenses and investment expenditures will increase by 8% annually.

Table 23. Structure of expenditure for pre-school education (in MNT)

	2006-2010 average	2006-2010 total	2011-2015 average	2011-2015 total
1. Variable costs				
1.1. Salary of full-time teacher	11,913,361	59,566,803	24,620,754	123,103,770
Salary of full-time teacher	8,309,309	41,546,544	18,219,235	91,096,177
Salary of associate teacher	3,604,052	18,020,259	6,401,519	32,007,593
1.2. Salary of non-teaching staff	4,569,210	22,846,048	8,096,479	40,482,395
1.3. Social insurance	4,351,399	21,756,993	8,637,350	43,186,748
1.4. Variable costs	503,263	2,516,317	742,501	3,712,506
1.5. Children's meals	8,790,655	43,953,273	12,389,086	61,945,428
1.6. Other recurrent costs	2,745,981	13,729,903	4,398,274	21,991,368
1.7. Regular costs	6,740,983	33,704,917	9,904,716	49,523,581
Heating	4,818,470	24,092,349	7,079,913	35,399,565
Electricity, water	1,790,558	8,952,792	2,630,918	13,154,589
Transportation, communications	131,955	659,776	193,885	969,427
1.8. One-time assistance	158,050	790,250	232,227	1,161,137
1. Total variable costs	39,772,901	198,864,503	69,021,386	345,106,932
2. Investment costs	405,223	2,026,114	595,405	2,977,027
Total expenditure of pre-school education	40,178,124	200,890,618	69,616,792	348,083,958

- Seats in kindergardens will be increased by 8000 in planned period. Expenditure for constructions and maintenance of kindergardens will reach 3.4 billion MNT in average in 2006-2010 and 4.4 billion in 2011-2015.
- Expenditure for supplies of textbooks and training materials for students and teachers in pre-school education will reach 499.8 million MNT in average in 2006-2010 and 558.8 million in 2011-2015..
- Expenditures for toys, entertainment and equipment for kindergardens will be increased by 8% annually, and will reach 5.3 billion MNT in 2006-2010 and 1.2 billion MNT in 2011-2015.
- Expenditures for re-training domestically will reach 1.9 billion MNT and abroad – 175.0 mln MNT in 2006-2015, and no less than 50% of teachers of pre-school educational will be retrained

domestically and 30 teachers – abroad and will be involved in study tours annually.

*Table 24. Expenditures to be allocated from state centralized investment to pre-school education ('in MNT)*

	2006-2010 average	2006-2010 total	2011-2015 Average	2011-2015 total
Constructions and maintenance	3,380,181	16,900,905	4,352,710	21,763,548
Number of new seats/beds needed	846	4,230	730	3,650
Toys for kindergardens	92,932	464,661	136,548	682,739
Other equipment	30,977	154,887	45,516	227,580
Re-training teachers domestically	324,489	1,622,443	390,231	1,951,155
Re-training teachers abroad	101,410	507,052	149,005	745,025

### 5.2.2. General secondary education

- It is planned to cover expenditures for lunch for children of 1st and 2nd grade in general educational schools at 300 MNT per day, and average expenditure for lunch will reach 4.0 billion MNT in 2006-2010 and 4.5 billion in 2011-2015.
- Average salary of teachers in general secondary schools will be increased from 81500 MNT in average by 14.2% annually and will reach 350000 MNT by 2015, and average expenditure for salary of teachers in general secondary schools will reach 42.0 billion MNT in 2006-2010 and 77.3 billion MNT in 2011-2015.
- Average salary of non-teaching staff in general secondary schools will be increased from 82300 MNT in average by 10.6% and will reach 250000 MNT by 2015, and expenditure for salary of non-teaching staff of general secondary schools will reach 17.2 billion MNT in 2006-2010 and 27.3 billion in 2011-2015.
- Expenditures related to variable and dormitory costs per child in general secondary schools, such as recurrent and construction costs and other expenses and investment expenditures will increase by 8% annually.

Table 25. Structure of expenditure of primary and secondary education (in MNT)

	2006-2010 average	2006-2010 total	2011-2015 average	2011-2015 total
1. Variable costs				
1.1. salary of teachers	42,095,144	210,475,721	77,376,623	386,883,115
Salary of teachers	42,095,144	210,475,721	77,376,623	386,883,115
1.2. Salary of non-teaching staff	17,288,581	86,442,904	27,381,630	136,908,152
1.3. Social security	15,677,303	78,386,517	27,656,179	138,280,895
1.4. Lunch for students of 1 <sup>st</sup> and 2 <sup>nd</sup> grades	4,087,337	20,436,683	4,518,260	22,591,299
1.5. Variable costs	1,532,493	7,662,467	2,047,985	10,239,926
1.6. Other recurrent costs	8,024,044	40,120,220	11,095,129	55,475,643
1.7. Recurrent costs of students in dormitories	6,493,101	32,465,503	13,578,993	67,894,966
1.8. Regular costs	18,179,785	90,898,924	26,712,068	133,560,341
Heating	14,849,428	74,247,139	21,818,681	109,093,406
Water, electricity	2,817,705	14,088,523	4,140,132	20,700,662
Transportation, communications	512,652	2,563,262	753,255	3,766,273
1. Total variable costs	113,377,788	566,888,939	190,366,867	951,834,336
2. Investment costs	1,243,631	6,218,157	1,827,303	9,136,513
Total costs	114,621,419	573,107,096	192,194,170	960,970,850

- There is a need to increase number of seats in general secondary schools by 69.6 thousands in 2006-2015. Total of 204.5 billion MNT is estimated to be needed for constructions of new and expansion of existing general secondary schools with capacity of 69.6 thousand seats in 2006-2015, and average of 15.2 billion MNT in 2006-2010 and 25.7 billion MNT in 2011-2015 will be needed annually.
- In order to implement objectives set forth in the Master Plan, number of beds in dormitories will be needed to be increased by 500 beds annually in 2006-2015. Average of 2.4 billion MNT in 2006-2010 and 3.5 billion in 2011-2015 will be needed annually.
- Average expenditures for textbooks to be distributed to children of vulnerable groups in general secondary schools will reach 1.9 billion MNT in 2006-2010 and 1.7 billion MNT in 2011-2015 annually.
- Computerization of general secondary schools will require total of 42 billion MNT (4.2 billion

MNT annually) in 2006-2015, where ratio of students and computers in primary education will be reduced from 1250 to 250 students per computer, in middle grades – from 250 to 50, and in senior grades – from 25 to 5.

- It is planned to increase expenditure for training equipment and tools in general secondary schools by 8% annually, and total 732.4 million MNT will be funded in 2006-2015.
- 19.4 billion MNT for re-training domestically and 8.9 billion MNT for re-training abroad in 2005-2015 will be spent, creating opportunities for re-training no less than 50% of teachers of general secondary schools domestically and 200 teachers abroad.

*Table 26. Expenditures to be allocated from state centralized investment to primary and secondary education (in MNT)*

	2006-2010 average	2006-2010 total	2011-2015 average	2011-2015 total
Constructions and maintenance of training facilities	15,211,604.5	76,058,022.7	25,688,262.7	128,441,313.6
Number of new seats needed	6,644	33,219	7,278	36,388
Constructions and maintenance of dormitories	2,361,998.8	11,809,994.3	3,470,551.2	17,352,756.2
Number of new beds needed	500	2,500	500	2,500
Computer	3,301,705.6	16,508,528.2	5,103,900.8	25,519,504.3
Other equipment	55,759.2	278,796.3	81,928.6	409,643.2
Re-training teachers domestically	1,706,073.8	8,530,369.3	1,872,643.9	9,363,219.8
Re-training teachers abroad	676,068.9	3,380,344.8	993,367.1	4,966,835.6
Textbooks to be provided to students of vulnerable groups in general secondary schools	1,917,960.7	9,589,803.5	1,702,867.9	8,514,339.4



### 5.2.3. Vocational training and technical education

- It is planned to increase salary of TEVT teachers from 77.200 MNT by 16.1% in average on annual basis and reach 400.000 MNT. Average expenditure for TEVT teachers will be 2.4 billion in 2006-2010 and 7.3. billion MNT in 2011-2015.
- Salary of TEVT non-teaching staff is planned to be increased from 68.200 MNT by 11.2% annually and reach 220.000 MNT by 2015. Average expenditure for salary of TEVT non-teaching staff will reach 846.3 million MNT in 2006-2010 and 1.8 billion MNT in 2011-2015.
- In last years investment expenditures were not separately planned for TEVT, and 1,0 billion MNT is planned in state budget in 2006. Investment expenditure for TEVT will be increased by 8% annually.
- Estimations were made to increase recurrent costs per student in TEVT by 10% annually.

Table 27. Structure of expenditure of TEVT (in MNT)

	2006-2010 average	2006-2010 total	2011-2015 average	2011-2015 total
1. Variable costs				
1.1. salary of teachers	2,457,420	12,287,100	7,347,490	36,737,450
1.2. Salary of no-teaching staff	846,337	4,231,684	1,800,380	9,001,902
1.3. Social security	872,192	4,360,959	2,415,038	12,075,189
1.4. Other recurrent costs	2,257,309	11,286,545	5,107,778	25,538,889
1.5. Recurrent costs for students in dormitories	624,744	3,123,720	1,670,584	8,352,920
1.6. Regular costs	1,768,379	8,841,893	3,359,206	16,796,030
Heating	1,208,575	6,042,873	2,295,804	11,479,022
Electricity, water	464,359	2,321,793	882,094	4,410,470
Transportation, communications	95,445	477,227	181,308	906,539
3.1. Total variable costs	8,826,380	44,131,901	21,700,476	108,502,381
3.2. Investment costs	1,267,186	6,335,929	1,861,912	9,309,558
Total expenditure	10,093,566	50,467,830	23,562,388	117,811,939

- It is planned to send 2.7 billion MNT in 2006-2010 and 1.8 billion MNT in 2011-2015 in average for constructing new training facilities with capacity of 3800 seats for vocational basic and intermediate schools in 2006-2015
- It is planned to increase expenditure for laboratory equipment and training tools for TEVT by 10% annually, and expenditure will reach 113.7 million MNT in 2006-2010 and 183.1 million MNT in 2011-2015 annually.
- Expenditures for free distribution of textbooks for children of vulnerable groups studying in TEVT will reach 178.1 million MNT in 2006-2010 and 289.8 million MNT in 2011-2015 annually.
- 4.4 billion MNT for re-retraining domestically and 1.1 billion MNT for re-training abroad will be spent resulting on involvement of no less than 50% of TEVT teachers and 200 teachers in re-training domestically and abroad and study tours.

Table 28. Expenditures to be allocated from state centralized investment to TEVT (in MNT)

	2006-2010 average	2006-2010 total	2011-2015 average	2011-2015 total
Constructions and maintenance	2,653,665	13,268,325	1,787,336.8	8,936,684
Number of new seats needed	520	2,600	240	1,200
Equipment	113,702	568,509	183,118.0	915,590
Re-training of teachers domestically	374,721	1,873,604	425,689.4	2,128,447
Re-training of teachers abroad	84,509	422,543	124,170.9	620,854
Textbooks to be provided to students from vulnerable groups	178,115	890,574	289,796.9	1,448,984

#### 5.2.4. Higher education

- It is estimated to increase variable costs of higher education by 10% annually.

Table 29. Structure of expenditure of higher education (in MNT)

	2006-2010 average	2006-2010 total	2011-2015 average	2011-2015 total
1. Variable costs	0	0	0	0
1.1. Salary	0	0	0	0
1.3. Social security	0	0	0	0
1.5. Other variable costs	30,701,017	153,505,084	49,444,294	247,221,472
1. Total variable costs	30,701,017	153,505,084	49,444,294	247,221,472
Total expenditure	30,701,017	153,505,084	49,444,294	247,221,472

- Amount of training loans and grants to be provided to students of higher education will be increased by 15% annually.
- 310.1 billion MNT in 2006-2015 will be spent on training grants and loans for students in universities, of which 233 billion MNT is planned for students majoring in engineering, technology, natural science, teaching, agriculture and health science.
- 499.3 million MNT for re-training teachers of universities domestically and 5.6 billion MNT for re-training abroad will be required in 2006-2015. It is estimated to increase expenditure for re-training teachers of higher education domestically by 8% annually.
- Investment expenditure for higher education will be increased by 8% annually, and 633.6 million MNT in 2006-2010 and 930.9 million MNT in 2011-2015 will be required.

Table 30. Expenditures to be allocated from state centralized investment to higher education (in MNT)

	2006-2010 average	2006-2010 total	2011-2015 average	2011-2015 total
Equipment	633,592.9	3,167,965	930,956	4,654,779
Re-training of teachers domestically	38,015.5	190,078	55,857	279,287
Re-training of teachers abroad	422,543.1	2,112,716	620,854	3,104,272
Grants and loans	2,059,7651.0	102,988,255	41,429,234	207,146,168

#### 5.2.5. Non-formal and adult education

- Expenditure for funding non-formal educational and distance learning centers, enlightenment, development and non-formal educational centers of soums and districts will reach 5.7 billion MNT in 2006-2015.
- Expenditure for re-training non-formal educational teachers is estimated within the state centralized expenditures for re-training of general secondary school teachers.

Table 31. Expenditures to be allocated from state centralized investment to NFE

	2005	2006-2010 average	2006-2010 total	2011-2015 average	2011-2015 Total
Non-formal educational and distance learning center	27,000.0	34,214.0	171,070.1	50,271.6	251,358.1
Enlightenment centers	454,280.4	400,324.7	2,001,623.4	646,002.0	3,230,010.0

### 5.3. State budget and educational expenditure, estimations of deficient resources

In making financial estimations of the Master Plan to Develop Education, the assumption was made that GDP growth per capita will be 10.4%, share of GDP in state budget - 47.0% and share of educational expenditure in the state budget will be no less than 20%.

Table 32. State budget and educational expenditure

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
GDP per capita ('000 MNT)	736.5	813.1	897.7	991.1	1094.2	1208	1333.6	1472.3	1625.4	1794.4
GDP ('000000 MNT)	1,876,774	2,088,735	2,324,897	2,588,556	2,886,530	3,224,228	3,609,107	4,039,697	4,526,165	5,077,109
Share of GDP in state budget	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47%
In MNT ('000000)	883,960	983,794	1,095,026	1,219,210	1,359,556	1,518,611	1,699,889	1,902,697	2,131,824	2,391,319
Share of educational expenditure in state budget	19.0%	19.8%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20%

According to financial estimations made on above mentioned assumptions, annually 252.3 billion MNT in 2006-2010 and 425.0 billion MNT in 2011-2015 will be required for educational expenditure.

Table 33. Total educational expenditure (2006-2015)

	2006	2008	2010	2015
Total educational expenditure	210,330,686	242,830,258	297,728,974	530,871,138
Yearly growth (compared to previous year)	31.5%	4.7%	11.5%	12.9%
Total formal educational expenditure (in MNT)	158,237,562	193,937,691	236,878,082	415,766,184
Of which: Early childhood education	33,094,216	40,025,706	48,440,616	87,034,283
Of which: General secondary education (primary, secondary, senior)	91,896,096	113,783,335	138,665,338	235,883,829
Of which: TEVT	8,103,503	9,704,717	12,959,170	33,560,434
Of which: Higher education	25,143,746	30,423,933	36,812,959	59,287,638
Other expenditure (in MNT)	52,093,124	48,892,567	60,850,892	115,104,954
Percentage in total expenditure				
Percentage of formal education	75.2%	79.9%	79.6%	78.3%
Of which: early childhood education	15.7%	16.5%	16.3%	16.4%
Of which: General secondary education (primary, secondary, senior)	43.7%	46.9%	46.6%	44.4%
Of which: TEVT	3.9%	4.0%	4.4%	6.3%
Of which: Higher education	12.0%	12.5%	12.4%	11.2%
Percentage of non-formal education and other expenditure	24.8%	20.1%	20.4%	21.7%
TOTAL	100.0%	100.0%	100.0%	100.0%

Estimations of expenditures for Master Plan on Education will not cause much of difficulties for the state budget of Mongolia. If the state policy on financing of education will remain the same and the economic growth of 2000-2004 will maintain and will not go down, the state budget will be able to cover 86.5% of funds needed for education in 2006-2010 and 90.7% in 2011-2015.

*Table 34. Share of state budget in total educational expenditure (2006-2015)*

Year	Total educational expenditure ('000000 MNT)	Expenditure to be covered by state budget ('000000 MNT)	Percentage of state budget in educational expenditure
2006	210,330.7	167,882	79.8%
2007	232,014.3	194,545	83.9%
2008	242,830.3	219,005	90.2%
2009	267,033.9	243,842	91.3%
2010	297,729.0	271,911	91.3%
2011	332,788.5	303,722	91.3%
2012	371,807.8	339,978	91.4%
2013	417,606.3	380,539	91.1%
2014	470,130.7	426,365	90.7%
2015	530,871.1	478,264	90.1%

In 2004, 87.1% (136.6 billion MNT) of educational expenditure was covered by the state budget, and remaining 12.9% (20.2 billion MNT) was funded by donors. In 2005, 83.1% of educational expenditures were covered by the state budget and 16.9% or 31.7 billion MNT was funded by donors.

*Table 35. Total deficient educational expenditure (2006-2015)*

Year	Total educational expenditure ('000000 MNT)	Deficient educational expenditure (in mln USD)	Deficient educational expenditure (in %)
2006	42,448.3	34.8	20.2%
2007	37,469.0	30.7	16.1%
2008	23,825.0	19.5	9.8%
2009	23,191.9	19.0	8.7%
2010	25,817.8	21.2	8.7%
2011	29,066.2	23.8	8.7%
2012	31,829.9	26.1	8.6%
2013	37,066.9	30.4	8.9%
2014	43,766.0	35.9	9.3%
2015	52,607.4	43.1	9.9%

If compare needs of educational expenditure and potentials of the state budget, annually 32.8 billion MNT in 2006-2010 and 39.2 billion MNT in 2011-2015 will be deficient in average<sup>1</sup>.

<sup>1</sup> As of 2006, 32.9 billion MNT in 2006, 20.2 billion MNT in 2007, 4.2 billion MNT in 2008 and 3.3 billion MNT in 2009 are potential to come from donors.

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## CHAPTER 6 MANAGEMENT AND MONITORING-EVALUATION OF THE MASTER PLAN

### 6.1. Management and responsibilities of institutions

The Master Plan to Develop Education of Mongolia in 2006-2015 will be implemented in conformity with development basic policies on socio-economic and human development and based on structure of state, administrative and educational systems.

**The sector wide approach** is the main method in the implementation of the Master Plan to Develop Education of Mongolia in 2006-2015.

Sector wide approach based management of the Master Plan will be created under the leadership and commitment of the Government and will aim to create unified position and coordination of policies and actions of the government, donors and international organizations, establish realistic participation of all stakeholders in implementation of the master plan, set up a result-based planning, monitoring and evaluation system and create open information database.

**Commitment and leadership of the Government** will be the main condition for management and organization of implementation of the Master Plan.

The Government of Mongolia will be committed to undertake the following actions in regard to implementation of the Master Plan:

- Pursue long-standing position in regard to implementation of goals and objectives set forth in the plan
- Create favorable policy and legal environment needed for implementation of the above, and provide financial support
- Mobilize deficient funding for implementation of the Master Plan from foreign resources within the framework of the national policy to coordinate official development loan and assistant to Mongolia
- Ensure coordination among line ministries in regard to implementation of the Plan, create unified management and organization at the national and local level
- Ensure participation of donors, international organizations and all stakeholders for implementation of the Plan, undertake leadership and coordination of their actions
- Approve and implement short-term, mid-term and yearly national plans for implementation of the Plan
- Strengthen capacity of educational management, planning, monitoring and evaluation at the national and local level
- Evaluate implementation of the Plan in cooperation with all stakeholders at each state and period, and report to relevant stakeholders.

**The Ministry of Education, Culture and Science** will implement the commitments of the Government of Mongolia to implement the Master Plan with support of the line ministries and the Government.

Within the framework of the implementation of the Master Plan, the Policy Council to coordinate management, organization and implementation of the Plan chaired by the Minister for Education, Culture and Science. This Policy Council will be comprised of representatives of deputy ministers and state secretaries of line ministries and leading agencies of the education donors' consultative mechanism.

The Policy Council will be responsible for undertaking inter-sectoral coordination, financial

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planning, mobilizing deficient funds from multilateral and foreign resources within the framework of the official development assistance, deliberating annual reports on implementation of the Master Plan, discussing and making decisions on issues to be resolved at the governmental level in regard to implementation of the Master Plan.

The MECS will organize implementation of the Master plan and be in charge for planning, monitoring and evaluation at every stage. A mechanism responsible for unified and continuous coordination of the Master Plan will be based in the structure of the MECS and State Secretary of MECS will be personally chairing it.

- Educational Policy and Coordination Departments of the MECS will lead and be in charge for policy and planning of early childhood education, general education, vocational training and technical education and higher education and implementation of the Master Plan at national level
- Finance and Economic Policy and Coordination Department of the MECS will be charge for funds, financial resource planning, distribution and implementation of the Master Plan in cooperation with educational policy departments of the MECS
- Foreign Cooperation Policy, Planning and Coordination Division of the MECS will be in charge for coordinating continuous operations of donors and international organizations cooperating in the implementation of the Master Plan in collaboration with policy departments, creating database on implementation of projects and programs funded by foreign resources, policy monitoring, mobilizing deficient funds from foreign resources and foreign investment.
- Information and Monitoring Policy and Coordination Department of the MECS will be in charge for monitoring and evaluation of the Master Plan on annual basis and preparations for deliberations of reports on implementation of the Plan by the Cabinet.

***Education donors' consultative mechanism*** will serve as the main structure for consultations of the MECS, donors and international organizations on establishing joint commitments and responsibilities of the government, donors and international organizations, ensuring unified position and coordination of their actions, mobilizing multilateral resources, managing loans and assistance effectively and efficiently and increasing benefits of such.

Education donors' consultative mechanism<sup>2</sup> of educational donors will be comprised of the representatives of multilateral and bilateral international development agencies and the MECS. Agency to lead and manage operations of the consultations mechanism of educational donors will be selected based on proposals of member-organizations. The MECS will be co-leading organization of the consultations mechanism of educational donors.

The Consultative mechanism will undertake the following actions:

- Develop unified plan of joint actions of the government and donors under the umbrella of the common goals of the Master Plan
- Define framework of actions and unified framework of funding to be responsibility of the government and donors in regard to implementation of the Master Plan
- Create efficient, rapid and flexible system to make procurement of goods, products and equipment to be supplied with loans and assistance of donors, improve efficiency and impact of their utilization, make funding and produce financial unified reports and balances
- Ensure coordination of existing and new projects and programs based on discussions of projects and programs to be presented by donors to the MECS, and mobilize deficient funds for the Master plan
- Ensure coordination of actions of the government and donors and among donors, create environment for information exchange to avoid overlapping

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- Create unified database and network of management and information on activities of donors
  - Develop unified criteria for evaluation and monitoring results of projects and programs being implemented with donor's assistance, set up unified coordination of policy analysis
  - Organize joint discussions on annual reports to evaluate, discuss and exchange information on results of cooperation of the government and donors and to define future cooperative actions
  - Organize cooperation of the government and donors based on sector wide approach oriented and result-based management and planning approach, establish permanent and institutionalized activities and provide support to capacity strengthening of the human resources and activities of the MECS in this regard.

Education donors' consultative mechanism will stable activities and the main form of its operations will be a consultations meeting. The possibilities to receive and exchange bilateral and multilateral information will be created based on unified email account (emailing list), where email accounts of all member organizations of the consultations mechanism of educational donors will be contained. Emailing list of the consultations mechanism of educational donors will include email accounts of regional centers and headquarters of all donors and will ensure openness of worldwide information. By creating ICT based communications among the MECS and donors, the real possibilities for information exchange and coordination of activities will be created.

Recommendations issued by the consultations mechanism are approved by a resolution of the Minister for Education, Culture and Science, and, if needed, by a resolution of the Government. The Foreign Cooperation Division is in charge for preparations of meeting of the consultations mechanism and serves as Secretary.

The Master Plan will be implemented through ***annual plans on the educational sector of Mongolia, aimags and the capital city.***

The objectives and actions set forth in the Master Plan at the sector level will be included into annual unified plan of the educational sector. Annual plans of the educational sector are approved by the Government and implemented by the MECS.

Objectives and actions for particular year will be defined by the MECS at the aimag and the capital city level within the framework of the goals and objectives of the Master Plan. Annual product delivery contract on education, made between the Minister for Education, Culture and Science and governors of aimags and the capital city, is made based on plans of local areas defining actions to be taken for implementation of the Master Plan, and is used for evaluation of implementation of the Master Plan.

The MECS defines participation and roles of educational professional, academic and training institutions in the implementation of the Master Plan, and plan objectives of their activities on annual basis. Annual product delivery contract, made between the Minister for Education, Culture and Science and general managers of educational professional and training institutions, specifies responsibilities and actions of a particular organization in regard to implementation of the Master Plan.

## **6.2. Monitoring**

The MECS is responsible for development of criteria for monitoring results of the implementation of the Master Plan, collection of information based on educational management and information system, creating database, undertaking policy analysis and evaluation and reporting on implementation of the Master plan to the Government, donors and public.

The MECS will define types of monitoring to be organized in every stage of implementation of the Master Plan and will implement monitoring and evaluation in cooperation with stakeholders in



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accordance with policy and plans.

One of the inseparable parts of monitoring of the Master Plan is monitoring and evaluation of results of implementation of existing projects and programs and donor's assistance. The MECS will develop unified criteria for monitoring and evaluation of results of donor's assistance, projects and programs, and will organize policy analysis and evaluation with unified coordination on stage basis.

The MECS will present monitoring reports on results of implementation of the Master Plan to the Government in September of each year, and will plan further actions.

Inter-sectoral unified evaluation of implementation of the Master Plan will be organized once in 2 years, and the evaluation will be led by the MECS with participation of line ministries, donors and public.

### **6.3. Favorable opportunities and risks**

The following are the favorable opportunities for implementation of the Master Plan:

- Longstanding position, efforts and achievements of the Government in regard to political, social and economic stable situation, growth tendency in economics, respecting human rights and freedoms, ensuring rights to obtain education for every citizen, providing quality and educational services to all and creating social environment will be social, economic and legal favorable environment for implementation of the Master Plan.
- The fact, that the Master Plan was developed with participation of line ministries and donors and was based on public and open discussions, created unified position of all interests and established preparedness of all stakeholders to implement the Plan.
- Creation of the Master Plan, which is national long-term plan for education based on basic policies and strategies for social and economic development of Mongolia, creates possibilities to coordinate cooperation of all stakeholders under umbrella of unified policy, increase foreign investment and assistance to the education and manage assistance and loans efficiently and effectively.
- The process of development of the Master Plan created a coordination and consultations mechanism to exchange information and improve coordination of cooperation of the MECS and educational donors, and this consultations mechanism will create favorable conditions to implement the Master Plan with the unified position and efforts in the future.

The following risks might be existed in the implementation of the Master Plan:

- If poverty and unemployment were not to be reduced rapidly in the short period of time, guarantee for equal rights to obtain education would be lost.
- If national economic growth were not to be ensured, financial guarantees for implementation of the Plan would be lost. If annual growth of GDP per capita were to be lower than 10%, problems would raise in implementation of the goals and objectives set forth in the Master Plan.
- If implementation of regional development policy were to be slowed down, if reforms of territorial and administration units were not to be defined and implemented, inefficient expenditure and losses in educational services would increase and extra coordination and



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additional burden would be created, thus, rural and urban disparities in educational services would deepen and possibilities to obtain quality education would reduce.

- If educational policy and planning were not to be done in accordance with population growth and density, specifics of lifestyle of herders, local socio-economic development tendency, national economic structure, demands and needs of labor market, domestic opportunities to improve accessibility, quality, efficiency and impact of educational services would remain be lost. In this regard, lack of provision of special programs, investment, assistance and support to strengthen management and human resource capacity would deepen negative impact of such expected risks in implementation of the Master Plan.
- Without creation of adequate relations in management and organization to ensure local independency, centralization and transfer of powers in education, without improving distribution, coordination and relationship of powers and responsibilities of central and local administrative organizations and institutions, advantageous opportunities to organize educational management, financial and budget relations based on policy and strategies in a unified, rapid, troublesomfree and efficient manner would be lost.
- If implementation of basic principles of management of educational services and activities in open and transparent manner with participation of public were not to be realized, possibilities to improve quality and impact of organizational activities would still remain limited.
- If appraisal system based establishing teachers' salaries and wages based on results of their performance were not to be introduced at organizational level, opportunities to create fair competition for the sake of quality, to employ professional and skilled teachers on stable basis and to improve quality and impact of educational services would remain to be lost.
- Without changing regulations of appraisal, monitoring and evaluation of students, teachers and schools and without making them to be based on impact and results on students and customers, coordination to support student-friendly, accessible and quality educational services would remain to be lost.
- Without creating management structure and mechanism with inter-sectoral planning, coordination, information, monitoring and information system, policy and planning opportunities to intensify implementation of the Master Plan to evaluate the implementation of the Plan at each stage would be lost.

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<sup>2</sup> Education donors' consultative mechanism has been established during the process of the development of the current plan, and is chaired by the Embassy of Japan to Mongolia, the Asian Development Bank and the MECS. At the present, the mechanism holds meeting once in 2 months.



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## **ANNEXES:**



MONGOLIA: PRESCHOOL AGE AND SCHOOL AGE POPULATION

AGE		PROJECTION												2015	2016
		Mortality rate													
		2004	2006-2010	2011-2015											
		100%	101.4%	102.8%	104.3%	105.7%	107.2%	108.7%	110.2%	111.8%	113.3%	114.9%	116.5%		
		1.4%													
0 YEAR OLD		40125	40687	41256	41834	42420	43014	43616	44226	44845	45473	46110	46755		
1 YEAR OLD		40213	39956	40529	41096	41671	42255	42847	43450	44057	44674	45300	45934		
2 YEARS OLD		43063	40184	39929	40502	41068	41643	42227	42819	43422	44028	44645	45271		
3 YEARS OLD		44698	43047	40171	39916	40489	41054	41629	42213	42805	43408	44013	44630		
4 YEARS OLD		46381	44688	43038	40163	39908	40480	41045	41620	42204	42796	43399	44004		
5 YEARS OLD		48267	46376	44684	43034	40159	39904	40476	41041	41616	42200	42792	43395		
6 YEARS OLD		49373	48261	46370	44679	43029	40154	39899	40471	41036	41611	42195	42787		
7 YEARS OLD		48651	49368	48257	46366	44675	43025	40150	39895	40467	41032	41607	42191		
8 YEARS OLD		52172	48648	49365	48254	46363	44672	43022	40148	39893	40465	41030	41605		
9 YEARS OLD		54171	52167	48644	49361	48250	46359	44668	43019	40145	39890	40462	41027		
10 YEARS OLD		55626	54167	52163	48641	49358	48247	46356	44665	43016	40142	39887	40459		
11 YEARS OLD		54066	55622	54163	52159	48638	49355	48244	46353	44662	43013	40139	39884		
12 YEARS OLD		58456	54062	55618	54159	52155	48635	49352	48241	46350	44659	43010	40136		
13 YEARS OLD		61493	58450	54057	55612	54154	52150	48630	49347	48236	46345	44655	43006		
14 YEARS OLD		64030	61490	58447	54054	55609	54151	52147	48628	49345	48234	46343	44653		
15 YEARS OLD		63317	64022	61483	58440	54048	55602	54145	52141	48622	49339	48228	46337		
16 YEARS OLD		62015	63307	64013	61474	58432	54040	55594	54137	52134	48615	49332	48221		
17 YEARS OLD		59906	62008	63300	64006	61467	58426	54034	55588	54131	52128	48610	49327		
18 YEARS OLD		58605	59898	62001	63292	63998	61460	58419	54028	55581	54125	52122	48604		
19 YEARS OLD		55815	58594	59888	61990	63281	63987	61450	58410	54019	55572	54116	52114		
20 YEARS OLD		54620	55801	58581	59874	61976	63266	63972	61436	58397	54007	55559	54104		
21 YEARS OLD		49899	54607	55789	58569	59861	61963	63253	63959	61423	58385	53996	55547		
22 YEARS OLD		48540	49887	54594	55776	58556	59847	61949	63239	63945	61409	58372	53984		
23 YEARS OLD		47520	48528	49876	54581	55763	58543	59833	61935	63225	63931	61395	58359		

MONGOLIA: PRESCHOOL AGE AND SCHOOL AGE POPULATION

PROJECTION	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
PRESCHOOL AGE POPULATION	280433	222556	214192	208294	161624	163081	165377	167693	170047	172432	174849	177300	
PRIMARY SCHOOL AGE POPULATION	216035	259972	252592	244781	280313	271812	262339	254551	204557	203140	205181	208069	
LOWER SECONDARY SCHOOL AGE POPULATION	247296	238024	229605	222265	215966	210538	204274	198357	237215	231590	222375	214016	
UPPER SECONDARY SCHOOL AGE POPULATION	121921	125315	127313	125480	119899	112466	109628	109725	106265	100743	97942	97548	
BASIC EDUCATION AGE POPULATION	463331	497996	482197	467046	496279	482350	466613	452908	441772	434730	427556	422085	
GENERAL SECONDARY EDUCATION AGE POPULATION	585252	623311	609510	592526	616178	594816	576241	562633	548037	535473	525498	519633	
THE GROWTH OF BASIC EDUCATION AGE POPULATION COMPARED TO THE BASE YEAR	34665		18866	3715	32948	19019	3282	-10423	-21559	-28601	-35775	-41246	
THE GROWTH OF GENERAL EDUCATION AGE POPULATION COMPARED TO THE BASE YEAR	38059		24258	7274	30926	9564	-9011	-22619	-37215	-49779	-59754	-65619	
TOTAL POPULATION	2506335	2540171	2573447	2606130	2638185	2669579	2700279	2730252	2759466	2787888	2815488	2842235	
ANNUAL POPULATION GROWTH		1.35	1.31	1.27	1.23	1.19	1.15	1.11	1.07	1.03	0.99	0.95	

MONGOLIA: PRE-SCHOOL EDUCATION ENROLLMENT

PROJECTION	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<i>The number of students aged 6-7 in General Secondary Schools</i>													
	48444	53854	56578	55122	57205	42259	41577	41103	40680	40319	40023	39783	
<i>Urban Rural</i>													
PRESCHOOL ENROLMENT	231989	168702	157614	153172	104419	120822	123800	126590	129367	132113	134826	137517	
FORMAL	82674	81304	81889	85848	63173	73097	74899	76587	78267	79928	81570	83198	
URBAN (%)	85%	4	9.7%	77.5%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	
RURAL (%)	35%	4	3.8%	33.7%	35.0%	35.0%	35.0%	35.0%	35.0%	35.0%	35.0%	35.0%	
NON-FORMAL	24386	25716	30588	40630	40201	46516	47663	48737	49806	50864	51908	52944	
URBAN (%)	14%	4	-4.6%	14.7%	14.0%	14.0%	14.0%	14.0%	14.0%	14.0%	14.0%	14.0%	
RURAL (%)	64%	4	64.7%	38.9%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	64.0%	
TOTAL PRESCHOOL ENROLMENT	107060	107020	112477	126478	103374	119613	122562	125324	128073	130792	133478	136142	
GROSS ENROLMENT RATIO IN PRESCHOOL EDUCATION	46.1%	63.4%	71.4%	82.6%	99.0%	99.0%	99.0%	99.0%	99.0%	99.0%	99.0%	99.0%	

MONGOLIA : PROJECTION OF PRIMARY EDUCATION ENROLLMENT

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
6 YEARS OLD	49373	48261	46370	44679	43029	40154	39899	39718	39584	39510	39497	39497
7 YEARS OLD	48651	39782	36192	25512	14233	2147	1720	1426	1137	850	566	566
8 YEARS OLD	28225	9793	995	796	485	228	28	17	10	5	1	1
6-year-old new students	9586	14112	20422	29636	42986	40114	39859	39678	39544	39470	39458	39458
Percentage among the 6-year-olds	99.9%	4	50.6%	99.9%	66.3%	99.9%	99.9%	99.9%	99.9%	99.9%	99.9%	99.9%
7-year-old new students	38858	39742	36156	25486	14219	2145	1718	1425	1136	849	565	565
Percentage among the 7-year-olds	99.9%	99.9%	99.9%	99.9%	99.9%	99.9%	99.9%	99.9%	99.9%	99.9%	99.9%	99.9%
8-year-old new students	24446	9793	995	796	485	228	28	17	10	5	1	1
9-year-old new students	3927	3779										
The number of new students	76817	67426	57573	55918	57690	42487	41605	41120	40690	40324	40024	40024
Retention	548	668	583	483	445	436	309	288	271	256	243	243
Retention by %	0.90%	0.86%	0.83%	0.79%	0.76%	0.73%	0.70%	0.67%	0.65%	0.62%	0.59%	0.59%
Drop-out	3868	2818	1944	1496	1221	722	561	440	347	275	218	218
Drop-out by %	5.00%	4.00%	3.20%	2.56%	2.05%	1.64%	1.31%	1.05%	0.84%	0.67%	0.54%	0.54%
Rate of drop-outs coming back to school /20%, 40%/	1934	2111	1516	1077	843	633	401	312	245	194	194	194
The number of students enrolled under the equivalency program	1238	1392	1547	1127	778	598	488	289	224	176	176	176
The number of students enrolled under the equivalency program /weighted/	413	464	516	376	259	199	163	96	75	59	59	59
The number of students in the first grade	77365	70441	60731	58433	59588	44025	42746	41972	41369	40900	40520	40520



MONGOLIA: PROJECTION OF PRIMARY EDUCATION ENROLLMENT

PROJECTION	2004		2005		2006		2007		2008		2009		2010		2011		2012		2013		2014		2015	
	2004	2005	2004	2005	2006	2007	2006	2007	2008	2009	2009	2010	2010	2011	2012	2011	2012	2013	2014	2015	2014	2015	2015	2015
The number of second grade entrants	58403	24986	67895	58711	56657	57949	42942	41818	41183	40713	40371													
The percentage of second grade entrants	99.0%	10	0.3%	94.10%	96.10%	96.39%	96.67%	96.96%	97.25%	97.54%	97.83%	98.12%	98.41%	98.71%										
Repetition		262	224	95	239	198	183	178	126	117	110	104												
Repetition by %	0.24%	0.40%	0.38%	0.36%	0.35%	0.33%	0.32%	0.30%	0.29%	0.28%	0.26%	0.25%												
Drop-out	1349	541	1294	1014	886	819	550	483	429	383	343													
Drop-out by %	0.76%	2.30%	2.08%	1.88%	1.70%	1.54%	1.39%	1.26%	1.14%	1.03%	0.93%	0.84%												
Percentage of drop-outs coming back to school /20%, 40%/	20.0%	40.0%																						
The number of students enrolled under the equivalency program	432	486	540	216	518	518	406	354	328	220	193													
The number of students enrolled under the equivalency program /жүгнэсэн/	144	162	180	72	173	173	135	118	109	73	64													
The number of second grade students	58665	26029	68800	59605	57647	58888	43773	42500	41726	41175	40787													
The number of third grade entrants	59335	49478	25394	67230	58340	56515	57826	43054	41870	41174	40697													
The percentage of third grade entrants	99.0%	10	0.2%	97.30%	97.40%	97.56%	97.72%	97.88%	98.04%	98.20%	98.36%	98.52%	98.68%	98.84%										
Repetition		167	165	131	64	151	121	109	104	72	64	58												
Repetition by %	0.13%	0.30%	0.28%	0.26%	0.24%	0.22%	0.21%	0.19%	0.18%	0.16%	0.15%	0.14%												
Drop-out	1666	1275	603	1387	1083	946	869	584	509	449	398													
Drop-out by %	0.87%	2.80%	2.52%	2.26%	2.04%	1.83%	1.65%	1.48%	1.33%	1.20%	1.08%	0.97%												
Percentage of drop-outs coming back to school /20%, 40%/	20.0%	40.0%																						
The number of students enrolled under the equivalency program	533	599	666	510	241	555	433	378	348	234														
The number of students enrolled under the equivalency program /жүгнэсэн/	178	200	222	170	80	185	144	126	116	78														
The number of third grade students	59502	50654	26646	68147	59180	57487	58742	43854	42532	41689	41126													

MONGOLIA : PROJECTION OF PRIMARY EDUCATION ENROLLMENT

PROJECTION	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
The number of fourth grade entrants	52039	57138	49417	26038	66700	58018	56450	57777	43204	41970	41205	40715
The percentage of fourth grade entrants	10	0.2%	96.90%	97.40%	97.56%	97.72%	97.88%	98.04%	98.20%	98.36%	98.52%	98.68%
Repetition	118	95	95	75	36	83	66	58	54	37	32	29
Repetition by %	11	-9.1%	0.20%	0.18%	0.17%	0.15%	0.14%	0.12%	0.11%	0.10%	0.09%	0.08%
Drop-out	365	330	235	102	213	152	121	102	63	50	40	33
Drop-out by %	11	-17.9%	0.70%	0.57%	0.47%	0.39%	0.32%	0.26%	0.21%	0.14%	0.12%	0.10%
Percentage of drop-outs coming back to school /20%, 40%/	20.0%	40.0%										
The number of students enrolled under the equivalency program	117	131	131	146	132	94	41	85	61	48	41	25
The number of students enrolled under the equivalency program /хүгнэсэH/	39	44	44	49	44	31	14	28	20	16	14	8
The number of fourth grade students	52157	57455	49768	26341	66894	58215	56646	57948	43347	42076	41286	40780
The number of fourth grade entrants	57722	56981	49395	26163	66492	58215	56646	57948	43347	42076	41286	40780
The percentage of fourth grade entrants	10	0.1%	99.10%	99.10%	99.17%	99.25%	99.32%	99.40%	99.47%	99.55%	99.62%	99.70%
Repetition	0	92	83	66	32	74	59	52	49	33	29	29
Repetition %	9	-8.8%	0.16%	0.15%	0.13%	0.12%	0.11%	0.10%	0.09%	0.08%	0.08%	0.07%
Drop-out	280	198	198	86	179	127	101	85	52	41	33	33
Drop-out %	9	-18.2%	0.49%	0.40%	0.33%	0.27%	0.22%	0.18%	0.15%	0.12%	0.10%	0.08%
Percentage of drop-outs coming back to school /20%, 40%/	20.0%	40.0%										
The number of students enrolled under the equivalency program	0	0	0	0	0	112	79	34	72	51	40	34
The number of students enrolled under the equivalency program /хүгнэсэH/	0	0	0	0	0	37	26	11	24	17	13	11
The number of fourth grade students	57722	57073	49534	26381	66657	58079	56558	57877	43340	42071	41293	41293
THE NUMBER OF STUDENTS IN PRIMARY SCHOOL	247689	262301	263018	262060	269690	285272	259986	242832	226851	209180	205790	203538
GROSS ENROLLMENT RATIO OF PRIMARY EDUCATION	114.7%	100.9%	104.1%	107.1%	96.2%	105.0%	99.1%	95.4%	110.9%	103.0%	100.3%	97.8%

MONGOLIA : PROJECTION OF LOWER SECONDARY EDUCATION ENROLLMENT

PROJECTION	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
The number of first grade entrants in secondary school	55166	51273	56835	56283	48924	26097	66042	57632	56210	57611	43208	42008	
Percentage of first grade entrants in secondary school	99.9%	10	0.2%	98.20%	98.31%	98.46%	98.62%	98.77%	98.92%	99.08%	99.23%	99.39%	99.54%
Repetition	42	45	34	31	25	17	8	15	11	9	7	4	
Repetition %	0.01%	11	-18.9%	0.10%	0.08%	0.07%	0.05%	0.04%	0.04%	0.03%	0.02%	0.02%	0.01%
Drop-out	939	703	621	489	339	145	289	201	156	127	76	59	
Drop-out %	0.14%	11	-20.3%	1.35%	1.08%	0.86%	0.69%	0.55%	0.44%	0.35%	0.22%	0.18%	0.14%
Percentage of drop-outs coming back to school /20%, 40%/ The number of students enrolled under the equivalency program	469	516	405	346	263	165	116	156	112	88	66		
40.0%	300	338	375	281	248	196	136	58	116	80	62		
The number of students enrolled under the equivalency program /weighted/ The number of first grade students	100	113	125	94	83	65	45	19	39	27	21		
55208	51887	57498	56844	49389	26460	66280	57808	56396	57771	43330	42099		
The number of second grade entrants in secondary school	58835	54272	51225	56836	56260	48944	26254	65848	57504	56170	57612	43265	
The percentage of second grade entrants in secondary school	99.9%	10	0.1%	98.60%	98.60%	98.72%	98.85%	98.97%	99.10%	99.22%	99.35%	99.47%	99.60%
Repetition	20	0	0	0	0	0	0	0	0	0	0	0	
Repetition %	0.00%	11	-100.0%	0.10%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Drop-out	824	626	483	436	352	250	110	223	159	127	106	65	
Drop-out %	0.15%	11	-18.4%	1.40%	0.93%	0.76%	0.62%	0.51%	0.41%	0.34%	0.23%	0.18%	0.15%
Percentage of drop-outs coming back to school /20%, 40%/ The number of students enrolled under the equivalency program	412	455	347	280	245	191	122	89	121	89	72		
40.0%	264	297	330	250	193	174	141	100	44	89	64		
The number of students enrolled under the equivalency program /weighted/ The number of second grade students	88	99	110	83	64	58	47	33	15	30	21		
58855	54772	51779	57293	56623	49253	26503	66017	57626	56306	57731	43358		

**MONGOLIA : PROJECTION OF LOWER SECONDARY EDUCATION ENROLLMENT**

**PROJECTION**

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<i>The number of third grade entrants in secondary school</i>	60158	58031	54073	51183	56705	56112	48870	26330	65669	57395	56151	57644	
<i>Percentage of third grade entrants in secondary school</i>	98.20%	98.60%	98.72%	98.85%	98.97%	99.10%	99.22%	99.35%	99.47%	99.60%	99.72%	99.85%	
<i>Repetition</i>	11	0	0	0	0	0	0	0	0	0	0	0	
<i>Repetition %</i>	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
<i>Drop-out</i>	1083	843	628	473	417	329	228	98	194	136	106	87	
<i>Drop-out %</i>	0.15%	1.44%	1.15%	0.91%	0.73%	0.58%	0.46%	0.37%	0.30%	0.24%	0.19%	0.15%	
<i>Percentage of drop-outs coming back to school /20%, 40%/</i>	20.0%	40.0%											
<i>The number of students enrolled under the equivalency program</i>	346	390	433	433	337	251	189	167	132	91	39	78	
<i>The number of students enrolled under the equivalency program /weighted/</i>	115	130	144	144	112	84	63	56	44	30	13	26	
<i>The number of third grade students</i>	60169	58688	54805	51790	57163	56469	49166	26563	65824	57503	56269	57746	
<i>The number of fourth grade entrants in secondary school</i>	56642	46093	57939	54174	51258	56647	56030	48845	26423	65560	57344	56185	
<i>Percentage of fourth grade entrants in secondary school</i>	98.60%	98.60%	98.72%	98.85%	98.97%	99.10%	99.22%	99.35%	99.47%	99.60%	99.72%	99.85%	
<i>Repetition</i>	30	55	44	53	48	44	47	45	38	20	48	40	
<i>Repetition %</i>	0.10%	0.10%	0.09%	0.09%	0.09%	0.09%	0.08%	0.08%	0.08%	0.07%	0.07%	0.07%	
<i>Drop-out</i>	736	591	725	662	612	660	637	543	289	692	591	567	
<i>Drop-out %</i>	1.30%	1.27%	1.24%	1.21%	1.18%	1.15%	1.13%	1.10%	1.07%	1.05%	1.02%	1.00%	
<i>Percentage of drop-outs coming back to school /20%, 40%/</i>	20.0%	40.0%											
<i>The number of students enrolled under the equivalency program</i>	236	266	295	295	236	290	265	245	264	255	217	116	
<i>The number of students enrolled under the equivalency program /weighted/</i>	79	89	98	98	79	97	88	82	88	85	72	39	
<i>The number of fourth grade students</i>	56672	46595	58485	54706	51807	57175	56542	49363	26912	65940	57718	56659	

MONGOLIA : PROJECTION OF LOWER SECONDARY EDUCATION ENROLLMENT

PROJECTION	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
THE NUMBER OF STUDENTS IN LOWER SECONDARY GRADES	230904	211942	222567	220633	214982	189357	198491	199751	206758	237520	215048	199862	
GROSS ENROLLMENT RATIO OF LOWER SECONDARY GRADES	93.4%	89.0%	96.9%	99.3%	99.5%	89.9%	97.2%	100.7%	87.2%	102.6%	96.7%	93.4%	
<i>The number of students in basic education</i>	478593	474243	485585	482693	484672	474629	458477	442583	433609	446700	420838	403400	
GROSS ENROLLMENT RATIO OF BASIC EDUCATION	103.3%	95.2%	100.7%	103.4%	97.7%	98.4%	98.3%	97.7%	98.2%	102.8%	98.4%	95.6%	

MONGOLIA : PROJECTION OF UPPER SECONDARY EDUCATION ENROLLMENT

PROJECTION	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011	2011 2012	2012 2013	2013 2014	2014 2015	2015 2016
<i>The number of entrants for the first grade of upper secondary education</i>	40734	84113	39949	49759	46187	43404	47534	46648	40413	21864	53160	46174
<i>Percentage of entrants for the first grade of upper secondary education</i>	80.0% 10	-0.8% 11	0.0% 11	0.0% 11	0.0% 11	0.0% 11	0.0% 11	0.0% 11	0.0% 11	0.0% 11	0.0% 11	0.0% 11
<i>Repetition</i>	0	0	0	0	0	0	0	0	0	0	0	0
<i>Drop-out</i>	0	0	0	0	0	0	0	0	0	0	0	0
<i>Percentage of drop-outs coming back to school /20%, 40%/</i>	20.0% 40.0%	20.0% 40.0%	20.0% 40.0%	20.0% 40.0%	20.0% 40.0%	20.0% 40.0%	20.0% 40.0%	20.0% 40.0%	20.0% 40.0%	20.0% 40.0%	20.0% 40.0%	20.0% 40.0%
<i>The number of students enrolled under the equivalency program</i>	0	0	0	0	0	0	0	0	0	0	0	0
<i>The number of students enrolled under the equivalency program /weighted/</i>	0	0	0	0	0	0	0	0	0	0	0	0
<i>The number of students in the first grade of upper secondary education</i>	40734	84113	39949	49759	46187	43404	47534	46648	40413	21864	53160	46174
<i>The number of entrants for the second grade of upper secondary education</i>	37905	41440	39949	49759	49759	46187	43404	47534	46648	40413	21864	53160
<i>Percentage of entrants for the second grade of upper secondary education</i>	100% 1	4.7% 11	100% 11	100% 11	100% 11	100% 11	100% 11	100% 11	100% 11	100% 11	100% 11	100% 11
<i>Repetition</i>	1	1	1	1	1	1	1	1	1	1	1	1
<i>Drop-out</i>	0	0	0	0	0	0	0	0	0	0	0	0
<i>Percentage of drop-outs coming back to school /20%, 40%/</i>	20.0% 40.0%	20.0% 40.0%	20.0% 40.0%	20.0% 40.0%	20.0% 40.0%	20.0% 40.0%	20.0% 40.0%	20.0% 40.0%	20.0% 40.0%	20.0% 40.0%	20.0% 40.0%	20.0% 40.0%
<i>The number of students enrolled under the equivalency program</i>	0	0	0	0	0	0	0	0	0	0	0	0
<i>The number of students enrolled under the equivalency program /weighted/</i>	0	0	0	0	0	0	0	0	0	0	0	0
<i>The number of students in the second grade of upper secondary education</i>	37906	0	41440	39949	49759	46187	43404	47534	46648	40413	21864	53160
STUDENTS OF UPPER SECONDARY GRADES	78640	84113	81389	89708	95946	89591	90938	94182	87061	62277	75024	99334

MONGOLIA: SECONDARY EDUCATION

PROJECTION	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	
STUDENTS OF LOWER AND UPPER SECONDARY GRADES	309544	296055	303956	310341	310928	278948	289429	293933	293819	299797	290072	299196	
GRADUATES OF BASIC EDUCATION	53838	44780	56861	53806	51548	56889	56259	49116	26777	65610	57429	56376	
Percentage of students with good achievement %	99.50%	96.11%	97.22%	98.36%	99.50%	99.50%	99.50%	99.50%	99.50%	99.50%	99.50%	99.50%	99.50%
GRADUATES OF UPPER SECONDARY EDUCATION	37527	42343	41211	39819	49709	46141	43361	47486	46601	40373	21842	53107	
Percentage of students with good achievement %	99.90%	99.22%	99.45%	99.67%	99.90%	99.90%	99.90%	99.90%	99.90%	99.90%	99.90%	99.90%	99.90%
THE NUMBER OF REPETITORS	1199	1252	1074	1028	969	916	791	695	615	545	525	484	
Growth of repeititors /2004, 100%/	100.0%	104.4%	89.6%	85.7%	80.8%	76.4%	66.0%	58.0%	51.3%	45.5%	43.8%	40.4%	
THE NUMEBR OF SCHOOL DROP-OUTS	10831	7727	6813	6257	5209	4202	3492	2775	2231	2291	1919	1680	
Growth of school drop-outs /2004, 100%/	100.0%	71.3%	62.9%	57.8%	48.1%	38.8%	32.2%	25.6%	20.6%	21.2%	17.7%	15.5%	
THE NUMBER OF SCHOOL DROP-OUTS	5416	5878	4453	3976	3544	2925	2379	1952	1555	1350	1301		
The number of students enrolled under the equivalency program	0	3466	3899	4332	3089	2725	2503	2083	1682	1397	1109	894	
The number of students enrolled under the equivalency program /weighted/	0	1156	1301	1444	1030	908	833	694	559	466	370	297	
THE NUMBER OF STUDENTS IN GENERAL SECONDARY SCHOOL	557233	558356	566974	572401	580618	564220	549415	536765	520670	508977	495862	502734	
Growth of students in general secondary education /2004 , 100%/	100.0%	100.2%	101.7%	102.7%	104.2%	101.3%	98.6%	96.3%	93.4%	91.3%	89.0%	90.2%	



**MONGOLIA: PROJECTION OF VOCATIONAL PRIMARY AND SECONDARY EDUCATION ENROLLMENT**

PROJECTION	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
ENTRANTS TO VPSEC AMONG GRADUATES OF BASIC EDUCATION	7583	8328	7546	10439	10761	10310	11378	11252	9823	5355	13122	11486	
	20.0%	4	8.9%	14.2%	15.47%	16.85%	18.36%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
ENTRANTS TO VPSEC AMONG GRADUATES OF GENERAL SECONDARY EDUCATION	717	901	1222	1428	1657	2484	2770	3126	4112	4846	5042	3276	
	15.0%	11	20.1%	2.0%	2.40%	2.88%	3.46%	4.16%	5.00%	6.00%	7.21%	8.66%	10.40%
OTHER ENTRANTS	1777	1866	1959	2057	2160	2268	2381	2500	2625	2756	2894	3039	
	5%												
FIRST GRADE STUDENTS IN VPSEC	10077	11095	10727	13924	14578	15062	16529	16878	16560	12957	21058	17801	
SECOND GRADE STUDENTS IN VPSEC	8186	7961	8776	8496	11042	11575	11974	13157	13452	13215	10353	16846	
	80.0%	10	0.1%	79.00%	79.10%	79.20%	79.30%	79.40%	79.50%	79.60%	79.70%	79.80%	80.00%
THIRD GRADE STUDENTS IN VPSEC	3761	3766	3509	3706	3438	4281	4300	4262	4487	4396	4138	3106	
	30.0%	10	-4.2%	46.00%	44.08%	42.23%	40.46%	38.77%	37.15%	35.59%	34.10%	32.68%	31.31%
STUDENTS IN VPSEC	22024	22822	23012	26126	29058	30918	32803	34297	34499	30568	35549	37753	
Growth of students /2004, 100%/	100.0%	103.6%	104.5%	118.6%	131.9%	140.4%	148.9%	155.7%	156.6%	138.8%	161.4%	171.4%	



MONGOLIA: PROJECTION OF HIGHER EDUCATION ENROLLMENT

PROJECTION	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
ENTRANTS AMONG GRADUATES OF GENERAL SECONDARY EDUCATION	28424	29302	31880	29918	27873	34796	32299	30353	33240	32621	28261	15289	
Percentage of new admission	75.2%	74.0%	72.7%	71.4%	70.0%	70.0%	70.0%	70.0%	70.0%	70.0%	70.0%	50.0%	
Percentage of students among graduates of general secondary school in a given year	70%	4	-3.6%										
OTHER ENTRANTS	9369	10296	11954	11986	11946	14913	13842	13008	14246	13980	12112	15289	
Percentage of new admission	24.8%	26.0%	27.3%	28.6%	30.0%	30.0%	30.0%	30.0%	30.0%	30.0%	30.0%	50.0%	
NEW ENTRANTS	37793	39598	43834	41904	39819	49709	46141	43361	47486	46601	40373	30578	
GRADUATES	23190	23825	29238	36377	31678	35067	33523	31855	39767	36912	34688	37988	
TOTAL NUMBER OF STUDENTS	111186	121399	129924	128955	130648	138757	144437	148721	149003	151241	149363	134484	
Growth of students /2004, 100%/	100.0%	109.2%	116.9%	116.0%	117.5%	124.8%	129.9%	133.8%	134.0%	136.0%	134.3%	121.0%	

Population projection data

Year:	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Growth birth</b>	100%	101.4%	102.8%	104.3%	105.7%	107.2%	108.7%	110.2%	111.8%	113.3%	114.9%	116.5%
<b>Male</b>	2.65%											
0	20,360	20,645	20,934	21,227	21,524	21,826	22,131	22,441	22,755	23,074	23,397	23,724
1	20,196	20,258	20,548	20,835	21,127	21,422	21,723	22,028	22,337	22,649	22,967	23,288
2	21,817	20,184	20,246	20,536	20,823	21,115	21,410	21,711	22,016	22,324	22,636	22,954
3	22,342	21,810	20,178	20,240	20,530	20,817	21,109	21,404	21,705	22,010	22,318	22,630
4	23,355	22,337	21,806	20,174	20,236	20,526	20,813	21,105	21,400	21,701	22,006	22,314
5	24,437	23,352	22,334	21,803	20,171	20,233	20,523	20,810	21,102	21,397	21,698	22,003
6	24,879	24,433	23,348	22,330	21,799	20,168	20,230	20,520	20,806	21,098	21,393	21,694
7	24,564	24,876	24,430	23,345	22,327	21,796	20,165	20,227	20,517	20,803	21,095	21,390
8	26,543	24,562	24,874	24,428	23,343	22,325	21,794	20,163	20,225	20,515	20,801	21,093
9	27,299	26,540	24,559	24,871	24,425	23,340	22,322	21,791	20,161	20,223	20,513	20,799
10	28,006	27,296	26,537	24,557	24,869	24,423	23,338	22,320	21,789	20,159	20,221	20,511
11	27,217	28,003	27,293	26,534	24,554	24,866	24,420	23,335	22,318	21,787	20,157	20,219
12	29,595	27,214	28,000	27,290	26,531	24,551	24,863	24,418	23,333	22,316	21,785	20,155
13	30,905	29,590	27,210	27,996	27,286	26,527	24,547	24,859	24,414	23,330	22,313	21,782
14	32,122	30,903	29,588	27,208	27,994	27,284	26,525	24,545	24,857	24,412	23,328	22,311
15	31,915	32,116	30,897	29,583	27,203	27,989	27,279	26,520	24,541	24,853	24,408	23,324
16	31,036	31,906	32,107	30,889	29,575	27,196	27,981	27,272	26,513	24,535	24,847	24,402
17	30,055	31,029	31,899	32,100	30,883	29,569	27,190	27,975	27,266	26,507	24,530	24,842
18	28,395	30,048	31,022	31,892	32,093	30,876	29,562	27,184	27,969	27,260	26,501	24,525
19-24	146,762	150,651	154,643	158,741	162,948	167,266	171,699	176,249	180,920	185,714	190,635	195,687
25-49	433,008	444,483	456,262	468,353	480,764	493,504	506,582	520,006	533,786	547,931	562,451	577,356
50-64	96,802	99,367	102,000	104,703	107,478	110,326	113,250	116,251	119,332	122,494	125,740	129,072
65+	42,403	43,527	44,680	45,864	47,079	48,327	49,608	50,923	52,272	53,657	55,079	56,539
<b>Total M</b>	1,224,003	1,235,130	1,245,395	1,255,499	1,265,562	1,276,272	1,289,064	1,304,057	1,322,334	1,340,749	1,360,819	1,382,614

Population projection data

Year:		2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Female		2,55%											
0		19,765	20,042	20,322	20,607	20,896	21,188	21,485	21,785	22,090	22,399	22,713	23,031
1		20,017	19,698	19,981	20,261	20,544	20,833	21,124	21,422	21,720	22,025	22,333	22,646
2		21,246	20,000	19,683	19,966	20,245	20,528	20,817	21,108	21,406	21,704	22,009	22,317
3		22,356	21,237	19,993	19,676	19,959	20,237	20,520	20,809	21,100	21,398	21,695	22,000
4		23,026	22,351	21,232	19,989	19,672	19,954	20,232	20,515	20,804	21,095	21,393	21,690
5		23,830	23,024	22,350	21,231	19,988	19,671	19,953	20,231	20,514	20,803	21,094	21,392
6		24,494	23,828	23,022	22,349	21,230	19,986	19,669	19,951	20,230	20,513	20,802	21,093
7		24,087	24,492	23,827	23,021	22,348	21,229	19,985	19,668	19,950	20,229	20,512	20,801
8		25,629	24,086	24,491	23,826	23,020	22,347	21,228	19,985	19,668	19,950	20,229	20,512
9		26,872	25,627	24,085	24,490	23,825	23,019	22,346	21,228	19,984	19,667	19,949	20,228
10		27,620	26,871	25,626	24,084	24,489	23,824	23,018	22,345	21,227	19,983	19,666	19,948
11		26,849	27,619	26,870	25,625	24,084	24,489	23,824	23,018	22,344	21,226	19,982	19,665
12		28,861	26,848	27,618	26,869	25,624	24,084	24,489	23,823	23,017	22,343	21,225	19,981
13		30,588	28,860	26,847	27,616	26,868	25,623	24,083	24,488	23,822	23,015	22,342	21,224
14		31,908	30,587	28,859	26,846	27,615	26,867	25,622	24,083	24,488	23,822	23,015	22,342
15		31,402	31,906	30,586	28,857	26,845	27,613	26,866	25,621	24,081	24,486	23,820	23,013
16		30,979	31,401	31,906	30,585	28,857	26,844	27,613	26,865	25,621	24,080	24,485	23,819
17		29,851	30,979	31,401	31,906	30,584	28,857	26,844	27,613	26,865	25,621	24,080	24,485
18		30,220	29,850	30,979	31,400	31,905	30,584	28,857	26,844	27,612	26,865	25,621	24,079
19-24		156,198	160,181	164,266	168,455	172,751	177,156	181,673	186,306	191,057	195,929	200,925	206,049
25-49		464,996	476,853	489,013	501,483	514,271	527,385	540,833	554,624	568,767	583,271	598,144	613,397
50-64		106,083	108,788	111,562	114,407	117,324	120,316	123,384	126,530	129,757	133,066	136,459	139,939
65+		55,455	56,869	58,319	59,806	61,331	62,895	64,499	66,144	67,831	69,561	71,335	73,154
Total F		1,282,332	1,291,997	1,302,838	1,313,355	1,324,275	1,335,529	1,348,964	1,365,006	1,383,955	1,403,051	1,423,828	1,446,805
Total M+F		2,506,335	2,527,127	2,548,233	2,568,854	2,589,837	2,611,801	2,638,028	2,669,063	2,706,289	2,743,800	2,784,647	2,829,419

# Early childhood care and education (ECCE)

Hypotheses (Decision)		Target number of years	Annual increment											
A Preschool enrolment of Early childhood Education (ECE)														
Pre-school age pop			188,719	168,702	157,614	153,172	104,419	120,822	123,800	126,590	129,367	132,113	134,826	137,517
Enrolment			107,060	107,020	112,477	126,478	103,374	119,613	122,562	125,324	128,073	130,792	133,478	136,142
Formal			82,674	81,304	81,889	85,848	63,173	73,097	74,899	76,587	78,267	79,928	81,570	83,198
Non-formal			24,386	25,716	30,588	40,630	40,201	46,516	47,663	48,737	49,806	50,864	51,908	52,944
Formal enrolment														
/by fiscal year/			87,701	82,217	81,499	83,209	78,290	66,481	73,698	75,462	77,147	78,821	80,475	82,113
Public			84,359	78,796	77,798	79,083	74,053	62,553	68,944	70,148	71,217	72,207	73,103	73,902
Private			3,342	3,421	3,701	4,126	4,237	3,928	4,754	5,314	5,930	6,614	7,372	8,211
Private %		11	3.8%	4.2%	4.5%	5.0%	5.4%	5.9%	6.5%	7.0%	7.7%	8.4%	9.2%	10.0%
Non Formal														
enrolment														
/by fiscal year/			24,322	24,829	27,340	33,935	40,487	42,306	46,898	48,021	49,093	50,159	51,212	52,253
Weighted non-														
formal enrolment		2	4,864	12,415	13,670	16,968	20,244	21,153	23,449	24,011	24,547	25,080	25,606	26,127
Weighted total														
enrolment			92,565	94,632	95,169	100,177	98,534	87,634	97,147	99,473	101,694	103,901	106,081	108,240

## B. Teaching and other Staff of Early childhood Education (ECE)

	Hypotheses (Decision)	Target number of years	Annual increment	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>B. Teaching and other Staff</b>															
<b>Formal</b>															
<b>Some indicators</b>															
Pupil/teacher ratio				13.2	12.8	12.5	12.1	11.7	11.6	11.6	11.6	11.6	11.6	11.6	11.6
Total sections				3,006	3,059	3,105	3,247	3,132	2,659	2,948	3,018	3,086	3,153	3,219	3,285
Pupil/section ratio	25	4	-62.5%	27.5	26.9	26.3	25.6	25.0	25.0	25.0	25.0	25.0	25.0	25.0	25.0
<b>New teacher requirements</b>	1%	<= Attrition rate		0	187	202	397	0	0	650	214	211	211	211	213
Total teacher requirements				6,280	6,403	6,540	6,868	6,687	5,749	6,336	6,485	6,630	6,773	6,915	7,057
Teachers /1a/				3,033	3,059	3,105	3,247	3,132	2,659	2,948	3,018	3,086	3,153	3,219	3,285
Methodologist /1b/															
Music teachers /1c/				115	117	119	121	123	125	128	131	134	137	140	143
Assistant teachers				276	282	288	294	300	306	312	318	324	330	337	344
Assistant teacher requirements %	100.0%			2,856	2,945	3,028	3,206	3,132	2,659	2,948	3,018	3,086	3,153	3,219	3,285
<b>Needs in new Non teaching staff</b>	2%	<= Attrition rate		0	93	93	93	45	46	92	92	92	92	92	92
Nb of Workers & others				4,668	4,668	4,668	4,668	4,621	4,575	4,575	4,575	4,575	4,575	4,575	4,575
Ratio of Workers & others				-1.0%				40.9%	44.3%	41.9%	41.4%	40.8%	40.3%	39.8%	39.3%
<b>Teachers 1a+1b+1c /by fiscal year/</b>				42.6%	42.2%	41.6%	40.5%	40.9%	44.3%	41.9%	41.4%	40.8%	40.3%	39.8%	39.3%
Public				3,319	3,435	3,476	3,562	3,626	3,400	3,189	3,414	3,493	3,569	3,645	3,721
Private				3,156	3,255	3,282	3,350	3,396	3,170	2,958	3,151	3,205	3,256	3,303	3,349
Private %	10.0%	11	6.7%	163	180	194	212	230	230	231	263	288	313	342	372
<b>Assistant teachers /by fiscal year/</b>				4.9%	5.2%	5.6%	6.0%	6.4%	6.8%	7.2%	7.7%	8.2%	8.8%	9.4%	10.0%
Public				2,783	2,886	2,973	3,087	3,181	2,974	2,755	2,971	3,041	3,108	3,175	3,241
Private				2,647	2,735	2,807	2,903	2,979	2,772	2,556	2,742	2,791	2,835	2,877	2,917
Private %	10.0%	11	6.7%	136	151	166	184	202	202	199	229	250	273	298	324
<b>Non Teaching staff /by fiscal year/</b>				4.9%	5.2%	5.6%	6.0%	6.4%	6.8%	7.2%	7.7%	8.2%	8.8%	9.4%	10.0%
Public				4,535	4,668	4,668	4,668	4,652	4,606	4,575	4,575	4,575	4,575	4,575	4,575
Private				4,313	4,424	4,408	4,390	4,357	4,294	4,244	4,222	4,198	4,173	4,146	4,117
Private %	10.0%	11	6.7%	222	244	260	278	295	312	331	353	377	402	429	458
				4.9%	5.2%	5.6%	6.0%	6.4%	6.8%	7.2%	7.7%	8.2%	8.8%	9.4%	10.0%

## B. Teaching and other Staff of Early childhood Education (ECE)

	Hypotheses (Decision)	Target number of years	Annual increment	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Non-formal</b>	1%	<= Attrition rate		0	164	141	318	345	118	207	68	68	67	67	67
<b>New teacher requirements</b>				813	967	1,097	1,401	1,729	1,829	2,016	2,063	2,110	2,155	2,200	2,245
Total teacher requirements Teachers /1a/				813	958	1,077	1,363	1,666	1,746	1,906	1,932	1,957	1,979	2,000	2,021
Methodologist /1b/				0	0	0	0	0	0	0	0	0	0	0	0
Music teachers /1c/				0	2	4	8	13	17	22	26	31	35	40	45
Assistant teachers				0	7	16	31	50	67	88	105	123	141	160	180
Ratio Teachers	90.0%	11	-0.9%	100%	99%	98%	97%	96%	95%	95%	94%	93%	92%	91%	90%
Ratio Methodologist	0.0%	11	0.0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Ratio Music teachers	2.0%	11	0.2%	0%	0%	0%	1%	1%	1%	1%	1%	1%	2%	2%	2%
Ratio Assistant teachers	8.0%	11	0.7%	0%	1%	1%	2%	3%	4%	4%	5%	6%	7%	7%	8%
<b>New non-teaching staff requirements</b>	2%	<= Attrition rate		0	4	5	9	12	10	13	11	12	12	13	13
Nb of Workers & others					4	9	18	29	38	50	60	70	81	92	103
Ratio of Workers & others	5.0%	12	0.4%	0%	0%	1%	1%	2%	2%	3%	3%	3%	4%	4%	5%
<b>Teachers 1a+1b+1c /by fiscal year/</b>				449	862	1,000	1,178	1,473	1,707	1,818	1,938	1,968	1,996	2,023	2,048
Public				427	817	944	1,108	1,379	1,591	1,687	1,788	1,806	1,821	1,833	1,843
Private				22	45	56	70	94	116	131	150	162	175	190	205
Private %	10.0%	11	6.7%	4.9%	5.2%	5.6%	6.0%	6.4%	6.8%	7.2%	7.7%	8.2%	8.8%	9.4%	10.0%
<b>Assistant teachers /by fiscal year/</b>					2	10	21	37	56	74	94	111	129	147	167
Public					2	10	21	36	54	71	90	105	121	135	150
Private					0	0	0	1	2	3	4	6	8	12	17
Private %	10.0%	11	23.3%	1.0%	1.2%	1.5%	1.9%	2.3%	2.8%	3.5%	4.3%	5.3%	6.6%	8.1%	10.0%
<b>Non Teaching staff /by fiscal year/</b>					1	6	12	21	32	42	54	64	74	84	95
Public					1	6	12	21	31	41	52	61	69	77	85
Private					0	0	0	0	1	1	2	3	5	7	10
Private %	10.0%	11	23.3%	1.0%	1.2%	1.5%	1.9%	2.3%	2.8%	3.5%	4.3%	5.3%	6.6%	8.1%	10.0%

B. Teaching and other Staff of Early childhood Education (ECE)

		2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
	Hypotheses (Decision)	Target number of years	Annual increment										
<b>Total</b>													
<b>New teacher /1a+1b+1c/ requirements</b>		0	225	221	489	254	135	53	163	161	159	159	159
	1% Attrition rate												
<b>Total teacher /1a+1b+1c/ requirements (coordinated)</b>		4,237	4,418	4,593	5,032	5,234	5,316	5,316	5,425	5,531	5,634	5,736	5,837
Teachers /1a/		4,237	4,418	4,593	5,032	5,234	4,852	5,316	5,425	5,531	5,634	5,736	5,837
Teachers /1b/		3,846	4,017	4,182	4,610	4,798	4,405	4,854	4,950	5,043	5,132	5,219	5,306
Methodologist /1b/		115	117	119	121	123	125	128	131	134	137	140	143
Music teachers /1c/		276	284	292	302	313	323	334	344	355	365	377	389
<b>New assistant teacher requirements</b>		0	126	122	225	0	0	30	118	118	118	119	121
	1% Attrition rate												
<b>Total assistant teacher requirements (coordinated)</b>		2,856	2,952	3,044	3,237	3,182	3,036	3,036	3,123	3,209	3,294	3,379	3,465
Assistant teachers		2,856	2,952	3,044	3,237	3,182	2,726	3,036	3,123	3,209	3,294	3,379	3,465
<b>New non-teaching staff requirements</b>		0	97	99	102	57	56	105	102	103	104	104	105
Nb of Workers & others		4,668	4,672	4,677	4,686	4,650	4,613	4,625	4,635	4,645	4,656	4,667	4,678
<b>Teachers 1a+1b+1c /by fiscal year/</b>													
Public		3,768	4,297	4,476	4,739	5,099	5,261	5,316	5,352	5,460	5,565	5,668	5,770
Private		3,583	4,072	4,226	4,457	4,775	4,915	4,954	4,939	5,010	5,077	5,136	5,193
Assistant teachers /by fiscal year/		185	225	250	282	324	346	362	413	450	488	532	577
Public		2,783	2,888	2,983	3,108	3,219	3,133	3,036	3,065	3,152	3,237	3,322	3,408
Private		2,647	2,737	2,817	2,924	3,016	2,929	2,834	2,832	2,896	2,956	3,012	3,067
Non Teaching staff /by fiscal year/		136	151	166	184	203	204	202	233	256	281	310	341
Public		4,535	4,669	4,674	4,680	4,673	4,638	4,617	4,629	4,639	4,649	4,659	4,670
Private		4,313	4,425	4,414	4,402	4,378	4,325	4,285	4,274	4,259	4,242	4,223	4,202
<b>C. Material and teaching guides</b>		222	244	260	278	295	313	332	355	380	407	436	468
<b>Formal</b>													
Books or material	4	248,022	325,216	327,556	343,392	252,692	292,388	299,596	306,348	313,068	319,712	326,280	332,792
Teaching guides	4	18,840	25,612	26,160	27,472	26,748	22,996	25,344	25,940	26,520	27,092	27,660	28,228
<b>Non-formal</b>													
Books or material	4	73,158	102,864	122,352	162,520	160,804	186,064	190,652	194,948	199,224	203,456	207,632	211,776
Teaching guides	4	2,439	3,868	4,388	5,604	6,916	7,316	8,064	8,252	8,440	8,620	8,800	8,980
<b>Total</b>													
Books or material		321,180	428,080	449,908	505,912	413,496	478,452	490,248	501,296	512,292	523,168	533,912	544,568
Teaching guides		21,279	29,480	30,548	33,076	33,664	30,312	33,408	34,192	34,960	35,712	36,460	37,208



PRIMARY EDUCATION A. School enrolments

	Hypotheses (Decision)	Target number of years	Annual increase rate	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Intake rate at Grade 1</b>															
<b>Children of school intake age</b>															
Male				52,172	49,368	48,257	46,366	43,029	40,154	39,899	40,471	41,036	41,611	42,195	42,787
Female				26,543	24,876	24,430	23,345	21,799	20,168	20,230	20,520	20,806	21,098	21,393	21,694
				25,629	24,492	23,827	23,021	21,230	19,986	19,669	19,951	20,230	20,513	20,802	21,093
<b>Intakes at Grade 1</b>															
Urban				44,676	41,120	35,834	34,852	35,924	26,829	26,331	26,133	26,037	26,019	26,057	26,139
Male				22,726	20,679	18,047	17,440	18,093	13,451	13,323	13,229	13,188	13,183	13,206	13,253
Female				21,950	20,441	17,787	17,412	17,831	13,378	13,008	12,904	12,849	12,836	12,851	12,886
Male %	65%	11	1.1%	57.5%	58.2%	58.8%	59.5%	60.1%	60.8%	61.5%	62.2%	62.9%	63.6%	64.3%	65.0%
Female %	65%	11	1.0%	58.0%	58.6%	59.2%	59.8%	60.4%	61.1%	61.7%	62.3%	63.0%	63.7%	64.3%	65.0%
Rural				32,689	29,321	24,897	23,581	23,664	17,196	16,415	15,839	15,332	14,881	14,463	14,075
Male				16,774	14,866	12,633	11,880	11,990	8,667	8,342	8,047	7,787	7,554	7,337	7,136
Female				15,915	14,455	12,264	11,701	11,674	8,529	8,073	7,792	7,545	7,327	7,126	6,939
Total				77,365	70,441	60,731	58,433	59,588	44,025	42,746	41,972	41,369	40,900	40,520	40,214
Male				39,500	35,545	30,680	29,320	30,083	22,118	21,665	21,276	20,975	20,737	20,543	20,389
Female				37,865	34,896	30,051	29,113	29,505	21,907	21,081	20,696	20,394	20,163	19,977	19,825
a/ 6 years old children				9,586	14,112	20,422	29,636	42,986	40,114	39,859	39,678	39,544	39,470	39,458	39,502
Male				4,830	7,144	10,283	14,812	21,777	20,148	20,210	20,118	20,050	20,012	20,005	20,028
Female				4,756	6,968	10,139	14,824	21,209	19,966	19,649	19,560	19,494	19,458	19,453	19,474
b/ 7 years old children				38,858	39,742	36,156	25,486	14,219	2,145	1,718	1,425	1,136	849	565	281
Male				19,619	20,026	18,304	12,832	7,106	1,087	863	722	576	430	286	142
Female				19,239	19,716	17,852	12,654	7,113	1,058	855	703	560	419	279	139
c/ 8-9 years old children				28,921	16,587	4,153	3,311	2,383	1,766	1,169	869	699	581	497	431
Male				15,051	8,375	2,093	1,676	1,200	883	592	436	349	295	252	219
Female				13,870	8,212	2,060	1,635	1,183	883	577	433	340	286	245	212



PRIMARY EDUCATION A. School enrolments

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Gross intake rate</b>												
<b>Total</b>	<b>148%</b>	<b>143%</b>	<b>126%</b>	<b>126%</b>	<b>138%</b>	<b>110%</b>	<b>107%</b>	<b>104%</b>	<b>101%</b>	<b>98%</b>	<b>96%</b>	<b>94%</b>
Male	149%	143%	126%	126%	138%	110%	107%	104%	101%	98%	96%	94%
Female	148%	142%	126%	126%	139%	110%	107%	104%	101%	98%	96%	94%
<b>Gross enrolment ratios</b>	<b>114.7%</b>	<b>100.9%</b>	<b>104.1%</b>	<b>107.1%</b>	<b>96.2%</b>	<b>105.0%</b>	<b>99.1%</b>	<b>95.4%</b>	<b>110.9%</b>	<b>103.0%</b>	<b>100.3%</b>	<b>97.8%</b>
Male	114.6%	100.6%	103.1%	106.0%	95.4%	100.0%	95.2%	91.5%	107.5%	101.3%	95.8%	96.1%
Female	114.7%	101.2%	105.2%	108.2%	97.0%	110.0%	103.1%	99.4%	114.4%	104.7%	104.9%	99.6%
<b>School age population</b>												
<b>(Primary)</b>	<b>216,035</b>	<b>259,972</b>	<b>252,592</b>	<b>244,781</b>	<b>280,313</b>	<b>271,812</b>	<b>262,339</b>	<b>254,551</b>	<b>204,557</b>	<b>203,140</b>	<b>205,181</b>	<b>208,069</b>
Male	109,065	131,277	127,693	123,735	141,317	136,918	132,269	128,356	103,498	102,798	104,023	105,487
Female	106,970	128,695	124,899	121,046	138,996	134,894	130,070	126,195	101,059	100,342	101,158	102,582
<b>Student enrolments</b>	<b>247,689</b>	<b>262,301</b>	<b>263,018</b>	<b>262,060</b>	<b>269,690</b>	<b>285,272</b>	<b>259,986</b>	<b>242,832</b>	<b>226,851</b>	<b>209,180</b>	<b>205,790</b>	<b>203,538</b>
Urban	145,225	157,221	158,476	159,086	164,951	176,679	162,350	152,872	143,953	133,745	132,662	132,300
Male	73,226	79,083	79,233	79,583	82,436	84,706	78,550	73,847	70,594	66,593	64,251	65,904
Female	71,999	78,138	79,243	79,503	82,515	91,973	83,800	79,025	73,359	67,152	68,411	66,396
Rural	102,464	105,080	104,542	102,974	104,739	108,593	97,636	89,960	82,898	75,435	73,128	71,238
Male	51,738	52,927	52,391	51,531	52,422	52,203	47,323	43,535	40,688	37,573	35,435	35,485
Female	50,726	52,153	52,151	51,443	52,317	56,390	50,313	46,425	42,210	37,862	37,693	35,753

PRIMARY EDUCATION A. School enrolments

Student enrolments	Hypotheses (Decision)	Target number of years	Annual increase rate	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Urban				145,225	157,221	158,476	159,086	164,951	176,679	162,350	152,872	143,953	133,745	132,662	132,300
Male				73,226	79,083	79,233	79,583	82,436	84,706	78,550	73,847	70,594	66,593	64,251	65,904
Grade 1				22,726	20,912	18,231	17,738	18,291	13,666	13,417	13,322	13,278	13,274	13,298	13,346
Grade 2				17,034	7,634	20,394	17,858	17,456	18,023	13,541	13,288	13,187	13,152	13,167	13,213
Grade 3				17,938	15,384	8,157	21,026	18,404	18,019	18,558	13,964	13,650	13,486	13,409	13,395
Grade 4				15,528	17,238	15,043	8,021	20,522	17,993	17,639	18,178	13,699	13,397	13,243	13,179
Grade 5					17,915	17,408	14,940	7,763	17,005	15,395	15,095	16,780	13,284	11,134	12,771
Grade 1 %	65%	11	1.1%	57.5%	58.1%	58.8%	59.5%	60.1%	60.8%	61.5%	62.2%	62.9%	63.6%	64.3%	65.0%
Grade 2 %	65%	11	1.1%	57.8%	58.4%	59.0%	59.7%	60.3%	61.0%	61.6%	62.3%	63.0%	63.6%	64.3%	65.0%
Grade 3 %	65%	11	0.8%	59.6%	60.1%	60.5%	61.0%	61.5%	62.0%	62.5%	63.0%	63.5%	64.0%	64.5%	65.0%
Grade 4 %	65%	11	0.7%	59.9%	60.3%	60.8%	61.2%	61.7%	62.2%	62.6%	63.1%	63.6%	64.0%	64.5%	65.0%
Grade 5 %	65%	10	0.4%		62.2%	62.5%	62.8%	63.0%	63.3%	63.6%	63.9%	64.1%	64.4%	64.7%	65.0%
Female				71,999	78,138	79,243	79,503	82,515	91,973	83,800	79,025	73,359	67,152	68,411	66,396
Grade 1				21,950	20,204	17,601	17,111	17,631	13,162	12,912	12,810	12,758	12,745	12,758	12,793
Grade 2				16,905	7,584	20,259	17,737	17,336	17,896	13,444	13,191	13,087	13,051	13,065	13,107
Grade 3				17,360	14,907	7,911	20,411	17,882	17,524	18,065	13,606	13,313	13,164	13,101	13,099
Grade 4				15,784	17,513	15,277	8,142	20,822	18,247	17,879	18,419	13,874	13,562	13,400	13,328
Grade 5					17,930	18,195	16,102	8,844	25,144	21,500	20,999	20,327	14,630	16,087	14,069
Grade 1 %	65%	11	1.0%	58.0%	58.6%	59.2%	59.8%	60.5%	61.1%	61.7%	62.4%	63.0%	63.7%	64.3%	65.0%
Grade 2 %	65%	11	1.1%	57.9%	58.5%	59.1%	59.8%	60.4%	61.0%	61.7%	62.3%	63.0%	63.6%	64.3%	65.0%
Grade 3 %	65%	11	0.9%	59.0%	59.5%	60.0%	60.6%	61.1%	61.7%	62.2%	62.8%	63.3%	63.9%	64.4%	65.0%
Grade 4 %	65%	11	0.7%	60.2%	60.6%	61.0%	61.5%	61.9%	62.3%	62.8%	63.2%	63.7%	64.1%	64.5%	65.0%
Grade 5 %	65%	10	0.5%		62.0%	62.3%	62.6%	62.9%	63.2%	63.5%	63.8%	64.1%	64.4%	64.7%	65.0%

PRIMARY EDUCATION A. School enrolments

	Hypotheses (Decision)	Target number of years	Annual increase rate	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Rural</b>															
<b>Students enrolments</b>															
<b>Male</b>															
				102,464	105,080	104,542	102,974	104,739	108,593	97,636	89,960	82,898	75,435	73,128	71,238
				51,738	52,927	52,391	51,531	52,422	52,203	47,323	43,535	40,688	37,573	35,435	35,485
				16,774	15,053	12,776	12,096	12,133	8,812	8,408	8,108	7,844	7,608	7,390	7,186
		Grade 1		12,416	5,433	14,144	12,064	11,483	11,539	8,433	8,047	7,760	7,518	7,308	7,114
		Grade 2		12,145	10,226	5,315	13,428	11,516	11,045	11,141	8,208	7,853	7,591	7,383	7,212
		Grade 3		10,403	11,327	9,700	5,075	12,736	10,950	10,524	10,632	7,852	7,522	7,283	7,096
		Grade 4			10,888	10,456	8,868	4,554	9,857	8,817	8,540	9,379	7,334	6,071	6,877
		Grade 5													
<b>Female</b>															
				50,726	52,153	52,151	51,443	52,317	56,390	50,313	46,425	42,210	37,862	37,693	35,753
				15,915	14,272	12,123	11,488	11,533	8,385	8,009	7,732	7,489	7,273	7,074	6,889
		Grade 1		12,310	5,378	14,003	11,946	11,372	11,430	8,355	7,974	7,692	7,454	7,247	7,058
		Grade 2		12,059	10,137	5,263	13,282	11,378	10,899	10,978	8,076	7,716	7,448	7,233	7,053
		Grade 3		10,442	11,377	9,748	5,103	12,814	11,025	10,604	10,719	7,922	7,595	7,360	7,177
		Grade 4			10,989	11,014	9,624	5,220	14,651	12,367	11,924	11,391	8,092	8,779	7,576
		Grade 5													
<b>Total</b>															
<b>Student enrolments</b>															
<b>Male</b>															
				247,689	262,301	263,018	262,060	269,690	285,272	259,986	242,832	226,851	209,180	205,790	203,538
				124,964	132,010	131,624	131,114	134,858	136,909	125,873	117,382	111,282	104,166	99,686	101,389
				39,500	35,965	31,007	29,834	30,424	22,478	21,825	21,430	21,122	20,882	20,688	20,532
		Grade 1		29,450	13,067	34,538	29,922	28,939	29,562	21,974	21,335	20,947	20,670	20,475	20,327
		Grade 2		30,083	25,610	13,472	34,454	29,920	29,064	29,699	22,172	21,503	21,077	20,792	20,607
		Grade 3		25,931	28,565	24,743	13,096	33,258	28,943	28,163	28,810	21,551	20,919	20,526	20,275
		Grade 4			28,803	27,864	23,808	12,317	26,862	24,212	23,635	26,159	20,618	17,205	19,648
		Grade 5													
<b>Female</b>															
				122,725	130,291	131,394	130,946	134,832	148,363	134,113	125,450	115,569	105,014	106,104	102,149
				37,865	34,476	29,724	28,599	29,164	21,547	20,921	20,542	20,247	20,018	19,832	19,682
		Grade 1		29,215	12,962	34,262	29,683	28,708	29,326	21,799	21,165	20,779	20,505	20,312	20,165
		Grade 2		29,419	25,044	13,174	33,693	29,260	28,423	29,043	21,682	21,029	20,612	20,334	20,152
		Grade 3		26,226	28,890	25,025	13,245	33,636	29,272	28,483	29,138	21,796	21,157	20,760	20,505
		Grade 4			28,919	29,209	25,726	14,064	39,795	33,867	32,923	31,718	22,722	24,866	21,645
		Grade 5													
<b>Student enrolments /by fiscal year/</b>															
				233,980	252,560	262,540	262,699	264,603	274,884	276,843	254,268	237,505	220,961	208,050	205,039
				226,729	242,070	247,925	243,099	238,143	247,396	249,159	228,841	213,754	198,865	187,245	184,535
				7,251	10,490	14,615	19,600	26,460	27,488	27,684	25,427	23,751	22,096	20,805	20,504
		Public													
		Private													
				10.0%	3.10%	4.2%	5.6%	7.5%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%
		Private %													
				4											

## PRIMARY EDUCATION

Urban	Hypotheses	Target number	Annual increase rate	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
				(Decision)	of years											
Some indicators	Student/teacher ratio	27.4	11	-1.8%	33.5	32.9	32.3	31.7	31.1	30.6	30.0	29.5	28.9	28.4	27.9	27.4
	Nb of sections (classes)	25	19	<= Weekly mandatory hours	4,187	4,518	4,538	4,540	4,692	5,008	4,587	4,304	4,039	3,740	3,698	3,675
	Student/section (class) ratio	36	11	0.3%	34.7	34.8	34.9	35.0	35.2	35.3	35.4	35.5	35.6	35.8	35.9	36.0
	Teacher utilization rate				134%	124.4%	121.7%	119.1%	116.5%	114.0%	111.6%	109.2%	106.9%	104.6%	102.3%	100.1%
	Nb of multigrade sections (classes)				1	2	2	3	4	7	8	11	15	19	26	37
	% of multigrade sections (classes)	1%	11	40.4%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.2%	0.3%	0.4%	0.5%	0.7%	1.0%
	New teacher requirements	1%	<= Attrition rate		0	713	176	160	334	539	0	0	0	0	96	123
	Total teacher requirements Category 1				4,115	4,780	4,907	5,016	5,297	5,779	5,408	5,186	4,974	4,706	4,754	4,828
	Ratio Category 1	100.0%	11	0.0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
	New non-teaching staff requirements	1%	<= Attrition rate		0	17	17	17	17	17	0	0	0	0	0	0
	Total non-teaching staff requirements			-1.0%	1,738	1,738	1,738	1,738	1,738	1,738	1,721	1,704	1,687	1,670	1,653	1,636
	Ratio of Non teaching staff				29.7%	26.7%	26.2%	25.7%	24.7%	23.1%	24.1%	24.7%	25.3%	26.2%	25.8%	25.3%
	Total teacher requirements /Ideal/				5,509	5,944	5,971	5,974	6,173	6,590	6,035	5,664	5,315	4,922	4,865	4,836
	Total teacher requirements /Actual/				4,115	4,485	4,550	4,599	4,694	4,775	4,752	4,800	4,832	4,825	4,817	4,836
	Teacher utilization rate /coordinated/			-1.0%	134%	133%	131%	130%	131.5%	138%	127%	118%	110%	102%	101%	100%

## PRIMARY EDUCATION

## B. Teaching and other Staff

Hypotheses (Decision)	Target number of years	Annual increase rate	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Rural														
Some indicators														
Student/teacher ratio	24.7	11	-2.0%	30.3	29.7	29.1	28.5	27.9	27.3	26.8	26.3	25.7	25.2	24.7
Nb of sections (classes)	Student	Teacher												
	25	19	<= Weekly mandatory hours	3,414	3,406	3,363	3,430	3,565	3,213	2,968	2,742	2,502	2,431	2,375
Student/sections (class) ratio	30	11	-0.3%	30.8	30.7	30.6	30.5	30.5	30.4	30.3	30.2	30.2	30.1	30.0
Teacher utilization rate				129.5%	127.2%	124.9%	122.7%	120.6%	118.4%	116.3%	114.3%	112.3%	110.3%	108.3%
Nb of multigrade sections (classes)				50	64	70	80	93	93	96	99	101	109	119
% of multigrade sections (classes)	5%	11	11.5%	1.7%	1.9%	2.1%	2.3%	2.6%	2.9%	3.2%	3.6%	4.0%	4.5%	5.0%
New teacher requirements	2%	<= Attrition rate		0	322	124	89	208	292	0	0	0	27	41
Total teacher requirements				3,218	3,471	3,524	3,542	3,677	3,891	3,570	3,157	2,932	2,901	2,884
Category 1				3,218	3,471	3,524	3,542	3,677	3,891	3,570	3,157	2,932	2,901	2,884
Ratio Category 1	100.0%	11	0.0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
New non-teaching staff requirements	1%	<= Attrition rate		0	25	0	24	24	0	0	0	0	0	0
Total non-teaching staff requirements			-1.0%	2,478	2,478	2,428	2,428	2,428	2,404	2,380	2,356	2,332	2,309	2,286
Ratio of Non teaching staff				43.5%	41.7%	41.0%	40.7%	39.8%	40.2%	41.5%	42.7%	44.3%	44.3%	44.2%
Total teacher requirements /Ideal/				4,370	4,493	4,481	4,425	4,513	4,691	4,228	3,906	3,292	3,199	3,124
Total teacher requirements /Actual/				3,218	3,209	3,201	3,183	3,178	3,170	3,132	3,137	3,135	3,136	3,124
Teacher utilization rate /coordinated/			-1.0%	136%	140%	140%	139%	142.0%	148%	125%	115%	105%	102%	100%
Total				7,508	7,932	7,944	7,903	8,121	8,573	7,273	6,782	6,242	6,129	6,050
Nb of sections (classes)				51	59	66	73	84	99	102	113	120	135	155
Nb of multigrade sections (classes)				0	1,035	300	249	542	831	0	0	0	122	164
New teacher requirements				7,333	8,250	8,431	8,559	8,974	9,669	8,543	8,131	7,638	7,655	7,713
Total teacher requirements				7,333	8,250	8,431	8,559	8,974	9,669	8,543	8,131	7,638	7,655	7,713
Category 1				0	42	17	17	42	42	0	0	0	0	0
New non-teaching staff requirements				4,216	4,216	4,191	4,166	4,166	4,166	4,084	4,043	4,002	3,962	3,922
Total non-teaching staff requirements				9,879	10,437	10,452	10,399	10,686	11,281	10,263	9,570	8,214	8,064	7,960
Total teacher requirements /Ideal/				7,333	7,694	7,751	7,782	7,872	7,945	7,884	7,925	7,960	7,953	7,960
Total teacher requirements /Actual/				134.7%	135.7%	134.8%	133.6%	135.7%	142.0%	130.2%	120.8%	112.0%	101.4%	100.0%
Teacher utilization rate /coordinated/														

PRIMARY EDUCATION B. Teaching and other Staff

	Hypotheses (Decision)	Target number of years	Annual increase rate	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Teachers /by fiscal year/</b>															
Public				7,226	10,065	10,442	10,434	10,495	10,884	10,942	10,032	9,354	8,687	8,164	8,029
Private				6,868	9,471	9,707	9,559	9,445	9,796	9,848	9,029	8,419	7,818	7,348	7,226
Private %	10.0%	4	19.2%	358	594	735	875	1,050	1,088	1,094	1,003	935	869	816	803
				5.0%	5.9%	7.0%	8.4%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%
<b>Non Teaching staff /by fiscal year/</b>															
Public				3,143	4,216	4,208	4,183	4,166	4,166	4,152	4,111	4,070	4,029	3,989	3,949
Private				2,987	3,967	3,912	3,832	3,749	3,749	3,737	3,700	3,663	3,626	3,590	3,554
Private %	10.0%	4	19.2%	156	249	296	351	417	417	415	411	407	403	399	395
				5.0%	5.9%	7.0%	8.4%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%

PRIMARY EDUCATION C. Textbooks and teaching guides

C1. A textbook per subject per student; a teaching guide per subject per teacher

<b>Total</b>															
<b>Textbooks</b>															
Grade 1	1,761,609	2,078,367	2,008,996	1,985,813	2,042,706	2,267,879	2,267,879	2,079,654	1,944,776	1,807,719	1,638,046	1,609,134	1,590,258		
Grade 2	464,190	422,646	364,386	350,598	357,528	264,150	264,150	256,476	251,832	248,214	245,400	243,120	241,284		
Grade 3	351,990	156,174	412,800	357,630	345,882	353,328	353,328	262,638	255,000	250,356	247,050	244,722	242,952		
Grade 4	476,016	405,232	213,168	545,176	473,440	459,896	459,896	469,936	350,832	340,256	333,512	329,008	326,072		
Grade 5	469,413	517,095	447,912	237,069	602,046	523,935	523,935	509,814	521,532	390,123	378,684	371,574	367,020		
For library	0	577,220	570,730	495,340	263,810	666,570	666,570	580,790	565,580	578,770	433,400	420,710	412,930		
	10.0%	11	-1.6%												
<b>Textbooks</b>															
Grade 1	211,393	245,304	233,219	226,738	229,400	250,501	250,501	225,935	207,808	189,988	169,326	163,603	159,026		
Grade 2	55,703	49,884	42,301	40,031	40,151	29,177	29,177	27,864	26,909	26,087	25,367	24,718	24,128		
Grade 3	42,239	18,433	47,921	40,834	38,843	39,027	39,027	28,533	27,248	26,312	25,538	24,881	24,295		
Grade 4	57,122	47,828	24,746	62,248	53,168	50,798	50,798	51,054	37,488	35,760	34,475	33,451	32,607		
Grade 5	56,330	61,031	51,997	27,068	67,611	57,872	57,872	55,386	55,728	41,001	39,145	37,778	36,702		
	0	68,128	66,254	56,557	29,626	73,627	73,627	63,097	60,435	60,828	44,801	42,774	41,293		

## SECONDARY EDUCATION I

### A. Student enrolments

Corresponding school age population (Secondary I)										Hypotheses (Decision)	Target number of years	Annual increase rate								
2004-2005										2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
247,296										238,024	229,605	222,265	215,966	210,538	204,274	198,357	237,215	231,590	222,375	214,016
124,537										119,823	115,695	112,077	109,014	106,351	103,214	100,342	119,463	116,698	111,991	107,791
122,759										118,201	113,910	110,188	106,952	104,187	101,060	98,015	117,752	114,892	110,384	106,225
148,587										136,428	143,426	142,278	138,866	122,743	128,258	129,233	133,901	154,113	139,675	129,910
72,191										66,330	69,699	69,178	67,467	59,393	62,409	62,954	65,292	74,857	67,784	63,020
17,135										16,169	17,990	17,856	15,577	8,379	21,072	18,452	18,074	18,589	13,998	13,655
18,513										17,241	16,310	18,060	17,861	15,547	8,372	20,869	18,229	17,824	18,288	13,744
18,840										18,381	17,170	16,230	17,918	17,706	15,420	8,333	20,657	18,051	17,668	18,137
17,703										14,539	18,229	17,032	16,111	17,761	17,545	15,300	8,332	20,393	17,830	17,484
65%										62.2%	62.4%	63.0%	63.2%	63.5%	63.7%	64.0%	64.2%	64.5%	64.7%	65.0%
65%										64.5%	64.6%	64.6%	64.7%	64.7%	64.8%	64.8%	64.9%	64.9%	65.0%	65.0%
65%										64.8%	64.8%	64.9%	64.9%	64.9%	64.9%	64.9%	64.9%	65.0%	65.0%	65.0%
65%										65.8%	65.7%	65.6%	65.5%	65.4%	65.4%	65.3%	65.2%	65.1%	65.1%	65.0%
76,396										70,098	73,727	73,100	71,399	63,350	65,849	66,279	68,609	79,256	71,891	66,890
17,149										16,186	18,014	17,886	15,607	8,397	21,125	18,505	18,130	18,652	14,050	13,709
19,448										18,111	17,134	18,972	18,763	16,333	8,795	21,922	19,149	18,724	19,211	14,438
20,212										19,715	18,410	17,397	19,202	18,969	16,516	8,923	22,111	19,316	18,902	19,398
19,587										16,086	20,169	18,845	17,827	19,651	19,413	16,929	9,219	22,564	19,728	19,345
65%										62.0%	62.3%	62.8%	63.1%	63.3%	63.6%	63.9%	64.2%	64.4%	64.7%	65.0%
65%										64.5%	64.5%	64.6%	64.7%	64.7%	64.8%	64.8%	64.9%	65.0%	65.0%	65.0%
65%										65.0%	65.0%	65.0%	65.0%	65.0%	65.0%	65.0%	65.0%	65.0%	65.0%	65.0%
65%										65.8%	65.7%	65.6%	65.5%	65.4%	65.4%	65.3%	65.2%	65.1%	65.1%	65.0%
82,317										75,514	79,141	78,355	76,116	66,614	70,233	70,518	72,857	83,407	75,373	69,952
40,039										36,752	38,492	38,124	37,007	32,260	34,189	34,357	35,537	40,521	36,583	33,934
10,414										9,723	10,702	10,509	9,068	4,825	12,002	10,394	10,068	10,239	7,624	7,353
10,190										9,471	8,942	9,881	9,753	8,473	4,553	11,327	9,875	9,636	9,867	7,401
10,234										9,977	9,312	8,795	9,703	9,580	8,337	4,502	11,150	9,735	9,521	9,766
9,201										7,581	9,536	8,939	8,483	9,382	9,297	8,134	4,444	10,911	9,571	9,414
42,278										38,762	40,649	40,231	39,109	34,354	36,044	36,161	37,320	42,886	38,790	36,018
10,510										9,809	10,792	10,593	9,137	4,859	12,081	10,457	10,124	10,291	7,658	7,382
10,704										9,949	9,393	10,380	10,246	8,900	4,783	11,899	10,373	10,122	10,365	7,775
10,883										10,615	9,913	9,368	10,340	10,214	8,893	4,805	11,906	10,401	10,178	10,445
10,181										8,389	10,551	9,890	9,386	10,381	10,287	9,000	4,917	12,072	10,589	10,416



## SECONDARY EDUCATION I A. Student enrolments

	Hypotheses (Decision)	Target number of years	Annual increase rate	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>S/Total</b>				<b>230,904</b>	<b>211,942</b>	<b>222,567</b>	<b>220,633</b>	<b>214,982</b>	<b>189,357</b>	<b>198,491</b>	<b>199,751</b>	<b>206,758</b>	<b>237,520</b>	<b>215,048</b>	<b>199,862</b>
<b>Male</b>				<b>112,230</b>	<b>103,082</b>	<b>108,191</b>	<b>107,302</b>	<b>104,474</b>	<b>91,653</b>	<b>96,598</b>	<b>97,311</b>	<b>100,829</b>	<b>115,378</b>	<b>104,367</b>	<b>96,954</b>
Grade 1				27,549	25,892	28,692	28,365	24,645	13,204	33,074	28,846	28,142	28,828	21,622	21,008
Grade 2				28,703	26,712	25,252	27,941	27,614	24,020	12,925	32,196	28,104	27,460	28,155	21,145
Grade 3				29,074	28,358	26,482	25,025	27,621	27,286	23,757	12,835	31,807	27,786	27,189	27,903
Grade 4				26,904	22,120	27,765	25,971	24,594	27,143	26,842	23,434	12,776	31,304	27,401	26,898
<b>Female</b>				<b>118,674</b>	<b>108,860</b>	<b>114,376</b>	<b>113,331</b>	<b>110,508</b>	<b>97,704</b>	<b>101,893</b>	<b>102,440</b>	<b>105,929</b>	<b>122,142</b>	<b>110,681</b>	<b>102,908</b>
Grade 1				27,659	25,995	28,806	28,479	24,744	13,256	33,206	28,962	28,254	28,943	21,708	21,091
Grade 2				30,152	28,060	26,527	29,352	29,009	25,233	13,578	33,821	29,522	28,846	29,576	22,213
Grade 3				31,095	30,330	28,323	26,765	29,542	29,183	25,409	13,728	34,017	29,717	29,080	29,843
Grade 4				29,768	24,475	30,720	28,735	27,213	30,032	29,700	25,929	14,136	34,636	30,317	29,761
<b>Gross Enrolment Ratios</b>				<b>93.4%</b>	<b>89.0%</b>	<b>96.9%</b>	<b>99.3%</b>	<b>99.5%</b>	<b>89.9%</b>	<b>97.2%</b>	<b>100.7%</b>	<b>87.2%</b>	<b>102.6%</b>	<b>96.7%</b>	<b>93.4%</b>
Male				90.1%	86.0%	93.5%	95.7%	95.8%	86.2%	93.6%	97.0%	84.4%	98.9%	93.2%	89.9%
Female				96.7%	92.1%	100.4%	102.9%	103.3%	93.8%	100.8%	104.5%	90.0%	106.3%	100.3%	96.9%
<b>Student enrolments /by fiscal year/</b>				<b>231,621</b>	<b>224,583</b>	<b>215,483</b>	<b>221,922</b>	<b>218,749</b>	<b>206,440</b>	<b>192,402</b>	<b>198,911</b>	<b>202,087</b>	<b>217,012</b>	<b>230,029</b>	<b>209,986</b>
Public				<b>225,398</b>	<b>216,202</b>	<b>204,314</b>	<b>205,945</b>	<b>196,874</b>	<b>185,796</b>	<b>173,162</b>	<b>179,020</b>	<b>181,878</b>	<b>195,311</b>	<b>207,026</b>	<b>188,987</b>
Private				<b>6,223</b>	<b>8,381</b>	<b>11,169</b>	<b>15,977</b>	<b>21,875</b>	<b>20,644</b>	<b>19,240</b>	<b>19,891</b>	<b>20,209</b>	<b>21,701</b>	<b>23,003</b>	<b>20,999</b>
Private %	<b>10.0%</b>	<b>4</b>	<b>38.9%</b>	<b>2.69%</b>	<b>3.7%</b>	<b>5.2%</b>	<b>7.2%</b>	<b>10.0%</b>	<b>10.0%</b>	<b>10.0%</b>	<b>10.0%</b>	<b>10.0%</b>	<b>10.0%</b>	<b>10.0%</b>	<b>10.0%</b>

## SECONDARY EDUCATION I B. Textbooks and teaching guides

### C1. A textbook per subject per student; a teaching guide per subject per teacher

#### General 1C

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SECONDARY EDUCATION II A. Student enrolments of General 2C

Hypotheses	Target number of years	Annual increase rate	2004		2005		2006		2007		2008		2009		2010		2011		2012		2013		2014		2015	
			2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Urban			57,878	62,070	60,030	66,305	71,027	66,448	67,577	70,114	64,930	46,529	56,169	74,501												
Male			25,315	27,095	26,251	28,984	31,053	29,047	29,531	30,639	28,375	20,345	24,502	32,545												
Grade 1			13,104	27,095	12,886	16,072	14,938	14,057	15,415	15,148	13,141	7,119	17,332	15,075												
Grade 2			12,211	0	13,365	12,912	16,115	14,990	14,116	15,491	15,234	13,226	7,170	17,470												
Grade 1 %		0.1%	73.9%	74.0%	74.1%	74.2%	74.3%	74.4%	74.5%	74.6%	74.7%	74.8%	74.9%	75.0%												
Grade 2 %		0.2%	73.3%	73.5%	73.6%	73.8%	73.9%	74.1%	74.2%	74.4%	74.5%	74.7%	74.8%	75.0%												
Female			32,563	34,975	33,779	37,321	39,974	37,401	38,046	39,475	36,555	26,184	31,667	41,956												
Grade 1			16,906	34,975	16,642	20,766	19,311	18,181	19,947	19,612	17,022	9,226	22,473	19,556												
Grade 2			15,657	0	17,137	16,555	20,663	19,220	18,099	19,863	19,533	16,958	9,194	22,400												
Grade 1 %		0.2%	73.5%	73.6%	73.8%	73.9%	74.0%	74.2%	74.3%	74.5%	74.6%	74.7%	74.9%	75.0%												
Grade 2 %		0.2%	73.3%	73.5%	73.6%	73.8%	73.9%	74.1%	74.2%	74.4%	74.5%	74.7%	74.8%	75.0%												
Rural			20,875	22,043	21,359	23,403	24,919	23,143	23,361	24,068	22,131	15,748	18,855	24,833												
Male			9,076	9,520	9,297	10,182	10,856	10,085	10,180	10,495	9,657	6,881	8,219	10,848												
Grade 1			4,628	9,520	4,504	5,589	5,168	4,837	5,277	5,158	4,451	2,399	5,809	5,025												
Grade 2			4,448	0	4,793	4,593	5,688	5,248	4,903	5,337	5,206	4,482	2,410	5,823												
Female			11,799	12,523	12,062	13,221	14,063	13,058	13,181	13,573	12,474	8,867	10,636	13,985												
Grade 1			6,096	12,523	5,917	7,332	6,770	6,329	6,895	6,730	5,799	3,120	7,546	6,518												
Grade 2			5,703	0	6,145	5,889	7,293	6,729	6,286	6,843	6,675	5,747	3,090	7,467												
S/Total			78,753	84,113	81,389	89,708	95,946	89,591	90,938	94,182	87,061	62,277	75,024	99,334												
Male			34,391	36,615	35,548	39,166	41,909	39,132	39,711	41,134	38,032	27,226	32,721	43,393												
Grade 1			17,732	36,615	17,390	21,661	20,106	18,894	20,692	20,306	17,592	9,518	23,141	20,100												
Grade 2			16,659	0	18,158	17,505	21,803	20,238	19,019	20,828	20,440	17,708	9,580	23,293												
Female			44,362	47,498	45,841	50,542	54,037	50,459	51,227	53,048	49,029	35,051	42,303	55,941												
Grade 1			23,002	47,498	22,559	28,098	26,081	24,510	26,842	26,342	22,821	12,346	30,019	26,074												
Grade 2			21,360	0	23,282	22,444	27,956	25,949	24,385	26,706	26,208	22,705	12,284	29,867												
General 2C enrolment /by fiscal year/			74,946	80,540	83,205	84,162	91,787	93,828	90,040	92,019	91,808	78,800	66,526	83,127												
Public			71,059	76,106	78,343	78,941	85,743	87,269	83,359	84,771	84,132	71,807	60,259	74,814												
Private			3,887	4,434	4,862	5,221	6,044	6,559	6,681	7,248	7,676	6,993	6,267	8,313												
Private %			5.19%	5.5%	5.8%	6.2%	6.6%	7.0%	7.4%	7.9%	8.4%	8.9%	9.4%	10.0%												
Primary & General Secondary		10.0%	37,983	40,761	43,743	46,942	50,376	54,061	58,015	62,259	66,813	71,700	76,945	82,573												
Dormitory students /by fiscal year/			11																							
Percentage as a herders children		75.0%	11																							

SECONDARY EDUCATION II A. Student enrolments of Vocational 2C

	Hypotheses (Decision)	Target number of years	Annual increase rate	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Urban</b>				<b>20,505</b>	<b>21,281</b>	<b>21,496</b>	<b>24,415</b>	<b>27,215</b>	<b>29,048</b>	<b>30,880</b>	<b>32,342</b>	<b>32,595</b>	<b>28,936</b>	<b>33,702</b>	<b>35,864</b>
<b>Male</b>				<b>10,234</b>	<b>10,988</b>	<b>12,282</b>	<b>13,346</b>	<b>13,655</b>	<b>14,158</b>	<b>15,235</b>	<b>16,237</b>	<b>16,741</b>	<b>15,311</b>	<b>17,241</b>	<b>17,699</b>
Grade 1				4,761	5,599	6,258	6,532	6,409	6,912	7,638	7,899	7,949	6,389	9,513	8,084
Grade 2				3,819	3,725	4,397	4,889	5,100	5,000	5,389	5,952	6,150	6,185	4,968	7,392
Grade 3				1,654	1,664	1,627	1,925	2,146	2,246	2,208	2,386	2,642	2,737	2,760	2,223
Grade 1 %	95%	11	0.3%	92.3%	92.5%	92.8%	93.0%	93.3%	93.5%	93.8%	94.0%	94.3%	94.5%	94.8%	95.0%
Grade 2 %	95%	11	0.2%	93.0%	93.2%	93.4%	93.5%	93.7%	93.9%	94.1%	94.3%	94.5%	94.6%	94.8%	95.0%
Grade 3 %	94%	11	0.5%	89.3%	89.7%	90.1%	90.6%	91.0%	91.4%	91.8%	92.3%	92.7%	93.1%	93.6%	94.0%
<b>Female</b>				<b>10,271</b>	<b>10,293</b>	<b>9,214</b>	<b>11,069</b>	<b>13,560</b>	<b>14,890</b>	<b>15,645</b>	<b>16,105</b>	<b>15,854</b>	<b>13,625</b>	<b>16,461</b>	<b>18,165</b>
Grade 1				4,552	4,678	3,701	6,431	7,198	7,182	7,868	7,974	7,665	5,858	10,442	8,827
Grade 2				3,863	3,754	3,853	3,098	5,309	5,927	5,925	6,493	6,588	6,341	4,856	8,612
Grade 3				1,856	1,861	1,660	1,540	1,053	1,781	1,852	1,638	1,601	1,426	1,163	726
Grade 1 %	95%	11	0.2%	92.5%	92.7%	92.9%	93.2%	93.4%	93.6%	93.9%	94.1%	94.3%	94.5%	94.8%	95.0%
Grade 2 %	95%	11	0.0%	94.7%	94.7%	94.8%	94.8%	94.8%	94.8%	94.9%	94.9%	94.9%	94.9%	95.0%	95.0%
Grade 3 %	98%	11	0.1%	97.3%	97.4%	97.4%	97.5%	97.6%	97.6%	97.7%	97.7%	97.8%	97.9%	97.9%	98.0%
<b>Rural</b>				<b>1,519</b>	<b>1,541</b>	<b>1,516</b>	<b>1,711</b>	<b>1,843</b>	<b>1,870</b>	<b>1,923</b>	<b>1,955</b>	<b>1,904</b>	<b>1,632</b>	<b>1,847</b>	<b>1,889</b>
<b>Male</b>				<b>883</b>	<b>915</b>	<b>978</b>	<b>1,029</b>	<b>1,017</b>	<b>1,015</b>	<b>1,043</b>	<b>1,065</b>	<b>1,053</b>	<b>925</b>	<b>989</b>	<b>956</b>
Grade 1				395	451	487	490	462	479	508	503	484	372	527	425
Grade 2				289	273	313	338	342	325	339	362	361	351	272	389
Grade 3				199	191	178	201	213	211	196	200	208	202	190	142
<b>Female</b>				<b>636</b>	<b>626</b>	<b>538</b>	<b>682</b>	<b>826</b>	<b>855</b>	<b>880</b>	<b>890</b>	<b>851</b>	<b>707</b>	<b>858</b>	<b>933</b>
Grade 1				369	367	281	471	509	489	515	502	462	338	576	465
Grade 2				215	209	213	171	291	323	321	350	353	338	257	453
Grade 3				52	50	44	40	26	43	44	38	36	31	25	15
<b>S/Total</b>				<b>22,024</b>	<b>22,822</b>	<b>23,012</b>	<b>26,126</b>	<b>29,058</b>	<b>30,918</b>	<b>32,803</b>	<b>34,297</b>	<b>34,499</b>	<b>30,568</b>	<b>35,549</b>	<b>37,753</b>
<b>Male</b>				<b>11,117</b>	<b>11,903</b>	<b>13,260</b>	<b>14,375</b>	<b>14,672</b>	<b>15,173</b>	<b>16,278</b>	<b>17,302</b>	<b>17,794</b>	<b>16,236</b>	<b>18,230</b>	<b>18,655</b>
Grade 1				5,156	6,050	6,745	7,022	6,871	7,391	8,146	8,402	8,433	6,761	10,040	8,509
Grade 2				4,108	3,998	4,710	5,227	5,442	5,325	5,728	6,314	6,511	6,536	5,240	7,781
Grade 3				1,853	1,855	1,805	2,126	2,359	2,457	2,404	2,586	2,850	2,939	2,950	2,365
<b>Female</b>				<b>10,907</b>	<b>10,919</b>	<b>9,752</b>	<b>11,751</b>	<b>14,386</b>	<b>15,745</b>	<b>16,525</b>	<b>16,995</b>	<b>16,705</b>	<b>14,332</b>	<b>17,319</b>	<b>19,098</b>
Grade 1				4,921	5,045	3,982	6,902	7,707	7,671	8,383	8,476	8,127	6,196	11,018	9,292
Grade 2				4,078	3,963	4,066	3,269	5,600	6,250	6,246	6,843	6,941	6,679	5,113	9,065
Grade 3				1,908	1,911	1,704	1,580	1,079	1,824	1,896	1,676	1,637	1,457	1,188	741
<b>Vocational enrolment /by</b>															
<b>fiscal year/</b>				<b>21,724</b>	<b>22,290</b>	<b>22,885</b>	<b>24,050</b>	<b>27,103</b>	<b>29,678</b>	<b>31,546</b>	<b>33,301</b>	<b>34,364</b>	<b>33,189</b>	<b>32,228</b>	<b>36,284</b>
<b>Public</b>				<b>21,507</b>	<b>22,005</b>	<b>22,511</b>	<b>23,547</b>	<b>26,377</b>	<b>28,662</b>	<b>30,164</b>	<b>31,435</b>	<b>31,901</b>	<b>30,146</b>	<b>28,449</b>	<b>30,841</b>
<b>Private</b>				<b>217</b>	<b>285</b>	<b>374</b>	<b>503</b>	<b>726</b>	<b>1,016</b>	<b>1,382</b>	<b>1,866</b>	<b>2,463</b>	<b>3,043</b>	<b>3,779</b>	<b>5,443</b>
<b>Private %</b>	15.0%	11	27.9%	1.0%	1.3%	1.6%	2.1%	2.7%	3.4%	4.4%	5.6%	7.2%	9.2%	11.7%	15.0%
<b>Dormitory student</b>				<b>3,102</b>	<b>3,349</b>	<b>3,618</b>	<b>4,001</b>	<b>4,744</b>	<b>5,466</b>	<b>6,114</b>	<b>6,791</b>	<b>7,374</b>	<b>7,494</b>	<b>7,657</b>	<b>9,071</b>
<b>Dormitory student %</b>	25.0%	11	5.2%	14.3%	15.0%	15.8%	16.6%	17.5%	18.4%	19.4%	20.4%	21.5%	22.6%	23.8%	25.0%

SECONDARY EDUCATION II A. Student enrolments of Secondary II (total)

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Urban</b>	78,333	83,351	81,526	90,720	98,242	95,496	98,457	102,456	97,525	75,465	89,871	110,365
<b>Male</b>	35,549	38,083	38,533	42,330	44,708	43,205	44,766	46,876	45,116	35,656	41,743	50,244
Grade 1	17,865	32,694	19,144	22,604	21,347	20,969	23,053	23,047	21,090	13,508	26,845	23,159
Grade 2	16,030	3,725	17,762	17,801	21,215	19,990	19,505	21,443	21,384	19,411	12,138	24,862
Grade 3	1,654	1,664	1,627	1,925	2,146	2,246	2,208	2,386	2,642	2,737	2,760	2,223
<b>Female</b>	42,884	45,268	42,993	48,390	53,534	52,291	53,691	55,580	52,409	39,809	48,128	60,121
Grade 1	21,458	39,653	20,343	27,197	26,509	25,363	27,815	27,586	24,687	15,084	32,915	28,383
Grade 2	19,520	3,754	20,990	19,653	25,972	25,147	24,024	26,356	26,121	23,299	14,050	31,012
Grade 3	1,856	1,861	1,660	1,540	1,053	1,781	1,852	1,638	1,601	1,426	1,163	726
<b>Rural</b>	22,394	23,584	22,875	25,114	26,762	25,013	25,284	26,023	24,035	17,380	20,702	26,722
<b>Male</b>	9,959	10,435	10,275	11,211	11,873	11,100	11,223	11,560	10,710	7,806	9,208	11,804
Grade 1	5,023	9,971	4,991	6,079	5,630	5,316	5,785	5,661	4,935	2,771	6,336	5,450
Grade 2	4,737	273	5,106	4,931	6,030	5,573	5,242	5,699	5,567	4,833	2,682	6,212
Grade 3	199	191	178	201	213	211	196	200	208	202	190	142
<b>Female</b>	12,435	13,149	12,600	13,903	14,889	13,913	14,061	14,463	13,325	9,574	11,494	14,918
Grade 1	6,465	12,890	6,198	7,803	7,279	6,818	7,410	7,232	6,261	3,458	8,122	6,983
Grade 2	5,918	209	6,358	6,060	7,584	7,052	6,607	7,193	7,028	6,085	3,347	7,920
Grade 3	52	50	44	40	26	43	44	38	36	31	25	15
<b>S/Total</b>	100,777	106,935	104,401	115,834	125,004	120,509	123,741	128,479	121,560	92,845	110,573	137,087
<b>Male</b>	45,508	48,518	48,808	53,541	56,581	54,305	55,989	58,436	55,826	43,462	50,951	62,048
Grade 1	22,888	42,665	24,135	28,683	26,977	26,285	28,838	28,708	26,025	16,279	33,181	28,609
Grade 2	20,767	3,998	22,868	22,732	27,245	25,563	24,747	27,142	26,951	24,244	14,820	31,074
Grade 3	1,853	1,855	1,805	2,126	2,359	2,457	2,404	2,586	2,850	2,939	2,950	2,365
<b>Female</b>	55,269	58,417	55,593	62,293	68,423	66,204	67,752	70,043	65,734	49,383	59,622	75,039
Grade 1	27,923	52,543	26,541	35,000	33,788	32,181	35,225	34,818	30,948	18,542	41,037	35,366
Grade 2	25,438	3,963	27,348	25,713	33,556	32,199	30,631	33,549	33,149	29,384	17,397	38,932
Grade 3	1,908	1,911	1,704	1,580	1,079	1,824	1,896	1,676	1,637	1,457	1,188	741
<b>Male</b>	43,655	46,663	47,003	51,415	54,222	51,848	53,585	55,850	52,976	40,523	48,001	59,683
<b>Female</b>	53,361	56,506	53,889	60,713	67,344	64,380	65,856	68,367	64,097	47,926	58,434	74,298
<b>Corresponding school age population</b>												
(Secondary II)	121,921	125,315	127,313	125,480	119,899	112,466	109,628	109,725	106,265	100,743	97,942	97,548
Male	61,091	62,935	64,006	62,989	60,458	56,765	55,171	55,247	53,779	51,042	49,377	49,244
Female	60,830	62,380	63,307	62,491	59,441	55,701	54,457	54,478	52,486	49,701	48,565	48,304
<b>Gross Enrolment Ratios</b>												
Male	79.6%	82.3%	79.2%	89.4%	101.4%	103.3%	109.0%	113.2%	110.2%	87.8%	108.7%	137.3%
Female	71.5%	74.1%	73.4%	81.6%	89.7%	91.3%	97.1%	101.1%	98.5%	79.4%	97.2%	121.2%
Secondary enrolment II /by fiscal year/	87.7%	90.6%	85.1%	97.2%	113.3%	115.6%	120.9%	125.5%	122.1%	96.4%	120.3%	153.8%
Public	96,670	102,830	106,090	108,212	118,890	123,506	121,586	125,320	126,172	111,989	98,754	119,411
Private	92,566	98,111	100,854	102,488	112,120	115,931	113,523	116,206	116,033	101,953	88,708	105,655
	4,104	4,719	5,236	5,724	6,770	7,575	8,063	9,114	10,139	10,036	10,046	13,756

SECONDARY EDUCATION II B. Teaching and other staff of General IC+General 2C

Hypotheses (Decision)				Target number of years	Annual increase rate												
					2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
					2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	
Urban																	
Some indicators	Student	16.9	Teacher	11	-2.6%	22.5	21.9	21.4	20.8	20.3	19.8	19.3	18.8	18.3	17.8	17.3	16.9
Some indicators	Student	14.8	Teacher	11	-3.1%	20.9	20.2	19.6	19.0	18.4	17.9	17.3	16.8	16.3	15.8	15.3	14.8
Some indicators	Student	36	19	11	<= Weekly mandatory hours	5,980	5,789	5,975	6,168	6,250	5,672	5,912	6,060	6,086	6,184	6,078	6,388
Some indicators	Student	2%	<= Attrition rate	11	0.0%	0	567	598	433	0	700	563	362	503	135	927	6,388
Some indicators	Student	2%	<= Attrition rate	11	-1.0%	20.9	20.2	19.6	19.0	18.4	17.9	17.3	16.8	16.3	15.8	15.3	14.8
Some indicators	Student	36	19	11	<= Weekly mandatory hours	5,980	5,789	5,975	6,168	6,250	5,672	5,912	6,060	6,086	6,184	6,078	6,388
Some indicators	Student	2%	<= Attrition rate	11	0.0%	0	567	598	433	0	700	563	362	503	135	927	6,388
Some indicators	Student	36	19	11	<= Weekly mandatory hours	5,980	5,789	5,975	6,168	6,250	5,672	5,912	6,060	6,086	6,184	6,078	6,388
Some indicators	Student	36	19	11	<= Weekly mandatory hours	5,980	5,789	5,975	6,168	6,250	5,672	5,912	6,060	6,086	6,184	6,078	6,388
Some indicators	Student	36	19	11	<= Weekly mandatory hours	5,980	5,789	5,975	6,168	6,250	5,672	5,912	6,060	6,086	6,184	6,078	6,388
Some indicators	Student	36	19	11	<= Weekly mandatory hours	5,980	5,789	5,975	6,168	6,250	5,672	5,912	6,060	6,086	6,184	6,078	6,388
Some indicators	Student	36	19	11	<= Weekly mandatory hours	5,980	5,789	5,975	6,168	6,250	5,672	5,912	6,060	6,086	6,184	6,078	6,388
Some indicators	Student	36	19	11	<= Weekly mandatory hours	5,980	5,789	5,975	6,168	6,250	5,672	5,912	6,060	6,086	6,184	6,078	6,388
Some indicators	Student	36	19	11	<= Weekly mandatory hours	5,980	5,789	5,975	6,168	6,250	5,672	5,912	6,060	6,086	6,184	6,078	6,388
Some indicators	Student	36	19	11	<= Weekly mandatory hours	5,980	5,789	5,975	6,168	6,250	5,672	5,912	6,060	6,086	6,184	6,078	6,388
Some indicators	Student	36	19	11	<= Weekly mandatory hours	5,980	5,789	5,975									

SECONDARY EDUCATION II B. Teaching and other staff of General 1C+General 2C

S/Total	Hypotheses (Decision)	Target number of years	Annual increase rate	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>Some indicators</b>															
Nb of sections				9,310	8,966	9,278	9,544	9,633	8,705	9,104	9,316	9,386	9,661	9,412	9,773
<b>New teacher requirements</b>				0	0	775	728	461	0	979	689	457	840	0	1,040
Total teacher requirements				14,108	13,865	14,640	15,368	15,829	14,597	15,576	16,265	16,722	17,562	17,460	18,500
Category 1				14,108	13,865	14,640	15,368	15,829	14,597	15,576	16,265	16,722	17,562	17,460	18,500
<b>New non-teaching staff requirements</b>				0	0	0	0	0	0	0	0	0	0	0	0
Total non-teaching staff requirements				7,666	7,589	7,513	7,438	7,364	7,290	7,217	7,145	7,074	7,003	6,933	6,864
<b>Total teacher requirements /Ideal/</b>				17,640	16,989	17,579	18,084	18,252	16,494	17,250	17,651	17,784	18,305	17,833	18,518
<b>Total teacher requirements /Actual/</b>				14,108	14,277	14,698	15,048	15,154	15,193	15,459	15,606	15,727	15,890	15,859	15,972
<b>Teacher utilization rate /coordinated/</b>				125.0%	119.0%	119.6%	120.2%	120.4%	108.6%	111.6%	113.1%	113.1%	115.2%	112.4%	115.9%
<b>Teachers /ideal, by fiscal year/</b>				13,783	17,423	17,186	17,747	18,140	17,666	16,746	17,384	17,695	17,958	18,148	18,061
Public				12,777	15,900	15,388	15,524	15,419	15,016	14,234	14,776	15,041	15,264	15,426	15,352
Private				1,006	1,523	1,798	2,223	2,721	2,650	2,512	2,608	2,654	2,694	2,722	2,709
Private %	15.0%	4	19.7%	7.3%	8.7%	10.5%	12.5%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
<b>Non Teaching staff /by fiscal year/</b>				5,996	7,640	7,564	7,488	7,413	7,339	7,266	7,193	7,121	7,050	6,980	6,910
Public				5,558	7,037	6,918	6,796	6,672	6,605	6,539	6,474	6,409	6,345	6,282	6,219
Private				438	603	646	692	741	734	727	719	712	705	698	691
Private %	10.0%	4	8.2%	7.3%	7.9%	8.5%	9.2%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%

SECONDARY EDUCATION II B. Teaching and other staff of Vocational 2C

Hypotheses	Target number of years	Annual increase	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
(Decision)	years	rate													
<b>Urban</b>															
<b>New teacher requirements</b>	1%	<= Attrition rate	0	76	49	203	207	158	166	150	79	0	374	217	
Total teacher requirements			1,074	1,139	1,176	1,365	1,556	1,697	1,845	1,975	2,034	1,846	2,198	2,391	
Student teacher ratio	15	-2.2%	19.1	18.7	18.3	17.9	17.5	17.1	16.7	16.4	16.0	15.7	15.3	15.0	
<b>New other staff requirements</b>			0	0	0	37	28	0	0	55	26	0	151	83	
Total non-teaching staff requirements			828	789	735	772	800	796	791	846	872	791	942	1,025	
Ratio of Non teaching staff	30.0%	-6.0%	43.5%	40.9%	38.5%	36.1%	34.0%	31.9%	30.0%	30.0%	30.0%	30.0%	30.0%	30.0%	
<b>Total teacher requirements /Ideal/</b>			<b>1,368</b>	<b>1,419</b>	<b>1,433</b>	<b>1,627</b>	<b>1,815</b>	<b>1,936</b>	<b>2,059</b>	<b>2,156</b>	<b>2,173</b>	<b>1,929</b>	<b>2,247</b>	<b>2,391</b>	
<b>Teacher utilization rate /coordinated/</b>			127.4%	124.6%	121.9%	119.2%	116.6%	114.1%	111.6%	109.2%	106.8%	104.5%	102.2%	100.0%	
<b>Rural</b>															
<b>New teacher requirements</b>	2%	<= Attrition rate	0	4	2	15	12	5	7	6	0	0	17	8	
Total teacher requirements			86	88	88	101	111	114	119	123	121	106	121	126	
Student teacher ratio	15	-1.5%	17.7	17.4	17.2	16.9	16.7	16.4	16.2	15.9	15.7	15.5	15.2	15.0	
<b>New other staff requirements</b>			0	0	0	7	4	0	0	0	0	0	6	1	
Total non-teaching staff requirements			67	66	64	71	75	75	75	75	72	61	67	68	
Ratio of Non teaching staff	35.0%	-2.0%	43.8%	42.9%	42.0%	41.2%	40.4%	39.6%	38.8%	38.0%	37.2%	36.5%	35.7%	35.0%	
<b>Total teacher requirements /Ideal/</b>			<b>101</b>	<b>102</b>	<b>101</b>	<b>114</b>	<b>123</b>	<b>125</b>	<b>128</b>	<b>131</b>	<b>127</b>	<b>109</b>	<b>123</b>	<b>126</b>	
<b>Teacher utilization rate /coordinated/</b>			117.4%	115.9%	114.8%	112.9%	110.8%	109.6%	107.6%	106.5%	105.0%	102.8%	101.7%	100.0%	
<b>S/Total</b>															
<b>New teacher requirements</b>	3%	<= Attrition rate	0	104	75	246	251	198	212	197	122	0	437	274	
Total teacher requirements			1,160	1,227	1,264	1,466	1,667	1,811	1,964	2,098	2,155	1,952	2,319	2,517	
<b>New other staff requirements</b>			0	0	0	44	32	0	0	55	23	0	157	84	
Total non-teaching staff requirements			895	855	799	843	875	871	866	921	944	852	1,009	1,093	
<b>Total teacher requirements /Ideal/</b>			<b>1,469</b>	<b>1,521</b>	<b>1,534</b>	<b>1,741</b>	<b>1,938</b>	<b>2,061</b>	<b>2,187</b>	<b>2,287</b>	<b>2,300</b>	<b>2,038</b>	<b>2,370</b>	<b>2,517</b>	
<b>Teacher utilization rate /coordinated/</b>			126.6%	124.0%	121.4%	118.8%	116.3%	113.8%	111.4%	109.0%	106.7%	104.4%	102.2%	100.0%	
<b>Teachers /by fiscal year/</b>															
Public			1,119	1,486	1,525	1,603	1,807	1,979	2,103	2,220	2,291	2,213	2,149	2,419	
Private			1,108	1,460	1,477	1,513	1,626	1,781	1,893	1,998	2,062	1,992	1,934	2,177	
Private %	10.0%	77.8%	11	26	48	90	181	198	210	222	229	221	215	242	
Non Teaching staff /by fiscal year/			863	882	836	814	854	874	869	884	929	913	904	1,037	
Public			854	866	810	768	769	787	782	796	836	822	814	933	
Private			9	16	26	46	85	87	87	88	93	91	90	104	
Private %	10.0%	77.8%	1.0%	1.8%	3.2%	5.6%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	

## SECONDARY EDUCATION II

### C. Textbooks and teaching guides

Hypotheses (Decision)	Target number of years	Annual increase rate	C1. A textbook per subject per student; a teaching guide per subject per teacher												
			2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
General 2C															
Textbooks			1,023,789	1,093,471	1,058,051	1,166,204	1,247,298	1,164,683	1,182,194	1,224,366	1,131,793	809,601	975,312	1,291,342	
Grade 1	13		529,542	1,093,471	519,337	646,867	600,431	564,252	617,942	606,424	525,369	284,232	691,080	600,262	
Grade 2	13		494,247	0	538,714	519,337	646,867	600,431	564,252	617,942	606,424	525,369	284,232	691,080	
For library	10.0%	1	12.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	
Textbooks			122,855	109,347	105,805	116,620	124,730	116,468	118,219	122,437	113,179	80,960	97,531	129,134	
Grade 1			63,545	109,347	51,934	64,687	60,043	56,425	61,794	60,642	52,537	28,423	69,108	60,026	
Grade 2			59,310	0	53,871	51,934	64,687	60,043	56,425	61,794	60,642	52,537	28,423	69,108	
Vocational 2C															
Textbooks			273,945	285,840	292,545	336,300	384,300	399,555	427,545	450,525	450,180	392,580	471,165	519,705	
Grade 1	15		151,155	166,425	160,905	208,860	218,670	225,930	247,935	253,170	248,400	194,355	315,870	267,015	
Grade 2	15		122,790	119,415	131,640	127,440	165,630	173,625	179,610	197,355	201,780	198,225	155,295	252,690	
Grade 3	7		56,415	26,362	24,563	25,942	24,066	29,967	30,100	29,834	31,409	30,772	28,966	21,742	
For library	25.0%	10	2.3%	20.0%	20.5%	20.9%	21.4%	21.9%	22.4%	22.9%	23.4%	23.9%	24.4%	25.0%	
Textbooks			0	62,440	64,853	75,755	87,328	93,925	102,333	109,835	112,601	101,218	122,274	135,362	
Grade 1			0	33,285	32,907	43,678	46,762	49,405	55,440	57,888	58,079	46,468	77,225	66,754	
Grade 2			0	23,883	26,922	26,651	35,419	37,967	40,162	45,126	47,179	47,393	37,967	63,173	
Grade 3			0	5,272	5,023	5,425	5,146	6,553	6,731	6,822	7,344	7,357	7,082	5,436	
C. Equipments															
New computer requirements			0	1,960	2,155	2,556	3,646	3,817	3,757	5,169	5,668	4,219	4,404	11,482	
Total computer requirements	15%														
Student/computer ratio /primary			4,980	6,035	7,122	8,416	10,489	12,440	14,084	16,742	19,487	20,614	21,755	28,902	
Student/computer education/ ratio /Secondary 1C/	250		1,250												
Student/computer ratio /Secondary 1C/	50		250	216	187	161	139	120	104	90	78	67	58	50	
Student/computer ratio /Secondary 2C/	5			22	19	16	14	12	10	9	8	7	6	5	
Unit cost per computer	200.0		432.3	403.0	375.7	350.3	326.6	304.5	283.9	264.7	246.8	230.1	214.5	200.0	



‘‘Non-formal’ education (youth and adults, including women)

	Hypotheses (Decision)	Target number of years	Annual increase rate	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>LITERACY</b>															
<b>A. Enrolments</b>															
<b>Literacy rates</b>															
Male	99.0%	4	0.3%	97.7%	98.1%	98.4%	98.7%	99.0%	99.0%	99.0%	99.0%	99.0%	99.0%	99.0%	99.0%
Female	99.0%	4	0.3%	98.0%	98.2%	98.5%	98.7%	99.0%	99.0%	99.0%	99.0%	99.0%	99.0%	99.0%	99.0%
Female	99.0%	4	0.4%	97.5%	97.9%	98.2%	98.6%	99.0%	99.0%	99.0%	99.0%	99.0%	99.0%	99.0%	99.0%
<b>Literate population</b>															
Male				1,706,113	1,755,122	1,801,657	1,844,421	1,882,872	1,917,336	1,953,983	1,992,798	2,033,648	2,074,872	2,117,669	2,161,845
Female				823,559	848,014	870,246	890,840	908,843	925,702	943,619	962,656	982,673	1,002,821	1,023,849	1,045,190
Female				882,554	907,108	931,411	953,581	974,029	991,634	1,010,364	1,030,142	1,050,975	1,072,051	1,093,820	1,116,655
<b>Illiterate population</b>															
Male				39,437	34,832	29,885	24,603	19,019	19,367	19,737	20,129	20,542	20,958	21,391	21,837
Female				16,807	15,113	13,264	11,285	9,180	9,351	9,532	9,724	9,926	10,130	10,342	10,557
<b>Adults to enroll at literacy centres</b>															
Male				22,630	19,719	16,621	13,318	9,839	10,016	10,205	10,405	10,616	10,828	11,049	11,280
Female				12,231	12,018	11,478	10,532	9,092	10,260	11,591	13,111	14,847	16,815	19,059	21,618
Male				6640	6491	6193	5728	5065	5609	6215	6893	7649	8486	9418	10451
Female				5591	5527	5285	4804	4027	4651	5376	6218	7198	8329	9641	11167
Male %	99%	11	8.7%	39.5%	42.9%	46.7%	50.8%	55.2%	60.0%	65.2%	70.9%	77.1%	83.8%	91.1%	99.0%
Female %	99%	11	13.4%	24.7%	28.0%	31.8%	36.1%	40.9%	46.4%	52.7%	59.8%	67.8%	76.9%	87.3%	99.0%
<b>B. Teaching and other Staff</b>															
<b>Some indicators</b>															
Student/teacher ratio	25			0	2	0	0	0	54	63	70	82	92	104	120
<b>Needs in new teaching posts</b>															
Total teacher requirements	2%			489	481	459	421	364	410	464	524	594	673	762	865
<b>New other staff requirements</b>															
Total other staff requirements	1%			0	0	0	0	0	7	8	9	10	11	12	14
Ratio of Non teaching staff	15.0%	11		98	94	87	78	66	72	79	87	96	106	117	130
<b>C. Teaching guides</b>															
Ratio of Non teaching staff			-2.6%	20.0%	19.5%	19.0%	18.5%	18.0%	17.6%	17.1%	16.7%	16.2%	15.8%	15.4%	15.0%
<b>Learning materials</b>															
Teaching guides	3			24,462	36,054	34,434	31,596	27,276	30,780	34,773	39,333	44,541	50,445	57,177	64,854



## TERTIARY EDUCATION

	Hypotheses (Decision)	Target number of years	Annual increase rate	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
				2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	
A. Student enrolments																
Total enrolments																
				123,824	121,399	129,924	128,955	130,648	138,757	144,437	148,721	149,003	151,241	149,363	134,484	
Social & Human Sciences																
				100.0%	98.0%	104.9%	104.1%	105.5%	112.1%	116.6%	120.1%	120.3%	122.1%	120.6%	108.6%	
				22903	21,234	21,489	20,169	19,323	19,406	19,102	18,599	17,621	16,913	15,795	13,448	
				100.0%	92.7%	93.8%	88.1%	84.4%	84.7%	83.4%	81.2%	76.9%	73.8%	69.0%	58.7%	
Law																
				7195	6,819	7,054	6,768	6,628	6,804	6,846	6,814	6,599	6,475	6,181	5,379	
				100.0%	94.8%	98.0%	94.1%	92.1%	94.6%	95.1%	94.7%	91.7%	90.0%	85.9%	74.8%	
Natural Sciences																
				3583	3,618	3,987	4,076	4,253	4,652	4,987	5,288	5,456	5,704	5,801	5,379	
				100.0%	101.0%	111.3%	113.8%	118.7%	129.8%	139.2%	147.6%	152.3%	159.2%	161.9%	150.1%	
Teacher Training																
				12126	12,110	13,202	13,348	13,776	14,904	15,803	16,575	16,916	17,490	17,595	16,138	
				100.0%	99.9%	108.9%	110.1%	113.6%	122.9%	130.3%	136.7%	139.5%	144.2%	145.1%	133.1%	
Engineering																
				16468	17,099	19,380	20,372	21,858	24,586	27,104	29,555	31,360	33,711	35,259	33,621	
				100.0%	103.8%	117.7%	123.7%	132.7%	149.3%	164.6%	179.5%	190.4%	204.7%	214.1%	204.2%	
Medical Sciences																
				9585	9,425	10,118	10,072	10,235	10,903	11,383	11,756	11,814	12,027	11,913	10,759	
				100.0%	98.3%	105.6%	105.1%	106.8%	113.8%	118.8%	122.6%	123.3%	125.5%	124.3%	112.2%	
Agriculture																
				3854	3,945	4,408	4,568	4,831	5,357	5,822	6,259	6,547	6,938	7,153	6,724	
				100.0%	102.4%	114.4%	118.5%	125.4%	139.0%	151.1%	162.4%	169.9%	180.0%	185.6%	174.5%	
Other																
				48,110	46,343	48,730	47,521	47,303	49,360	50,482	51,070	50,273	50,135	48,647	43,035	
Social & Human Sciences																
	10.0%	11	-5.4%	18.5%	17.5%	16.5%	15.6%	14.8%	14.0%	13.2%	12.5%	11.8%	11.2%	10.6%	10.0%	
Law																
	4.0%	11	-3.3%	5.8%	5.6%	5.4%	5.2%	5.1%	4.9%	4.7%	4.6%	4.4%	4.3%	4.1%	4.0%	
Natural Science																
	4.0%	11	3.0%	2.9%	3.0%	3.1%	3.2%	3.3%	3.4%	3.5%	3.6%	3.7%	3.8%	3.9%	4.0%	
Teacher Training																
	12.0%	11	1.9%	9.8%	10.0%	10.2%	10.4%	10.5%	10.7%	10.9%	11.1%	11.4%	11.6%	11.8%	12.0%	
Engineering																
	25.0%	11	5.9%	13.3%	14.1%	14.9%	15.8%	16.7%	17.7%	18.8%	19.9%	21.0%	22.3%	23.6%	25.0%	
Medical Sciences																
	8.0%	11	0.3%	7.7%	7.8%	7.8%	7.8%	7.8%	7.9%	7.9%	7.9%	7.9%	8.0%	8.0%	8.0%	
Agriculture																
	5.0%	11	4.4%	3.1%	3.2%	3.4%	3.5%	3.7%	3.9%	4.0%	4.2%	4.4%	4.6%	4.8%	5.0%	
Other																
	32.0%	11	-1.7%	38.9%	38.2%	37.5%	36.9%	36.2%	35.6%	35.0%	34.3%	33.7%	33.1%	32.6%	32.0%	

# TERTIARY EDUCATION

	Hypotheses (Decision)	Target number of years	Annual increase rate	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Enrolment /by fiscal year/				2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Public				113,453	123,016	124,241	129,601	129,519	133,351	140,650	145,865	148,815	149,749	150,615	144,403
Private				77,436	84,802	86,476	91,053	91,823	95,373	101,454	106,089	109,107	110,650	112,135	108,302
Private %		11	-2.1%	36,017	38,214	37,765	38,548	37,696	37,978	39,196	39,776	39,708	39,099	38,480	36,101
	25.0%			31.7%	31.1%	30.4%	29.7%	29.1%	28.5%	27.9%	27.3%	26.7%	26.1%	25.5%	25.0%
Social & Human Sciences					22,347	21,319	21,049	19,887	19,351	19,305	18,934	18,273	17,385	16,540	15,013
Law					7,070	6,897	6,959	6,721	6,687	6,818	6,835	6,742	6,558	6,377	5,914
Natural Sciences					3,595	3,741	4,017	4,135	4,386	4,764	5,087	5,344	5,539	5,736	5,660
Teacher Training					12,121	12,474	13,251	13,491	14,152	15,204	16,060	16,689	17,107	17,525	17,109
Engineering					16,678	17,859	19,711	20,867	22,767	25,425	27,921	30,157	32,144	34,227	34,713
Medical Sciences					9,532	9,656	10,103	10,126	10,458	11,063	11,507	11,775	11,885	11,989	11,528
Agriculture					3,884	4,099	4,461	4,656	5,006	5,512	5,968	6,355	6,677	7,010	7,010
Other					47,521	47,139	48,327	47,448	47,989	49,734	50,678	50,804	50,227	49,639	46,776
State loans scheme for students			-2.4%	47323	46204	45085	43993	42928	41888	40874	39884	38918	37975	37055	36158
			52.0	41.7%											
Social & Human Sciences	25.0%		2.5		2,221	2,168	2,115	2,064	2,014	1,965	1,917	1,871	1,826	1,782	1,738
Law	25.0%		1.0		889	867	846	826	806	786	767	748	730	713	695
Natural Sciences	75.0%		3.0		2,666	2,601	2,538	2,477	2,417	2,358	2,301	2,245	2,191	2,138	2,086
Teacher Training	75.0%		9.0		7,997	7,803	7,614	7,430	7,250	7,074	6,903	6,736	6,573	6,413	6,258
Engineering	75.0%		18.8		16,660	16,257	15,863	15,479	15,104	14,738	14,381	14,033	13,693	13,361	13,038
Medical Sciences	75.0%		6.0		5,331	5,202	5,076	4,953	4,833	4,716	4,602	4,491	4,382	4,276	4,172
Agriculture	75.0%		3.8		3,332	3,251	3,173	3,096	3,021	2,948	2,876	2,807	2,739	2,672	2,608
Other	25.0%		8.0		7,108	6,936	6,768	6,603	6,443	6,289	6,137	5,987	5,841	5,700	5,563

RECAPITULATION: PRIMARY, SECONDARY & HIGHER EDUCATION

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>A. Student enrolments</b>													
<b>ECCE</b>													
<b>Total</b>	107,060	107,020	112,477	126,478	103,374	119,613	122,562	125,324	128,073	130,792	133,478	136,142	
Formal	82,674	81,304	81,889	85,848	63,173	73,097	74,899	76,587	78,267	79,928	81,570	83,198	
Non-formal	24,386	25,716	30,588	40,630	40,201	46,516	47,663	48,737	49,806	50,864	51,908	52,944	
<b>Formal enrolment /by fiscal year/</b>	87,701	82,217	81,499	83,209	78,290	66,481	73,698	75,462	77,147	78,821	80,475	82,113	
Public	84,359	78,796	77,798	79,083	74,053	62,553	68,944	70,148	71,217	72,207	73,103	73,902	
Private	3,342	3,421	3,701	4,126	4,237	3,928	4,754	5,314	5,930	6,614	7,372	8,211	
<b>Non Formal enrolment /by fiscal year/</b>	24,322	24,829	27,340	33,935	40,487	42,306	46,898	48,021	49,093	50,159	51,212	52,253	
<b>Weighted non-formal enrolment</b>	4,864	12,415	13,670	16,968	20,244	21,153	23,449	24,011	24,547	25,080	25,606	26,127	
<b>Weighted total enrolment</b>	92,565	94,632	95,169	100,177	98,534	87,634	97,147	99,473	101,694	103,901	106,081	108,240	
<b>Primary</b>													
<b>Urban</b>	145,225	157,221	158,476	159,086	164,951	176,679	162,350	152,872	143,953	133,745	132,662	132,300	
Male	73,226	79,083	79,233	79,583	82,436	84,706	78,550	73,847	70,594	66,593	64,251	65,904	
Female	71,999	78,138	79,243	79,503	82,515	91,973	83,800	79,025	73,359	67,152	68,411	66,396	
<b>Rural</b>	102,464	105,080	104,542	102,974	104,739	108,593	97,636	89,960	82,898	75,435	73,128	71,238	
Male	51,738	52,927	52,391	51,531	52,422	52,203	47,323	43,535	40,688	37,573	35,435	35,485	
Female	50,726	52,153	52,151	51,443	52,317	56,390	50,313	46,425	42,210	37,862	37,693	35,753	
<b>Total</b>	247,689	262,301	263,018	262,060	269,690	285,272	259,986	242,832	226,851	209,180	205,790	203,538	
Male	124,964	132,010	131,624	131,114	134,858	136,909	125,873	117,382	111,282	104,166	99,686	101,389	
Female	122,725	130,291	131,394	130,946	134,832	148,363	134,113	125,450	115,569	105,014	106,104	102,149	
<b>Gross enrolment ratios</b>	114.7%	100.9%	104.1%	107.1%	96.2%	105.0%	99.1%	95.4%	110.9%	103.0%	100.3%	97.8%	
Male	114.6%	100.6%	103.1%	106.0%	95.4%	100.0%	95.2%	91.5%	107.5%	101.3%	95.8%	96.1%	
Female	114.7%	101.2%	105.2%	108.2%	97.0%	110.0%	103.1%	99.4%	114.4%	104.7%	104.9%	99.6%	
<b>Primary enrolment /by fiscal year/</b>	233,980	252,560	262,540	262,699	264,603	274,884	276,843	254,268	237,505	220,961	208,050	205,039	
Public	226,729	242,070	247,925	243,099	238,143	247,396	249,159	228,841	213,754	198,865	187,245	184,535	
Private	7,251	10,490	14,615	19,600	26,460	27,488	27,684	25,427	23,751	22,096	20,805	20,504	

RECAPITULATION: PRIMARY, SECONDARY & HIGHER EDUCATION

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>Secondary I</b>													
Urban	148,587	136,428	143,426	142,278	138,866	122,743	128,258	129,233	133,901	154,113	139,675	129,910	
Male	72,191	66,330	69,699	69,178	67,467	59,393	62,409	62,954	65,292	74,857	67,784	63,020	
Female	76,396	70,098	73,727	73,100	71,399	63,350	65,849	66,279	68,609	79,256	71,891	66,890	
Rural	82,317	75,514	79,141	78,355	76,116	66,614	70,233	70,518	72,857	83,407	75,373	69,952	
Male	40,039	36,752	38,492	38,124	37,007	32,260	34,189	34,357	35,537	40,521	36,583	33,934	
Female	42,278	38,762	40,649	40,231	39,109	34,354	36,044	36,161	37,320	42,886	38,790	36,018	
Total	230,904	211,942	222,567	220,633	214,982	189,357	198,491	199,751	206,758	237,520	215,048	199,862	
Male	112,230	103,082	108,191	107,302	104,474	91,653	96,598	97,311	100,829	115,378	104,367	96,954	
Female	118,674	108,860	114,376	113,331	110,508	97,704	101,893	102,440	105,929	122,142	110,681	102,908	
Gross Enrolment Ratios													
Male	93.4%	89.0%	96.9%	99.3%	99.5%	89.9%	97.2%	100.7%	87.2%	102.6%	96.7%	93.4%	
Female	90.1%	86.0%	93.5%	95.7%	95.8%	86.2%	93.6%	97.0%	84.4%	98.9%	93.2%	89.9%	
	96.7%	92.1%	100.4%	102.9%	103.3%	93.8%	100.8%	104.5%	90.0%	106.3%	100.3%	96.9%	
Secondary I enrolment /by fiscal year/													
Public	231,621	224,583	215,483	221,922	218,749	206,440	192,402	198,911	202,087	217,012	230,029	209,986	
Private	225,398	216,202	204,314	205,945	196,874	185,796	173,162	179,020	181,878	195,311	207,026	188,987	
	6,223	8,381	11,169	15,977	21,875	20,644	19,240	19,891	20,209	21,701	23,003	20,999	
<b>Secondary II (General 2C)</b>													
Urban	57,878	62,070	60,030	66,305	71,027	66,448	67,577	70,114	64,930	46,529	56,169	74,501	
Male	25,315	27,095	26,251	28,984	31,053	29,047	29,531	30,639	28,375	20,345	24,502	32,545	
Female	32,563	34,975	33,779	37,321	39,974	37,401	38,046	39,475	36,555	26,184	31,667	41,956	
Rural	20,875	22,043	21,359	23,403	24,919	23,143	23,361	24,068	22,131	15,748	18,855	24,833	
Male	9,076	9,520	9,297	10,182	10,856	10,085	10,180	10,495	9,657	6,881	8,219	10,848	
Female	11,799	12,523	12,062	13,221	14,063	13,058	13,181	13,573	12,474	8,867	10,636	13,985	
Total	78,753	84,113	81,389	89,708	95,946	89,591	90,938	94,182	87,061	62,277	75,024	99,334	
Male	34,391	36,615	35,548	39,166	41,909	39,132	39,711	41,134	38,032	27,226	32,721	43,393	
Female	44,362	47,498	45,841	50,542	54,037	50,459	51,227	53,048	49,029	35,051	42,303	55,941	
General 2C enrolment /by fiscal year/													
Public	74,946	80,540	83,205	84,162	91,787	93,828	90,040	92,019	91,808	78,800	66,526	83,127	
Private	71,059	76,106	78,343	78,941	85,743	87,269	83,359	84,771	84,132	71,807	60,259	74,814	
	3,887	4,434	4,862	5,221	6,044	6,559	6,681	7,248	7,676	6,993	6,267	8,313	

RECAPITULATION: PRIMARY, SECONDARY & HIGHER EDUCATION

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>Secondary II (Vocational 2C)</b>													
Urban	20,505	21,281	21,496	24,415	27,215	29,048	30,880	32,342	32,595	28,936	33,702	35,864	
Male	10,234	10,988	12,282	13,346	13,655	14,158	15,235	16,237	16,741	15,311	17,241	17,699	
Female	10,271	10,293	9,214	11,069	13,560	14,890	15,645	16,105	15,854	13,625	16,461	18,165	
Rural	1,519	1,541	1,516	1,711	1,843	1,870	1,923	1,955	1,904	1,632	1,847	1,889	
Male	883	915	978	1,029	1,017	1,015	1,043	1,065	1,053	925	989	956	
Female	636	626	538	682	826	855	880	890	851	707	858	933	
Total	22,024	22,822	23,012	26,126	29,058	30,918	32,803	34,297	34,499	30,568	35,549	37,753	
Male	11,117	11,903	13,260	14,375	14,672	15,173	16,278	17,302	17,794	16,236	18,230	18,655	
Female	10,907	10,919	9,752	11,751	14,386	15,745	16,525	16,995	16,705	14,332	17,319	19,098	
Vocational 2C enrolment /by fiscal year/	21,724	22,290	22,885	24,050	27,103	29,678	31,546	33,301	34,364	33,189	32,228	36,284	
Public	21,507	22,005	22,511	23,547	26,377	28,662	30,164	31,435	31,901	30,146	28,449	30,841	
Private	217	285	374	503	726	1,016	1,382	1,866	2,463	3,043	3,779	5,443	
<b>Secondary II</b>													
Urban	78,383	83,351	81,526	90,720	98,242	95,496	98,457	102,456	97,525	75,465	89,871	110,365	
Male	35,549	38,083	38,533	42,330	44,708	43,205	44,766	46,876	45,116	35,656	41,743	50,244	
Female	42,834	45,268	42,993	48,390	53,534	52,291	53,691	55,580	52,409	39,809	48,128	60,121	
Rural	22,394	23,584	22,875	25,114	26,762	25,013	25,284	26,023	24,035	17,380	20,702	26,722	
Male	9,959	10,435	10,275	11,211	11,873	11,100	11,223	11,560	10,710	7,806	9,208	11,804	
Female	12,435	13,149	12,600	13,903	14,889	13,913	14,061	14,463	13,325	9,574	11,494	14,918	
S/Total	100,777	106,935	104,401	115,834	125,004	120,509	123,741	128,479	121,560	92,845	110,573	137,087	
Male	45,508	48,518	48,808	53,541	56,581	54,305	55,989	58,436	55,826	43,462	50,951	62,048	
Female	55,269	58,417	55,593	62,293	68,423	66,204	67,752	70,043	65,734	49,383	59,622	75,039	
Gross Enrolment Ratios	79.6%	82.3%	79.2%	89.4%	101.4%	103.3%	109.0%	113.2%	110.2%	87.8%	108.7%	137.3%	
Male	71.5%	74.1%	73.4%	81.6%	89.7%	91.3%	97.1%	101.1%	98.5%	79.4%	97.2%	121.2%	
Female	87.7%	90.6%	85.1%	97.2%	113.3%	115.6%	120.9%	125.5%	122.1%	96.4%	120.3%	153.8%	
Secondary II enrolment /by fiscal year/	96,670	102,830	106,090	108,212	118,890	123,506	121,586	125,320	126,172	111,989	98,754	119,411	
Public	92,566	98,111	100,854	102,488	112,120	115,931	113,523	116,206	116,033	101,953	88,708	105,655	
Private	4,104	4,719	5,236	5,724	6,770	7,575	8,063	9,114	10,139	10,036	10,046	13,756	

RECAPITULATION: PRIMARY, SECONDARY & HIGHER EDUCATION

	2004	2005	2006	2007	2008	2008	2009	2009	2010	2011	2012	2013	2014	2015	2016
<b>Tertiary</b>															
<b>Total enrolments</b>	<b>123,824</b>	<b>121,399</b>	<b>129,924</b>	<b>128,955</b>	<b>130,648</b>	<b>138,757</b>	<b>144,437</b>	<b>148,721</b>	<b>149,003</b>	<b>151,241</b>	<b>149,363</b>	<b>134,484</b>			
<b>Social &amp; Human Sciences</b>	22,903	21,234	21,489	20,169	19,323	19,406	19,102	18,599	17,621	16,913	15,795	13,448			
<b>Law</b>	7,195	6,819	7,054	6,768	6,628	6,804	6,846	6,814	6,599	6,475	6,181	5,379			
<b>Natural Sciences</b>	3,583	3,618	3,987	4,076	4,253	4,652	4,987	5,288	5,456	5,704	5,801	5,379			
<b>Teacher Training</b>	12,126	12,110	13,202	13,348	13,776	14,904	15,803	16,575	16,916	17,490	17,595	16,138			
<b>Engineering</b>	16,468	17,099	19,380	20,372	21,858	24,586	27,104	29,555	31,360	33,711	35,259	33,621			
<b>Medical Sciences</b>	9,585	9,425	10,118	10,072	10,235	10,903	11,383	11,756	11,814	12,027	11,913	10,759			
<b>Agriculture</b>	3,854	3,945	4,408	4,568	4,831	5,357	5,822	6,259	6,547	6,938	7,153	6,724			
<b>Other</b>	48,110	46,343	48,730	47,521	47,303	49,360	50,482	51,070	50,273	50,135	48,647	43,035			
<b>Gross Enrolment Ratios</b>	<b>46.3%</b>	<b>43.5%</b>	<b>44.7%</b>	<b>43.1%</b>	<b>42.5%</b>	<b>44.7%</b>	<b>46.7%</b>	<b>49.4%</b>	<b>50.8%</b>	<b>53.3%</b>	<b>54.5%</b>	<b>50.9%</b>			
<b>Tertiary enrolment /by fiscal year/</b>	<b>113,453</b>	<b>123,016</b>	<b>124,241</b>	<b>129,601</b>	<b>129,519</b>	<b>133,351</b>	<b>140,650</b>	<b>145,865</b>	<b>148,815</b>	<b>149,749</b>	<b>150,615</b>	<b>144,403</b>			
<b>Public</b>	77,436	84,802	86,476	91,053	91,823	95,373	101,454	106,089	109,107	110,650	112,135	108,302			
<b>Private</b>	36,017	38,214	37,765	38,548	37,696	37,978	39,196	39,776	39,708	39,099	38,480	36,101			

RECAPITULATION: PRIMARY, SECONDARY & HIGHER EDUCATION /Nb of teaching posts and Nb teaching staff/

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>B0. ECCE</b>												
New teacher /1a+1b+1c/ requirements	0	225	221	489	254	135	53	163	161	159	159	159
Total teacher /1a+1b+1c/ requirements (coordinated)	4,237	4,418	4,593	5,032	5,234	5,316	5,316	5,425	5,531	5,634	5,736	5,837
Teachers /1a/	4,237	4,418	4,593	5,032	5,234	4,852	5,316	5,425	5,531	5,634	5,736	5,837
Methodologist /1b/	3,846	4,017	4,182	4,610	4,798	4,405	4,854	4,950	5,043	5,132	5,219	5,306
Music teachers /1c/	115	117	119	121	123	125	128	131	134	137	140	143
New assistant teacher requirements	276	284	292	302	313	323	334	344	355	365	377	389
Total assistant teacher requirements (coordinated)	0	126	122	225	0	0	30	118	118	118	119	121
Assistant teachers	2,856	2,952	3,044	3,237	3,182	3,036	3,036	3,123	3,209	3,294	3,379	3,465
New non-teaching staff requirements	2,856	2,952	3,044	3,237	3,182	2,726	3,036	3,123	3,209	3,294	3,379	3,465
Nb of Workers & others	0	97	99	102	57	56	105	102	103	104	104	105
Teachers 1a+1b+1c /by fiscal year/	4,668	4,672	4,677	4,686	4,650	4,613	4,625	4,635	4,645	4,656	4,667	4,678
Public	3,768	4,297	4,476	4,739	5,099	5,261	5,316	5,352	5,460	5,565	5,668	5,770
Private	3,583	4,072	4,226	4,457	4,775	4,915	4,954	4,939	5,010	5,077	5,136	5,193
Assistant teachers /by fiscal year/	185	225	250	282	324	346	362	413	450	488	532	577
Public	2,783	2,888	2,983	3,108	3,219	3,133	3,036	3,065	3,152	3,237	3,322	3,408
Private	2,647	2,737	2,817	2,924	3,016	2,929	2,834	2,832	2,896	2,956	3,012	3,067
Non Teaching staff /by fiscal year/	136	151	166	184	203	204	202	233	256	281	310	341
Public	4,535	4,669	4,674	4,680	4,673	4,638	4,617	4,629	4,639	4,649	4,659	4,670
Private	4,313	4,425	4,414	4,402	4,378	4,325	4,285	4,274	4,259	4,242	4,223	4,202
	222	244	260	278	295	313	332	355	380	407	436	468

RECAPITULATION: PRIMARY, SECONDARY & HIGHER EDUCATION /Nb of teaching posts and Nb teaching staff/

B.I. Primary education		2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Urban														
		<= Attrition rate												
		1%												
New teacher requirements		0	415	111	95	142	129	25	96	80	41	40	67	
Total teacher requirements		4,115	4,485	4,550	4,599	4,694	4,775	4,752	4,800	4,832	4,825	4,817	4,836	
New non-teaching staff requirements		0	17	17	17	17	17	0	0	0	0	0	0	
Total other staff requirements		1,738	1,738	1,738	1,738	1,738	1,738	1,721	1,704	1,687	1,670	1,653	1,636	
Total teacher requirements /Ideal/		5,509	5,944	5,971	5,974	6,173	6,590	6,035	5,664	5,315	4,922	4,865	4,836	
Teacher utilization rate /coordinated/		133.9%	132.5%	131.2%	129.9%	131.5%	138.0%	127.0%	118.0%	110.0%	102.0%	101.0%	100.0%	
Rural														
		<= Attrition rate												
		2%												
New teacher requirements		0	55	56	46	59	55	25	56	75	61	64	50	
Total teacher requirements		3,218	3,209	3,201	3,183	3,178	3,170	3,132	3,125	3,137	3,135	3,136	3,124	
New non-teaching staff requirements		0	25	0	0	24	24	0	0	0	0	0	0	
Total other staff requirements		2,478	2,478	2,453	2,428	2,428	2,428	2,404	2,380	2,356	2,332	2,309	2,286	
Total teacher requirements /Ideal/		4,370	4,493	4,481	4,425	4,513	4,691	4,228	3,906	3,608	3,292	3,199	3,124	
Teacher utilization rate /coordinated/		135.8%	140.0%	140.0%	139.0%	142.0%	148.0%	135.0%	125.0%	115.0%	105.0%	102.0%	100.0%	
Total														
New teacher requirements		0	470	167	141	201	184	49	152	155	102	104	118	
Total teacher requirements		7,333	7,694	7,751	7,782	7,872	7,945	7,884	7,925	7,969	7,960	7,953	7,960	
New non-teaching staff requirements		0	42	17	17	42	42	0	0	0	0	0	0	
Total other staff requirements		4,216	4,216	4,191	4,166	4,166	4,166	4,125	4,084	4,043	4,002	3,962	3,922	
Total teacher requirements /Ideal/		9,879	10,437	10,452	10,399	10,686	11,281	10,263	9,570	8,923	8,214	8,064	7,960	
Teacher utilization rate /coordinated/		134.7%	135.7%	134.8%	133.6%	135.7%	142.0%	130.2%	120.8%	112.0%	103.2%	101.4%	100.0%	
Teachers /by fiscal year/		7,226	10,065	10,442	10,434	10,495	10,884	10,942	10,032	9,354	8,687	8,164	8,029	
Public		6,868	9,471	9,707	9,559	9,445	9,796	9,848	9,029	8,419	7,818	7,348	7,226	
Private		358	594	735	875	1,050	1,088	1,094	1,003	935	869	816	803	
Private %		5.0%	5.9%	7.0%	8.4%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	
Non Teaching staff /by fiscal year/		3,143	4,216	4,208	4,183	4,166	4,166	4,152	4,111	4,070	4,029	3,989	3,949	
Public		2,987	3,967	3,912	3,832	3,749	3,749	3,737	3,700	3,663	3,626	3,590	3,554	
Private		156	249	296	351	417	417	415	411	407	403	399	395	
Private %		5.0%	5.9%	7.0%	8.4%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	
		10.0%												



RECAPITULATION: PRIMARY, SECONDARY & HIGHER EDUCATION /Nb of teaching posts and Nb teaching staff/

B2. Secondary General 1C +General 2C														
	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011	2011 2012	2012 2013	2013 2014	2014 2015	2015 2016		
Urban														
New teacher requirements	0	0	567	598	433	0	700	563	362	503	135	927		
Total teacher requirements	9,165	9,218	9,395	9,580	9,628	9,613	9,699	9,731	9,772	9,846	9,843	9,921		
New non-teaching staff requirements	0	0	0	0	0	0	0	0	0	0	0	0		
Total non-teaching staff requirements	3,860	3,821	3,783	3,745	3,708	3,671	3,634	3,598	3,562	3,526	3,491	3,456		
Total teacher requirements /Ideal/	11,331	10,969	11,321	11,687	11,842	10,747	11,202	11,482	11,531	11,717	11,516	12,104		
Teacher utilization rate / coordinated/	123.6%	119.0%	120.5%	122.0%	123.0%	111.8%	115.5%	118.0%	118.0%	119.0%	117.0%	122.0%		
Rural														
New teacher requirements	0	0	405	337	241	0	489	345	321	576	0	362		
Total teacher requirements	4,943	5,059	5,303	5,468	5,526	5,580	5,760	5,875	5,955	6,044	6,016	6,051		
New non-teaching staff requirements	0	37	37	37	36	35	36	35	35	35	34	34		
Total non-teaching staff requirements	3,806	3,768	3,730	3,693	3,656	3,619	3,583	3,547	3,512	3,477	3,442	3,408		
Total teacher requirements /Ideal/	6,309	6,020	6,258	6,397	6,410	5,747	6,048	6,169	6,253	6,588	6,317	6,414		
Teacher utilization rate / coordinated/	127.6%	119.0%	118.0%	117.0%	116.0%	103.0%	105.0%	105.0%	105.0%	109.0%	105.0%	106.0%		
Total														
New teacher requirements	0	0	973	935	674	0	1,189	908	683	1,079	135	1,289		
Total teacher requirements	14,108	14,277	14,698	15,048	15,154	15,193	15,459	15,606	15,727	15,890	15,859	15,972		
New non-teaching staff requirements	0	37	37	37	36	35	36	35	35	35	34	34		
Total non-teaching staff requirements	7,666	7,589	7,513	7,438	7,364	7,290	7,217	7,145	7,074	7,003	6,933	6,864		
Total teacher requirements /Ideal/	17,640	16,989	17,579	18,084	18,252	16,494	17,250	17,651	17,784	18,305	17,833	18,518		
Teacher utilization rate / coordinated/	125.0%	119.0%	119.6%	120.2%	120.4%	108.6%	111.6%	113.1%	113.1%	115.2%	112.4%	115.9%		
Teachers /by fiscal year/														
Public	13,783	17,423	17,186	17,747	18,140	17,666	16,746	17,384	17,695	17,958	18,148	18,061		
Private	12,777	15,900	15,388	15,524	15,419	15,016	14,234	14,776	15,041	15,264	15,426	15,352		
Private %	1,006	1,523	1,798	2,223	2,721	2,650	2,512	2,608	2,654	2,694	2,722	2,709		
10.0%	7.3%	8.7%	10.5%	12.5%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%		
Non Teaching staff /by fiscal year/														
Public	5,996	7,640	7,564	7,488	7,413	7,339	7,266	7,193	7,121	7,050	6,980	6,910		
Private	5,558	7,037	6,918	6,796	6,672	6,605	6,539	6,474	6,409	6,345	6,282	6,219		
Private %	438	603	646	692	741	734	727	719	712	705	698	691		
10.0%	7.3%	7.9%	8.5%	9.2%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%		

RECAPITULATION: PRIMARY, SECONDARY & HIGHER EDUCATION /Nb of teaching posts and Nb teaching staff/

B3. Secondary Vocational 2C		2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Urban														
New teacher requirements		0	76	49	203	207	158	166	150	79	0	374	217	
Total teacher requirements		1,074	1,139	1,176	1,365	1,556	1,697	1,845	1,975	2,034	1,846	2,198	2,391	
New other staff requirements		0	0	0	37	28	0	0	55	26	0	151	83	
Total non-teaching staff requirements		828	789	735	772	800	796	791	846	872	791	942	1,025	
Total teacher requirements /Ideal/		1,368	1,419	1,433	1,627	1,815	1,936	2,059	2,156	2,173	1,929	2,247	2,391	
Teacher utilization rate /coordinated/		127.4%	124.6%	121.9%	119.2%	116.6%	114.1%	111.6%	109.2%	106.8%	104.5%	102.2%	100.0%	
Rural														
New teacher requirements		0	4	2	15	12	5	7	6	0	0	17	8	
Total teacher requirements		86	88	88	101	111	114	119	123	121	106	121	126	
New other staff requirements		0	0	0	7	4	0	0	0	0	0	6	1	
Total non-teaching staff requirements		67	66	64	71	75	75	75	75	72	61	67	68	
Total teacher requirements /Ideal/		101	102	101	114	123	125	128	131	127	109	123	126	
Teacher utilization rate /coordinated/		117.4%	115.9%	114.8%	112.9%	110.8%	109.6%	107.6%	106.5%	105.0%	102.8%	101.7%	100.0%	
S/Total														
New teacher requirements		0	80	51	218	219	163	174	156	80	0	391	224	
Total teacher requirements		1,160	1,227	1,264	1,466	1,667	1,811	1,964	2,098	2,155	1,952	2,319	2,517	
New other staff requirements		0	0	0	44	32	0	0	55	26	0	157	84	
Total non-teaching staff requirements		895	855	799	843	875	871	866	921	944	852	1,009	1,093	
Total teacher requirements /Ideal/		1,469	1,521	1,534	1,741	1,938	2,061	2,187	2,287	2,300	2,038	2,370	2,517	
Teacher utilization rate /coordinated/		126.6%	124.0%	121.4%	118.8%	116.3%	113.8%	111.4%	109.0%	106.7%	104.4%	102.2%	100.0%	
Teachers /by fiscal year/														
Public		1,119	1,486	1,525	1,603	1,807	1,979	2,103	2,220	2,291	2,213	2,149	2,419	
Private		1,108	1,460	1,477	1,513	1,626	1,781	1,893	1,998	2,062	1,992	1,934	2,177	
Private %		11	26	48	90	181	198	210	222	229	221	215	242	
10.0%		1.0%	1.8%	3.2%	5.6%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	
Non Teaching staff /by fiscal year/														
Public		863	882	836	814	854	874	869	884	929	913	904	1,037	
Private		854	866	810	768	769	787	782	796	836	822	814	933	
Private %		9	16	26	46	85	87	87	88	93	91	90	104	
10.0%		1.0%	1.8%	3.2%	5.6%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	

# RECAPITULATION: PRIMARY, SECONDARY & HIGHER EDUCATION

C. Textbooks et guides pour Teachers	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011	2011 2012	2012 2013	2013 2014	2014 2015	2015 2016
Hypothesis 1 : a book per subject, per year and per student												
C1.1. Primary education												
Textbooks	1,761,609	2,078,367	2,008,996	1,985,813	2,042,706	2,267,879	2,079,654	1,944,776	1,807,719	1,638,046	1,609,134	1,590,258
Textbooks for poor and vulnerable	211,393	245,304	233,219	226,738	229,400	250,501	225,935	207,808	189,988	169,326	163,603	159,026
C1.2. Secondary education I												
Textbooks	3,239,081	2,968,692	3,114,232	3,081,670	3,019,940	2,711,722	2,752,022	2,756,824	2,874,556	3,333,181	3,037,999	2,828,275
Textbooks for poor and vulnerable	388,690	350,387	361,523	351,862	339,146	299,526	298,981	294,579	302,110	344,553	308,877	282,828
C1.3. Secondary education II												
General 2C Textbooks	1,023,789	1,093,471	1,058,051	1,166,204	1,247,298	1,164,683	1,182,194	1,224,366	1,131,793	809,601	975,312	1,291,342
Textbooks for poor and vulnerable	122,855	109,347	105,805	116,620	124,730	116,468	118,219	122,437	113,179	80,960	97,531	129,134
Vocational 2C Textbooks	273,945	285,840	292,545	336,300	384,300	399,555	427,545	450,525	450,180	392,580	471,165	519,705
Textbooks for poor and vulnerable	0	62,440	64,853	75,755	87,328	93,925	102,333	109,835	112,601	101,218	122,274	135,362
Total textbooks	1,297,734	1,379,311	1,350,596	1,502,504	1,631,598	1,564,238	1,609,739	1,674,891	1,581,973	1,202,181	1,446,477	1,811,047
Textbooks for poor and vulnerable	122,855	171,788	170,658	192,375	212,058	210,393	220,552	232,272	225,781	182,179	219,805	264,496

Dropout children /Primary & General Secondary/

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Dropout children	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Male	6,535	6,273	5,104	4,901	5,062	4,811	4,134	3,814	3,619	3,348	3,610	3,420
Female	4,296	4,135	3,349	3,198	3,351	3,181	2,687	2,479	2,403	2,243	2,342	2,236
Dropout at 1st grade												
Male	2,261	2,277	1,937	1,746	1,741	1,738	1,299	1,299	1,312	1,326	1,341	1,359
Female	1,607	1,619	1,378	1,241	1,237	1,236	923	924	932	942	954	966
Dropout at 2nd grade												
Male	799	754	307	734	623	582	544	385	360	336	315	295
Female	550	520	211	506	429	401	375	266	248	232	217	203
Dropout at 3rd grade												
Male	977	929	740	360	847	728	684	642	458	428	401	376
Female	689	655	522	254	597	513	483	453	323	302	282	265
Dropout at 4th grade												
Male	219	180	109	94	49	106	83	71	59	36	27	19
Female	146	119	73	63	33	70	55	47	39	24	18	12
Dropout at 4+ th grade												
Male	0	0	176	143	97	45	96	74	61	50	29	20
Female	0	0	107	88	60	28	58	46	38	30	17	12
Dropout at 4+++ th grade												
Male	0	0	0	0	0	0	0	0	0	0	38	20
Female	0	0	0	0	0	0	0	0	0	0	23	13
Dropout at Form 1												
Male	551	495	418	421	371	296	144	312	252	222	193	167
Female	388	349	295	297	262	209	101	219	178	157	136	117
Dropout at Form 2												
Male	473	473	437	411	460	456	394	209	493	441	436	430
Female	351	351	323	304	340	337	292	155	365	327	323	319
Dropout at Form 3												
Male	747	647	551	444	354	360	321	247	116	231	173	137
Female	336	290	247	199	159	162	144	111	52	104	77	61
Dropout at Form 4												
Male	508	518	429	548	520	500	569	575	508	278	657	597
Female	228	232	193	246	234	225	256	258	228	125	295	268

## RESULTS OF FINANCIAL FORECASTS

## TOTAL EDUCATION COSTS

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>TOTAL EDUCATION COSTS</b>												
('000 tug)	136,609,238	160,085,900	210,941,609	233,355,346	245,243,632	270,345,977	301,396,841	336,511,223	374,903,680	418,301,447	467,561,870	527,837,524
	17.2%	31.8%	31.8%	10.6%	5.1%	10.2%	11.5%	11.7%	11.4%	11.6%	11.8%	12.9%
<b>FORMAL EDUCATION ('000 tug)</b>												
Preschool education	114,940,571	131,617,150	158,822,755	176,482,395	196,282,629	216,988,556	240,475,726	267,800,367	298,203,894	330,425,771	366,826,335	412,762,316
Primary and general	22,917,455	27,929,525	33,094,216	36,705,170	40,025,706	42,624,910	48,440,616	54,176,953	60,972,067	68,630,185	77,270,470	87,034,283
secondary education	65,978,706	78,834,903	91,895,465	102,102,161	113,512,197	126,062,261	137,849,529	152,796,705	169,240,428	187,356,552	207,906,653	231,692,289
Vocational education	6,387,767	7,711,270	8,689,328	10,016,943	12,320,794	14,815,060	17,372,623	20,332,455	23,447,720	25,440,987	27,751,360	34,748,105
Higher education	19,656,643	17,141,452	25,143,746	27,658,121	30,423,933	33,466,326	36,812,959	40,494,254	44,543,680	48,998,048	53,897,853	59,287,638
Other educational												
expenditure ('000 tug)	21,668,667	28,468,751	52,118,854	56,872,952	48,961,002	53,377,421	60,921,115	68,710,856	76,699,786	87,875,676	100,735,534	115,075,209
Percentage distribution												
of public expenditure on												
education by level												
<b>FORMAL EDUCATION</b>	84.4%	82.2%	75.3%	75.6%	80.0%	80.3%	79.8%	79.6%	79.5%	79.0%	78.5%	78.2%
Preschool education	16.8%	17.4%	15.7%	15.7%	16.3%	15.8%	16.1%	16.1%	16.3%	16.4%	16.5%	16.5%
Primary and general												
secondary education	48.4%	49.2%	43.6%	43.8%	46.3%	46.6%	45.7%	45.4%	45.1%	44.8%	44.5%	43.9%
Vocational education	4.0%	4.8%	4.1%	4.3%	5.0%	5.5%	5.8%	6.0%	6.3%	6.1%	5.9%	6.6%
Higher education	15.1%	10.7%	11.9%	11.9%	12.4%	12.4%	12.2%	12.0%	11.9%	11.7%	11.5%	11.2%
Other educational												
expenditure	15.6%	17.8%	24.7%	24.4%	20.0%	19.7%	20.2%	20.4%	20.5%	21.0%	21.5%	21.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

# RESULTS OF FINANCIAL FORECASTS 2A version

	Unit	Proportion/	Annual increment	Baseline													
				Cost/Hypothesis	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>GDP per capita ('000 tug)</b>		2A	7.0%		604.3	646.6	691.9	740.3	792.1	847.5	906.8	970.3	1038.2	1110.9	1188.7	1271.9	
<b>BUDGET FRAMEWORK</b>																	
<b>GDP ('000000 tug)</b>					<b>1,514,500</b>	<b>1,634,040</b>	<b>1,763,122</b>	<b>1,901,723</b>	<b>2,051,410</b>	<b>2,213,501</b>	<b>2,392,164</b>	<b>2,589,792</b>	<b>2,809,669</b>	<b>3,048,087</b>	<b>3,310,110</b>	<b>3,598,738</b>	
Total government expenditure		11	0.0%		47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47%
Value ('000000)					713,838	769,633	830,431	895,711	966,214	1,042,559	1,126,709	1,219,792	1,323,354	1,435,649	1,559,062	1,695,006	
<b>Public expenditure on education as a total</b>		4	0.2%														
Value ('000000)					19.1%	19.0%	20.2%	19.8%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20%
<b>Formal Education</b>		6	0.2%		136,609	146,494	167,882	177,127	193,243	208,512	225,342	243,958	264,671	287,130	311,812	339,001	85%
Value ('000000)					84.1%	83.2%	84.0%	84.6%	84.7%	84.9%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85%
Of which ECCE		6	0.2%		114,941	121,847	141,059	149,761	163,677	176,922	191,541	207,365	224,970	244,060	265,041	288,151	18%
Value ('000000)					16.8%	16.9%	16.2%	17.3%	17.5%	17.6%	17.8%	17.8%	17.8%	17.8%	17.8%	17.8%	18%
Of which Primary and General Secondary		6	0.5%		22,917	24,813	27,271	30,643	33,753	36,768	40,111	43,425	47,111	51,109	55,503	60,342	51.5%
Value ('000000)					48.3%	49.8%	48.1%	49.9%	50.4%	51.0%	51.5%	51.5%	51.5%	51.5%	51.5%	51.5%	51.5%
Of which Vocational 2		6	0.1%		65,979	72,905	80,763	88,386	97,459	106,272	116,051	125,639	136,305	147,872	160,583	174,586	5.5%
Value ('000000)					4.7%	4.8%	4.7%	5.1%	5.2%	5.4%	5.5%	5.5%	5.5%	5.5%	5.5%	5.5%	5.5%
Of which Higher		6	-0.7%		6,388	6,988	7,881	9,033	10,113	11,190	12,394	13,418	14,557	15,792	17,150	18,645	10.2%
Value ('000000)					14.4%	11.7%	15.0%	12.3%	11.6%	10.9%	10.2%	10.2%	10.2%	10.2%	10.2%	10.2%	10.2%
<b>Gross cutting and other educational budget</b>		6	-0.2%		19,657	17,141	25,144	21,698	22,352	22,693	22,985	24,884	26,996	29,287	31,805	34,578	15.0%
Value ('000000)					15.9%	16.8%	16.0%	15.5%	15.3%	15.2%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
<b>DONOR ASSISTANCE</b>		6	100.1%		21,669	24,647	26,823	27,366	29,566	31,590	33,801	36,594	39,701	43,069	46,772	50,850	100%
Total ('000000 tug)					<b>20,183,082</b>	<b>31,750,378</b>	<b>32,871,896</b>	<b>20,250,505</b>	<b>4,185,810</b>	<b>3,311,035</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURE ON EDUCATION</b>					<b>156,792</b>	<b>160,085.9</b>	<b>210,941.6</b>	<b>233,355.3</b>	<b>245,243.6</b>	<b>270,346.0</b>	<b>301,396.8</b>	<b>336,511.2</b>	<b>374,903.7</b>	<b>418,301.4</b>	<b>467,561.9</b>	<b>527,837.5</b>	
Domestic expenditure on education as percentage of a total																	
Domestic expenditure by 2A version																	

BALANCE: BUDGET vs SIMULATION 2A version

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Gap Formal Education (%)	0.0%	-7.4%	-11.2%	-15.1%	-16.6%	-18.5%	-20.3%	-22.6%	-24.6%	-26.1%	-27.7%	-30.2%
Additional amount to mobilize ('000000)	0.0	-9,770.1	-17,763.8	-26,721.6	-32,606.0	-40,046.3	-48,935.2	-60,435.7	-73,233.7	-86,365.4	-101,785.8	-124,611.4
Of which for ECCE	0.0	-3,116.5	-5,823.2	-6,062.2	-6,272.6	-5,857.3	-8,329.8	-10,752.4	-13,860.7	-17,521.1	-21,767.9	-26,692.1
Of which for Primary and General Secondary ED	0.0	-5,929.9	-11,132.5	-13,715.8	-16,053.4	-19,790.7	-21,798.5	-27,158.1	-32,934.9	-39,484.7	-47,323.3	-57,106.7
Of which for Vocational	0.0	-723.3	-808.3	-983.5	-2,207.8	-3,624.9	-4,978.8	-6,914.7	-8,890.8	-9,648.8	-10,601.7	-16,103.0
Of which for HED	0.0	-0.5	0.3	-5,960.1	-8,072.2	-10,773.3	-13,828.1	-15,610.5	-17,547.3	-19,710.8	-22,093.0	-24,709.5
Gap Cross cutting & other educational (%)	0.0%	-13.4%	-48.5%	-51.9%	-39.6%	-40.8%	-44.5%	-46.7%	-48.2%	-51.0%	-53.6%	-55.8%
Additional amount to mobilize ('000000)	0.0	-3,821.7	-25,295.5	-29,506.8	-19,394.9	-21,787.9	-27,119.8	-32,117.1	-36,999.2	-44,806.2	-53,963.7	-64,225.0
Gap Budget & Simulation	0.0%	-8.5%	-20.4%	-24.1%	-21.2%	-22.9%	-25.2%	-27.5%	-29.4%	-31.4%	-33.3%	-35.8%
Additional amount to mobilize ('000000)	0.0	-13,591.8	-43,059.2	-56,228.4	-52,000.8	-61,834.2	-76,055.0	-92,552.8	-110,232.8	-131,171.6	-155,749.5	-188,836.4
Additional amount to mobilize by mln.		11.1	35.3	46.1	42.6	50.7	62.3	75.9	90.4	107.5	127.7	154.8
USD 2A version												

# RESULTS OF FINANCIAL FORECASTS 2B version

	Unit Cost/ Hypothesis	Propor- tion/ Target	Annual incre- ment	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>GDP per capita ('000 tug)</b>		2B	8.5%	604.3	655.7	711.4	771.9	837.5	908.7	985.9	1069.7	1160.6	1259.3	1366.3	1482.4	
<b>BUDGET FRAMEWORK</b>																
<b>GDP ('000000 tug)</b>				1,514,500	1,657,037	1,812,813	1,982,898	2,168,988	2,373,344	2,600,832	2,855,097	3,140,919	3,455,267	3,804,663	4,194,331	
Total government expenditure	47.1%	11	0.0%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47%
Value ('000000)				713,838	780,465	853,835	933,945	1,021,594	1,117,845	1,224,992	1,344,751	1,479,373	1,627,431	1,791,996	1,975,530	
Public expenditure on education as a total government budget	20.0%	4	0.2%	19.1%	18.8%	19.7%	19.8%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20%
Value ('000000)				136,609	146,494	167,882	184,688	204,319	223,569	244,998	268,950	295,875	325,486	358,399	395,106	
Formal Education	85.0%	6	0.2%	84.1%	83.2%	84.0%	84.6%	84.7%	84.9%	85.0%	85.0%	85.0%	85.0%	85.0%	85.0%	85%
Value ('000000)				114,941	121,847	141,059	156,153	173,058	189,698	208,249	228,608	251,493	276,663	304,639	335,840	
Of which ECCE	17.8%	6	0.2%	16.8%	16.9%	16.2%	17.3%	17.5%	17.6%	17.8%	17.8%	17.8%	17.8%	17.8%	17.8%	18%
Value ('000000)				22,917	24,813	27,271	31,951	35,688	39,423	43,610	47,873	52,666	57,937	63,795	70,329	
Of which Primary and General Secondary	51.5%	6	0.5%	48.3%	49.8%	48.1%	49.9%	50.4%	51.0%	51.5%	51.5%	51.5%	51.5%	51.5%	51.5%	51.5%
Value ('000000)				65,979	72,905	80,763	92,159	103,045	113,946	126,174	138,509	152,375	167,625	184,576	203,480	
Of which Vocational 2	5.5%	6	0.1%	4.7%	4.8%	4.7%	5.1%	5.2%	5.4%	5.5%	5.5%	5.5%	5.5%	5.5%	5.5%	5.5%
Value ('000000)				6,388	6,988	7,881	9,419	10,693	11,998	13,475	14,792	16,273	17,902	19,712	21,731	
Of which Higher	10.2%	6	-0.7%	14.4%	11.7%	15.0%	12.3%	11.6%	10.9%	10.2%	10.2%	10.2%	10.2%	10.2%	10.2%	10.2%
Value ('000000)				19,657	17,141	25,144	22,624	23,633	24,332	24,990	27,433	30,179	33,200	36,557	40,301	
Gross cutting and other educational budget	15.0%	6	-0.2%	15.9%	16.8%	16.0%	15.5%	15.3%	15.2%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
Value ('000000)	100%	100.1%		21,669	24,647	26,823	28,534	31,261	33,871	36,750	40,343	44,381	48,823	53,760	59,266	
<b>DONOR ASSISTANCE</b>																
Total ('000000 tug)				20,183	31,750	32,872	20,251	4,186	3,311	0	0	0	0	0	0	0
<b>TOTAL EXPENDITURE ON EDUCATION</b>				156,792	160,085.9	210,941.6	233,355.3	245,243.6	270,346.0	301,396.8	336,511.2	374,903.7	418,301.4	467,561.9	527,837.5	
Domestic expenditure on education as percentage of a total education expenditure by 2B version				87.1%	91.5%	79.6%	79.1%	83.3%	82.7%	81.3%	79.9%	78.9%	77.8%	76.7%	74.9%	



BALANCE: BUDGET vs SIMULATION 2B version

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Gap Formal Education (%)	0.0%	-7.4%	-11.2%	-11.5%	-11.8%	-12.6%	-13.4%	-14.6%	-15.7%	-16.3%	-17.0%	-18.6%	
Additional amount to mobilize ('000000)	0.0	-9,770.1	-17,763.8	-20,329.0	-23,224.7	-27,270.3	-32,227.1	-39,192.8	-46,710.5	-53,762.5	-62,186.9	-76,922.2	
Of which for ECCE	0.0	-3,116.5	-5,823.2	-4,754.2	-4,338.0	-3,202.2	-4,830.9	-6,303.8	-8,306.4	-10,693.6	-13,475.4	-16,705.4	
Of which for Primary and General Secondary ED	0.0	-5,929.9	-11,132.5	-9,943.0	-10,467.5	-12,116.6	-11,675.4	-14,287.4	-16,865.0	-19,731.2	-23,331.0	-28,212.7	
Of which for Vocational	0.0	-723.3	-808.3	-597.9	-1,628.1	-2,816.9	-3,897.7	-5,540.2	-7,174.6	-7,539.2	-8,039.4	-13,017.3	
Of which for HED	0.0	-0.5	0.3	-5,033.9	-6,791.1	-9,134.6	-11,823.1	-13,061.3	-14,364.5	-15,798.5	-17,341.1	-18,986.8	
Gap Cross cutting & other educational (%)	0.0%	-13.4%	-48.5%	-49.8%	-36.2%	-36.5%	-39.7%	-41.3%	-42.1%	-44.4%	-46.6%	-48.5%	
Additional amount to mobilize ('000000)	0.0	-3,821.7	-25,295.5	-28,338.7	-17,700.2	-19,506.7	-24,171.4	-28,368.3	-32,318.6	-39,052.7	-46,975.6	-55,809.3	
Gap Budget & Simulation	0.0%	-8.5%	-20.4%	-20.9%	-16.7%	-17.3%	-18.7%	-20.1%	-21.1%	-22.2%	-23.3%	-25.1%	
Additional amount to mobilize ('000000)	0.0	-13,591.8	-43,059.2	-48,667.7	-40,924.9	-46,777.0	-56,398.5	-67,561.1	-79,029.1	-92,815.3	-109,162.6	-132,731.6	
Additional amount to mobilize by mln. USD		11.1	35.3	39.9	33.5	38.3	46.2	55.4	64.8	76.1	89.5	108.8	
2B version													

# RESULTS OF FINANCIAL FORECASTS 2C version

	Unit	Proportion/	Annual increment	2004-2016											
				Hypothesis 2C											
				2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
<b>GDP per capita ('000 tug)</b>			10.4%	604.3	667.1	736.5	813.1	897.7	991.1	1094.2	1208	1333.6	1472.3	1625.4	1794.4
<b>BUDGET FRAMEWORK</b>															
<b>GDP ('000000 tug)</b>			0.0%	1,514,500	1,685,846	1,876,774	2,088,735	2,324,897	2,588,556	2,886,530	3,224,228	3,609,107	4,039,697	4,526,165	5,077,109
<b>Total government expenditure</b>		11	0.0%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47.1%	47%
<b>Value ('000000)</b>				713,838	794,034	883,960	983,794	1,095,026	1,219,210	1,359,556	1,518,611	1,699,889	1,902,697	2,131,824	2,391,319
<b>Public expenditure on education as a total government budget</b>		4	0.2%	19.1%	18.4%	19.0%	19.8%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20.0%	20%
<b>Value ('000000)</b>				136,609	146,494	167,882	194,545	219,005	243,842	271,911	303,722	339,978	380,539	426,365	476,264
<b>Formal Education</b>		6	0.2%	84.1%	83.2%	84.0%	84.6%	84.7%	84.9%	85.0%	85.0%	85.0%	85.0%	85.0%	85%
<b>Value ('000000)</b>				114,941	121,847	141,059	164,488	185,497	206,900	231,124	258,164	288,981	323,459	362,410	406,524
<b>Of which ECCE</b>		6	0.2%	16.8%	16.9%	16.2%	17.3%	17.5%	17.6%	17.8%	17.8%	17.8%	17.8%	17.8%	18%
<b>Value ('000000)</b>				22,917	24,813	27,271	33,656	38,253	42,997	48,400	54,063	60,516	67,736	75,893	85,131
<b>Of which Primary and General Secondary</b>		6	0.5%	48.3%	49.8%	48.1%	49.9%	50.4%	51.0%	51.5%	51.5%	51.5%	51.5%	51.5%	51.5%
<b>Value ('000000)</b>				65,979	72,905	80,763	97,078	110,452	124,278	140,034	156,417	175,089	195,978	219,578	246,306
<b>Of which Vocational 2</b>		6	0.1%	4.7%	4.8%	4.7%	5.1%	5.2%	5.4%	5.5%	5.5%	5.5%	5.5%	5.5%	5.5%
<b>Value ('000000)</b>				6,388	6,988	7,881	9,922	11,461	13,086	14,955	16,705	18,699	20,930	23,450	26,305
<b>Of which Higher</b>		6	-0.7%	14.4%	11.7%	15.0%	12.3%	11.6%	10.9%	10.2%	10.2%	10.2%	10.2%	10.2%	10.2%
<b>Value ('000000)</b>				19,657	17,141	25,144	23,832	25,332	26,538	27,735	30,980	34,678	38,815	43,489	48,783
<b>Gross cutting and other educational budget</b>		6	-0.2%	15.9%	16.8%	16.0%	15.5%	15.3%	15.2%	15.0%	15.0%	15.0%	15.0%	15.0%	15.0%
<b>Value ('000000)</b>		100.1%		21,669	24,647	26,823	30,057	33,508	36,942	40,787	45,558	50,997	57,081	63,955	71,740
<b>DONOR ASSISTANCE</b>															
<b>Total ('000000 tug)</b>				20,183	31,750	32,872	20,251	4,186	3,311	0	0	0	0	0	0
<b>TOTAL EXPENDITURE ON EDUCATION</b>				156,792	160,085.9	210,941.6	233,355.3	245,243.6	270,346.0	301,396.8	336,511.2	374,903.7	418,301.4	467,561.9	527,837.5
<b>Domestic expenditure on education as percentage of a total education expenditure by 2C version</b>				87.1%	91.5%	79.6%	83.4%	89.3%	90.2%	90.2%	90.3%	90.7%	91.0%	91.2%	90.6%

BALANCE: BUDGET vs SIMULATION 2C version

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Gap Formal Education (%)	0.0%	-7.4%	-11.2%	-6.8%	-5.5%	-4.6%	-3.9%	-3.6%	-3.1%	-2.1%	-1.2%	-1.5%
Additional amount to mobilize ('000000)	0.0	-9,770.1	-17,763.8	-11,994.3	-10,785.2	-10,068.6	-9,351.3	-9,636.4	-9,222.7	-6,967.2	-4,416.3	-6,238.2
Of which for ECCE	0.0	-3,116.5	-5,823.2	-3,048.8	-1,772.8	372.6	-40.4	-114.4	-456.0	-894.2	-1,377.5	-1,903.3
Of which for Primary and General												
Secondary ED	0.0	-5,929.9	-11,132.5	-5,024.0	-3,060.5	-1,784.1	2,184.7	3,620.3	5,848.2	8,621.3	11,671.2	14,613.5
Of which for Vocational	0.0	-723.3	-808.3	-95.1	-859.5	-1,728.9	-2,417.5	-3,627.7	-4,748.9	-4,511.3	-4,301.3	-8,443.6
Of which for HED	0.0	-0.5	0.3	-3,826.3	-5,092.3	-6,928.2	-9,078.0	-9,514.6	-9,865.9	-10,183.0	-10,408.6	-10,504.7
Gap Cross cutting & other educational (%)	0.0%	-13.4%	-48.5%	-47.2%	-31.6%	-30.8%	-33.1%	-33.7%	-33.5%	-35.0%	-36.5%	-37.7%
Additional amount to mobilize ('000000)	0.0	-3,821.7	-25,295.5	-26,815.7	-15,453.2	-16,435.4	-20,134.4	-23,152.5	-25,703.1	-30,794.8	-36,780.8	-43,335.7
Gap Budget & Simulation	0.0%	-8.5%	-20.4%	-16.6%	-10.7%	-9.8%	-9.8%	-9.7%	-9.3%	-9.0%	-8.8%	-9.4%
Additional amount to mobilize ('000000)	0.0	-13,591.8	-43,059.2	-38,810.0	-26,238.4	-26,504.0	-29,485.7	-32,788.9	-34,925.8	-37,762.0	-41,197.1	-49,573.8
Additional amount to mobilize by mln. USD												
2C version		11.1	35.3	31.8	21.5	21.7	24.2	26.9	28.6	31.0	33.8	40.6

## 1. 2. Preschool education

	Unit Cost/ Hypothesis	Propor- tion/ Target	Annual incre- ment	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011	2011 2012	2012 2013	2013 2014	2014 2015	2015 2016
<b>1.1.Recurrent costs</b>															
<b>1.1.1. Teachers (Basic salaries, supplementary salaries)</b>															
<b>Teachers</b>															
Monthly wage /Teacher/	350.0	11	14.6%	5,367,236 3,364,564	7,051,315 4,626,229	8,303,891 5,521,672	9,918,417 6,698,630	11,962,572 8,258,535	13,767,755 9,763,490	15,614,168 11,304,217	17,873,299 13,040,334	20,763,966 15,243,334	24,099,392 17,802,925	27,953,913 20,775,925	32,413,200 24,234,000
Monthly wage /Teacher/				100.0%	89.7	102.8	117.8	135.0	154.7	177.2	203.0	232.7	266.6	305.5	350.0
				100.0%	114.6%	131.3%	150.4%	172.4%	197.5%	226.3%	259.3%	297.1%	340.5%	390.1%	447.0%
<b>Assistant teachers</b>															
Monthly wage /Teacher/	200.0	11	11.1%	2,002,700	2,425,086	2,782,219	3,219,787	3,704,037	4,004,265	4,309,951	4,832,915	5,520,432	6,297,058	7,177,988	8,179,200
				63.0	70.0	77.7	86.3	95.9	106.5	118.3	131.4	146.0	162.1	180.1	200.0
				100.0%	111.1%	123.4%	137.0%	152.2%	169.1%	187.8%	208.6%	231.7%	257.3%	285.8%	317.5%
<b>1.1.2. Other Staff (Wage,etc.)</b>															
Non-teaching staff				2,643,564	3,210,257	3,603,449	4,045,660	4,529,529	5,040,827	5,626,583	6,325,368	7,107,826	7,987,038	8,974,963	10,087,200
Monthly wage /non-Teaching staff	180.0	11	12.1%	2,643,564	3,210,257	3,603,449	4,045,660	4,529,529	5,040,827	5,626,583	6,325,368	7,107,826	7,987,038	8,974,963	10,087,200
				51.1	57.3	64.2	72.0	80.8	90.6	101.6	113.9	127.7	143.2	160.5	180.0
<b>1.1.3. Social Insurance</b>															
<b>1.1.4.Reconstruction</b>															
<b>1.1.5.Food</b>															
	8.0%	2	38.2%	5,225,422.3	6,614,849	9,024,568	9,173,628	8,590,148	7,836,640	9,328,289	10,250,488	11,239,233	12,307,110	13,456,612	14,691,985
				60.8	83.9	116.0	116.0	116.0	125.3	135.3	146.1	157.8	170.4	184.1	198.8
<b>1.1.6. Other variable costs</b>															
Other				1,770,532	2,145,033	2,329,782	2,648,571	2,813,542	2,702,487	3,235,521	3,578,028	3,950,551	4,359,190	4,806,704	5,296,895
				1,770,531.6	2,145,033	2,329,782	2,648,571	2,813,542	2,702,487	3,235,521	3,578,028	3,950,551	4,359,190	4,806,704	5,296,895
Other variable cost per kid			8.0%	21.0	22.7	24.5	26.4	28.6	30.8	33.3	36.0	38.8	42.0	45.3	48.9
<b>1.1.7. Fixed costs</b>															
Heating			8.0%	4,925,600.7	5,319,649	5,745,221	6,204,838	6,701,225	7,237,323	7,816,309	8,441,614	9,116,944	9,846,299	10,634,002	11,484,723
Water & electricity			8.0%	3,520,830.3	3,802,497	4,106,696	4,435,232	4,790,051	5,173,255	5,587,115	6,034,084	6,516,811	7,038,156	7,601,209	8,209,305
Transportation			8.0%	1,308,351.5	1,413,020	1,526,061	1,648,146	1,779,998	1,922,398	2,076,189	2,242,285	2,421,667	2,615,401	2,824,633	3,050,603
<b>1.1.8. Subsidies and transfers</b>			8.0%	96,418.9	104,132	112,463	121,460	131,177	141,671	153,005	165,245	178,465	192,742	208,161	224,814
<b>1.1. RECURRENCE TOTAL</b>			8.0%	22,621,361	27,609,743	32,748,852	36,332,177	39,622,873	42,189,850	47,970,752	53,669,500	60,424,017	68,038,291	76,631,225	86,343,899
				22.1%	22.1%	18.6%	10.9%	9.1%	6.5%	13.7%	11.9%	12.6%	12.6%	12.6%	12.7%
<b>1.2.Capital expenditure</b>			8.0%	296,094.2	319,782	345,364	372,993	402,833	435,060	469,864	507,453	548,050	591,894	639,245	690,385
<b>Distribution as a total cost</b>															
<b>1.1.1. Teachers (Basic salaries, supplementary salaries)</b>															
<b>1.1.2. Other Staff (Wage,etc.)</b>															
<b>1.1.3. Social Insurance</b>															
<b>1.1.4.Reconstruction</b>															
<b>1.1.5.Food</b>															
<b>1.1.6. Other variable costs</b>															
<b>1.1.7. Fixed costs</b>															
<b>1.1.8. Subsidies and transfers</b>															
<b>1.2.Capital expenditure</b>															
<b>1. TOTAL PRESCHOOL EDUCATION</b>				22,917,455.1	27,929,525	33,094,216	36,705,170	40,025,706	42,624,910	48,440,616	54,176,953	60,972,067	68,630,185	77,270,470	87,034,283
				21.9%	21.9%	18.5%	10.9%	9.0%	6.5%	13.6%	11.8%	12.5%	12.6%	12.6%	12.6%

## 2 Primary and General secondary education

	Unit Cost/ Hypothesis	Propor- tion/ Target	Annual incre- ment	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011	2011 2012	2012 2013	2013 2014	2014 2015	2015 2016
<b>2.1.Recurrent costs</b>															
<b>2.1.1. Teachers (Basic salaries, supplementary salaries)</b>															
Teachers				24,675,659	28,330,313	31,991,495	36,505,673	41,312,876	47,066,268	52,152,375	58,854,988	66,218,090	74,379,906	83,762,836	94,827,600
Unit cost /teachers wage, etc./	350.0	11	14.2%	190 81.5 100.0%	173 92.1 114.2%	184 106.2 130.3%	197 121.3 148.8%	210 138.5 169.9%	224 158.1 193.9%	239 180.5 221.4%	255 206.0 252.6%	272 235.2 288.6%	290 268.5 329.5%	309 306.6 376.1%	330 350.0 429.4%
Monthly wage /Teacher/															
<b>2.1.2. Other Staff (Wage etc.)</b>															
Non-teaching staff				8,435,889	12,949,084	14,224,373	15,601,739	17,124,505	18,824,161	20,668,126	22,637,332	24,793,853	27,155,496	29,744,471	32,577,000
Monthly wage /Non teaching staff/	250.0	11	10.6%	82.3	91.0	100.7	111.4	123.2	136.3	150.8	166.9	184.6	204.3	226.0	250.0
<b>2.1.3. Social Insurance</b>															
2.1.4.Food subsidize for				8,642,764	10,897,761	12,200,989	13,756,357	15,427,469	17,395,073	19,224,612	21,513,972	24,027,153	26,805,346	29,971,209	33,634,814
1-2 grade's enrolment	0.300		8.0%			4,128,391	4,064,869	4,361,186	4,129,047	3,753,189	3,957,752	4,204,806	4,485,383	4,798,863	5,144,496
2.1.5.Reconstruction	2.140		8.0%	1,162,891	1,288,917	1,324,384	1,423,333	1,516,165	1,636,518	1,717,244	1,806,769	1,900,341	1,993,415	2,099,974	2,237,065
2.1.6. Other variable costs				5,347,550	5,959,610	6,741,414	7,389,419	8,107,234	8,793,439	9,277,105	9,810,148	10,361,723	10,878,102	11,467,887	12,330,016
Other				5,348,600	5,959,610	6,741,414	7,389,419	8,107,234	8,793,439	9,277,105	9,810,148	10,361,723	10,878,102	11,467,887	12,330,016
Other variable cost per student			8.0%	9.9	10.7	11.5	12.5	13.5	14.5	15.7	17.0	18.3	19.8	21.4	23.1
<b>2.1.7. Variable cost for dormitory students</b>															
Dormitory				3,521,367	4,081,226	4,730,185	5,482,200	6,353,905	7,364,188	8,535,026	9,892,144	11,464,973	13,287,858	15,400,683	17,849,308
Variable cost per dormitory student			8.0%	92.7	100.1	108.1	116.8	126.1	136.2	147.1	158.9	171.6	185.3	200.2	216.2
<b>2.1.8. Fixed costs</b>															
Heating			8.0%	13,283,872	14,346,582	15,494,308	16,738,853	18,072,561	19,518,366	21,078,835	22,766,222	24,587,520	26,554,522	28,678,883	30,973,194
Water & electricity			8.0%	10,850,398	11,718,430	12,655,904	13,668,376	14,761,847	15,942,675	17,218,218	18,596,675	20,083,329	21,689,996	23,425,195	25,299,211
Transportation			8.0%	2,058,882	2,223,592	2,401,480	2,593,598	2,801,086	3,025,173	3,267,187	3,528,561	3,810,846	4,115,714	4,444,971	4,800,569
<b>2.1.RECURRENT TOTAL</b>				65,069,892	77,853,491	90,835,540	100,957,442	112,275,901	124,727,060	136,407,512	151,239,327	167,558,460	185,540,026	205,944,806	229,573,494
				19.6%	19.8%	16.7%	11.1%	11.2%	11.1%	9.4%	10.9%	10.8%	10.7%	11.0%	11.5%
<b>2.2.Capital expenditure Distribution as a total cost</b>			8%	908,715	981,412	1,059,925	1,144,719	1,236,297	1,335,200	1,442,016	1,557,378	1,681,968	1,816,525	1,961,847	2,118,795
<b>2.2.1. Teachers (Basic salaries, supplementary salaries)</b>															
2.2.1.1. Teachers (Basic salaries)															
2.2.1.2. Other Staff (Wage etc.)															
2.2.1.3. Social Insurance															
2.2.1.4. Food subsidize for															
1-2 grade's enrolment															
2.2.1.5.Reconstruction															
2.2.1.6. Other variable costs															
2.2.1.7. Variable cost for dormitory students															
2.2.1.8. Fixed costs															
<b>2.2.Capital expenditure</b>															
<b>GENERAL SECONDARY</b>				65,978,706	78,834,903	91,895,465	102,102,161	113,512,197	126,062,261	137,849,529	152,796,705	169,240,428	187,356,552	207,906,653	231,692,289
				19.5%	19.5%	16.6%	11.1%	11.2%	11.1%	9.4%	10.8%	10.8%	10.7%	11.0%	11.4%

### 3 Vocational education

	Unit Cost/ Hypothesis	Proportion/ Target	Annual increment	Baseline 2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>3.1.Recurrent costs</b>																
<b>3.1.1. Teachers (Basic salaries, supplementary salaries)</b>																
Teachers				1,360,838	1,598,652	1,905,266	2,325,787	3,044,705	3,872,428	4,778,895	5,858,572	7,021,251	7,876,285	8,882,333	11,611,200	11,611,200
Monthly wage /Teacher/	400.0	11	16.1%	77.2	89.7	104.1	120.9	140.4	163.1	189.4	219.9	255.4	296.6	344.4	400.0	400.0
				100.0%	116.1%	134.9%	156.6%	181.9%	211.2%	245.3%	284.9%	330.8%	384.2%	446.2%	518.2%	518.2%
<b>3.1.2. Other Staff (Wage etc.)</b>																
Non-teaching staff				732,759	803,213	846,823	917,139	1,070,268	1,218,345	1,347,420	1,524,613	1,782,162	1,948,168	2,145,597	2,737,680	2,737,680
Monthly wage /Teacher/	220.0	11	11.2%	66.2	75.9	84.4	93.9	104.4	116.2	129.2	143.7	159.9	177.8	197.8	220.0	220.0
<b>3.1.3. Social Insurance</b>																
Other				585,541	634,092	726,551	856,132	1,086,353	1,343,964	1,617,347	1,949,161	2,324,101	2,593,656	2,911,374	3,788,104	3,788,104
Other variable cost per student				1,784,559	1,754,787	1,981,791	2,290,945	2,839,944	3,420,737	3,999,650	4,644,379	5,271,896	5,600,798	5,982,488	7,408,944	7,408,944
<b>3.1.5. Variable cost for dormitory students</b>																
Dormitory			10.0%	71.6	76.7	86.6	95.3	104.8	115.3	126.8	139.5	153.4	168.8	185.6	204.2	204.2
Variable cost per dormitory student				398,606	438,629	509,436	608,434	779,136	969,531	1,171,228	1,404,991	1,647,656	1,808,427	1,995,582	2,553,230	2,553,230
<b>3.1.6. Fixed costs</b>																
Heating			8.0%	120.7	130.4	140.8	152.1	164.2	177.4	191.6	206.9	223.4	241.3	260.6	281.5	281.5
Water & electricity				1,525,465	1,483,897	1,639,461	1,852,105	2,240,677	2,629,566	2,988,754	3,363,865	3,686,830	3,762,723	3,834,982	4,490,023	4,490,023
Transportation				1,042,559	1,014,150	1,120,468	1,265,796	1,531,360	1,797,141	2,042,624	2,298,988	2,519,714	2,571,583	2,620,967	3,068,646	3,068,646
Fixed cost per student				400,572	389,657	430,506	486,344	588,379	690,498	784,817	883,317	988,125	988,054	1,007,028	1,179,035	1,179,035
<b>3.1.RECURRENT TOTAL</b>			8.0%	82,335	80,091	88,487	99,964	120,937	141,927	161,313	181,559	198,991	203,087	206,987	242,342	242,342
				62.4	67.4	72.8	78.7	84.9	91.7	99.1	107.0	115.6	124.8	134.8	145.6	145.6
<b>3.2.Capital expenditure Distribution as a total</b>																
<b>3.2.1. Teachers (Basic salaries, supplementary salaries)</b>																
3.2.1.2. Other Staff (Wage etc.)				6,387,767	6,711,270	7,609,328	8,850,543	11,061,082	13,454,571	15,903,295	18,745,580	21,733,896	23,590,057	25,752,355	32,589,180	32,589,180
3.2.1.3. Social Insurance				5.1%	5.1%	13.4%	16.3%	25.0%	21.6%	18.2%	17.9%	15.9%	8.5%	9.2%	26.5%	26.5%
3.2.1.4. Other variable costs				1,000,000	1,000,000	1,080,000	1,166,400	1,259,712	1,360,489	1,469,328	1,586,874	1,713,824	1,850,930	1,999,005	2,158,925	2,158,925
3.2.1.5. Variable cost for dormitory students																
3.2.1.6. Fixed costs				21.3%	20.7%	21.9%	23.2%	24.7%	26.1%	27.5%	28.8%	29.9%	31.0%	32.0%	33.4%	33.4%
3.2.Capital expenditure				11.5%	10.4%	9.7%	9.2%	8.7%	8.2%	7.8%	7.5%	7.6%	7.7%	7.7%	7.9%	7.9%
				9.2%	8.2%	8.4%	8.5%	8.8%	9.1%	9.3%	9.6%	9.9%	10.2%	10.5%	10.9%	10.9%
3.1.4. Other variable costs				27.9%	22.8%	22.8%	22.9%	23.1%	23.1%	23.0%	22.8%	22.5%	22.0%	21.6%	21.3%	21.3%
3.1.5. Variable cost for dormitory students				6.2%	5.7%	5.9%	6.1%	6.3%	6.5%	6.7%	6.9%	7.0%	7.1%	7.2%	7.3%	7.3%
3.1.6. Fixed costs				23.9%	19.2%	18.9%	18.5%	18.2%	17.7%	17.2%	16.5%	15.7%	14.8%	13.8%	12.9%	12.9%
3.2.Capital expenditure				0.0%	13.0%	12.4%	11.6%	10.2%	9.2%	8.5%	7.8%	7.3%	7.3%	7.2%	6.2%	6.2%
				100.0%	87.0%	87.6%	88.4%	89.8%	90.8%	91.5%	92.2%	92.7%	92.7%	92.8%	93.8%	93.8%
<b>3. TOTAL VOCATIONAL</b>				6,387,767	7,711,270	8,689,328	10,016,943	12,320,794	14,815,060	17,372,623	20,332,455	23,447,720	25,440,987	27,751,360	34,748,105	34,748,105
					20.7%	12.7%	15.3%	23.0%	20.2%	17.3%	17.0%	15.3%	8.5%	9.1%	25.2%	25.2%

#### 4. Higher education (Public)

	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>4.1.Recurrent costs</b>													
4.1.1. Wages, supplementary salaries)													
4.1.3. Social Insurance	49,173												
4.1.5. Other recurrent costs	14,260												
	19,213,160	17,141,452	25,143,746	27,658,121	30,423,933	33,466,326	36,812,959	40,494,254	44,543,680	48,998,048	53,897,853	59,287,638	
<b>4.1.RECURRENT TOTAL</b>													
	19,276,593	17,141,452	25,143,746	27,658,121	30,423,933	33,466,326	36,812,959	40,494,254	44,543,680	48,998,048	53,897,853	59,287,638	
		-11.1%	46.7%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%
<b>4.2.Construction &amp; other investments</b>													
	380,050		0	0	0	0	0	0	0	0	0	0	0
<b>Distribution as a total current cost</b>													
4.1.1. Wages, supplementary salaries)	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
4.1.3. Social Insurance	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
4.1.5. Other recurrent costs	97.7%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>4 TOTAL PUBLIC HIGHER EDUCATION</b>													
	19,656,643	17,141,452	25,143,746	27,658,121	30,423,933	33,466,326	36,812,959	40,494,254	44,543,680	48,998,048	53,897,853	59,287,638	
		-12.8%	46.7%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%	10.0%



## 5. Cross cutting & Other educational expenditures

	Unit Cost/	Propor- tion/	Annual Incre- ment	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
<b>5.1. Capital investment from the State budget</b>															
<b>5.1.1. Construction</b>															
Preschool	2965.2		8.0%	3,924,336	6,206,484	27,440,911	29,521,740	18,557,212	19,486,424	23,030,958	26,242,938	29,016,417	34,253,049	40,268,525	46,713,372
New required seats				75,609.8	480,362	3,493,195	3,847,357	2,944,909	3,180,502	3,434,942	3,709,737	4,006,516	4,327,037	4,673,200	5,047,056
Primary & General				150	150	1,010	1,030	730	730	730	730	730	730	730	730
secondary	1725.9		8.0%	3,790,935.9	4,980,533	19,277,348	20,630,385	10,164,786	11,538,406	14,447,098	16,972,369	20,409,791	24,957,894	30,229,757	35,871,503
New required seats					2,672	9,576	9,489	4,329	4,550	5,275	5,738	6,389	7,234	8,113	8,914
Dormitory	3451.8		8.0%	57,790.5	745,589	2,013,090	2,174,137	2,348,068	2,535,913	2,738,786	2,957,089	3,194,520	3,450,082	3,726,089	4,024,176
New required beds					200	500	500	500	500	500	500	500	500	500	500
Vocational	3797.0		8.0%	0	0	2,657,278	2,869,861	3,099,450	2,231,604	2,410,132	2,602,943	1,405,589	1,518,036	1,639,479	1,770,637
New required seats					600	600	600	600	400	400	400	200	200	200	200
Higher education					0	0	0	0	0	0	0	0	0	0	0
New required seats					0	0	0	0	0	0	0	0	0	0	0
<b>5.1.2. Equipment</b>															
Preschool /toys/			8.0%	574,929	3,158,558	3,462,221	3,799,215	4,346,911	4,785,145	5,077,809	5,599,879	6,073,914	6,112,307	6,149,319	7,385,540
Preschool /other/			8.0%	67,905.0	73,337	79,204	85,541	92,384	99,775	107,757	116,377	125,687	135,742	146,602	158,330
Primary & General				22,635.0	24,446	26,401	28,514	30,795	33,258	35,919	38,792	41,896	45,247	48,867	52,777
secondary /computer/				366,687.0	2,432,117	2,675,972	2,948,204	3,425,770	3,788,059	3,998,477	4,431,474	4,809,038	4,742,941	4,666,774	5,780,400
Primary & General															
secondary /other/			8.0%	40,743.0	44,002	47,523	51,324	55,430	59,865	64,654	69,826	75,412	81,445	87,961	94,998
Vocational			10.0%	76,959.0	84,655	93,120	102,432	112,676	123,943	136,338	149,971	164,968	181,465	199,612	219,573
Higher education			8.0%		500,000	540,000	583,200	629,856	680,244	734,664	793,437	856,912	925,465	999,502	1,079,462
<b>5.2. In service teacher training in Mongolia</b>															
Preschool	14.6		8.0%	312,674	2,234,626	2,352,816	2,397,146	2,455,802	2,507,821	2,563,074	2,619,415	2,681,952	2,740,308	2,802,428	2,889,875
Primary & General				48,442	294,195	302,664	313,617	327,722	335,996	342,444	360,357	374,016	388,857	405,097	422,828
secondary	12.3		8.0%	242,210	1,544,124	1,647,151	1,671,993	1,702,899	1,732,520	1,767,454	1,790,809	1,825,115	1,859,989	1,896,097	1,936,299
Vocational			8.0%	22,023	366,307	370,602	376,544	387,389	398,489	409,095	420,643	431,407	443,934	441,263	465,980
Higher education	24.7		8.0%		30,000	32,400	34,992	37,791	40,815	44,080	47,606	51,415	55,528	59,970	64,768
<b>5.3. In service teacher training in abroad</b>															
Preschool				0	1,013,688	1,094,783	1,182,366	1,276,955	1,379,111	1,489,440	1,608,595	1,737,283	1,876,266	2,026,367	2,188,476
Primary & General	2470.0	30	8.0%		80,028	86,430	93,345	100,812	108,877	117,587	126,994	137,154	148,126	159,976	172,774
secondary	2470.0	200	8.0%		533,520	576,202	622,298	672,082	725,848	783,916	846,629	914,360	987,508	1,066,509	1,151,830
Vocational	3087.5	20	8.0%		66,690	72,025	77,787	84,010	90,731	97,989	105,829	114,295	123,439	133,314	143,979
Higher education	3087.5	100	8.0%		333,450	360,126	388,936	420,051	453,655	489,947	529,143	571,475	617,193	666,568	719,894
<b>5.4. Teaching/learning material for library</b>															
Primary & General				324,125	2,148,941	2,143,118	2,158,732	2,185,690	2,129,177	2,087,308	2,057,046	2,010,061	1,948,959	1,938,397	1,977,778
secondary	2.8			324,125	1,974,108	1,961,531	1,946,618	1,941,172	1,866,188	1,800,777	1,749,508	1,694,777	1,665,547	1,596,031	1,598,765
Vocational	2.8				174,833	181,588	212,114	244,518	262,989	286,531	307,539	315,284	283,412	342,366	379,013
<b>5.5. State grants and loans</b>															
loans			15.0%	13,305,000	13,282,400	15,274,760	17,565,974	20,200,870	23,231,001	26,715,651	30,722,998	35,331,448	40,631,165	46,725,840	53,734,716
<b>5.6. Non formal education</b>															
NFDE center			8.0%	356,000	481,280	463,028	429,602	377,690	424,561	477,812	538,441	607,490	685,582	774,403	875,451
Literacy centres			8.0%	25,000.0	27,000.0	29,160.0	31,492.8	34,012.2	36,733.2	39,671.9	42,845.6	46,273.3	49,975.1	53,973.1	58,291.0
	35.0		8.0%	331,000.0	454,280.4	433,868.4	398,109.6	343,677.6	387,828.0	438,139.8	495,595.8	561,216.6	635,607.0	720,430.2	817,160.4
<b>5.7. Others</b>			8.0%	2,871,602	3,101,330	3,349,437	3,617,392	3,906,783	4,219,326	4,556,872	4,921,421	5,315,135	5,740,346	6,199,574	6,695,539
<b>5. Cross cutting &amp; Other educational expenditures</b>															
				21,668,667	28,468,751	52,118,854	56,872,952	48,961,002	53,377,421	60,921,115	68,710,856	76,699,786	87,875,676	100,735,534	115,075,209



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