GOVERNMENT BUDGET EXPENDITURE ON EDUCATION

expenditure as percentage of total budget expenditure harmanian D. R. M. percent during the socialistic period, while it tose up during to the socialistic period, while it tose up during to the socialistic period, while it tose up during to the spending on the spending on the spending on the spending of the spending

During the socialistic period (1921-1990), like the other socialistic countries, Mongolia gave much importance to the development of education. Education-primary, secondary, and high - was made free during the period. Eight years of school education was made compulsory. Desides, the government made provisions for tree hostels with free boarding for all students in school and high educational institutions both urben and rural areas.

Covernment spending on education is an indication of government's commitment to the development of education. Table 3.1 gives details of total budget expenditure, total social expenditure and total expenditure on education.

Table 3.1 Government Budget expenditure / At Current prices, MLN Togrog/

provision	TBE	TSE	TSE as %	TEE 27	TEE as % TEE as % of TSE
person	# 1979 a	966.20	of TBE	male literacy	% of 280 of TSE TBE 380
1970	NA	714.50	NA	326.80	NA 8 45.74 %
1975	2633.10	1123.50	42.67 %	498.70	18.94 % 44.39 %
1980	3939.80	1634.10	41.48 %	753.00	19.11 %8 46.08 %
1985	5700.90	2189.50	38.41 %	952.60	16.71 % 20 43.51 %
1986	NA	2348.40	AN ² T2	966.20	NA 41.14 %
1987	NA NA	2468.60	NA TO	1008.90	NA 40.87 %
1988	NA	2654.70	NA	1080.80	NA 40.71 %
1989	NA	2780.80	NA	1116.70	INA 40.16 %
1990	6812.30	2956.70	43.40 %	1202.70	17.65 % 40.68 %
1991	8929.30	4908.50	54.97 %	2028.00	22.71 % 41.32 %
1992	13667.00	7542.80	55.19 %	3273.20	23.95 % 43.40 %
1993	67340.40	30149.50	44.77 %	12361.30	18.36% 41.00 %

Source: State Statistical Office of Mongolia

Note: TBE- Total Budget Expenditure

TSE- Total Social Expenditure

TSE- Total Expenditure on Education

Table 3.1 gives details of total budget expenditure, total social expenditure and total expenditure on education.

Table 3.1 depicts that the total social expenditure as percentage of total budget expenditure was varying between 39 percent to 43 percent during 1975 to 1990, that is during the socialistic period. During the economic reforms period the government's emphasis on social development rose up. Government's spending on social development as percentage of total budget expenditure increased and varied between 45 to 55 percent during 1991-1993.

Educational spending was the major item in the social expenditure budget. It was between 40 to 46 percent during 1975 to 1990. In fact educational expenditure as proportion of social expenditure had been declining during the same period. However, during the economic reforms period, educational spending was given a higer priority. The total educational expenditure as percentage of total social

expenditure rose up and varied between 41 to 43 percent. Total educational expenditure as percentage of total budget expenditure had been about 17 to 19 percent during the socialistic period, while it rose up during the economic reforms period and varied between 18 to 23 percent. In short, total spending on education as percentage of total social expenditure as well as that of total budget expenditure had increased during the reform period, though marginally.

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in school an of govern in/ils of total 1	Government expenditure on education current prices/	c boarding to and rIQO area education to education I	expenditure on education / aty constant	pro htword or deduce start to commitment to expenditure.
	openditure on ed	and total ex	326.80	- inminier in
1970	498.70	/ \ amtilyna	498.70	34.47 %
1975 W. 2 11980 a 197	753.00	TSE as %	753.00	33.77 %
101985 to 30	952.60	of TBE	952.60	20.95 %
1985 IST	966.20	30110	966.20	1.41 %
1987	1008.90	AM	02.1008.90 AM	4.23 %
1988	1080.80	42 67 %	1080.80	6.65 %
1989	1116.70	41 48 86	1116.70	3.21 %
1990	1202.70		1202.70	7.15 %
1990	2028.00	152.72	1327.92	9.43 %
1991	3273.20	649.79	503.70	- 62.06 %
1993	12361.30	1838.75	672.20	- 33.50 %
Source: State	Statistical Office of	Mongolia	NA 2780 80	

The total government expenditure on education, at current prices, had been at a rising trend since 1970. During the reforms period, government expenditure on education had risen substantially. During the socialistic period that is until 1990 prices were controlled by the government and remained constant over the period. But during the reforms period there was no price fixation; and inflation was very high. For instance, from 1991 January to 1994 the Consumer Price Index (CPI) rose to 2013 points. Hence, an attempt is made to find out whether the government expenditure actually declined during the economic reforms period as compared to the year 1991. This is done by constructing the government expenditure figures at contant prices, using the consumer price indices for 1991 and 1993. It becomes clear that in 1992, the government expenditure in terms of constant prices, had ectually fallen by 62.06 percent, but in 1993, it rose by 33.5 percent, but it still remained less than the expenditure in 1991. To sum up, the government expenditure on education in real terms decreased sighificantly during the economic reforms period, though educational expenditure as percentage of total budget expenditure and as percentage of social expenditure rose up marginally. Educational spending was the major term in the social expenditure burlets.

Educational Structure

Education in Mongolia is organized, administered and supervised by the Ministry of Eduction of Mongolia. The Ministry has several departments which are responsible for different levels of education also other outdoor activities. The branches of the Ministry of Education of Mongolia work at province levels and city centers.

Table 4.1 Illiteracy Growth Rate doi: 2000.20

The Diagram on p.12 depicts the organizational structure of education in Mongolia. From the chart given above it is clear that after school, there are diverse types of schools and institutions of middle and higher education and there is a choice for the pupil to take any channel and receive any type of higher education.

Literacy and illiteracy rates

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During the last seven decades, the government of Mongolia gave special attention to develop the educational system. Special attention was paid to the provision of universal basic education. The overall literacy rates were 94.8 and 97.5 percentages in 1979 and 1989 respectively. The male literacy rate could not only catch up but also cross the female literacy during the two census periods. Taking in to account the geographical characteristics of the country, to make education really extensive most rural educational establishments were made boarding school. 82.1 percent of herdsmen's children studied at boarding schools, with food and other services being provided by the state free of cost.

Besides an eight-year compulsory education for children of school age, enormous importance was attached to adult education. Since 1950 several schools and courses were established throughout the country for this purpose. The most recent temporary crisis experienced by the country as a consequence of the transition toward a market economy has serious negative social consequences. Large drop out rates have been observed during the past four years. About 10 to 12 percent of the school children abandoned their shool before completing the level of education. These issues clearly state that special action need to be taken in the field of education.

During 1979 and 1989 census periods the illiteracy in all the 18 provinces had declined significantly in the case of both males and females. This is indicated by the annual growth rate of illiteracy. (Table 4.1)

During the period 1969-1979 the decline in male illiteracy was much more than that of females in all provinces. On the other hand annual rate of decline illiteracy was much higher in the case of females than males in the fourteen provinces. On the whole the annual rate decline in illiteracy in either males or females was much higher in 1969-1979 period than in the period 1979- 1089. For instance, in Arhangai province the annual rate of decline was 22.3 percent in the case of males and 17.4 percent in the case of females during the period 1969-1979; whereas in the same province the annual rate of decline in illiteracy was 3.4 percent and 4.6 percent for females respectively.

Table	4.1	Illiteracy	Growth	Rate
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1able 4.1 illitera	. 1	969-1979	1979-1989					
and supervised by t	Sumstered	Frowth rate		rowth rate				
Copper activities T	Male	Female	Male	Female (18				
Aimaks (Provinces)								
Arhangai	-22.3	-17.4	-3.4	-4.6				
Bayan- Olgii	-19.4	-15.8	-7.3	WEL-1-19 De l'AL				
Bayanhongor	-19.6	-12.7	-4.9	agolia. Fro. 21he ch				
Bulgan	-19.2	-13.2	10 2-6.5 His					
Gobi- Altai	-21.2	-13.4	5.48h2	the pupil 10212ke an				
Dornogobi	-19.3	-13.0	-4.2	pant -5.3				
Dornod	-19.3	-14.2	-3.5 still	Literacypand				
Dundgobi	-16.3	-11.8	-4.7	-5.1				
Zavhan	-22.2	-15.8	-4.3	24.2 minCl				
Ovorhangai	-21.3	14.9 land		ntion to elevelop				
Omnogobi	-19.5	-12.9 nou	and the same of the	vision of present				
Suhkbaatar	-21.6	-14.6 en	d 19 4.0-espe	centages in £1279 an				
Selenge	-19.3	-14.9	-5.6	but also 6.52s the				
Tov	-17.3	-13.4	-6.4	ount the 4.6-graph				
Uvs	-20.4	-15.3	-6.4	ensive moo.com				
Hovd	-20.9	-15.4	-6.1	cent of horizonens				
Hovsgol	-21.3	-14.4	-4.8	obivo 5.9 med soon				
Hentii	-17.7	-12.4	-2.6	-4.4				
Cities of T 9800				gmous iraportanec				
Darhan	-19,0	-12.6	di 723.49000	-3.9				
Ulaanbaatar	-20.1	-14.3	-7.3	6.3000 lb.com				
Erdenet			-3.9	b ba-1.6do mast s				

persent during 1985-1990. In Bayanboanoitutitani lanoitaub do during 1985-1990. In Bayanboanoitutitani lanoitutitani lanoitutita lanoi

of Ol Table 4.2: Data on teachers' (drop out in general schools

Aimaks(Provinces)	Table 4.2: L	DOMESTIC STREET, STREE						age of F	ecline Rise	2
Aimaks (Provinces) Arhangai 880 937 909 866 804 6.5 -3.0 4.7 -7.2 Bayan-Olgii 807 1029 1049 822 682 27.5 1.9 -21.6 -17.0 Bayanhongor 703 833 797 780 704 18.5 -4.3 -2.1 -9.7 Bulgan 562 596 594 559 530 6.0 -0.3 -5.9 -5.2 Gobi-Altai 568 653 666 686 599 15.0 2.0 3.0 -12.7 Dorno-gobi 461 572 455 376 411 24.1 -20.5 -17.4 9.3 Dornod 566 679 693 759 782 20.0 2.1 9.5 3.0 Dundgobi 513 551 566 501 480 7.4 2.7 -11.5 -4.2 Suhkbatar 856 1003 1113 950 978 17.2 11.0 -14.6 2.9 Selenge 876 1024 1018 979 935 16.9 -0.6 -3.8 -4.5 Tov 384 450 426 410 408 17.2 -5.2 -3.8 -0.5 Uvs 452 513 510 455 13.5 -13.5 -0.6 -5.7 -5.4 Hovd 720 905 832 906 884 25.7 -8.1 8.9 -2.4 Hovsol 845 945 918 882 848 11.8 -2.9 -3.9 -3.9 Hente 582 682 689 676 639 17.2 1.0 -1.9 -5.5 Cities Darhan 521 772 773 769 778 48.2 0.1 -0.5 1.2 Ulambatar 4102 5068 5054 4674 5001 23.5 -0.3 -8.3 4.5 Erdenet 317 451 471 458 491 42.3 4.4 -2.8 7.2 Choir 119 104 10312.6 -1.6 Little 17091 2062 2048 1944 1915 20.7 -0.7 -5.1 -1.5		III DEL NI	imber of	Teache	IS TIVOTO	13(0)181	1000	age of L		
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Tov 384 450 426 410 408 17.2 -5.2 -3.8 -0.5 UV 452 513 510 455 13.5 -13.5 -0.6 -5.7 -5.4 Hovd 720 905 832 906 884 25.7 -8.1 8.9 -2.4 Hovd 845 945 918 882 848 11.8 -2.9 -3.9 582 682 689 676 639 17.2 1.0 -1.9 -5.5 Cite 10 10 10 10 10 10 10 10 10 10 10 10 10	Selenge	876	1024	1018	979	935	16.9		and the second second second	
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Hove 1 720 905 832 906 884 25.7 -8.1 8.9 -2.4 845 945 918 882 848 11.8 -2.9 -3.9 -3.9 Hence 582 682 689 676 639 17.2 1.0 -1.9 -5.5 1.2 1.0 1.0 1.9 1.2 1.0 1.0 1.9 1.2 1.0 1.0 1.2 1.2 1.0 1.2 1.2 1.0 1.2 1.2 1.0 1.2 1.2 1.0 1.2 1.2 1.0 1.2 1.2 1.0 1.2 1.2 1.0 1.2 1.2 1.0 1.2 1.2 1.0 1.2 1.2 1.0 1.2 1.2 1.0 1.2 1.2 1.0 1.2 1.2 1.0 1.2 1.2 1.0 1.2 1.2 1.0 1.2 1.2 1.0 1.2 1.2 1.0 1.2 1.2 1.0 1.2 1.2 1.2 1.0 1.2 1.2 1.2 1.0 1.2 1.2 1.2 1.2 1.2 1.2 1.2 1.2 1.2 1.2	Uvs	452	513	510	455	13.5	-13.5	-0.6	-5.7	-5.4
Here 845 945 918 882 848 11.8 -2.9 -3.9 -3.9 -3.9 Here 582 682 689 676 639 17.2 1.0 -1.9 -5.5 Here 7.2		720	905	832	906	884	25.7	-8.1	8.9	-2.4
Hente 582 682 689 676 639 17.2 1.0 -1.9 -5.5 Cities Darlan 521 772 773 769 778 48.2 0.1 -0.5 1.2 Ulanda 4102 5068 5054 4674 5001 23.5 -0.3 -8.3 4.7 Erden 317 451 471 458 491 42.3 4.4 -2.8 7.2 Choi - 119 104 10312.6 -1.0 17091 2062 2048 1944 1915 20.7 -0.7 -5.1 -1.5	A CONTRACTOR OF THE PARTY OF TH	845	945	918	882	848	11.8		-3.9	-3.9
Cities Darlan 521 772 773 769 778 48.2 0.1 -0.5 1.2 Ulanda 4102 5068 5054 4674 5001 23.5 -0.3 -8.3 4.7 Erdene 317 451 471 458 491 42.3 4.4 -2.8 7.2 Choir - 119 104 103 12.6 -1.0 17091 2062 2048 1944 1915 20.7 -0.7 -5.1 -1.5	and the same of th			689	676	639	17.2	1.0	-1.9	-5.5
Cities Darhan 521 772 773 769 778 48.2 0.1 -0.5 1.2 Ulamban 4102 5068 5054 4674 5001 23.5 -0.3 -8.3 4.7 Erden 317 451 471 458 491 42.3 4.4 -2.8 7.2 Choi 119 104 10312.6 -1.0 17091 2062 2048 1944 1915 20.7 -0.7 -5.1 -1.5	Contract of the second						dun me		thad any	
Darhan 521 772 773 769 778 48.2 0.1 -0.5 1.2 Ulambarar 4102 5068 5054 4674 5001 23.5 -0.3 -8.3 4.7 Erdenet 317 451 471 458 491 42.3 4.4 -2.8 7.2 Choir - - 119 104 103 - - -12.6 -1.0 Total 17091 2062 2048 1944 1915 20.7 -0.7 -5.1 -1.5										
Ulambatar 4102 5068 5054 4674 5001 23.5 -0.3 -8.3 4.7 Erdenet 317 451 471 458 491 42.3 4.4 -2.8 7.2 Choir - 119 104 103 12.6 -1.0 17091 2062 2048 1944 1915 20.7 -0.7 -5.1 -1.5		In 521	772			2000 -1772	48.2	0.1	6.0-	1.2
Erdener 317 451 471 458 491 42.3 4.4 -2.8 7.2 Choir - 119 104 10312.6 -1.0 17091 2062 2048 1944 1915 20.7 -0.7 -5.1 -1.5							X7 IUTH	-0.3		4.7
Choir 119 104 10312.6 -1.0 17091 2062 2048 1944 1915 20.7 -0.7 -5.1 -1.5						MILL GRAM				7.2
Total 17091 2062 2048 1944 1915 20.7 -0.7 -5.1 -1.5	rat deliter	31/2	ID ARDIS			I III III III	eachers	line the		-1.0
1705111 2002 11 2010 11 15 11 1		17001	2062				20.7	-0.7		-1.5
1991 0001 0801 8891 5899 3801 3801 3801	LAGE		2002	8 1	1244	7	mita t	Table 4.	5.1	

Table 4.2 depicts teachers drop out trend from 1990 to 1993. The highest drop out at 147 in 1990-1991 in Bayan-Olgii aimak (that is the province where Kazaks live And during this period there was a big outmigration of Kazaks to Kazakatan) Next was in Hovd aimak for 1990-1991. Total number of teachers in general accordary schools in Mongolia increased by about 21 percent between 1985 and 1990. In the year 1991 the total number of teachers in Mongolia declined by about I percent as compared to 1990. In the same way, total number of teachers declined by about 5 persent and 1.5 in the years 1992 and 1993. In short during the reforms period total number of teachers in Mongolia declined. In the Darhan and Erdenet cities the total number of teachers increased by almost 50 persent in the year 1990 as compared to 1985. However in the years 1991 and 1992 the total number of teachers in these two cities declined sharply, but increased slightly in the year 1993. During the five years period 1985-1990, the number of teachers increased by 48.2 percent and 42.3 percent in Darhan and Erdenet cities respectively. In the provinces like Bayan-Ollgii (27.5 %), Dornogobi (24.1%), Domod (20.0%), Selenge (25.7%), Uvs (29.2%), and Hovd (28.1%), and in the Ulambanar (23.5%) city the total number of teachers increased about 20-30 persent during 1985-1990. In Bayanhongor (18.5%), Gobi-Altai (15.0%), Zavhan (17.2%), Ovorhangai (16.9%), Omnogobi (17.2%), Suhkbaatar (13.5%), Tov (11,8%), Hovsgol (18.8%) and Hentii (17.2%), the rise of teachers was about 10 to 20 percent. In the remaining provinces and cities the rise in the total number of teachers was less than 10 persent. In the year 1991, the total number of teachers in the general schools declined in many provinces and cities, other than Bayan-Olgii, Gobi-Altai, Dornod, Dundgobi, Zavhan, Uvs, Hovsgol and Hentii provinces and Darhan and Erdenet cities. In the 1992, the total number of teachers in general schools have declined slightly high in all the provinces and cities except Gobi-Altai, Dornod, Selenge, Uvs and Hovd. In four provinces and in one city the decline was above 10 percent and in other provinces and cities the decline was very small. In the year 1993 the number of teachers decreased in the all provinces except Dornogobi, Dornod, Zavhan, Hovd and increased in all cities except Choir. The decrease was very high in Bayan-Olgii (17.0%), Gobi-Altai (12.7%) and in Hovsgol (11.5%). As a whole in these three years period the decrease in number of teachers was continuous and varied around 10-20 percent in all provinces and cities. The reason for teacher's drop out was lower salary and inadequate facilities especially in rural schools.

Efficiency ratio

In order to identify whether the heavy drop out of teachers from the schools had any significant impact on the teacher pupil ratio, particularly during the reforms period, efficiency ratios in different schools have been computed in Table 4.3. The analyses indicate that the teacher drop out the schools had significant impact in all categories of school except the general schools. In the general schools the decline in the teacher-pupil ratio was marginal in the year 1991. In the special secondary schools the decline the teachers-pupil ratio was very high during 1990 and 1991.

Table 4.3 Efficiency Ratio In Different Institutions

iciency	Katio III	Dillere	III HIISTA	- Catalogue	1000	1000	1991
1980	1985	1986	1987	1988	1989	1990	1991
	24	GOT 103 G	10-6 22-1	065122	22	old 22	21
22	27	23	0.018	19	17	14	12
17	19	19	16		14	16	18
17	15	15	15			12	13
21	16	16	e Manual	on 114.5	vru box	rever hear	NDZI -
		1980 1985 22 24 17 19 17 15	1980 1985 1986 22 24 23 17 19 19 17 15 15	1980 1985 1986 1987 22 24 23 22 17 19 19 18 17 15 15 15	1980 1983 1986 1987 22 24 23 22 22 17 19 18 19 17 15 15 15 14 14	1980 1985 1986 1987 1988 1987 22 24 23 22 22 22 17 19 19 18 19 17 17 15 15 15 14 14 16 15 15 14 20	1980 1985 1986 1987 1988 1987 1988 1987 22 24 23 22 22 22 22 17 19 19 18 19 17 14 17 15 15 15 14 14 16 16 15 14 20 12

In the high schools also the efficiency ratio had declined from 1:20 in 1989 to 1:13 in 1991. On the other hand, in the vocational institutions the teacher-pupil ratio rose from 1:14 in 1989 to 1:18 in 1991. show darray the retorms period treatmenter

information (1997) and the total number of conducts increased about

Table 4.4 Efficiency Ratio in Schools by Provinces

1985

		1983		Suoinn	ireni liberts	ble 4.5 Pre-	aT
4	661 1661 6661 ₁₈₄ 6861	10 KKG.	4861	9861 5861	1970 198	08(4)	
	Aimaks Commercial Acet				866 100		
	(Provinces)			20.0	10.6	17.2	17.2
	Arhangai	22.6		20.0	16.0	17.3	redmild . 2
	Bayan-Olgii	24.0		19.6	16.9	15.1(000)	17.9
	Bayanhongor and 8 8.00	23.9		20.7	19.3	18.5	
	Bulgan	20.9		20.2	18.6	18.3	18.6
	Gobi-Altai	27.1		22.5	19.6	18.1	18.51 and a 20.7
	Dornogobi	23.9		20.7	20.7	23.8	20.7
	Dornod 164	25.0		24.5	07823.2	20.8	20.1
35	Dundachi PER	20.0		19.1	16.1	17.2 ad	17.5
1	Zauhan	25.1	C 26	20.5	16.7	16.5	15.8
	Ovorhangai	24.7		20.7	17.7	16.3	16.1
1	Omnogobi Plos	22.0	25.4	19.2	18.2	18.1	18.0
	Suhkbaatar	24.8		23.5	21.3	21.5	20.5
	Selenge time	24.0		21.9	22.9	19.9	20.0
	The state of the s	25.3		24.5	23.0	21.9	21.5
	Toy) mor II neghide	27.2		21.0	18.7	17.0	17.3
	increased by 142 duayU	23.0	A SUL AN	186	20.3	17.8	16.4
	Hovd II ONUL groled seen	26.1		20.3	18.1	16.4	15.3
	1980s. But by loggvoH	22 6		22.6	20.8	20.0	19.7
	Hentee vurnos adjeto ita			1124.04 01	increased,	knidergarten	to radmin
	re-school innitutions lado			ported sur	nomic fetor	toon -blods at	Duning r
	Cities and the mainting				21.8	21.0	20.9
	20.5% of land nathad	26.2		21.9	21.8	23.8	22.5
	Ulaanbaatar on driid abus	24.4		22.1	21.9		22.1
	Erdenet satisfaction benefit	24.3	влос	22.0	20.7	21.1	22.9
	Choir			-	20.1	22.9	22.9

1990

1992

1991

the year 1985 the national average of teacher-pupil ratio in school was efficiency ratio was below than national average in 8 aimaks / See Table 4.4) As an average the efficiency ratio varied between 20.0 in 1985. It declined a little and varied from 18.6 to 24.5 in 1991 that the decline was very high in 1993; For instance, it varied between 15.0 lovagol and 21.5 in Tov.

The big decline in teacher-pupil ratio occurred in there western provinces;

Use Hovsgol, this could be due to an easy access to pedagogic institute in

Pre- School Institutions

Admission into pre-school institutions is neither free nor compulsory; it is available to all. Accordingly, although they are part of the compulsory these institutions can fittingly be included in an outline of the country's provisions. They are of two kinds: creches and kindergartens. No formal in creches and kindergarden stage. During the period of socialism pre-school institutions had increased drastically from 259 in 1960 to 1350 in 1990.

Table 4.5: Pre-School Institutions

	1960	1970	198	1985	1986	1987	1988	1989	1990	1991	199	1993
Pre-school institutions	259	866	100	1099	1116	1137	1194	1254	1350	1297	102	841
number of	14.4	46.6	68.5	82.3	89.6	90.6	101.6	109.2	118.8	116.6	97.6	67.1
children('000) Creches	99	320	392	419	420	419	424	432	441	414	217	118
number of children ('000)	4.7	14.8	18.7	19.8	19.9	20.0	20.4	20.9	21.6	20.9	B 9.11 m	7.2
Kindergardens	160	546	616	680	696	718	770	822	909	883	806	723
in urban and urban settlements in rural	160	546	247	288 392	300 396	319 399	348 422	391 431	501 408	451	325	N/ N/
Children in the	9.7	31.8	49.8	62.5	69.7	70.6	81.0	88.3	97.2	95.7	85.7	59.9
kindergarden ('000)					in Alt.					1100	anmara	
in urban and urban settlements	9.7	31.8	30.2	37.6	44.8	45.2	53.1	58.2	64.6	63.6	18 57.1 X	N/
8 in rural	ne .l	8-2	19.6	24.9	24.9	25.4	27.9	30.1	32.6	32.1	28.6	NA NA

lable 4.4 Efficiency Ratio in Schools by Province

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Source: State Statistical office of Mongolia

Obviously there was an increase in the number of children. It rose from 14.400 in 1960 to 118,800 in 1993. Number of creches increased by 342 during 1960-93. There were almost no kindergartens in rural areas before 1980. But by 1990, the number of kindergartens in rural areas before 1980s. But by 1990, the number of kindergartens increased to 408. It is almost half of the country's total. During the socio- economic reforms period 37.7% of pre-school institutions had been closed down. Out of which, 323 or 63.5 % were creches and 186 or 36.5% were kindergartens. In other words 73.0% of creches and 20.5% of kindergartens were closed down. The reasons for this may be decline crude birth rate from 35.6 in 1990 to 21.5 in 1993 and decline in the importance government attaches to preschool institutions.

General Education Schools

The general educational school are organized in three stages; elementary/primary, comprising the first four forms, and incomplete secondary from the fifth form to the eighth, and complete secondary form the eighth form to the tenth. The first general secondary school was opened in 1924. At present each som (that is lowest administrative unit) has its own school. During the socialistic period the number of general educational school had increased from 311 in 1940 to 663 in 1993. (See Table 4.6). Since government has given more importance for the incomplete and complete secondary schools, the number of primary schools has decreased from 319 to 77 for the same period.

Table 4.6: Number of schools and number of pupils, ('000)

Vocational braining OS chools us batter

ne old name labor	194	195	196	197	198	198	198	198	198	198	199	199	199	199	
Number of educational days time	33	42	00 41	50	57	59	59	60	(60)	61	63	64	67	erve sch	68
Tenning 1-01 sloods	31	37	0 31	22	DE 11	10	209	10	9	9	9	W 90	9	ner in fi	iti
non-complete bassuod	1 1	113	di 6	22	35	34	33	32	31 USOC	31	27 916	21 010	2.2	cation	Jb
complete secondary Number of jupils (000')	N	68.	107.	230.	10 372.	415.	424.	430.	19 438.	20 446.	26 440.	33 411.	39 384.	25 370.	no
4-H classes	ZZ	7.	72.	113.	145.	153.	156. 230.	157. 235.	162. 236.	165. 240.	166. 233.	154. 219.	144. 206.	142. 195.	nd
9-10 classes Number of teachers (ton)	NN	1.	6.	6.	30. 13.	36.	37. 17.	37. 18.	38. 19.	40. 19.	41.	37. 20.	33. 19.	33.0 One	00

Source: State Statistical Office of Mongolia Institutional Training Institutional Training

Number of pupils had increased at an annual growth rate of 3.8 percent during 1940-1990. For the period of economic reforms it had declined from 441.7 thousand in 1990 to 370.3 thousand in 1993. The number of pupils in classes 4-8 started declining from 1989 and the decline was more than those in 1-3 and 9-10 classes. When privatization was introduced rural people began to own wealth and they started to draw their children out of school.

At the same time there was teachers drop out trend, which Mongolia has never experienced before.

The Specialized Secondary Schools

These middle schools resemble the secondary politechnical schools in offering a combination of general and vocational training and provide courses for students whing to enter semi-professional occupations. Almost 80 occupations are catered for this way, such as accountant, nursing, pre-school and primary school teachers tudents can obtain both a professional qualification and a certificate of education and are eligible to apply for admission to higher educational institution. The majority, however go straight into the appropriate jobs. At the present the there are around 30 specialized secondary schools, where more than the students study and about 1.3 thousand teachers are employed. During the students declined from 20.5 thousands in 1989 to 5.6 thousands in 1993. It means that the decline was about 74%.

Table 4.7: Specialized Secondary Institutions

	196	197	197	198	198	198	198	198	198	199	199	199	199
specializad secondar	15.	19.	22.	25.	28.	28.	28.	29.	30.	31.	32.	26.	34.
Sumbar of student	8.	11.	13.		23.			22.	20.	18.		10.	
day time	8.	9.	11.	15.	19.	20.	20.	19.	17.	16.	14.	9.	N
evening and	0.	9. 1.	1.	1.	1.	1.	1.	1.	1.	1.	1.	0.	N
correspondentee 20	udyi								no l	uno	d ar		

Source State Statistical Office of Mongolia.

universities and some

Vocational Training Schools

These are sometimes referred to as 'trade schools' or by the old name' labor reserve school'. They are much more specialized than special secondary schools, the main emphasis is on learning a particular trade. Students spend most of the study time either in field or workshop. It is not possible to go on from these schools to higher education. There are 34 vocational training schools with 11.3 thousand students and get almost 100 different occupations by different categories of the economy. The construction and agricultural vocational training schools are much more than economic sectors.

Table 4.8: Vocational Training Institutions and Institutions Office of Mongardian Institutions

Vocational traning institutions	ad c f pu	it b er o	3	oter 4 a ed	T 4	4 9 1 F	4	BELLIA	4	4	3	2	940-	uring l
inductry 8-1 m. 98	tho	han	ore t	as m	w a	leclin	he.c					grini N DI		arted
trade														ey star
other					.100	IJG I	Olm	0 1101	DIIII	11311	N	o Kun a	a pai	mis Apr
	10.00	113.	122.	27.	2970	32.5		34.9			1.	e.8am		
other Number of students ('000)	10.00	113. 2.	1122. 3.	27. 3.						19.	11.	e.8am	At the	
other Number of students ('000) industry	10.01	113. 2. 4.		-	29.	32.	33.6	34. 9	29.	19.	11. N	e.8am	At the	
other Number of students ('000)	10.01 1. 2. 2.	2.	3.	3.	29. ° 3.	32. 3.	33. ß 4.	34.9 5.	29. 5.	19.	11.	e.8am	At the	
other Number of students ('000) industry agriculture	1. 2.	2. 4.	3.	3. 8.	29. 3. 8.	32. 3. 8.	33. 8 4. 8.	34.9 5. 8.	29. 5. 5.	19. i 4. 2.	11. N N	e.8am N	At the	

Source: State Statistical Office of Mongolia

During the economic reforms period (1990 onwards) the number of schools, students, enrollment, graduates and the number of teachers went down much more compared with other kinds o schools and institutions. Along with economic reforms there was a change in the type of vocation. For example, demand for construction workers went down as government investment in construction was getting reduced.

High Education state are atomid 30 specialized secondary states and there are

Before 1940, Mongolia had no facilities for higher education. During the socialistic period a number of institutions were added one by one within short time of period. But higher institutions increased sharply during the period of economic reforms from 9 in 1990 to 28 and 34 in 1992 and 1993 respectively. Four of them were universities and some of them private institutions. However, many institutions are emerging, some of them with inadequate teaching. Most of them aim at running business concerns. The numbers continue to rise. During the socialistic period high education was free of charge. There was a continuous increased in the number of students. But it had decreased during the first and second years of economic reforms and once again it increased. Now there are 24.2 thousand students. There are equal number of men and women in higher education. During the socialistic period around one fourth of students were studying abroad, in the former USSR and other Eastern European countries. This number had declined from 6.1 thousand in 1987 (that was the year when the economic reforms were undertaken in the former USSR) to 2.3 thousand in 1993.

Table 4.10: High Institutions, Students and Graduated and and board and and

nigher education ons also declined	196	197	197	198	198	198	198	198	198	199	199	199	199	ercent. T
Higher institutions	111	1130	vas a	v. 91	oth	1979	470d	boin	sq.s	form	97.9	2	3 .24.	rlaum vie
Number of student (000')	6	age.	13.	23.	24.	23.	22.	20.	29.	17. 1610	17. 1 on	17.	24.	f kinderga
day-time courses	. 14.	(1)(5)	8.	13.	15.	14.	14.	1913.	12.	12.	13.	14.	23. IJBIU	udent po
correspondence	0.	1.	bop	9q 3,0	3.	2.	102.	0919	di b i	duri	10.	0,0		reas declir
abroad	1.	1.	3.	6.	6.	6.	6.	5.	5.	3 .	3.	2.	2.	
Number of students	1.	.l. cated	LIDE	V 3,8	5.	3.	103.	4.	3.	2.	9 2.	2.	ub3. 2	89.1
graduating by branches (000')	nl	boi	per		ref	s of	year	9970			-	lqme		mong the
industry, construction,	0.	0.	OV 0.	1188	par	dica	0.0	1110	0.	0.	0.	ola3n	inne	attern of
transport, of 18 301	W/O	as gr	nt w		nplo	une	that	ai br		reral		The		rthodox n
agriculture	0.	0.	0.	0.	0 00	0,	0.	000.	0.	0.	0.	loN	I Wel	ate in all
economy, justice	0.	0.	0.	0.	1.	0,	. 0.	0.	0.	0.	Color Brown		14	im in our
public health, soorts	0.	0.	0.	0.	0.	0	1910.	0.	0.	0.	0.	ON	IN	rowth of
culture, education, or art, cinema	0.	0.1	0.	0.	orl:	101	rate.	the	nb.	.0 EV	0.	N	less	mong the
Number of students graduating abroad	0.	0.	. 0.	0.	Jill 1.	0. 28	toos	BOLO.	0.	levo.	0.	oitNo	OVN I	ersons wit

Source: State Statistical Office of Mongolia

The number of students in evening and correspondence courses had declined roughly from 2.7 thousand in 1986 to 0.7 thousand in 1993.

Summary and Conclusions was undergraphed and undergraphed summary and conclusions

Education had been treated as an investment in human capital, which conferred benefits on the individual and society. The socialistic government in Mongolia gave much importance to development of education. In the year 1990 economic reforms were introduced. This report had tried to understand the educational development during the economic reforms period compared to the socialistic period. During the economic reforms period the rate of growth of population declined very much; however, the female growth rate is slightly higher that of school going population has declined during the 1989 census period. Both the young and old dependency ratio declined very much in the year 1989. During the socialistic period the urban population had been growing at a very fast rate. But during the economic reforms period the rate of growth of urban population has declined on the other hand, the rural population is gropwing at a faster rate.

The total expenditure on education in real terms declined during the economic reforms period. The total literacy rate in Mongolia is about 98 percent while the literacy rate is less by about 1 persent. Total number of educational institutions had decreased during the economic reforms period. Among different type of institutions the high educational institutions and specialized secondary institutions the high educational institutions and schools for adult during the economic reforms period. Though the higher educational increased, the number of students declined very much. The total number of educational institutions declined. As a consequence, the teacher efficiency and declined in higher educational institutions. The total student population during the same period there is very high in the vocational training institutions, specialized secondary institutions and schools for adult. On the

other hand the students population in the higher educational institutions rose by 25 percent. This shows that the government has emphasized on higher education during the reform period. The total number of pre-school institutions also declined very much during the reforms period however there was a rise in the total number of kindergartens in the rural areas during economic reforms period. But the total student population in all types of pre-school institutions both in rural and urban areas declined very much during the economic reforms period.

Less educated were relatively more and highly educated were relatively less among the unemployed in all three years of reforms period. In order words, the pattern of unemployment among the educated was very much relating to the orthodox model. The general trend is that unemployment was growing at a very fast rate in all levels of education in 1993 than in 1992 or 1991. Further, the rate of growth of unemployment among the highly educated was very much higher than among the less educated. Even the rate of growth of unemployment among the persons with vocational level of education was much less than that of the highly educated people. In short, unemployment is growing at a high rate among the highly educated.

To sum up, educational development during the economic reforms period, was unbalanced, inequitable and ubemployment among the educated was growing faster

Education had been treated as an investment in human capital, which conferred benefits on the individual and society. The socialistic government in Mongolia gave much importance to development of education. In the year 1990 economic reforms were introduced. This report had tried to inderstand the educational development during the economic reforms period compared to the socialistic period. During the recommic reforms period the rate of growth of copulation declined very much the every the female growth tase is slightly higher that of school going population has declined during the 1080 census period Both the soring and old rependency ratio declined very much in the semi-1080. During the socialistic period the urban population had been growing at a very tast rate But during the economic reforms period the rate of growth of urban population has

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