

GOVERNMENT BUDGET EXPENDITURE ON EDUCATION

Ms. D. Ariunaa

Officer, SSO

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. Besides, the government made provisions for tree hostels with free boarding for all students in school and high educational institutions both urban and rural areas.

Government 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/

	TBE	TSE	TSE as % of TBE	TEE	TEE as % of TBE	TEE as % of TSE
1970	NA	714.50	NA	326.80	NA	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 %	46.08 %
1985	5700.90	2189.50	38.41 %	952.60	16.71 %	43.51 %
1986	NA	2348.40	NA	966.20	NA	41.14 %
1987	NA	2468.60	NA	1008.90	NA	40.87 %
1988	NA	2654.70	NA	1080.80	NA	40.71 %
1989	NA	2780.80	NA	1116.70	NA	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 higher 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.

Table 3.2: Government budget expenditure on education / MLN. Togrog/

	Government expenditure on education /at current prices/	CPI	Government expenditure on education / aty constant prices/	Growth rate
1970	326.80		326.80	-
1975	498.70		498.70	34.47 %
1980	753.00		753.00	33.77 %
1985	952.60		952.60	20.95 %
1986	966.20		966.20	1.41 %
1987	1008.90		1008.90	4.23 %
1988	1080.80		1080.80	6.65 %
1989	1116.70		1116.70	3.21 %
1990	1202.70		1202.70	7.15 %
1991	2028.00	152.72	1327.92	9.43 %
1992	3273.20	649.79	503.70	- 62.06 %
1993	12361.30	1838.75	672.20	- 33.50 %

Source: State Statistical Office of Mongolia

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 constant 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 actually 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 significantly during the economic reforms period, though educational expenditure as percentage of total budget expenditure and as percentage of social expenditure rose up marginally.

Educational Structure

Education in Mongolia is organized, administered and supervised by the Ministry of Education 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.

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

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 school 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- 1989. 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

	1969-1979		1979-1989	
	Growth rate		Growth rate	
Aimaks (Provinces)	Male	Female	Male	Female
Arhangai	-22.3	-17.4	-3.4	-4.6
Bayan- Olgii	-19.4	-15.8	-7.3	-7.1
Bayanhongor	-19.6	-12.7	-4.9	-5.6
Bulgan	-19.2	-13.2	-6.5	-8.9
Gobi- Altai	-21.2	-13.4	-5.4	-5.5
Dornogobi	-19.3	-13.0	-4.2	-5.3
Dornod	-19.3	-14.2	-3.5	-4.2
Dundgobi	-16.3	-11.8	-4.7	-5.1
Zavhan	-22.2	-15.8	-4.3	-4.2
Ovorhangai	-21.3	-14.9	-2.7	-3.9
Omnogobi	-19.5	-12.9	-2.3	-4.1
Suhkbaatar	-21.6	-14.6	-0.4	-2.3
Selenge	-19.3	-14.9	-5.6	-5.9
Tov	-17.3	-13.4	-6.4	-6.4
Uvs	-20.4	-15.3	-6.4	-5.0
Hovd	-20.9	-15.4	-6.1	-5.7
Hovsgol	-21.3	-14.4	-4.8	-5.9
Hentii	-17.7	-12.4	-2.6	-4.4
Cities				
Darhan	-19.0	-12.6	-3.4	-3.9
Ulaanbaatar	-20.1	-14.3	-7.3	-6.3
Erdenet	-	-	-3.9	-1.6

Growth of educational institutions

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

	Number of Teachers					Percentage of Decline Rise				
	1985	1990	1991	1992	1993	1990	1991	1992	1993	
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	
Suhkbaatar	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	435	-13.5	-0.6	-5.7	-5.4	
Hovd	720	905	832	906	884	25.7	-8.1	8.9	-2.4	
Hovsgol	845	945	918	882	848	11.8	-2.9	-3.9	-3.9	
Hentee	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	
Ulaanbaatar	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	
		9	1	1	7					

Table 4.2 depicts teachers drop out trend from 1990 to 1993. The highest drop out as 347 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 Kazakhstan). Next was in Hovd aimak for 1990-1991. Total number of teachers in general secondary 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 1 percent as compared to 1990. In the same way, total number of teachers declined by about 5 percent 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 percent 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-Olgii (27.5 %), Dornogobi (24.1%), Dornod (20.0%), Selenge (25.7%), Uvs (29.2%), and Hovd (28.1%), and in the Ulaanbaatar (23.5%) city the total number of teachers increased about 20-30

percent during 1985-1990. In Bayanhongor (18.5%), Gobi-Altai (15.0%), Zavhan (17.2%), Ovorkhangai (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 percent. 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

	1980	1985	1986	1987	1988	1989	1990	1991
General	22	24	23	22	22	22	22	21
Special Secondary	17	19	19	18	19	17	14	12
Vocational	17	15	15	15	14	14	16	18
High	21	16	16	15	14	20	12	13

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.

Table 4.4 Efficiency Ratio in Schools by Provinces

	1985	1990	1991	1992	1993
Aimaks (Provinces)					
Arhangai	22.6	20.0	18.6	17.3	17.2
Bayan-Olgii	24.0	19.6	16.9	15.1	15.8
Bayanhongor	23.9	20.7	19.3	18.5	17.9
Bulgan	20.9	20.2	18.6	18.3	18.6
Gobi-Altai	27.1	22.5	19.6	18.1	18.5
Dornogobi	23.9	20.7	20.7	23.8	20.7
Dornod	25.0	24.5	23.2	20.8	20.1
Dundgobi	20.0	19.1	16.1	17.2	17.5
Zavhan	25.1	20.5	16.7	16.5	15.8
Ovorhangai	24.7	20.7	17.7	16.3	16.1
Omnogobi	22.0	19.2	18.2	18.1	18.0
Suhkbaatar	24.8	23.5	21.3	21.5	20.5
Selenge	24.0	21.9	22.9	19.9	20.0
Tov	25.3	24.5	23.0	21.9	21.5
Uva	27.2	21.0	18.7	17.0	17.3
Hovd	23.0	18.6	20.3	17.8	16.4
Hovsgol	26.1	20.3	18.1	16.4	15.3
Hentee	23.6	22.6	20.8	20.0	19.7
Cities					
Darhan	26.2	21.9	21.8	21.0	20.9
Ulaanbaatar	24.4	22.1	21.9	23.8	22.5
Erdenet	24.3	22.0	20.7	21.1	22.1
Choir	-	-	20.1	22.9	22.9

In the year 1985 the national average of teacher-pupil ratio in school was 1:24. The efficiency ratio was below than national average in 8 aimaks / provinces. (See Table 4.4) As an average the efficiency ratio varied between 20.0 in Dundgobi and 27.2 in Uvs in 1985. It declined a little and varied from 18.6 to 24.5 in 1990. But the decline was very high in 1993; For instance, it varied between 15.3 in Hovsgol and 21.5 in Tov.

The big decline in teacher-pupil ratio occurred in there western provinces; Uva, Hovd, Hovsgol, this could be due to an easy access to pedagogic institute in Hovd province.

Pre- School Institutions

Admission into pre-school institutions is neither free nor compulsory; it is also not available to all. Accordingly, although they are part of the compulsory system, these institutions can fittingly be included in an outline of the country's education provisions. They are of two kinds: creches and kindergartens. No formal teaching 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	1980	1985	1986	1987	1988	1989	1990	1991	1992	1993
Pre-school institutions	259	866	1009	1116	1137	1194	1254	1350	1297	1023	841	
number of children('000)	14.4	46.6	82.3	89.6	90.6	101.6	109.2	118.8	116.6	97.6	67.1	
Creches	99	320	419	420	419	424	432	441	414	217	118	
number of children('000)	4.7	14.8	19.8	19.9	20.0	20.4	20.9	21.6	20.9	11.9	7.2	
Kindergartens	160	546	616	680	696	718	770	822	909	883	806	723
in urban and urban settlements	160	546	247	288	300	319	348	391	501	451	325	NA
in rural	-	-	370	392	396	399	422	431	408	432	481	NA
Children in the kindergarden ('000)	9.7	31.8	49.8	62.5	69.7	70.6	81.0	88.3	97.2	95.7	85.7	59.9
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	57.1	NA
in rural	-	-	19.6	24.9	24.9	25.4	27.9	30.1	32.6	32.1	28.6	NA

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 pre-school 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)

	194	195	196	197	198	198	198	198	198	198	199	199	199	199
Number of educational day-time institutions	33	42	41	50	57	59	59	60	60	61	63	64	67	66
primary	31	37	31	22	11	10	9	10	9	9	9	9	9	7
non-complete secondary	1	3	6	22	35	34	33	32	31	31	27	21	18	33
complete secondary		1	4	5	10	14	15	17	19	20	26	33	39	25
Number of pupils (000)	N	68.	107.	230.	372.	415.	424.	430.	438.	446.	440.	411.	384.	370.
1-3 classes	N	59.	72.	113.	145.	153.	156.	157.	162.	165.	166.	154.	144.	142.
4-8 classes	N	7.	27.	110.	196.	226.	230.	235.	236.	240.	233.	219.	206.	195.
9-10 classes	N	1.	6.	6.	30.	36.	37.	37.	38.	40.	41.	37.	33.	33.
Number of teachers (ton)	N	2.	3.	8.	13.	17.	17.	18.	19.	19.	20.	20.	19.	19.

Source: State Statistical Office of Mongolia

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 wishing to enter semi-professional occupations. Almost 80 occupations are catered for this way, such as accountant, nursing, pre-school and primary school teachers. Students can obtain both a professional qualification and a certificate of secondary education and are eligible to apply for admission to higher educational institutions. The majority, however go straight into the appropriate jobs. At the present time there are around 30 specialized secondary schools, where more than ten thousand students study and about 1.3 thousand teachers are employed. During the economic reform period, the number of schools remained almost same, but the number of 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
Specialized secondary institutions	15.	19.	22.	25.	28.	28.	28.	29.	30.	31.	32.	26.	34.
Number of student (000)	8.	11.	13.	18.	23.	23.	23.	22.	20.	18.	15.	10.	5.
day-time	8.	9.	11.	15.	19.	20.	19.	17.	16.	14.	9.	N	N
evening and correspondence	0.	1.	1.	1.	1.	1.	1.	1.	1.	1.	1.	0.	N

Source: State Statistical Office of Mongolia.

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

	197	197	198	198	198	198	198	198	199	199	199	199
Vocational training institutions			3	4	4	4	4	4	4	4	3	2
industry											N	N
agriculture			1	1	1	1	1	1	1	1	N	N
construction				1	1	1	1	1	1	1	N	N
trade											N	N
other											N	N
Number of students ('000)	10.	13.	22.	27.	29.	32.	33.	34.	29.	19.	11.	8.
industry	1.	2.	3.	3.	3.	3.	4.	5.	5.	4.	N	N
agriculture	2.	4.	7.	8.	8.	8.	8.	8.	5.	2.	N	N
construction	2.	3.	5.	8.	9.	11.	12.	13.	11.	9.	N	N
trade	0.	0.	0.	0.	0.	0.	1.	1.	0.	90.	N	N
other	1.	1.	2.	2.	3.	3.	3.	3.	3.	1.	N	N

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 of 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

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

	196	197	197	198	198	198	198	198	198	199	199	199	199
Higher institutions												2	3
Number of student	6.	6.	13.	23.	24.	23.	22.	20.	29.	17.	17.	17.	24.
(000')													
day-time courses	4.	5.	8.	13.	15.	14.	14.	13.	12.	12.	13.	14.	23.
evening and													
correspondence	0.	1.	1.	3.	3.	2.	2.	1.	1.	1.	0.	0.	0.
courses													
abroad	1.	1.	3.	6.	6.	6.	6.	5.	5.	3.	3.	2.	2.
Number of students	1.	1.	1.	3.	5.	3.	3.	4.	3.	2.	2.	2.	3.
graduating by branches													
(000')													
industry, construction,	0.	0.	0.	1.	1.	1.	0.	1.	0.	0.	0.	3.	3.
transport,													
communication													
agriculture	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	N	N
economy, justice	0.	0.	0.	0.	1.	0.	0.	0.	0.	0.	0.	N	N
public health, sports	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	0.	N	N
culture, education,	0.	0.	0.	0.	1.	1.	1.	1.	1.	0.	0.	N	N
art, cinema													
Number of students	0.	0.	0.	0.	1.	0.	1.	0.	0.	0.	0.	N	N
graduating abroad													

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

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 than 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 growing 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 female literacy rate is less by about 1 percent. Total number of educational institutions had decreased during the economic reforms period. Among different types of institutions the high educational institutions and specialized secondary institutions increased but vocational training institutions and schools for adult decreased during the economic reforms period. Though the higher educational institutions increased, the number of students declined very much. The total number of teachers in such institutions declined. As a consequence, the teacher efficiency ratio declined in higher educational institutions. The total student population declined by 24 percent in the year 1993 as compared to 1990. The decline in 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 unemployment among the educated was growing faster.

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