## GOYERNIVIENI OF MIONGOLIA



# HALSJER PLANJJO DEVELOP EDUCAJON OF NONGOLIA W-2006-2015 



## GOVERNMENT OF MONGOLIA



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

## REMINDER <br> (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.

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$\qquad$
of the Government of Mongolia dated of on "Ratification of the Master Plan to Develop Educationi of Mongolia in 2006-2015"
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## RESOLUTION OF GOVERNMENT OF MONGOLIA

"On Ratification of Master Plan to
Develop Education of Mongolia in
2006-2015"

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 "Dakar Framework for Action: Education for All", 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.


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-beind 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 fullfilling 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

## 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, trust, demand and needs arising within Mongolian social, economical and cultural environment as well as expand real social opportunities for all to learn, to be educated and developed.

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 faciliate 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 resouces".

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 therfore we want to thank all inrenational orgnanizations 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

## 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

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

## ABBREVIATIONS

| 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 |

## GLOSSARY

Definition

|  |
| :---: |
| Donor <br> Education donor's consultative mechanism |
| Vulnerable group |
| Access of education service |
| Sector wide approach |
| Result based management |
| Early childhood education |
| Relevance of education service |
| Stakeholder analysis |
| Computer-simulasion |
| Vision |
| Mission |
| Target |
| Program |
| Value |
| Non formal pre-school education service |
| Child |
| Early childhood care and development |

Disabled childiren

City

## Explanation

Bilateral and multilateral development organizations, international banks and financial organizations

Structure to coordinate information exchange, consultations and cooperation of the MECS, bilateral and multilateral international development organizations, international banks and financial organizations
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
Condition when education is equally accessible for all people and be sufficinent for all

Management approach or methodology to set up integrated coordination of management, planning and monitoring with participation of all parties

Planning based on results to be produced in the final stage of operations

Educational service for children of 2-6 years old
Results of process between input and socio-economic impact.

Revelance of development with needs of education in terms of quality

Special research methodology to define interests of stakeholders, educational services providers and customers

Computer software to make planning estimations
Assumption type objective which is desired to be achieved

Set of objectives needed to be fulfilled in specific time and space
Objective measured by peformance indicators in a very precise manner

Set of specific measures to be undertaken to implement short and mid-term objectives and strategies
Values formed in social mentality during process of social life

Form of providing pre-school educational services to children who are able to join kindergardens or with limited opportunities to be involved in kindergardens
Group of population of age of 0-18 years old
Health, educational and social welfare services provided to children of early childhood
Children with difficulties to study and develop due to personal or social reasons

Ulaanbaatar and centers of aimags

| Rural | Soums and bags in rural areas <br> Equality in education <br>  <br> Provision of equal opportunities to participate in learning <br> process through development and implementation of <br> training methodology, which will allow each student to <br> develop further than the level achieved |
| :--- | :--- |
| Competence based standard | Training guidelines defining requirements set forth for <br> content, methodology, evaluation and environment of <br> education to be developed in conformity with <br> objectives to educate an individual to set of abilities <br> necessary to adjust, study and live in new social <br> 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 |  |

$\left.\begin{array}{ll}\text { Human development index } & \begin{array}{l}\text { General criteria for human development measured by } \\ 3 \text { main indicators: healthy life expectancy, educational } \\ \text { level (literacy rate of adults, percentage of involvement } \\ \text { in primary, high and higher educations) and GDP per } \\ \text { capita }\end{array} \\ \text { Continuous and sustainable structure and process with } \\ \text { state funding } \\ \text { University which offers opportunities to obtain education } \\ \text { and profession through distance learning by using ICT }\end{array}\right\}$

## 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 longterm 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 occuring 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, believes 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 foriegn 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 upto 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 (2006-1015)
(iii) Mid-term action plan
(iv) Indicators of implementation results and sources for assumption
(v) Estimations of necesary 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 unequality 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 studentchildren 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 upgrate 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.

Objectives of the plan (2006-2015)

|  | Access | Quality | Management |
| :--- | :--- | :--- | :--- | :--- |
| Early childhood <br> education | Objective 1. Increase <br> the preschool gross <br> enrollment up to 99\% | Objective 2. Create quality <br> educationalto ensure needs of <br> development for children <br> of early childhoodpolicy, legislature and <br> childhood education |  |
|  |  |  |  |


| Primary and secondary education | 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 |
| :---: | :---: | :---: | :---: |


| Non-formal and adult education | 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 |
| :---: | :---: | :---: | :---: |
| Technical education and vocational training | 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 | Objectve 3. Renew management of technical education and vocational training |
| Higher education | 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 |

## 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 kindergardents 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.


## 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 to10\%.
- 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 1 st year and $40 \%$ in next year.
- $40 \%$ of dropouts from general secondary schools will be provided with re-education and nonformal 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 dramastically 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 with be increased by $8 \%$ annually.
- Each student in general secondary school will be provided with 1 textbook for each suject, 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.


## 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 $1^{\text {st }}$ grade will be reduced by $4.57 \%$ and will reach $0.43 \%$
- Dropouts in $2^{\text {nd }}$ grade will be reduced by $1.54 \%$ and will reach $0.76 \%$
- Dropouts in $3^{\text {rd }}$ grade will be reduced by $1.93 \%$ and will reach $0.87 \%$
- Dropouts in $4^{\text {th }}$ grade will be reduced by $0.62 \%$ and will reach $0.08 \%$
- Dropouts in $5^{\text {th }}$ 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 wiil 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.


## 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 nonformal education training.


## Quality and relevance:

- Funding for national center for non-formal and distance education, and enlightenment, nonformal 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.


## 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.


## 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.


## Program contents

## Early childhood education

Access:

Quality:

- 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 developmenet of herders' children in rural areas
- Expand the operations of mini-primary schools in rural bags by pre-school education service
- Develop and pursue early learning standards, training programs and contents for familycentered 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 peripherial 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
- 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 $116,000 \mathrm{MNT}$ (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 enviroment fully meeting healthy and hygiene standards of drinking water in kindergardens
- Ensure healthy, safe and normal conditions of technical support base of kindergardents based on development, approval and following standards for premises and learning environment of kindergargents
- 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
- Renew and implement program of teacher prepraration/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-kindergarden early childhood education training and organize the trainings
- Organize re-training for early childhood educational professionals and teachers aborad, 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 mechizme 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


## 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 intesive school readiness program to reduce disparities in preparation for school
- Identify difficulties occuring 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 familities 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
- 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 pursure "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 bugdet
- Develop and implement training module systemt 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 organiztion 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
- 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 necesary 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, hygience 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-softwars to monitoring, analysis and evaluation
- Organize state examinations in accordance with unified guidelines to idenfity 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"
- 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 the school to have self income from school enterprises and farm and its selfspending right to use the school own revenue 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


## Non formal and adult education

| - | Develop criteria and indicators for identification of level of literacy of the population, and <br> conduct detalied 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 |

## Technical education and vocational training

Access: - Increase number of seats in schools of TEVT

- Improve repairs of TEVT dormintories 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 thourhg 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 choises 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 capactiy 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 busines professional associations in national policy and planning
- Ensure interrelationship of training, manufacturing and services based on creation of mechanism of social partnershp, provide graduates with working places


## 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

- Increse 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 standartization 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-traing management staff of universities

- Expand open opportunities for students to study in developed countries, improve policy of Ioan 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 | 20085 | 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 |
| $\begin{aligned} & \text { GDP (‘000000 } \\ & \text { MNT) } \end{aligned}$ | 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\% |
| $\begin{aligned} & \text { In MNT } \\ & \text { ('000000) } \end{aligned}$ | 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 |
| Percentage in total expenditure |  |  |  |  |
| 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.

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

| Year | Total educational <br> expenditure <br> ('000000 MNT) | Expenditure to be covered <br> by state budget ('000000 <br> MNT) | Share of state budget in <br> 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 <br> of education <br> ('000000 MNT) | Total deficient expenditure <br> of education <br> (in mln dollars) | Total deficient expenditure <br> 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 ${ }^{1}$.

[^0]Attachment to the order .... of Government of Mongolia from ... month ... day ... year

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

## 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 longterm 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 occuring 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 accessable at all territorial levels
- Policy and strategic solutions for the main issues such as reforming educational services in compliance with social and cultural values, believes 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: "Millenium 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: "Millenium 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 soceity, educational service providers and beneficiaries, who are cooperating in education
- Creating "one state - unified policy" based on real participation, partnership and concensus
of investors and donor countries, organizations and international cooperation organizations working for development of Mongolian education
- Apply scientiic 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 invesments 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 mehanizm 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 idenfity 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 (2006-1015),
(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 occured 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,

Picture 3. Diagnosis of the problems
 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 20062010, and (ii) indicators to evaluate implementation of goals and objectives of the plan..


Picture 6. Medium term action plan (2006-2010)


## 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 implementaion of the plan along with estimations on financial resources and additional funds, potential to be mobilzed 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.

## 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) managementof the plan and responsibilities of organizations (iii) monitoring-evaluation of implementation of the plan.

## 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 ${ }^{2}$.

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 $2004 .^{3}$.

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. ${ }^{4}$

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 dormitoriies, 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 issuue a grant of 3000 MNT per month for children from poor families with 3 and more children, and starting from 2006 all chidlren have been involved in this program, which was proved by research

[^1]resources to give first fruits in increasing livelihood income pf poor families ${ }^{5}$. 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 iissue 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. ${ }^{6}$.

The fact, that socio-economic and cultural opportunities and conditions, such as access to information, employment, income generation, closeness to market and others, are inequal 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 overloadeds, 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..7

In-migrants mainly settle down in outskirs districts and horoos of cities and settlements, which they have migrated to, and this causes another new challgens for education called "problem of city outskirt districts". As far as rural and local schools in locations wher 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 ${ }^{8}$ 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 Icoal manament and administration, the fact that $1 / 3$ of migrants ${ }^{9}$ 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 planing.

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, $25 \%{ }^{10}$ 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

[^2]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 confliict 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 teacers 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 Mongola 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, $59 \%$ belond to social and humanitarian sectors, such as lawyers, journalists, economists and financists, and $3 \%$ - to agricultural sector, while $23.3 \%$ of economic structure is constituted of agriculture, $50.1 \%$ - services and $26.6 \%$ - manufacturing. ${ }^{11}$.

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 educaiont is $34,8 \%^{12}, 34.2 \%{ }^{13}$ of senior students at universities are interested not to work by their profession upon graduation and $25.5 \%{ }^{14}$ 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.

[^3]
### 2.2. Challenges of education

## Early childhood education:

## Access

1. Equal opportunities of herders' children to be enrolled in pre-school educational services are limited.
2. Equal opportunities of children of poor families to be enrolled in preschool educational services are limited.
3. Opportunities of children of 0-2 years old to be provided with social services are limited
4. Equal opportunities of disabled children to be enrolled in social services for children of early childhoo are limited.

## --Qūūāity ${ }^{-1 a n d ~}$ Relevance

5. Lack of food and nutrition is still existing in children in kindergardens.
6. Capacity of kindergarden buildings is not sufficient in cities and urban areas
7. Conditions and technical support base of kindergardens does not meet normal hygiene requirements needed for educating and developing of children.
8. Supplies of kindergarden toys, entertainment tools and training textbooks are insufficient.

## Management

9. Process of developing human resource capacity of pre-school education in compliance with new needs and demands is slow and insufficient.
10. It is impossible to implement information and result based policy and management on development of children of early childhood.

## Primary, basic and secondary education:

Access $\quad$ 1. Number of children of 8-15 years old being out of the schools is not reducing significantly.
2. Right to study and equal opportunities of children are largely violated at primary educational level.
3. Disparities between city and rural areas, downtown and outskirt districts in primary and secondary educational services are large.
4. Gender balance of students is being lost.
5. Equal rights and opportunities for disabled children and children with special educational needs to study and develop are not provided completely.
6. Load of city schools is increasing, load of rural schools is decreasing. Policy on sustainable development of schools is missing.
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.
8. Socio-economic support for implementation of new standards and curriculum is lacking.
9. Professional and methodological support for teachers to ensure implementation of new standards and curriculum is lacking.
10. Supplies of textbooks are not sufficient, number of textbooks which meet requirements of new standards is few.
11. Delivery of training equipment is not sufficient, and investment distribution is not equal.
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.
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.
14. Policy and legal environment does not support development of schools and organizations.
15. Policy, management and planning do not base on information and do not aim at results.
16. Conflict between quality targeted new objectives and quantity oriented old evaluation exists.

## Technical education and vocational training:

| Access |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |

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.
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.

## Non-formal and adult education:

Access

1. Accessibility of non-formal education for illiterate and newly literate people is limited.
2. Opportunities of children and youth outside of schools to be involved in NFE services are limited.
3. Continuous educational services meeting needs of adults to learn and live are not regular.
4. Training environment of NFE has not rached the adequate quality at all levels
5. Capacity of NFE institutions at all levels is weak, particularly, human resources are lacking.
6. Training content and methodology of NFE and adult education is not developed completely, and training tools are insufficient.
7. Training quality to obtain primary and basic education in non-formal and open forms is no sufficient, and evaluation system is weak.

Management
8. Current policy and strategy of NFE sector is not capable to create opportunities for population to learn continuouslt and in lifetime basis.
9. Information system of NFE sector is not created, no specific methods, information collection, processing, exchanging and utlization is not sufficient
10. Funding mechanism of NFE sector is not regular and not defined.

## Higher education:


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.

[^4]
## CHAPTER 3

## POLICY AND STRATEGIC FRAMEWORK OF MASTER PLAN <br> (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 souverenity 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.

### 3.2. Priority issues of the Master plan

1. Reduce and eliminate unequality 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 studentchildren 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 oforganizations, 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 upgrate 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.

### 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\% | - Increase the capacity of kindergardens and establish new kindergardens at the locations in accordance with the demographic settlement, density and long term strategy for local social and economic development <br> - Develop appropriate and accessable family-based institutional services which will fit the different models of nomadic lifestyles <br> - Develop equalizing policies for providing with equal opportunities of early chiildhood education for chidlren from social vulnerable groups of society (poor, with mental disorder, migrants, etc), which have limited opportunities to receive educational servicess for children <br> - Through non-kindergarden methods ensure opportunities for providing pre-school educational services for children of early childhood, develop and approve education content and programs for this <br> - Develop legal and financial framework for multi-optional and applicable services for preparing to schools |
| 2. | Develop quality educational services which meets the development needs of children of early childhood | - Improve the supply of food and drinking water for kindergartens <br> - Develop grounds for social services to meet the development needs of early childhood education based on development and implementation of set of standards (eraly learning, school/ developmental readiness etc.) for development of early childhood <br> - Develop, approve and follow-up standards for learning environment and premises of kindergartens <br> - Strengthen human resources capacities for pre-school education and ensure step-by-step improvement of social issues <br> - Improve the supply of the manuals, toys and game equipment for pre-school education |
| 3. | Further improve policy, regulatory and management issues of the early childhood services | - Provide support from state and develop favourable policy and regulatory frameworks for encouraging priviate sector and civil society to express interests and demand-based services for early childhood education <br> - Ensure cooperation and coordination of works of respected ministries, which are responsible for health, education, food supply, social security and insurance of early childhood |

## Primary and secondary education

|  | Objectives | Strategies as ways for implementation |
| :--- | :--- | :--- |
| 1. | Reduce disparities in obtaining <br> quality education equally for <br> students, provide support for <br> children to enjoy their right to <br> study | -Reduce dependance due to disparities in location of living and <br> studying, specifics of parents' occupation and employment,level of <br> household livelihood and needs of education to be obtained <br> Create equal opportunities for children of vulnerable groups, whose <br> rights to study are being violated, to study, implement equalizing <br> policy |
| 2 | Create conditions and <br> environment for provision of <br> quality primary and secondary <br> education | Renew, develop and pursue standards and requirements for <br> premises of school and dormitory, its facilities as furniture, <br> laboratories, equipment, textbooks and other tools, and crate <br> comfortable environment meeting requirements of health, safety <br> and gender <br> Renew system of training and re-traing teachers and managerial <br> staff, ensure equal opportunities to live and work for teachers <br> through policy of salaries and social welfare <br> Reform evaluation of student's performance to be aimed at <br> encouraging interests and activeness of students to learn, <br> evaluating implementation of educational standards and <br> curriculum and improving educational services |
| 3 | Ehnance and develop policy and <br> management to support schools | Create favorable policy, legal and regulatory environment tp <br> support development of schools and institutions, provide support <br> from the state <br> Develop information based planning and management <br> Expand and regulate participation and support of educational <br> stakeholders |

## Non formal and adult education

|  | Objectives | Strategies as ways for implementation |
| :--- | :--- | :--- | :--- |
| $1 .$Match non-formal education <br> services to the needs of the <br> recipients of these services | -Provide services, which meet different needs of groups of <br> population and expand the range of flexible services <br> Provide with legal framework for continuous education for adults <br> and ensure policy coordination <br> For young people who were not able to receive basic education <br> on-time, provide opportunities to receive education <br> Improve quality of educational services for poor, vulnerable and <br> unemployed people, conduct state-supported trainings directed <br> to get profession, to get professional practice and to increase <br> incomes of the households |  |
| 2. | Develop favorable learning <br> environment, improve quality and <br> capacity of resources at all levels <br> of non-formal education | -Improve learning environment of non-formal enlightment centers <br> through increasing their capacities and resources <br> Strengthen capacities of non-formal education at national and <br> local levels |
| 3. | Improve policy and strategies of <br> non-formal educational sector and <br> establish information and financial <br> infrastructure | -Expand opportunities for providing state support for civil society, <br> business entities and non-governmental organizations to conduct <br> and organize training and services on non-formal education <br> Establish management, information and monitoring and <br> evaluation systems, develop policy, planning and management <br> for information-based non-formal education <br> Define financing policy for non-formal education, estabish <br> mechanism for monitoring financial spending and results |

## Technical education and vocational training

|  | Objectives | Strategies as ways for implementation |
| :--- | :--- | :--- | :--- |
| 1. | Increase the enrollment of TEVT <br> by $56.1 . \%$ | -Increase number of private technical education and vocational <br> training institutions |
| Broaden service types and coverage of technical education and |  |  |
| vocational training centers |  |  |
| 2. | Improve quality of technical <br> education and vocational training, <br> establish supply of work force <br> sufficient enough to meet demand <br> of the labor market | -Increase utilization and capacity of TEVT centers <br> In accordance with the demand of the market, renew the content <br> and standards of the technical education and vocational training <br> Develop supply, professional abilities and skills of teachers of <br> vocational training and technical education |
| In coordination with the national strategy of regional development |  |  |
| and local needs, provide support for estabshing new TEVT |  |  |
| centers |  |  |

## Higher education

|  | Objectives | Strategies as ways for implementation |  |
| :--- | :--- | :--- | :--- |
| 1. | $\begin{array}{l}\text { Improve the coordination of } \\ \text { enrollment of higher education }\end{array}$ | - | $\begin{array}{l}\text { Broaden services provided by the higher educational institutions } \\ \text { and make them more open } \\ \text { Coordinate the activities of the higher educational institutions } \\ \text { with the national economic structure and labor market demand } \\ \text { Provide support for those studying at the engineering, technology, } \\ \text { biology, teacher education and agricultural areas }\end{array}$ |
| 2. | $\begin{array}{l}\text { Ensure provision of favorable } \\ \text { conditions for improving quality } \\ \text { of trainings at higher educational } \\ \text { institutions }\end{array}$ | - | $\begin{array}{l}\text { Further develop training content and standards of the higher } \\ \text { education } \\ \text { Link the accreditation of training program with the international } \\ \text { standards }\end{array}$ |
| Improve teaching human resource capacities at the higher |  |  |  |
| educational institutions |  |  |  |
| Improve the monitoring of training quality of higher education and |  |  |  |
| provide favorable legal framework for competing in quality. |  |  |  |$\}$

### 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\%.

|  | $2004-2005$ <br> (Base year) | 2005 <br> 2006 | 2008 <br> 2009 | 2010 <br> 2011 | 2015 <br> 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

|  |  |  |  | $\begin{gathered} 2004 \\ 2005 \\ \text { (Base } \\ \text { year) } \end{gathered}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Enrollment of city children: <br> > at kindergartens <br> $>$ at other forms of preschool education | $\begin{aligned} & 85 \% \\ & 14 \% \end{aligned}$ | 4 4 | 9.7\% $-4.6 \%$ | $\begin{aligned} & 58.7 \% \\ & 16.9 \% \end{aligned}$ | $\begin{gathered} 64.4 \% \\ 16.1 \% \end{gathered}$ | $85.0 \%$ 14.0\% | 85.0\% 14.0\% | $\begin{gathered} 85.0 \% \\ 14.0 \% \end{gathered}$ |

$>35 \%$ of children in rural areas will be enrolled in kindergardens, and 64.0\% - in other forms of pre-school education

|  |  |  |  | $\begin{aligned} & 2004 \\ & 2005 \\ & \text { (Base } \\ & \text { year) } \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Enrollment of children of rural areas: <br> in kindergartens in other forms of preschool education service | $\begin{aligned} & 35 \% \\ & 64 \% \end{aligned}$ | 4 4 | $\begin{gathered} 3.8 \% \\ 64.7 \% \end{gathered}$ | $\begin{array}{r} 30.2 \% \\ 8.7 \% \end{array}$ | $\begin{gathered} 31.3 \% \\ 14.3 \% \end{gathered}$ | $\begin{aligned} & 35.0 \% \\ & 64.0 \% \end{aligned}$ | $\begin{aligned} & 35.0 \% \\ & 64.0 \% \end{aligned}$ | $\begin{aligned} & 35.0 \% \\ & 64.0 \% \end{aligned}$ |

- 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.

|  |  |  |  | $\begin{gathered} 2004 \\ 2005 \\ \text { (Base } \\ \text { year) } \end{gathered}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |


| Enrollment rate at private <br> kindergartens | $10.0 \%$ | 11 | $9.2 \%$ | $3.8 \%$ | $4.2 \%$ | $5.4 \%$ | $6.5 \%$ | $10.0 \%$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

## 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.

|  | $\stackrel{\rightharpoonup}{0}$ ¢ ■10 |  |  | $\begin{gathered} 2004 \\ 2005 \\ \text { (Base } \\ \text { year) } \end{gathered}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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.

|  |  |  | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 .

|  | $2004-2005$ <br> (Base year) | 2005 <br> 2006 | 2008 <br> 2009 | 2010 <br> 2011 | 2015 <br> 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.

|  |  |  |  | $\begin{aligned} & 2004 \\ & 2005 \\ & \text { (Base } \\ & \text { year) } \\ & \hline \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 kindergardens will be provided with associate teachers by $100 \%$.
- Percentage of teachers in private kindergardents in the total number of teachers in kindergardens will be increased by $5.1 \%$ and reach $10 \%$.

|  | $\stackrel{\rightharpoonup}{\Phi}$ | 2004 <br> 2005 <br> $($ Base <br> year) | 2005 <br> 2006 | 2008 <br> 2009 | 2010 <br> 2011 | 2015 <br> 2016 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |


| Percentage of private kindergartens' <br> teachers as a share in total number of <br> teachers working in kindergartens | $10.0 \%$ | $4.9 \%$ | $5.2 \%$ | $6.4 \%$ | $6.8 \%$ | $10.0 \%$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |

- 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 $8.0 \%$.

|  | ® - - |  | $\begin{aligned} & 2004 \\ & 2005 \\ & \text { (Base } \\ & \text { year) } \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 <br> 2005 <br> (Base <br> year) | 2005 <br> 2006 | 2008 <br> 2009 | 2010 <br> 2011 | 2015 <br> 2016 |
| :--- | :---: | :---: | :---: | :---: | :---: |
| Number of students living in dormitories at <br> general secondary schools | 37983 | 40761 | 50376 | 58015 | 82573 |

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

|  |  |  |  | $\begin{aligned} & 2004 \\ & 2005 \\ & \text { (Base } \\ & \text { year) } \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 $95.6 \%$.

|  | $\begin{aligned} & 2004 \\ & 2005 \\ & \text { (Base } \\ & \text { year) } \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 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 respectully.

|  | Targets |  |  | 2004 2005 (Base year) | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percentage of students studying in private general education schools (\%) <br> in primary education in middle grades in senior grades | $\begin{aligned} & 10.0 \% \\ & 10.0 \% \\ & 10.0 \% \end{aligned}$ | 4 4 11 | $\begin{array}{r} 34.0 \% \\ 38.9 \% \\ 6.2 \% \end{array}$ | $\begin{array}{r} 3.1 \% \\ 2.69 \% \\ 5.19 \% \end{array}$ | $\begin{aligned} & 4.2 \% \\ & 3.7 \% \\ & 5.5 \% \end{aligned}$ | $\begin{array}{r} 10.0 \% \\ 10.0 \% \\ 6.6 \% \end{array}$ | $\begin{gathered} 10.0 \% \\ 10.0 \% \\ 7.4 \% \end{gathered}$ | $\begin{aligned} & 10.0 \% \\ & 10.0 \% \\ & 10.0 \% \end{aligned}$ |

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

|  | 2004 <br> 2005 <br> (Base <br> year) | 2005 <br> 2006 | 2008 <br> 2009 | 2010 <br> 2011 | 2015 <br> 2016 |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Percentage to decrease drop-outs from <br> 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.

|  |  |  | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 nonformal and equivalence training programs.

|  | $\stackrel{\rightharpoonup}{\sigma}$ <br> $\stackrel{0}{\sigma}$ | 2005 <br> 2006 | 2008 <br> 2009 | 2010 <br> 2011 | 2015 <br> 2016 |
| :--- | ---: | ---: | ---: | ---: | ---: |
| Number of students studying in non-formal <br> 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.

|  |  | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 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 .

|  | ¢ ¢ - - |  |  | $\begin{aligned} & 2004 \\ & 2005 \\ & \text { (Base } \\ & \text { year) } \\ & \hline \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 |  | 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.

|  |  |  |  | $\begin{gathered} 2004 \\ 2005 \\ \text { (Base } \\ \text { year) } \end{gathered}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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.

|  |  |  |  | $\begin{aligned} & 2004 \\ & 2005 \\ & \text { (Base } \\ & \text { year) } \\ & \hline \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 <br> 2005 <br> (Base <br> year) | 2005 <br> 2006 | 2008 <br> 2009 | 2010 | 2011 |
| :---: | ---: | ---: | ---: | ---: | ---: |

- 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.


## 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\%.

|  | $\begin{aligned} & 2004 \\ & 2005 \\ & \text { (Base } \\ & \text { year) } \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 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.

|  | ¢ 0 0 -0 |  |  | $\begin{aligned} & 2004 \\ & 2005 \\ & \text { (Base } \\ & \text { year) } \\ & \hline \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percentage of 6year old children's enrolment in schools | 99.9\% | 4 | 50.6\% | 19.4\% | 29.2\% | 99.9\% | 99.9\% | 99.9\% |
| Percentage of 7year 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.

|  | $\begin{aligned} & 20042005 \\ & \text { (Base year) } \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 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 $1^{\text {st }}$ grade will be reduced by $4.57 \%$ and will reach $0.43 \%$
$>$ Dropouts in $2^{\text {nd }}$ grade will be reduced by $1.54 \%$ and will reach $0.76 \%$
$>$ Dropouts in $3^{\text {rd }}$ grade will be reduced by $1.93 \%$ and will reach $0.87 \%$
$>$ Dropouts in $4^{\text {th }}$ grade will be reduced by $0.62 \%$ and will reach $0.08 \%$
$>$ Dropouts in $5^{\text {th }}$ grade will reach $0.08 \%$

|  |  | 응 |  | $\begin{aligned} & 2004 \\ & 2005 \\ & \text { (Base } \\ & \text { year) } \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Rates to reduce drop-outs: |  |  |  |  |  |  |  |  |
| $>$ in $1^{\text {st }}$ grade | 0.43\% | 11 | -20.0\% | 5.00\% | 4.00\% | 2.05\% | 1.31\% | 0.43\% |
| $>$ in $2^{\text {nd }}$ grade | 0.76\% | 11 | -9.6\% | 2.30\% | 2.08\% | 1.54\% | 1.26\% | 0.76\% |
| $>$ in $3^{\text {rd }}$ grade | 0.87\% | 11 | -10.1\% | 2.80\% | 2.52\% | 1.83\% | 1.48\% | 0.87\% |
| $>$ in $5^{\text {nt }}$ grade | 0.08\% | 11 | -17.9\% | 0.70\% | 0.57\% | 0.32\% | 0.21\% | 0.08\% |
| > in 5 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 .

|  |  |  |  | $\begin{gathered} 2004 \\ 2005 \\ \text { (Base } \\ \text { year) } \end{gathered}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student/teacher ratio: <br> in cities <br> in rural <br> areas | $\begin{aligned} & 27.4 \\ & 24.7 \end{aligned}$ | $\begin{aligned} & 11 \\ & 11 \end{aligned}$ | $\begin{aligned} & -1.8 \% \\ & -2.0 \% \end{aligned}$ | $\begin{aligned} & 33.5 \\ & 30.9 \end{aligned}$ | $\begin{aligned} & 32.9 \\ & 30.3 \end{aligned}$ | $\begin{aligned} & 31.1 \\ & 28.5 \end{aligned}$ | $\begin{aligned} & 30.0 \\ & 27.3 \end{aligned}$ | $\begin{aligned} & 27.4 \\ & 24.7 \end{aligned}$ |

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

|  |  |  |  | $\begin{gathered} 2004 \\ 2005 \\ \text { (Base } \\ \text { year) } \end{gathered}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Number of students in class <br> $>$ in cities <br> $>$ in rural areas | $\begin{aligned} & 36 \\ & 30 \end{aligned}$ | $\begin{aligned} & 11 \\ & 11 \end{aligned}$ | $\begin{gathered} 0.3 \% \\ -0.3 \% \end{gathered}$ | $\begin{aligned} & 34.7 \\ & 30.9 \end{aligned}$ | $\begin{aligned} & 34.8 \\ & 30.8 \end{aligned}$ | $\begin{aligned} & 35.2 \\ & 30.5 \end{aligned}$ | $\begin{aligned} & 35.4 \\ & 30.4 \end{aligned}$ | $\begin{aligned} & 36.0 \\ & 30.0 \end{aligned}$ |

- 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.
$\left.\begin{array}{|l|l|r|r|r|r|}\hline & \begin{array}{l}2004 \\ 2005 \\ \text { (Base } \\ \text { year) }\end{array} & \begin{array}{l}2005 \\ 2006\end{array} & \begin{array}{l}2008 \\ 2009\end{array} & 2010 & 2015 \\ 2016\end{array}\right]$
- Reduce teacher's utilization rate in cities from $134 \%$ to $100 \%$ and in rural areas from $135.8 \%$ to 100\%.

|  |  | $\begin{gathered} 2004 \\ 2005 \\ \text { (base year) } \end{gathered}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Teacher utilization rate: <br> $>$ in cities <br> $>$ in rural areas | $\begin{aligned} & -1.0 \% \\ & -1.0 \% \end{aligned}$ | $\begin{aligned} & \text { 133.9\% } \\ & \text { 135.8\% } \end{aligned}$ | $\begin{aligned} & 132.5 \% \\ & 140.0 \% \end{aligned}$ | $\begin{aligned} & 131.2 \% \\ & 140.0 \% \end{aligned}$ | $\begin{aligned} & 127.0 \% \\ & 135.0 \% \end{aligned}$ | $\begin{aligned} & \text { 100.0\% } \\ & \text { 100.0\% } \end{aligned}$ |

## 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 <br> 2005 <br> (Base <br> year) | 2005 | 2008 | 2010 | 2015 |
| :---: | ---: | ---: | ---: | ---: | ---: |
| 2016 |  |  |  |  |  |
| 2009 | 2011 |  |  |  |  |
| Enrollment rate of middle grades: |  | $90.1 \%$ | $86.0 \%$ | $95.8 \%$ | $93.6 \%$ |
| $>$ male |  |  |  |  |  |
| $>$ female | $96.7 \%$ | $92.1 \%$ | $103.3 \%$ | $100.8 \%$ | $89.9 \%$ |

- 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 wiil 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.

|  |  |  |  | $\begin{gathered} 2004 \\ 2005 \\ \text { (Base year) } \end{gathered}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student teacher ratio: <br> $>$ in cities <br> > in rural areas | $\begin{gathered} 16.9 \\ 14.8 \end{gathered}$ | $\begin{aligned} & 11 \\ & 11 \end{aligned}$ | $\begin{aligned} & -2.6 \% \\ & -3.1 \% \end{aligned}$ | $\begin{aligned} & 22.5 \\ & 20.9 \end{aligned}$ | $\begin{aligned} & 21.9 \\ & 20.2 \end{aligned}$ | $\begin{aligned} & 20.3 \\ & 18.4 \end{aligned}$ | $\begin{aligned} & 19.3 \\ & 17.3 \end{aligned}$ | $\begin{aligned} & 16.9 \\ & 14.8 \end{aligned}$ |

- 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.

|  |  |  |  | $\begin{aligned} & 2004 \\ & 2005 \\ & \text { (Base } \\ & \text { year) } \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Number of students per class: <br> in cities <br> in rural areas | $\begin{aligned} & 32 \\ & 28 \end{aligned}$ | $\begin{aligned} & 11 \\ & 11 \end{aligned}$ | $\begin{aligned} & -0.7 \% \\ & -0.9 \% \end{aligned}$ | $\begin{aligned} & 34.5 \\ & 31.0 \end{aligned}$ | $\begin{aligned} & 34.3 \\ & 30.7 \end{aligned}$ | $\begin{aligned} & 33.6 \\ & 29.9 \end{aligned}$ | $\begin{aligned} & 33.1 \\ & 29.3 \end{aligned}$ | $\begin{aligned} & 32.0 \\ & 28.0 \end{aligned}$ |

- 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.

|  | 2004-2005 <br> (Base year) | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 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 <br> 2005 <br> (Base year) | 2005 <br> 2006 | 2008 <br> 2009 | 2010 <br> 2011 | 2015 |
| :---: | ---: | ---: | ---: | ---: | ---: |
| 2016 |  |  |  |  |  |$|$|  |
| :---: |
| Teacher utilization rate |
| $>$ in cities |
| $>$ in rural areas |

## Non-formal and adult education

## Enrollment:

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

|  |  |  |  | 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 $99.0 \%$.

|  |  |  |  | $\begin{aligned} & 2004 \\ & 2005 \\ & \text { (Base } \\ & \text { year) } \end{aligned}$ | 2005 | 2008 | 2010 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Number of illiterate adults to be educated through non-formal education and enlightment centers: <br> $>$ female <br> > male | $\begin{aligned} & 99 \% \\ & 99 \% \end{aligned}$ | $\begin{aligned} & 11 \\ & 11 \end{aligned}$ | $\begin{array}{r} 13.4 \% \\ 8.7 \% \end{array}$ | $\begin{aligned} & 24.7 \% \\ & 39.5 \% \end{aligned}$ | $\begin{aligned} & 28.0 \% \\ & 42.9 \% \end{aligned}$ | $\begin{aligned} & 40.9 \% \\ & 55.2 \% \end{aligned}$ | $\begin{aligned} & 52.7 \% \\ & 65.2 \% \end{aligned}$ | $\begin{aligned} & 99.0 \% \\ & 99.0 \% \end{aligned}$ |

- $40 \%$ 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 $56.1 \%$.
$\left.\begin{array}{|l|l|l|l|l|l|}\hline & \begin{array}{c}2004 \\ 2005 \\ \text { (Base } \\ \text { year) }\end{array} & \begin{array}{l}2005 \\ 2006\end{array} & \begin{array}{l}2008 \\ 2009\end{array} & \begin{array}{l}2010 \\ 2011\end{array} & 2015 \\ 2016\end{array}\right]$
- Percentage of students studying in private institutions of TEVT will be increased by $13.7 \%$ and will reach $15.0 \%$.

|  |  |  |  | $\begin{gathered} 2004 \\ 2005 \\ \text { (Base } \\ \text { year) } \end{gathered}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 $25.0 \%$.

|  |  |  |  | $\begin{aligned} & 2004 \\ & 2005 \\ & \text { (Base } \\ & \text { year) } \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 $5.0 \%$.

|  |  |  |  | $\begin{aligned} & 2004 \\ & 2005 \\ & \text { (Base } \\ & \text { year) } \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 $20.0 \%$.

|  |  |  |  | $\begin{aligned} & 2004 \\ & 2005 \\ & \text { (Base } \\ & \text { year) } \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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.

|  |  | $\begin{array}{cc} 2004 & 2005 \\ \text { (Base year) } \end{array}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 | 20052006 | 2008 <br> 2009 | 2010 <br> 2011 | 2015 <br> 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.

|  | ¢ ¢ ¢ ■ |  |  | $\begin{aligned} & 2004 \\ & 2005 \\ & \text { (Base } \\ & \text { year) } \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student/teacher ratio: <br> $>$ in cities <br> $>$ in rural areas | $\begin{aligned} & 15 \\ & 15 \end{aligned}$ | $\begin{aligned} & 11 \\ & 11 \end{aligned}$ | $\begin{aligned} & -2.2 \% \\ & -1.5 \% \end{aligned}$ | $\begin{aligned} & 19.1 \\ & 17.7 \end{aligned}$ | $\begin{aligned} & 18.7 \\ & 17.4 \end{aligned}$ | $\begin{aligned} & 17.5 \\ & 16.7 \end{aligned}$ | $\begin{aligned} & 16.7 \\ & 16.2 \end{aligned}$ | $\begin{aligned} & 15.0 \\ & 15.0 \end{aligned}$ |

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

|  | O O O 0 |  |  | $\begin{aligned} & 2004 \\ & 2005 \\ & \text { (Base } \\ & \text { year) } \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percentage of non-teaching staff in total number of TEVT <br> in cities <br> $>$ in rural areas | $\begin{aligned} & 30.0 \% \\ & 35.0 \% \end{aligned}$ | $\begin{array}{r} 6 \\ 11 \end{array}$ | $\begin{aligned} & -6.0 \% \\ & -2.0 \% \end{aligned}$ | $\begin{aligned} & \text { year) } \\ & 43.5 \% \\ & 43.8 \% \end{aligned}$ | $\begin{aligned} & 40.9 \% \\ & 42.9 \% \end{aligned}$ | $\begin{aligned} & 34.0 \% \\ & 40.4 \% \end{aligned}$ | $\begin{aligned} & 30.0 \% \\ & 38.8 \% \end{aligned}$ | $\begin{aligned} & 30.0 \% \\ & 35.0 \% \end{aligned}$ |

- 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 $10.0 \%$.

|  |  |  |  | $\begin{gathered} 2004 \\ 2005 \\ \text { (Base } \\ \text { year) } \end{gathered}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 $7.0 \%$.

|  |  |  |  | $\begin{aligned} & 2004 \\ & 2005 \\ & \text { (Base } \\ & \text { year) } \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Enrollment of students' majoring in other professions | 34.0\% | 11 | -1.2\% | 38.9\% | 38.4\% | 37.0\% | 36.1\% | 34.0\% |
| such as: <br> 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.

|  |  |  |  | $\begin{aligned} & 2004 \\ & 2005 \\ & \text { (Base } \\ & \text { year) } \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 $70.0 \%$.

|  |  |  |  | 2004 <br> 2005 <br> (Base <br> year) | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 $50.0 \%$.

|  | $\begin{aligned} & \frac{9}{0} \\ & \frac{0}{0} \\ & \text { Ho } \end{aligned}$ |  |  | 2004 <br> 2005 <br> (Base <br> year) | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| New enrolments at higher education institutions: <br> > Percentage of graduates with complete secondary education <br> > Percentage of other applicants | 30\% | 4 | 4.9\% | $\begin{aligned} & 75.2 \% \\ & 24.8 \% \end{aligned}$ | $\begin{aligned} & 74.0 \% \\ & 26.0 \% \end{aligned}$ | $\begin{aligned} & 70.0 \% \\ & 30.0 \% \end{aligned}$ | $\begin{aligned} & 70.0 \% \\ & 30.0 \% \end{aligned}$ | $\begin{aligned} & 50.0 \% \\ & 50.0 \% \end{aligned}$ |

## 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 <br> MID-TERM ACTION PLAN 2006-2010

### 4.1. Early childhood education

| Programs | Program contents | Outputs |
| :---: | :---: | :---: |
| Access |  |  |
| Objective 1. Increase the preschool gross enrollment up to 99\%. |  |  |
| 1.1. Expand the enrollment of kindergardens | 1.1.1.Construct new buildings and expand capacity ofkindergardens in Ulaanbaatar city, Darkhan-Uul, Orkhon and some other aimags <br> 1.1.2.Expand shift, seasonal and temporary training services of kindergardens <br> 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 | - Number of beds/seats of children in kindergardens increased by 3650 <br> - $85 \%$ of city children and $35 \%$ of rural children enrolled in private kindergardens <br> - Percentage of children in private kindergardens related to total number of children increased to 6.5\% <br> - Number of children in kindergarden per teacher reached 11.6 and number of children per group reached 25 |
| 1.2. Create nonkindergarden pre-school educational services for children of herders' households | 1.2.1.Create family-centered, mobile, seasonal, parental and distance learning services to ensure developmenet of herders' children in rural areas <br> 1.2.2. Expand the operations of mini-primary schools in rural bags by pre-school education service <br> 1.2.3.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' retraining and training expenses to support the new service of herders children | - $14 \%$ of city children and $64 \%$ of rural children to be enrolled in nonkindergarden pre-school education training <br> - Enrollment of children from very poor families with lower income than living standards to be increased by $50 \%$ in comparison with 2005 <br> - Pre-school educational services for children of rural herders to be institutionalized <br> - Training programs, content, methodology, teacher's manuals and materials of various options to prepare for schools to be developed <br> - Management, organization and human resource capacity to organize non-kindergarden trainings to be developed |
| 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 preschool services <br> 1.3.2.Fund meals expenses of children from very poor families enrolled in kindergardens in rural areas and in peripherial areas in cities from State Social Welfare Fund |  |


| 1.4. Expand social welfare services of disabled children of early childhood | 1.4.1.Create social conditions for children with development disabilities to involve in services ofearly diagnosis, rehabilitation, caretaking and educational services <br> 1.4.2.Create forms of family-based health, caretaking and consulting services for children with development disabilities <br> 1.4.3.Implement specialized policy to enroll children with development disabilities to regular kindergardens <br> 1.4.4.Train teachers with methodology and skills to work with children with development disabilities | - Environment of social services for disabled children of early childhood to be created <br> - Enrollment of disabled children in pre-schools services to be increased by $50 \%$ in comparision with 2005 <br> - Technical, social and psycological environment and human resources capacity to work in team to enroll disabled children in regular kindergardens to be developed |
| :---: | :---: | :---: |
| Quality |  |  |
| Objective 2. Create quality educational services to ensure needs of development for children of early childhood |  |  |
| 2.1. Improve <br> supplies <br> and services <br> of drinking <br> water, meals <br> and food in <br> kindergardens | 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) <br> 2.1.2. Renew kitchen utilities of kindergardens and make them meet hygiene and sanitation standards <br> 2.1.3. Create enviroment fully meeting healthy and hygiene standards of drinking water in kindergardens | - Food supplies will meen physiological norms of children starting from academic year of 2006-2007 <br> - Drinking water and food will be developed to meet quality and guarantee standards and safety and risk-free conditions will be ensured |
| 2.2. Improve condition of premises and training facilities of kindergardens | 2.2.1.Ensure healthy, safe and normal conditions of technical support base of kindergardents based on development, approval and following standards for premises and learning environment of kindergargents <br> 2.2.2. Develop and pursue special standards for outdoor toilet facilities <br> 2.2.3. Implement construction and repairing programs for kindergardens <br> 2.2.4.Improve supplies of toys, game equipment and training tools in kindergardens | - Standards for kindergarden constructions and training environment to be developed <br> - Toilet facilities of all kindergardens will meet standards <br> - Supplies of toys, entertainment and training tools in kindergardens will be increased by 1.7 times in comparison with 2005 <br> - $29.8 \%$ of kindergardens in need for repairs will be repaired |
| 2.3. Develop and introduce set of standards of social services for early childhood education and care | 2.3.1. Develop and pursue the new set of standards for development of early childhood <br> 2.3.2. Develop teacher's manuals in conformity with new standards, and support publications from the state | - Complexstandardsfordevelopment of children of early childhood to be developed <br> - No less than 4 types of teacher's manuals and training materials for children and teachers of pre-school education will be developed |


| 2.4. Strengthen human resource capacity of pre-school education | 2.4.1.Renew and implement program of teacher prepraration/training for early childhood education <br> 2.4.2.Supply kindergardens with professional full-time teachers at 100\% <br> 2.4.3. Develop training modules to train teachers to skills needed for implementation of new standards, organize re-trainings <br> 2.4.4. Develop professional training programs for associate teachers in kindergardens and organize the trainings <br> 2.4.5. Develop methodological modules for non-kindergarden early childhood education training and organize the trainings <br> 2.4.6. Organize re-training for early childhood educational professionals and teachers aborad, and implement study tour programs <br> 2.4.7.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 | - No less than 50 teachers of preschool education to be involved in re-training annually <br> - Kindergardens will be supplied with $100 \%$ of professional teachers and associate teachers <br> - Involve 30 teachers in re-training abroad and in study tours annually <br> - Training content and programs of schools training pre-school educational teachers will be renewed <br> - Training program to implement new standards will be created <br> - Training modules for associate teachers of non-kindergarden pre-school education and kindergardens will be developed <br> - Training modules of pre-school educational management will be developed |
| :---: | :---: | :---: |
| Management |  |  |
| Objective 3. Improve policy, legislature and management of early childhood education |  |  |
| 3.1. Encourage provision of social services for children of early childhood by private sector and other stakeholders by the state policy | 3.1.1.Create favorable environment to support interests to provide services for children of early childhood by private sector and other stakeholders <br> 3.1.2. Develop and pursue standards for services for children of early childhood <br> 3.1.3. Create learning majors in children's care and nursing and train professionals <br> 3.1.4.Develop the accreditation for the services of early childhood <br> 3.1.5.Ensure safe and risk-free conditions of services for children of early childhood and create quality control monitoring | - 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 <br> - Standards and monitoring mechanism of services for children of early childhood will be created |
| 3.2. Create intersectoral management of social services for children of early childhood | 3.2.1.Create the inter-sectoral management mechizme among the line ministries for managing integrated social services for children of early childhood <br> 3.2.2. Create inter-sectoral database and integrated network on early childhood services for better monitoringevaluation and policy development and its management | - Inter-sectoral management and information integration on children of early childhood will be developed |


| Outcomes: | 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 suplies of equil 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 unequailities in physiology, mentality and socialization of children of early childhood |
|  | Opportunities for accessing quality services and living in heathly and safe conditions will be expanded due to improvement of technical and training environment in kindergardens |
|  | 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 | Program content | Outputs |
| :---: | :---: | :---: |
| Access |  |  |
| Objective 1. Reduce disparities in unequal opportunities to obtain quality education among students and support to enjoying thier right to learn |  |  |
| 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 <br> 1.1.2. Conduct study of location and capacity of dormitories of secondary schools <br> 1.1.3.Rationale the location, type, structure of the school in corporating with regional development national strategy and changes of administrative and territorial distribution/ structure <br> 1.1.4.Construct new building and expand capacity of school and dormitory <br> 1.1.5.Improve legal coordination for development of private primary and secondary schools | - $99.9 \%$ of children of 7 years old will be enrolled in schools starting from 2006 <br> - $99.9 \%$ of children of 6 years old will be enrolled in schools starting from 2008 <br> - New blueprint of schools will be developed by 2008, and be followed by 2010 <br> - 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 <br> - Participation of private schools will be increased, and up to $10 \%$ of students will be enrolled in private schools |
| 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 intesive school readiness program to reduce disparities in preparation for school <br> 1.2.2.Identify difficulties occuring in the process of learning, and assist children with difficulties to get out of those difficulties <br> 1.2.3. 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 <br> 1.2.4.Support bag schools without lowering training quality <br> 1.2.5. 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 <br> 1.2.6.Improve facilities and services of dormitories <br> 1.2.7. Increase contributions and participation of parents in learning processing of children living in dormitories <br> 1.2.8.Construct kindergarden-primary school complex | - Types of services to ensure equal opportunities to obtain education will be created <br> - Grade repetition in general educational schools will be reduced by $34 \%$ in comparison with 2004 and will reach $66 \%$ <br> - Schools dropouts in primary education will be reduced in comparison with 2005 by 2010 as follows: <br> > of $1^{\text {st }}$ grade - reduced by $3.69 \%$ and reach 1.31 \% <br> > of $2^{\text {nd }}$ grade - reduce by $1.04 \%$ and reach 1.26 \% <br> - of $3^{\text {rd }}$ grade - reduce by $1.32 \%$ and reach $1.48 \%$ <br> - of $4^{\text {th }}$ grade - reduce by $0.49 \%$ and reach 0.21 \% <br> - of $5^{\text {th }}$ grade - reach $0.22 \%$ <br> - Measures to create legal environment to ensure confidentiality of grades will be undertaken <br> - Evaluation regulations will be changed <br> - Enrollment of herders' children living in dormitories will be increased by 18.2\% and will reach $52.7 \%$ <br> - Primary schools will be brought closer to parents and families <br> - Meal expenses of children living in dormitories will be increased by $8 \%$ in comparison with 2004 on annual basis |


|  | Reduce grade repetition <br> and school <br> dropouts, <br> provide support <br> to students <br> of vulnerable <br> groups in <br> studying <br> continuously | 1.3.1.Study reasons for grade repetition and school dropouts and implement policy and programs to eliminate negative reasons <br> 1.3.2. Undertake measures to return dropouts to schools in the first 2 years, and enroll them in reeducation from 3rd year <br> 1.3.3.Develop and implement special program to make dropouts return to schools <br> 1.3.4.Create integrated actions of re-education and non-formal education, and clearly identify duties and responsibilities <br> 1.3.5. Supply school stationary for students from familities with income lower than living standards <br> 1.3.6.Supply students from families with income lower than living standards with rights to use textbooks free of charge | - Percentage of dropouts from general educational schools will be reduced by $67.8 \%$ in comparison with 2004 and will reach $32.2 \%$ <br> $20 \%$ of dropouts will be returned to schools in 1st year, and 40\% - in next year <br> - 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 |
| :---: | :---: | :---: | :---: |
| 1.4. | Introduce the school snack/lunch commenced from 1th and 2nd grades' students | 1.4.1.Develop service standards for supplying students with school snack/lunch <br> 1.4.2. Develop regulation on school snack/lunch expenses covered by state and parents <br> 1.4.3.Create supply mechanism to serve for school snack/lunch <br> 1.4.4.Create management to provide school snack/lunch in school level | - Standards needed for serving students with snack/lunch will be developed and pursued <br> - Funding issues of providing students with lunch will be resolved and supply system will be set up <br> - Children of 1 st and 2nd grade of primary schools will be provided with shnack/lunch starting from academic year of 20062007 |
|  | Expand educational services for disabled children and enroll them in education | 1.5.1.Enroll disabled children in regular schools <br> 1.5.2.Create legal environment to provide professional and methodological assistance for teachers and students in regular schools from professional organizations and specialists <br> 1.5.4.Special schools need to be providing professional and methodological assistance to teachers, students and parents in regular schools <br> 1.5.4.Study educational needs of disabled children and develop and implement various training programs meeting special educational needs <br> 1.5.5. Train teachers to knowledge and skills to work with disabled children <br> 1.5.6. Supply schools with equipment and training tools needed for provision of educational and rehabilitation services for disabled children | - Types and forms of diagnosis-based services for disabled children will be expanded <br> - Opportunities of disabled children to be enrolled in education and study and to eliminate rural and urban disparities will be increased <br> - Expenditures for actions to provide education to children left out of schools will be institutionalized |


| 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 | 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 <br> 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 <br> 2.1.3.Identify content, methodology and learning environment for children of 6 and 7 years old children to learn in the school <br> 2.1.4.Develop subjects' content based on pilot test in accordance with moving 12 years' schooling system | - Detailed plans of preparations will be developed and implemented <br> - Budget, financial and expenditure issues will be resolved <br> - Training plans of primary and secondary education will be changed, developed and pursued in accordance with 12-year stucture <br> - Content and methodology of training children of 6 and 7 years old will be developed, and learning environment for them will be created <br> - Model framework of content of subjects will be developed and implemented |
| 2.2. Optimize supplies, utilization and workload of teachers | 2.2.1.Coordinate changes in teachers' supply and work overload to occur as a result of transferring to 12 years' schooling system <br> 2.2.2.Develop and pursue legal and economic encouragement mechanism to improve supply of teachers in rural areas <br> 2.2.3. Introduce ICT in rural schools <br> 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 | - All schools will be supplied with professional teachers <br> - 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 <br> - 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 $105 \%$ |


| 2.3. Renew and improve training system of teachers and managerial staff | 2.3.1.Renew model of "Teacher profession" in conformity with needs of schools' structure, specifics, characteristics and new standards <br> 2.3.2.Renew and pursure "Teacher education" standards in conformity with "Teacher profession" model <br> 2.3.3. Develop and pursue environmental standards needed for implementation of new standards and curriculum of teacher education <br> 2.3.4. Supply training tools in conformity with new standards of teacher education <br> 2.3.5.Ensure capacity strengthening of human resources to implement new standards and curriculum of teacher education | - Educational standards and curriculum of teachers will be developed and approved by 2008 <br> - Training in accordance with approved standards and curriculum will be normalized by 2010 <br> - 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 <br> - Favorable conditions to train quality teachers and managerial staff will be created |
| :---: | :---: | :---: |
| 2.4. Introduce schoolcentered retraining system | 2.4.1.Develop standards for working environment needed for continuous learning of teachers on job, and provide supply <br> 2.4.2.Increase accessibility, utilization and reliable operations of national network of distance learning <br> 2.4.3. Increase capacity of local and national organizations to provide professional and methodological assistance to teachers on job training <br> 2.4.4.Develop complex and regional center schools in a manner to serve as base unit for teacher's re-training <br> 2.4.5.Upgrade financial and operational management of re-training of teachers and administrative staff, allocate expenses for re-training in school's bugdet | - Opportunities for teachers to re-train independently and continuously on the job will be created <br> - $60 \%$ of schools will improve working environment for teachers in accordance with standards <br> - Methods of distance learning and ICT will be used in teacher's re-training <br> - Mechanisms and approaches to encourage teachers to develop their profesional and methodological skills will be created |


| 2.5. Improve professional and methodological skills of teachers to implement new standards and curriculum | 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 <br> 2.5.2.Organize training for teachers on ICT-based training, and prepare training materials and manuals <br> 2.5.3.Organize re-training abroad as special policy, organize study tour and learning sessions of advanced experience, and introduce them into life <br> 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 | - All teacher will be involved in a series of training to train them to skills needed for implementation of new standards <br> - Teachers will be trained to use computers and internet in teaching and increasing training efficiency <br> - 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 <br> - No less than $50 \%$ of teachers of general educational schools will be re-trained on annual basis <br> - 200 teachers and managerial staff will be re-trained abroad annually |
| :---: | :---: | :---: |
| 2.6. Make value of labor of teachers, methodologists and managerial staff realistic, and renew and follow system of their salaries, bonuses, benefits and incentives | 2.6.1. Undertake legal regulations for teachers to provide bonuses and benefits based on transparent and fair evaluation of work performance <br> 2.6.2. Provide additional incentives for teachers taking into account disparities in living and working conditions <br> 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 <br> 2.6.4.Create legal environment to protect teacher's ethics <br> 2.6.5.Improve criteria, forms and organiztion of evaluation of professional skills <br> 2.6.6. Promote the provision of teachers' manuals, handouts and training tools from the state | - 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 <br> - Percentage of salary of teachers and nonteachers in total expenditures of primary and secondary education will increased by $2.8 \%$ by 2010 in comparison with 2004 <br> Interests and efforts to develop communities and organizations, to improve living and working environment and to resolve social issues will increase <br> - Incentive system to comply with real growth of teacher's skills, efficiency of training, contributions to developed and responsibilities will be created <br> - Legal and economic mechanisms will be approved and pursued by 2008 and operations will be normalized by 2010 |



| 2.9. Improve infrastructure of schools in terms of condition of building, facility of drinking water, hygiene and sanitation and supply of heating and electricity | 2.9.1.Repair school and dormitory buildings in accordance with plans <br> 2.9.2.Develop and implement new standards for building construction of dormitory and school <br> 2.9.3.Develop and implement standards for environment of dormitories <br> 2.9.4. Organize supplies of furniture, kitchen utilities and others in dormitories <br> 2.9.5. Introduce quality and efficient heating technology of buildings, and make electricity supplies reliable <br> 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 <br> 2.9.7.Create possibilities of taking shower in all dormitories and improve accessibility and quality <br> 2.9.8. Develop standards for indoor and outdoor toilet facilities in schools, and improve accessibility, supply, hygience and health conditions <br> 2.9.9.Develop and pursue supply sampled requirements set forth for sanitation and cleaning <br> 2.9.10. Make access for disabled children in entrances, stairs and toilets in schools easy | - Number of training facilities meeting standards of quality will be increased <br> - All schools will provide training no more than in 2 shifts <br> - Comfortable environment to study in schools will be created <br> - Structural changes in schools will be made without creating problems related to number of seats in training facilities <br> - Management of requesting, performing, monitoring and receiving repairing of buildings with be improved <br> - Conditions of training and dormitory facilities will improve, opportunities of students to live and study in comfortable and healthy environment will be increased <br> - Utilization of buildings will become comfortable, reliable and efficient <br> - 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. |
| :---: | :---: | :---: |


| 2.10. Evaluate implementation of standards and curriculum of primary and secondary education | 2.10.1.Renew independent structure, mechanism and forms for standard enforcement <br> 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 <br> 2.10.3. Improve mechanism of evaluation of work performance of teachers and administrative staff and progress of schools and educational institutions <br> 2.10.4. Apply e-softwars to monitoring, analysis and evaluation <br> 2.10.5. Organize state examinations in accordance with unified guidelines to idenfity basic English and complete secondary educational standards, and make conclusions based on analysis of results | - Evaluation of student's performance will become incentive for students to learn. <br> - Evaluation system of student's performance will be stabilized by 2008. <br> - Evaluation system of standard implementation will be stabilized by 2010. <br> - Institutional and human resource capacity to evaluate implementation of educational standards will be increased. <br> - Percentage of successful graduates with basic education will reach 99.5\%. <br> - Percentage of successful graduates from senior grades will reach 99.9\% . |
| :---: | :---: | :---: |
| 2.11. Support development of complex schools and schools in regional centers | 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 <br> 2.11.2. Connect complex schools and schools in regional centers to national distance education network, and supply necessary equipment <br> 2.11.3. Establish centers to provide ICT training and consulting services <br> 2.11.4. Create conditions and environment for provision of vocational trainings in complex schools and schools in regional centers | - 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. <br> - Schools with vocational training will be emerged <br> - Example schools with good practice of ICT application in the training will be established. |


| Management |  |  |
| :---: | :---: | :---: |
| Objective 3. Improve and develop policy and management to support school development |  |  |
| 3.1. Upgrade management skills and responsbilities 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 <br> 3.1.2.Implement complex training of planning and management for managers in all levels by using optimal training models <br> 3.1.3.Improve skills and responsibilities of managers at all levels of administrative and professional management, monitoring and evaluation in educational sector <br> 3.1.4.Select managers for positions based on managerial skills and ethics as main criteria | - Job description of education administraters will be renewed in details and offcialized. <br> - Training modules in regard to development of skills required for particular positions will be developed, and a series of training will be organized. <br> - Selection of managerial staff will become fair and open. |
| 3.2. Develop school-based management | 3.2.1. Develop self-management of schools <br> 3.2.2.Assess and improve term of reference of school's employees <br> 3.2.3. Improve methods and forms of selecting, appointing, employing and performance evaluation of particular position <br> 3.2.4. Introduce concepts, methods and management such as "Children friendly school", Health supporting school", "Green school", "Open school" <br> 3.2.5. Optimize assortment of documentation of school's administration and training departments, and introduce new softwares and technologies in documentation and information exchange <br> 3.2.6.Regularize reporting on activities of school's administration, introduce a system of evaluation by parents, students, state and community, and improve accountability mechanism <br> 3.2.7.Support the school to have self income from school enterprises and farm and its self-spending right to use the school own revenue for development of schools within the legal framework | - Capacity of school's councils will be improved <br> - Financial independent status of schools will be increased <br> - Schools will provide their customers and interested parties with open, true, quality and rapid information, and possiblities to improve operations will be created <br> - Training documentation of schools will be free of bureacracy, technical works and become fast <br> - International experience and cases of school's development will be introduced |
| 3.3. Ensure growth of educational demands and needs and coordinate interests of stakeholders | 3.3.1.Study interests and needs of stakeholders <br> 3.3.2. Create mechanism for information exchange and coordination of activities <br> 3.3.3. Support initiatives of foreign and domestic investment into general secondary schools | - Make participation of stakeholders in planning, implementation and evaluation of any activities realistic, maintain information transparent, and improve mechanism to eliminate conflicts and shortcomings <br> - Ethical social participation to support education in accordance with laws and regulations will increase |


| Outcomes: | Students with limitied 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 secondary school will transfer to 12 years schooling system in academic year 20082009 |
|  | Conditions of mutual recognition of education diploma and sertificates with foreign countries will be created |

### 4.3. Non-formal and adult education

| Programs | Program contents | Outputs |
| :---: | :---: | :---: |
| Access |  |  |
| 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 |  |  |
| 1.1. Increaser nonaccessibility for illiterate and new literate people | 1.1.1.Develop criteria and indicators for identification of level of literacy of the population, and conduct detalied survey on literacy <br> 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 | - Literacy rate will be achieved by 99\%. <br> - 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 reache $65.2 \%$ |
| 2.2. Increase opportunities of children and youth who left outside of the schools to enroll in nonformal educaitonal services | 2.2.1.Develop equilance training program for primary, basic and complete secondary education, develop and publish training modules <br> 2.2.2.Cover children of school age being enrolled in re-education with variable costs, and resolve financial issues <br> 2.2.3.Train non-formal education teachers to train students with multigrade training programs | - $40 \%$ of dropouts from general educational schools will be enrolled in non-formal and multigrade training programs and will be provided with re-education <br> - Legal environment to accept primary, basic and complete education obtained through multigrade training program <br> - Variable costs for children of school age enrolled in nonformal educational training will be covered completely <br> - Teachers and associates to teach at multigrade training programs will be trained |
| 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 <br> 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 | - Detailed study of educational level and needs of adults will be conducted and adults will be provided with basic knowledge. <br> - Accessible, sustainable and quality non-formal educational services will be provided in compliance with needs of adults. |

## 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

| 2.1. | Improve training <br> content and <br> methodology of <br> non-formal and <br> adult educational <br> sector, improve <br> supplies of training <br> tools |
| :--- | :--- |
| 2.2. | Improve capacity <br> of non-formal <br> educational service <br> providers and <br> human resources |

2.1.1.Upgrade content and methodology of re-educational training programs for primary, basic and complete secondary education in accordance with new educational standards
2.1.2.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
2.1.3.Develop and organize various training programs of non-formal education with accordance with needs and specifics of adult education, improve quality of training materials
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
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

- Equivalence training program for primary, basic and complete secondary education and training modules to implement them will be developed
- Multigrade training methodology will be used in equivalence program training
- Various training programs and materials for non-formal education will be developed and used
- Training programs, plans and manuals for re-training of nonformal educational teachers will be developed and trainings will be regularized.
- Capacityofnon-formaleducational institutions will be improved at all levels, and supplies of human resources will be increased in particular
- Capacity of utlization of literacy among new literate people will be increased
- 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
3.1. Renew and develop strategies and policies of nonformal and adult education
3.1.1.Define policy and strategies of nonformal educational sector to be able to create possibilities for population to learn continuously and during lifetime
3.1.2. Strengthen national and local institutions of non-formal education, and define their status
3.1.3. 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

- Strategies and policies of nonformal and adult education will be renewed and successfully implemented

| 3.2. State financing relations of nonformal education will be improved | 3.2.1. Include financing mechanism in the laws on education and budget <br> 3.2.2.Increase funding for non-formal educational services and allocate as separete line in budget <br> 3.2.3. Funding for non-formal education to be allocated optimally at national and local levels | - Financing mechanism of nonformal education will be stabilized and become clear <br> - Fund for non-formal education services will be increased <br> - Financing allocation at national and local level will become clear and stabilized |
| :---: | :---: | :---: |
| 3.3. Improve <br> management, planning and information of nonformal 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 <br> 3.3.2.Improve monitoring and evaluation criteria | - Management and information system, including microsystem of policy, planning and management of non-formal education will be created |


| Outcomes : | 1. All population will obtain primary and basic education, and gender balance will be <br> maintained in education services |
| :--- | :--- |
|  | 2. Lifelong and continuing education environment will be created and poverty will be <br> reduced due to improvement of living quality |
|  | 3. People will have options to obtain education outside of formal education <br> institutions |
|  | 4. Policy andlegal environment for non-formal and adult education willbe created <br> and its activites will be stabilized and their efficiency will improve |
|  | 5. Planning based on realistic data will be made, and management will improve, <br> which will lead to achieve adequate level of non-formal educational services |

### 4.4. Technical education and vocational training

| Programs | Program contents | Outputs |
| :---: | :---: | :---: |
| Access |  |  |
| Objective 1. Increase enrollment in technical education and vocational training by $56.1 \%$ |  |  |
| 1.1. Expand the services of TEVT | 1.1.1. Increase number of seats in schools of TEVT <br> 1.1.2.Improve repairs of TEVT dormintories and supplies of equipment <br> 1.1.3.Construct new TEVT buildings in conjunction with regional development national strategy and local needs <br> 1.1.4.Implement differentiation and equality policy in regard to provision of opportunities for children of vulnerable groups to study <br> 1.1.5.Supply students from vulnerable groups with textbooks and training manuals on vocational training and technical education free of charge thourhg libraries <br> 1.1.6. Increase enrollment of graduates with complete secondary education <br> 1.1.7. Increase percentage of adults in enrollment in vocational training and technical education <br> 1.1.8. Organize basic vocational trainings in general educational schools with opportunities to make choises by students | - New training facilitites with 3800 seats fir vocational basic and intermediate education will be constructed. <br> - Percentage of enrolled in VTIC from graduates with basic education will reduce by $6.6 \%$ in comparison with 2005 and will reach $7.6 \%$ <br> - 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 $8 \%$ <br> - General educational schools with vocational training with be established <br> - List of vocational professions to be provided in complete secondary schools with be approved. |
| 1.2. Support establishment of private TEVT schools | 1.2.1.State to be responsible for variable costs per student in private TEVT <br> 1.2.2.Create mechanism for interchanging on practical training between private and public VTIC <br> 1.2.3. Create policy and favorable conditions for establishing VTIC by enterprises and factories <br> 1.2.4.Provide support for strengthening human resources capactiy of private VTIC | - Percentage of students studying in TEVT private schools will increased by $3 \%$ in comparison with 2005 and will reach 4.4\% |
| Quality |  |  |
| Objective 2. Improve training quality of vocational training and technical education, create supplies of human resources to ensure demands of labor market |  |  |
| 2.1. Comply TEVT training with demands of working forces | 2.1.1.Conduct survey on number, quality and social efficiency of demands of labor market <br> 2.1.2.Create database on demands of labor market <br> 2.1.3.Develop vocational training content and standards in accordance with needs of labor market <br> 2.1.4.Increase participation of industries and services in management, planning and training process of TEVT schools <br> 2.1.5.Establish database on training modules | - Database on demands of labor market will be created <br> - Content and standards of common professions will be developed and approved |


| 2.2. Improve technical support base, supplies of training equipment and tools of TEVT schools | 2.2.1.Resolve fund issues of repairing works of VTIC buildings with state ownership in need for repairing <br> 2.2.2. Increase supplies of practical workshops, equipment, tools and investment of state VTIC <br> 2.2.3. Develop and implement policy of developing and publishing vocational textbooks for TEVT <br> 2.2.4. 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 <br> 2.2.5. Supply general educational schools, which provide vocational basic education with practical and laboratory equipment and training tools | Module programs for vocational basic training for general educational schools will be developed <br> - Policy on textbooks will be developed and implemented <br> - Expenditure for laboratory equipment and training tools for vocational training and technical education will be increased by $10 \%$ annually <br> - 28 practical workshops will be renewed, inter-school practical centers will be established, 26 schools will go under capital maintainence and 6 model schools will be established |
| :---: | :---: | :---: |
| 2.3. Teach teachers, retrain teachers | 2.3.1.Create national system of re-training TEVT teachers <br> 2.3.2.Increase funding for re-training TEVT teachers <br> 2.3.3. Develop training program and content for re-training master teachers and vocational teachers <br> 2.3.4.Establish training center with new techniques and advanced technologies for re-training vocational teachers <br> 2.3.5.Increase number of vocational teachers with skills to teach theoretical and practical training in TEVT | System to train and re-train teachers will be established <br> VTIC will be provided with $100 \%$ of professional teachers <br> - No less than $50 \%$ of TEVT teachers will be retrained <br> - 20 teachers will be re-trained abroad in specific professions annually <br> - Advanced Technology Center for teacher's re-training will be established |
| Management |  |  |
| Objectve 3. Renew management of technical education and vocational training |  |  |
| 3.1. Improve management and funding mechanism of vocational education and training | 3.1.1.Renew and pursue funding norms based on realistic expenses to train workers with professions meeting demands of labor market <br> 3.1.2.Implement policy to develop TEVT schools on regard to training, business, production and services <br> 3.1.3.Implement policy and programs to improve TEVT national and schools' management capacity <br> 3.1.4.Strengthen accreditation capacity of TEVT organizations and programs, create quality control system <br> 3.1.5.Create favorable environment to support foreign investment to TEVT | Funding norms of TEVT will be renewed <br> - National and school's capacity of TEVT will be improved <br> - Quality control system will be established |


| 3.2. Mechanism of social partnership will be established | 3.2.1. Ensure participation of representation of employers, manufacturers, service providers and busines professional associations in national policy and planning <br> 3.2.2.Ensure interrelationship of training, manufacturing and services based on creation of mechanism of social partnershp, provide graduates with working places | - Social partnership at national and school level will be created |
| :---: | :---: | :---: |


| Outcomes : | 1.Improvement of TEVT services will impact on increasing employment and <br> reducing poverty and unemployment among population |
| :---: | :---: | :--- |
|  | 2.Improvement of capacity of workers with national professions will provide <br> support to development of manufacturing and services and creating <br> economic growth |

### 4.5. Higher education

| Programs | Program contents | Outputs |
| :---: | :---: | :---: |
| Access |  |  |
| Objective 1. Improve coordination of enrollment in higher education |  |  |
| 1.1. Support students majoring in engineering, technology, national science, teaching and agriculture | 1.1.1.Increaseforeignanddomesticinvestment, loans and assistance in improving training environment of schools training professionals in engineering, technology, natural science, teaching and agriculture <br> 1.1.2.Increse number of students majoring in engineering and technology among students studying abroad within the framework of inter-governmental agreements and grants on annual basis <br> 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 | - 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\% <br> - $75 \%$ of students majoring in engineering, technology, national science, teaching and agriculture will be involved in loan program of State Training Fund |
| 1.2. Expand framework of services of universities | 1.2.1.Support initiatives to establish Open University <br> 1.2.2.Establish branches of prestigious universities and colleges <br> 1.2.3. Expand vocational external and distance learning <br> 1.2.4.Expand opportunities of graduates with higher education to study continuously | - Branches of prestigious foreign universities and colleges will be established and number of students in them will increase <br> - E-school will be established <br> - Universities operating in a form of open university will be established |
| Quality |  |  |

2.1. Strengthen professional capacity of human resources of higher educaiton
2.2. Develop standards and accreditation of operations of higher educational institutions
2.1.1.Implement re-training programs of $\quad$ - Expenditures for re-training of teachers
2.1.2.Train academic human resources and young academicians in foreign developed countries
2.1.3.Expand financial resources for teacher's re-training
2.1.4.Apply ICT in re-training teachers and make investment
2.2.1.Develop and implement standards for training and research environment in higher educational institutions
2.2.2. Upgrade and pursue requirements and criteria set forth for accredited activities and training programs
2.2.3.Upgrade content of training programs of accredited institutions to reach level of international standards
2.2.4.Create system of standartization and accreditation of work and services of employees of higher educational institutions
2.2.5.Develop and pursue ethic regulations to be followed in training and research works in higher educational institutions
2.2.6. Recognize educational documentation in agreement with foreign countries
higher educational teachers domestically will be increased by 8\% annually

- 100 teachers will be re-trained abroad annually
- National integrated network of distance learning will be established and will be used for re-training of teachers
- Rating of higher educational institutions will be established and will be publicized
- Accreditation of training programs will be complied with international standards
- Standards for work of employees of higher educaitonal institutions will be created
- Attestation of higher educational training will be conducted gradually
- Percentage of students studying in private universities will reduce by $3.8 \%$ in comparison with 2005 and will reach $27.9 \%$

| 2.3. Provide support to <br> renewal of training, <br> research and <br> production base of <br> universities |
| :--- |
|  |
|  |
| Objective |
| 3.1. Optimize |
| management and |
| coordination of higher |
| education |
|  |

2.3.1.Create favorable policy environment to increase investment for supporting techniques and technologies of universities
2.3.2. Provide financial support to state universities to strengthen technical support base for academic research and production
2.3.3.Provide support to increase of foreign investment towards strengthening academic research and production base of universities
2.3.4.Create favorable environment for bilateral and multilateral relations to conduct joint academic and production researches in cooperation with foreign universities and research institutions

- Investment expenditure for higher education will increase by $8 \%$ annually.
- Advanced techniques and technologies will be introduced to training at universities
- Correlation of training, research and production at universities will be improved


## Management

3.1. Optimize management and coordination of higher education
3.2. Improve policy and management of social welfare of students studying in universities by the state
3.1.1.Create system to improve management skills and re-traing management staff of universities
3.1.2.Expand open opportunities for students to study in developed countries, improve policy of loan repayment
3.1.3.Implement policy to optimize proportion recruitment/entrants of universities
3.1.4.Develop and implement policy and strategy to involve state universities in privatization of social sector
3.2.1.Improve legal environment of state loan system
3.2.2.Implement loan model based on future income of students
3.2.3. Develop and implement guidelines for providing support from the state to students - orphans and disabled, studying in universities
3.2.4.Support initiatives of universities to provide comprehensive range of services to establish students' campuses with students dormitories
3.2.5.Implement policy to expand framework of services to be provided to students on discount basis

Number of students studying in developed countries will increase, and repayment of loans will improve

- Percentage of graduates with complete secondary education enrolled in universities will reduce by $11 \%$ and will reach $70 \%$
- Percentage of new recruits to universities with complete secondary education will reduce by $5.2 \%$ and will reach $70 \%$, and oercentage of other recruits will increase by $5.2 \%$ and will reach $30 \%$
- Management capacity of universities will improve
- Assistance and support to students will become efficient
- Loan repayment will become guaranteed
- Policy on social welfare of students will be created
- Students will have possibility to get loan not only for training but also for livelihood

| Outcomes: | - Competitiveness and value of Mongolian higher educaiont 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. |

## 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 Goas, 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 educaiton, 4 years of middle education, 2 years of senior grade, and 9 years of basic educaiton) in 2005-20057 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 20082015
- Age of children to study in middle grades will be 12-15 in 2005-2007 and 11-14 in 20082015.
- Age of children to study in senior grades will be 16-17 in 2005-2007 and 15-17 in 20082015.

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 suject.
- 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- <br> school education | 30,588 | 40,201 | 47,663 | 52,944 |
| Enrollment of kindergardens <br> (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 <br> education (by fiscal year) | 27,340 | 40,487 | 46,898 | 52,253 |
| Of which: number of children to be provided with <br> recurrent costs | 13,670 | 20,244 | 23,449 | 26,127 |
| Number of students in pre-school education to be <br> 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 <br> $(1-12)$ (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 <br> 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 11. 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) <br> (by fiscal year) | 4,476 | 5,099 | 5,316 | 5,770 |
| Of which: state | 4,226 | 4,775 | 4,954 | 5,193 |
| $\quad$ Private | 250 | 324 | 362 | 577 |
| Total number of working associate teachers <br> (by fiscal year) | 2,983 | 3,219 | 3,036 | 3,408 |
| $\quad$ Of which: state | 2,817 | 3,016 | 2,834 | 3,067 |
| Private | 166 | 203 | 202 | 341 |
| Total number of non-teaching staff <br> (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

| In cities | 2006 | 2008 | 2010 | 2015 |
| :--- | ---: | ---: | ---: | ---: |
|  |  |  |  |  |
| 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/ <br> 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/ <br> 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/ <br> 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/ <br> 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 <br> 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 <br> 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 <br> 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 <br> 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 <br> 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 <br> 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 <br> 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 | $2006-$ <br> 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 <br> (primary education) | 933 | 696 | 520 | 250 | - |
| Ratio of student per computer <br> (middle grades of general education) | 187 | 139 | 104 | 50 | - |
| Ratio of student per computer <br> (senior grades of general education and <br> 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 | $2006-$ <br> 2015 |
| :--- | ---: | ---: | ---: | ---: | ---: |
| Number of new seats/beds needed for pre- <br> school | 1,010 | 730 | 730 | 730 | 7,880 |
| Number of new seats needed for general <br> 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 <br> 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 20112015.
- It is planned to increase salary of associate tachers 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 20112015.
- 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 nonteaching staff of kindergardens will reach 4.5 billion MNT in 2006-2010 and 8.0 billion in 20112015.
- Expenditures related to variable costs per child in kindergargen, 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)

|  | $\begin{gathered} 2006-2010 \\ \text { average } \\ \hline \end{gathered}$ | $\begin{gathered} \text { 2006-2010 } \\ \text { total } \end{gathered}$ | $\begin{gathered} \hline 2011-2015 \\ \text { average } \\ \hline \end{gathered}$ | $\begin{gathered} \text { 2011-2015 } \\ \text { total } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: |
| 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 maintanence 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 preschool 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.
- Expenditues for re-training domesticallyd 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 <br> total | 2011-2015 <br> Average | 2011-2015 total |
| :--- | ---: | ---: | ---: | ---: |
| Constructions and <br> maintanence | $3,380,181$ | $16,900,905$ | $4,352,710$ | $21,763,548$ |
| Number of new seats/beds <br> 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 <br> 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 <br> average |  |  |  | 2006-2010 <br> total |
| :--- | ---: | ---: | ---: | ---: | ---: |
| 1. Variable costs | 2011-2015 <br> average | 2011-2015 <br> total |  |  |  |
| 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 1st $^{\text {st }}$ and 2 |  |  |  |  |  |

- 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 20062015, 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 20052015 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)

|  | $2006-2010$ <br> average | 2006-2010 <br> total | 2011-2015 <br> average | 2011-2015 total |
| :--- | ---: | ---: | ---: | ---: |
| Constructions and maintenance of <br> 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 <br> 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 <br> of vulnerable groups in general <br> secondary schools |  |  |  |  |

### 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-teachling 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)

|  | $\begin{gathered} \text { 2006-2010 } \\ \text { average } \end{gathered}$ | $\begin{gathered} \text { 2006-2010 } \\ \text { total } \end{gathered}$ | 2011-2015 average | $\begin{gathered} 2011-2015 \\ \text { total } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: |
| 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 retraining domestically and abroad and study tours.

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

|  | $2006-2010$ <br> average | $2006-2010$ <br> total | 2011-2015 <br> average | 2011-2015 <br> total |
| :--- | ---: | ---: | ---: | ---: |
| Constructions and maintanence | $2,653,665$ | $13,268,325$ | $1,787,336.8$ | $8,936,684$ |
| Number of new seats needed | 520 | 2,600 | 240 | 1,200 |
| Euipment | 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 <br> 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)

|  | $2006-2010$ <br> average | $2006-2010$ <br> total | 2011-2015 <br> average | 2011-2015 <br> 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 retraining teachers of higher education domestically by $8 \%$ annually.
- Investment expenditure for higher education will be increased by $8 \%$ annually, and 633.6 million MNT in2006-2010 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)

|  | $2006-2010$ <br> average | $2006-2010$ <br> total | 2011-2015 <br> average | $2011-2015$ <br> 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 | $2006-2010$ <br> average | $2006-2010$ <br> total | $2011-2015$ <br> average | $2011-2015$ <br> Total |
| :--- | :---: | :---: | :---: | ---: | ---: |
| Non-formal educational and <br> 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]
### 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 | 20085 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| GSP per capita ('000 <br> 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 <br> 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 <br> expenditure in state <br> 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 <br> (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 <br> (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 <br> (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 <br> 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 <br> expenditure <br> ('000000 MNT) | Expenditure to be covered <br> by state budget ('000000 <br> MNT) | Percentage of state <br> budget in educational <br> 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 <br> expenditure <br> ('000000 MNT) | Deficient educational <br> expenditure <br> (in mln USD) | Deficient educational <br> 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 ${ }^{1}$.

## 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
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 ${ }^{2}$ 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
- 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 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 creaing 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 possiblities 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 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 responsibilties of central and local administraive organizations and institutions, advantageous opportunities to organize educational management, financial and budget relations based on policy and strategies in a unified, rapid, troublesomefree 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.

[^6]
## ANNEXES:

MONGOLIA: PRESCHOOL AGE AND SCHOOL AGE POPULATION

|  | OJECTI |  |  | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| AGE |  | ortality ra |  | 100\% | 101 | 02. | 104.3\% | 105 | 107 | 108.7\% | 110.2\% | 111.8\% | 113.3\% | 114.9\% | 116.5\% |
|  | 2004 | $\begin{aligned} & 2006- \\ & 2010 \end{aligned}$ | $\begin{aligned} & 2011- \\ & 2015 \end{aligned}$ | 1.4\% |  |  |  |  |  |  |  |  |  |  |  |
| 0 YEAR OLD | 0.0042 | 0.0039 | 0.0038 | 40125 | 40687 | 41256 | 41834 | 42420 | 43014 | 43616 | 44226 | 44845 | 45473 | 46110 | 46755 |
| 1 YEAR OLD | 0.0007 | 0.0007 | 0.0007 | 40213 | 39956 | 40529 | 41096 | 41671 | 42255 | 42847 | 43450 | 44057 | 44674 | 45300 | 45934 |
|  | 0.0004 | 0.0003 | 0.0003 | 43063 | 40184 | 39929 | 40502 | 41068 | 41643 | 42227 | 42819 | 43422 | 44028 | 44645 | 45271 |
| 3 YEARS OLD | 0.0002 | 0.0002 | 0.0002 | 44698 | 43047 | 40171 | 39916 | 40489 | 41054 | 41629 | 42213 | 42805 | 43408 | 44013 | 44630 |
| 4 YEARS OLD | 0.0001 | 0.0001 | 0.0001 | 46381 | 44688 | 43038 | 40163 | 39908 | 40480 | 41045 | 41620 | 42204 | 42796 | 43399 | 44004 |
| 5 YEARS OLD | 0.0001 | 0.0001 | 0.0001 | 48267 | 46376 | 44684 | 43034 | 40159 | 39904 | 40476 | 41041 | 41616 | 42200 | 42792 | 43395 |
| 6 YEARS OLD | 0.0001 | 0.0001 | 0.0001 | 49373 | 48261 | 46370 | 44679 | 43029 | 40154 | 39899 | 40471 | 41036 | 41611 | 42195 | 42787 |
| 7 YEARS OLD | 0.0001 | 0.0001 | 0.0001 | 48651 | 49368 | 48257 | 46366 | 44675 | 43025 | 40150 | 39895 | 40467 | 41032 | 41607 | 42191 |
| 8 YEARS OLD | 0.0001 | 0.0001 | 0.0001 | 52172 | 48648 | 49365 | 48254 | 46363 | 44672 | 43022 | 40148 | 39893 | 40465 | 41030 | 41605 |
| 9 YEARS OLD | 0.0001 | 0.0001 | 0.0001 | 54171 | 52167 | 48644 | 49361 | 48250 | 46359 | 44668 | 43019 | 40145 | 39890 | 40462 | 41027 |
| 10 YEARS OLD | 0.0001 | 0.0001 | 0.0001 | 55626 | 54167 | 52163 | 48641 | 49358 | 48247 | 46356 | 44665 | 43016 | 40142 | 39887 | 40459 |
| 11 YEARS OLD | 0.0001 | 0.0001 | 0.0001 | 54066 | 55622 | 54163 | 52159 | 48638 | 49355 | 48244 | 46353 | 44662 | 43013 | 40139 | 39884 |
| 12 YEARS OLD | 0.0001 | 0.0001 | 0.0001 | 58456 | 54062 | 55618 | 54159 | 52155 | 48635 | 49352 | 48241 | 46350 | 44659 | 43010 | 40136 |
| 13 YEARS OLD | 0.0001 | 0.0001 | 0.0001 | 61493 | 58450 | 54057 | 55612 | 54154 | 52150 | 48630 | 49347 | 48236 | 46345 | 44655 | 43006 |
| 14 YEARS OLD | 0.0001 | 0.0001 | 0.0001 | 64030 | 61490 | 58447 | 54054 | 55609 | 54151 | 52147 | 48628 | 49345 | 48234 | 46343 | 44653 |
| 15 YEARS OLD | 0.0002 | 0.0001 | 0.0001 | 63317 | 64022 | 61483 | 58440 | 54048 | 55602 | 54145 | 52141 | 48622 | 49339 | 48228 | 46337 |
| 16 YEARS OLD | 0.0001 | 0.0001 | 0.0001 | 62015 | 63307 | 64013 | 61474 | 58432 | 54040 | 55594 | 54137 | 52134 | 48615 | 49332 | 48221 |
| 17 YEARS OLD | 0.0001 | 0.0001 | 0.0001 | 59906 | 62008 | 63300 | 64006 | 61467 | 58426 | 54034 | 55588 | 54131 | 52128 | 48610 | 49327 |
| 18 YEARS OLD | 0.0002 | 0.0002 | 0.0002 | 58605 | 59898 | 62001 | 63292 | 63998 | 61460 | 58419 | 54028 | 55581 | 54125 | 52122 | 48604 |
| 19 YEARS OLD | 0.0003 | 0.0002 | 0.0002 | 55815 | 58594 | 59888 | 61990 | 63281 | 63987 | 61450 | 58410 | 54019 | 55572 | 54116 | 52114 |
| 20 YEARS OLD | 0.0002 | 0.0002 | 0.0002 | 54620 | 55801 | 58581 | 59874 | 61976 | 63266 | 63972 | 61436 | 58397 | 54007 | 55559 | 54104 |
| 21 YEARS OLD | 0.0002 | 0.0002 | 0.0002 | 49899 | 54607 | 55789 | 58569 | 59861 | 61963 | 63253 | 63959 | 61423 | 58385 | 53996 | 55547 |
| 22 YEARS OLD | 0.0002 | 0.0002 | 0.0002 | 48540 | 49887 | 54594 | 55776 | 58556 | 59847 | 61949 | 63239 | 63945 | 61409 | 58372 | 53984 |
| 23 YEARS OLD | 0.0003 | 0.0002 | 0.0002 | 47520 | 48528 | 49876 | 54581 | 55763 | 58543 | 59833 | 61935 | 63225 | 63931 | 61395 | 58359 |

MONGOLIA: PRESCHOOL AGE AND SCHOOL AGE POPULATION

|  | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| PROJECTION | 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 <br> SECONDARY <br> EDUCATION AGE <br> 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 |  |  |  | $\begin{aligned} & 2004 \\ & 2005 \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2006 \\ & 2007 \end{aligned}$ | $\begin{aligned} & 2007 \\ & 2008 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2009 \\ & 2010 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2011 \\ & 2012 \end{aligned}$ | $\begin{aligned} & 2012 \\ & 2013 \end{aligned}$ | $\begin{aligned} & 2013 \\ & 2014 \end{aligned}$ | $\begin{aligned} & 2014 \\ & 2015 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The number of students aged 6-7 in General Secondary Schools |  |  |  | 48444 | 53854 | 56578 | 55122 | 57205 | 42259 | 41577 | 41103 | 40680 | 40319 | 40023 | 39783 |
|  | Urban | Rural |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PRESCHOOL ENROLMENT | 51\% | 49\% |  | 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\% | 58.7\% | 64.4\% | 70.6\% | 77.5\% | 85.0\% | 85.0\% | 85.0\% | 85.0\% | 85.0\% | 85.0\% | 85.0\% | 85.0\% |
| RURAL (\%) | 35\% | 4 | 3.8\% | 30.2\% | 31.3\% | 32.5\% | 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\% | 16.9\% | 16.1\% | 15.4\% | 14.7\% | 14.0\% | 14.0\% | 14.0\% | 14.0\% | 14.0\% | 14.0\% | 14.0\% | 14.0\% |
| RURAL (\%) | 64\% |  | 64.7\% | 8.7\% | 14.3\% | 23.6\% | 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 |  |  |  | 46.1\% | 63.4\% | 71.4\% | 82.6\% | 99.0\% | 99.0\% | 99.0\% | 99.0\% | 99.0\% | 99.0\% | 99.0\% | 99.0\% |
| EDUCATION |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

PROJECTION OF PRIMARY EDUCATION ENROLLMENT

|  |  |  |  | $2004$ | $2005$ | $2006$ | $2007$ | 2008 2009 | $2009$ | $2010$ | $2011$ | $2012$ | $2013$ | $2014$ $2015$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 YEARS OLD | Out of school children (prior the commencement of academic year) |  |  | 49373 | 48261 | 46370 | 44679 | 43029 | 40154 | 39899 | 39718 | 39584 | 39510 | 39497 |
| 7 YEARS OLD |  |  |  | 48651 | 39782 | 36192 | 25512 | 14233 | 2147 | 1720 | 1426 | 1137 | 850 | 566 |
| 8 YEARS OLD |  |  |  | 28225 | 9793 | 995 | 796 | 485 | 228 | 28 | 17 | 10 | 5 | 1 |
| 6 -year-old new students |  |  |  | 9586 | 14112 | 20422 | 29636 | 42986 | 40114 | 39859 | 39678 | 39544 | 39470 | 39458 |
| Percentage among the 6-year-olds | 99.9\% | 4 | 50.6\% | 19.4\% | 29.2\% | 44.0\% | 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 |
| Percentage among the 7 -year-olds | 99.9\% | 1 | 25.1\% | 79.9\% | 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 |
| 9 -year-old new students |  |  |  | 3927 | 3779 |  |  |  |  |  |  |  |  |  |
| The number of new students |  |  |  | 76817 | 67426 | 57573 | 55918 | 57690 | 42487 | 41605 | 41120 | 40690 | 40324 | 40024 |
| Retention |  |  |  | 548 | 668 | 583 | 483 | 445 | 436 | 309 | 288 | 271 | 256 | 243 |
| Retention by \% | 0.57\% | 11 | -4.1\% | 0.90\% | 0.86\% | 0.83\% | 0.79\% | 0.76\% | 0.73\% | 0.70\% | 0.67\% | 0.65\% | 0.62\% | 0.59\% |
| Drop-out |  |  |  | 3868 | 2818 | 1944 | 1496 | 1221 | 722 | 561 | 440 | 347 | 275 | 218 |
| Drop-out by \% | 0.43\% | 11 | -20.0\% | 5.00\% | 4.00\% | 3.20\% | 2.56\% | 2.05\% | 1.64\% | 1.31\% | 1.05\% | 0.84\% | 0.67\% | 0.54\% |
| Rate of drop-outs coming back to school /20\%, 40\%/ | 20.0\% | 40.0\% |  |  | 1934 | 2111 | 1516 | 1077 | 843 | 633 | 401 | 312 | 245 | 194 |
| The number of students enrolled under the equivalency program | 40.0\% |  |  |  | 1238 | 1392 | 1547 | 1127 | 778 | 598 | 488 | 289 | 224 | 176 |
| The number of students enrolled under the equivalency program /weighted/ |  |  |  |  | 413 | 464 | 516 | 376 | 259 | 199 | 163 | 96 | 75 | 59 |
| The number of students in the first grade |  |  |  | 77365 | 70441 | 60731 | 58433 | 59588 | 44025 | 42746 | 41972 | 41369 | 40900 | 40520 |

MONGOLIA :

| PROJECTION |  |  |  | $\begin{aligned} & 2004 \\ & 2005 \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2006 \\ & 2007 \end{aligned}$ | $\begin{aligned} & 2007 \\ & 2008 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2009 \\ & 2010 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2011 \\ & 2012 \end{aligned}$ | $\begin{aligned} & 2012 \\ & 2013 \end{aligned}$ | $\begin{aligned} & 2013 \\ & 2014 \end{aligned}$ | $\begin{aligned} & 2014 \\ & 2015 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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\% \| | 11\| | -4.5\%\| | 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\% | 11\| | -9.6\%\| | 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\% |  |  | 675 | 648 | 475 | 720 | 583 | 518 | 438 | 317 | 279 | 248 |
| The number of students enrolled under the equivalency program | 40.0\% |  |  |  | 432 | 486 | 540 | 216 | 518 | 406 | 354 | 328 | 220 | 193 |
| The number of students enrolled under the equivalency program /жигнэсэн/ |  |  |  |  | 144 | 162 | 180 | 72 | 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\% | 11\| | -7.3\%\| | 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\% \| |  | -10.1\%\| | 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\% |  |  | 833 | 921 | 631 | 519 | 771 | 622 | 552 | 464 | 335 | 293 |
| The number of students enrolled under the equivalency program | 40.0\% |  |  |  | 533 | 599 | 666 | 510 | 241 | 555 | 433 | 378 | 348 | 234 |
| The number of students enrolled under the equivalency program /жигнэсэн/ |  |  |  |  | 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 |

PROJECTION OF PRIMARY EDUCATION ENROLLMENT

|  | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | $\begin{array}{lllllllllllll}\text { The number of fourth grade entrants } & 52039 & 57138 & 49417 & 26038 & 66700 & 58018 & 56450 & 57777 & 43204 & 41970 & 41205 & 40715\end{array}$

 Repetition $\begin{array}{llllllllllllll}\text { Drop-out } & 365 & 330 & 235 & 102 & 213 & 152 & 121 & 102 & 63 & 50 & 40 & 33\end{array}$ | Drop-out by $\%$ | $\mid 0.08 \%$ | $11\|-17.9 \%\|$ | $0.70 \%$ | $0.57 \%$ | $0.47 \%$ | $0.39 \%$ | $0.32 \%$ | $0.26 \%$ | $0.21 \%$ | $0.18 \%$ | $0.14 \%$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percentage of drop-outs coming back to | $0.12 \%$ | $0.10 \%$ | $0.08 \%$ |  |  |  |  |  |  |  |  | Percentage of drop-outs coming back to $20.0 \% 40.0 \%$

school $/ 20 \%$, 40\%/ school /20\%, 40\%/
The number of stude
The number of students enrolled under
the equivalency program
The number of students enrolled under
the equivalency program /жигнэсэн/

| The number of fourth grade students | 52157 | 57455 | 49768 | 26341 | 66894 | 58215 | 56646 | 57948 | $\mathbf{4 3 3 4 7}$ | $\mathbf{4 2 0 7 6}$ | $\mathbf{4 1 2 8 6}$ | $\mathbf{4 0 7 8 0}$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| The number of fourth grade entrants |  | 57722 | 56981 | 49395 | $\mathbf{2 6 1 6 3}$ | $\mathbf{6 6 4 9 2}$ | $\mathbf{5 7 9 0 9}$ | $\mathbf{5 6 3 9 1}$ | $\mathbf{5 7 7 3 0}$ | $\mathbf{4 3 2 1 7}$ | $\mathbf{4 1 9 8 1}$ | $\mathbf{4 1 2 2 4}$ |


 $0.12 \% \quad 0.11 \% \quad 0.10 \% \quad 0.09 \% \quad 0.08 \% \quad 0.08 \% \quad 0.07 \%$
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chool /20\%, 40\%/
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The number of students enrolled under
he equivalency program /жигнэсэн/
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GROSS ENROLLMENT RATIO OF
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| PROJECTION |  |  |  | $\begin{aligned} & 2004 \\ & 2005 \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2006 \\ & 2007 \end{aligned}$ | $\begin{aligned} & 2007 \\ & 2008 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2009 \\ & 2010 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2011 \\ & 2012 \end{aligned}$ | $\begin{aligned} & 2012 \\ & 2013 \end{aligned}$ | $\begin{aligned} & 2013 \\ & 2014 \end{aligned}$ | $\begin{aligned} & 2014 \\ & 2015 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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\% | 99.69\% | 99.85\% |
| Repetition Repetition \% | \| 0.01\% | | 11\| | -18.9\% | $\begin{array}{r} 42 \\ 0.10 \% \end{array}$ | $\begin{array}{r} 45 \\ 0.08 \% \end{array}$ | 34 $0.07 \%$ | 31 $0.05 \%$ | 25 $0.04 \%$ | 17 $0.04 \%$ | 0.03\% | 15 $0.02 \%$ | 11 $0.02 \%$ | 9 $0.02 \%$ | 7 $0.01 \%$ | 4 $0.01 \%$ |
| Drop-out |  |  |  | 939 | 703 | 621 | 489 | 339 | 145 | 289 | 201 | 156 | 127 | 76 | 59 |
|  | \| 0.14\%| | 11\| | -20.3\% | 1.70\% | 1.35\% | 1.08\% | 0.86\% | 0.69\% | 0.55\% | 0.44\% | 0.35\% | 0.28\% | 0.22\% | 0.18\% | 0.14\% |
| Percentage of drop-outs coming back to school/20\%, 40\%/ | 20.0\% | 40.0\% |  |  | 469 | 516 | 405 | 346 | 263 | 165 | 116 | 156 | 112 | 88 | 66 |
| The number of students enrolled under the equivalency program | 40.0\% |  |  |  | 300 | 338 | 375 | 281 | 248 | 196 | 136 | 58 | 116 | 80 | 62 |
| The number of students enrolled under the equivalency program /weighted/ |  |  |  |  | 100 | 113 | 125 | 94 | 83 | 65 | 45 | 19 | 39 | 27 | 21 |
| The number of first grade students |  |  |  | 55208 | 51887 | 57498 | 56844 | 49389 | 26460 | 66280 | 57808 | 56396 | 57771 | 43330 | 42099 |
| The number of second grade entrants in secondary school The percentage of second grade entrants in secondary school |  |  |  | 58835 | 54272 | 51225 | 56836 | 56260 | 48944 | 26254 | 65848 | 57504 | 56170 | 57612 | 43265 |
|  | 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\% | 99.72\% | 99.85\% |
| Repetition Repetition \% |  |  |  | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
|  | \| 0.00\% | |  | -100.0\% | 0.10\% | 0.00\% | 0.00\% | 0.00\% | 0.00\% | 0.00\% | 0.00\% | 0.00\% | 0.00\% | 0.00\% | 0.00\% | 0.00\% |
| Drop-out Drop-out \% |  |  |  | 824 | 626 | 483 | 436 | 352 | 250 | 110 | 223 | 159 | 127 | 106 | 65 |
|  | \| $0.15 \%$ \| | 11\| | -18.4\% | 1.40\% | 1.14\% | 0.93\% | 0.76\% | 0.62\% | 0.51\% | 0.41\% | 0.34\% | 0.28\% | 0.23\% | 0.18\% | 0.15\% |
| Percentage of drop-outs coming back to school /20\%, 40\%/ The number of students | 20.0\% | 40.0\% |  |  | 412 | 455 | 347 | 280 | 245 | 191 | 122 | 89 | 121 | 89 | 72 |
| enrolled under the equivalency program | 40.0\% |  |  |  | 264 | 297 | 330 | 250 | 193 | 174 | 141 | 100 | 44 | 89 | 64 |
| The number of students enrolled under the equivalency program /weighted/ |  |  |  |  | 88 | 99 | 110 | 83 | 64 | 58 | 47 | 33 | 15 | 30 | 21 |
| The number of second grade students |  |  |  | 58855 | 54772 | 51779 | 57293 | 56623 | 49253 | 26503 | 66017 | 57626 | 56306 | 57731 | 43358 |

PROJECTION OF LOWER SECONDARY EDUCATION ENROLLMENT
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PROJECTION OF LOWER SECONDARY EDUCATION ENROLLMENT


PROJECTION OF UPPER SECONDARY EDUCATION ENROLLMENT | 2015 |
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| The number of entrants for the second grade of upper secondary education |  |  |  | 37905 |  | 41440 | 39949 | 49759 | 46187 | 43404 | 47534 | 46648 | 40413 | 21864 | 53160 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Percentage of entrants for the second grade of upper secondary education | 100\% | 1 | 4.7\% | 100\% |  | 95.53\% | 100.00\% | 100.00\% | 100.00\% | 100.00\% | 100.00\% | 100.00\% | 100.00\% | 100.00\% | 100.00\% |
| Repetition |  |  |  | 1 |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Repetition \% | 0.00\% | 11 \| | -100\% | 0.10\% |  | 0.0\% | 0.0\% | 0.00\% | 0.00\% | 0.00\% | 0.00\% | 0.00\% | 0.00\% | 0.00\% | 0.00\% |
| Drop-out |  |  |  | 0 |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Drop-out \% | 0.00\% | 11 | 0.0\% | 0.00\% |  | 0.0\% | 0.0\% | 0.00\% | 0.00\% | 0.00\% | 0.00\% | 0.00\% | 0.00\% | 0.00\% | 0.00\% |
| Percentage of drop-outs coming back to school/20\%, 40\%/ | 20.0\% | 40.0\% |  |  |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The number of students enrolled under the equivalency program | 40.0\% |  |  |  |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The number of students enrolled under the equivalency program /weighted/ |  |  |  |  |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The number of students in the second grade of upper secondary education |  |  |  | 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 |

SECONDARY EDUCATION

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| PROJECTION | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |  |  |  |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |  |  |  |
| STUDENTS OF LOWER AND |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | UPPER SECONDARY GRADES


$\begin{array}{llllllllllll}1199 & 1252 & 1074 & 1028 & 969 & 916 & 791 & 695 & 615 & 545 & 525 & 484\end{array}$ $\begin{array}{llllllllllll}100.0 \% & 104.4 \% & 89.6 \% & 85.7 \% & 80.8 \% & 76.4 \% & 66.0 \% & 58.0 \% & 51.3 \% & 45.5 \% & 43.8 \% & 40.4 \%\end{array}$ $\begin{array}{lllllllllllll}10831 & 7727 & 6813 & 6257 & 5209 & 4202 & 3492 & 2775 & 2231 & 2291 & 1919 & 1680\end{array}$
$100.0 \% \quad 71.3 \% \quad 62.9 \% \quad 57.8 \% \quad 48.1 \% \quad 38.8 \% \quad 32.2 \% \quad 25.6 \% \quad 20.6 \% ~ 21.2 \% ~ 17.7 \% ~ 15.5 \%$

|  | 5416 | 5878 | 4453 | 3976 | 3544 | 2925 | 2379 | 1952 | 1555 | 1350 | 1301 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 0 | 3466 | 3899 | 4332 | 3089 | 2725 | 2503 | 2083 | 1682 | 1397 | 1109 | 894 |
| 0 | 1156 | 1301 | 1444 | 1030 | 908 | 833 | 694 | 559 | 466 | 370 | 297 |

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MONGOLIA:
PROJECTION

$\begin{array}{lllllllllllll}2004 & 2005 & 2006 & 2007 & 2008 & 2009 & 2010 & 2011 & 2012 & 2013 & 2014 & 2015\end{array}$ | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

PROJECTION OF VOCATIONAL PRIMARY AND SECONDARY EDUCATION ENROLLMENT

PROJECTION OF HIGHER EDUCATION ENROLLMENT

Population projection data

| Year: | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Growth birth | 100\% | 101.4\% | 102.8\% | 104.3\% | 105.7\% | 107.2\% | 108.7\% | 110.2\% | 111.8\% | 113.3\% | 114.9\% | 116.5\% |  |  |  |
| Male <br> Year: | $\begin{array}{r} 2004 \\ 2.65 \% \end{array}$ | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2004 | Mortality 2006- <br> 2010 | $\begin{aligned} & 2011- \\ & 2015 \end{aligned}$ |
| 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 | 0.503\% | 0.472\% | 0.465\% |
| 1 | 20,196 | 20258 | 20548 | 20835 | 21127 | 21422 | 21723 | 22028 | 22337 | 22649 | 22967 | 23288 | 0.061\% | 0.057\% | 0.056\% |
| 2 | 21,817 | 20184 | 20246 | 20536 | 20823 | 21115 | 21410 | 21711 | 22016 | 22324 | 22636 | 22954 | 0.031\% | 0.029\% | 0.028\% |
| 3 | 22,342 | 21810 | 20178 | 20240 | 20530 | 20817 | 21109 | 21404 | 21705 | 22010 | 22318 | 22630 | 0.021\% | 0.020\% | 0.020\% |
| 4 | 23,355 | 22337 | 21806 | 20174 | 20236 | 20526 | 20813 | 21105 | 21400 | 21701 | 22006 | 22314 | 0.014\% | 0.013\% | 0.013\% |
| 5 | 24,437 | 23352 | 22334 | 21803 | 20171 | 20233 | 20523 | 20810 | 21102 | 21397 | 21698 | 22003 | 0.018\% | 0.017\% | 0.017\% |
| 6 | 24,879 | 24433 | 23348 | 22330 | 21799 | 20168 | 20230 | 20520 | 20806 | 21098 | 21393 | 21694 | 0.014\% | 0.013\% | 0.013\% |
| 7 | 24,564 | 24876 | 24430 | 23345 | 22327 | 21796 | 20165 | 20227 | 20517 | 20803 | 21095 | 21390 | 0.010\% | 0.009\% | 0.009\% |
| 8 | 26,543 | 24562 | 24874 | 24428 | 23343 | 22325 | 21794 | 20163 | 20225 | 20515 | 20801 | 21093 | 0.013\% | 0.012\% | 0.012\% |
| 9 | 27,299 | 26540 | 24559 | 24871 | 24425 | 23340 | 22322 | 21791 | 20161 | 20223 | 20513 | 20799 | 0.011\% | 0.010\% | 0.010\% |
| 10 | 28,006 | 27296 | 26537 | 24557 | 24869 | 24423 | 23338 | 22320 | 21789 | 20159 | 20221 | 20511 | 0.012\% | 0.011\% | 0.011\% |
| 11 | 27,217 | 28003 | 27293 | 26534 | 24554 | 24866 | 24420 | 23335 | 22318 | 21787 | 20157 | 20219 | 0.011\% | 0.011\% | 0.010\% |
| 12 | 29,595 | 27214 | 28000 | 27290 | 26531 | 24551 | 24863 | 24418 | 23333 | 22316 | 21785 | 20155 | 0.017\% | 0.016\% | 0.015\% |
| 13 | 30,905 | 29590 | 27210 | 27996 | 27286 | 26527 | 24547 | 24859 | 24414 | 23330 | 22313 | 21782 | 0.008\% | 0.007\% | 0.007\% |
| 14 | 32,122 | 30903 | 29588 | 27208 | 27994 | 27284 | 26525 | 24545 | 24857 | 24412 | 23328 | 22311 | 0.019\% | 0.018\% | 0.018\% |
| 15 | 31,915 | 32116 | 30897 | 29583 | 27203 | 27989 | 27279 | 26520 | 24541 | 24853 | 24408 | 23324 | 0.029\% | 0.027\% | 0.026\% |
| 16 | 31,036 | 31906 | 32107 | 30889 | 29575 | 27196 | 27981 | 27272 | 26513 | 24535 | 24847 | 24402 | 0.023\% | 0.021\% | 0.021\% |
| 17 | 30,055 | 31029 | 31899 | 32100 | 30883 | 29569 | 27190 | 27975 | 27266 | 26507 | 24530 | 24842 | 0.023\% | 0.022\% | 0.022\% |
| 18 | 28,385 | 30048 | 31022 | 31892 | 32093 | 30876 | 29562 | 27184 | 27969 | 27260 | 26501 | 24525 |  |  |  |
| 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 |  |  |  |

Population projection data

| $\qquad$ | $\begin{array}{r} 2004 \\ 2.55 \% \\ \hline \end{array}$ | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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)

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

|  | Hypotheses (Decision) | Target number of years | Annual ncrement | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| B. Teaching and other Staff |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Formal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Some indicators |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 |
| New teacher requirements | 1\% | <=Atrition 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/ |  |  | 2.0\% | 115 | 117 | 119 | 121 | 123 | 125 | 128 | 131 | 134 | 137 | 140 | 143 |
| Music teachers /1c/ |  |  | 2.0\% | 276 | 282 | 288 | 294 | 300 | 306 | 312 | 318 | 324 | 330 | 337 | 344 |
| Assistant teachers |  |  |  | 2,856 | 2,945 | 3,028 | 3,206 | 3,132 | 2,659 | 2,948 | 3,018 | 3,086 | 3,153 | 3,219 | 3,285 |
| Assistant teacher requirments \% | 100.0\% | 4 | 1.2\% | 95.0\% | 96.3\% | 97.5\% | 98.8\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% | 100.0\% |
| Needs in new Non teaching staff | 2\% | <=Atrition rate |  | 0 | 93 | 93 | 93 | 45 | 46 | 92 | 92 | 92 | 92 | 92 | 92 |
| Nb of Workers \& others |  |  | -1.0\% | 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 |  |  |  | 42.6\% | 42.2\% | 41.6\% | 40.5\% | 40.9\% | 44.3\% | 41.9\% | 41.4\% | 40.8\% | 40.3\% | 39.8\% | 39.3\% |
| Teachers 1a+1b+1c/by fiscal year/ |  |  |  | 3,319 | 3,435 | 3,476 | 3,562 | 3,626 | 3,400 | 3,189 | 3,414 | 3,493 | 3,569 | 3,645 | 3,721 |
| Public |  |  |  | 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 |  |  |  | 163 | $180$ | $194$ | $212$ | $230$ | $230$ | $231$ | $263$ | $288$ | $313$ | $342$ |  |
| 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\% |  |  |
| Assistant teachers /by fiscal year/ |  |  |  | 2,783 | 2,886 | 2,973 | 3,087 | 3,181 | 2,974 | 2,755 | 2,971 | 3,041 | 3,108 | 3,175 | 3,241 |
| Public |  |  |  | 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 |  |  |  | 136 | 151 | 166 | 184 | 202 | 202 | 199 | 229 | 250 | 273 | 298 | 324 |
| 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\% |
| Non Teaching staff/by fiscal year/ |  |  |  | 4,535 | 4,668 | 4,668 | 4,668 | 4,652 | 4,606 | 4,575 | 4,575 | 4,575 | 4,575 | 4,575 | 4,575 |
| Public |  |  |  | 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 |  |  |  | 222 | 244 | 260 | 278 | 295 | 312 | 331 | 353 | 377 | 402 | 429 | 458 |
| 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. 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 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Non-formal New teacher requirements | 1\% | <= Attrition rate |  | 0 | 164 | 141 | 318 | 345 | 118 | 207 | 68 | 68 | 67 | 67 | 67 |
| Total teacher requirements |  |  |  | 813 | 967 | 1,097 | 1,401 | 1,729 | 1,829 | 2,016 | 2,063 | 2,110 | 2,155 | 2,200 | 2,245 |
| 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\% |
| New non-teaching staff requirements | 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\% |
| year/ <br> Teachers $1 \mathrm{a}+1 \mathrm{~b}+1 \mathrm{c} / \mathrm{by}$ fiscal |  |  |  | 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\% |
| year/ <br> Assistant teachers /by fiscal |  |  |  |  | 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\% |
| year/ <br> Non Teaching staff/by fiscal |  |  |  |  | 1 | 6 | 12 | 21 | 32 | 42 | 54 | 64 | 74 | 84 | 95 |
| Public |  |  |  |  | 1 | 6 | 12 | 21 | 31 | 41 | 52 | 61 | 69 | 77 | 85 |
| Private Private \% | 10.0\% | 11 | 23.3\% | 1.0\% | 0 $1.2 \%$ | 0 $1.5 \%$ | 1.9\% | 2.3\% | 1 $2.8 \%$ | 1 $3.5 \%$ | 4.3\% | 3 ${ }^{3}$ | 5 $6.6 \%$ | 7 $8.1 \%$ | $\begin{array}{r}10 \\ 10.0 \% \\ \hline\end{array}$ |

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 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Total ${ }^{\text {a }}$ ( ${ }^{\text {a }}$ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| New teacher /1a+1b+1c/ requirements |  | <= Attrition | rate | 0 | 225 | 221 | 489 | 254 | 135 | 53 | 163 | 161 | 159 | 159 | 159 |
| Total teacher $/ 1 a+1 b+1 c /$ 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 $/ 1 a+1 b+1 \mathrm{c} /$ |  |  |  | 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 /1a/ |  |  |  | 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 |
| New assistant teacher requirements |  | <= Attritio | rate | 0 | 126 | 122 | 225 | 0 | 0 | 30 | 118 | 118 | 118 | 119 | 121 |
| Total assistant teacher requirements (coordinated) |  |  |  | 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 |
| New non-teaching staff |  |  |  | 0 | 97 | 99 | 102 | 57 | 56 | 105 | 102 | 103 | 104 | 104 | 105 |
| requirementsNb 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 |
| Teachers 1a+1b+1c /by fiscal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | 3,768 | 4,297 | 4,476 | 4,739 | 5,099 | 5,261 | 5,316 | 5,352 | 5,460 | 5,565 | 5,668 | 5,770 |
| Public |  |  |  | 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 |  |  |  | 185 | 225 | 250 | 282 | 324 | 346 | 362 | 413 | 450 | 488 | 532 | 577 |
| year/ |  |  |  | 2,783 | 2,888 | 2,983 | 3,108 | 3,219 | 3,133 | 3,036 | 3,065 | 3,152 | 3,237 | 3,322 | 3,408 |
| Public |  |  |  | 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 |  |  |  | 136 | 151 | 166 | 184 | 203 | 204 | 202 | 233 | 256 | 281 | 310 | 341 |
|  |  |  |  | 4,535 | 4,669 | 4,674 | 4,680 | 4,673 | 4,638 | 4,617 | 4,629 | 4,639 | 4,649 | 4,659 | 4,670 |
| Public |  |  |  | 4,313 | 4,425 | 4,414 | 4,402 | 4,378 | 4,325 | 4,285 | 4,274 | 4,259 | 4,242 | 4,223 | 4,202 |
| Private |  |  |  | 222 | 244 | 260 | 278 | 295 | 313 | 332 | 355 | 380 | 407 | 436 | 468 |
| C. Material and teaching guides Formal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Books or material | 4 | <= numbe | of books | 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 |
| Non-formal |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Books or material | 4 | <= numbe | of books | 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 |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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) | $\begin{gathered} \text { Target } \\ \text { number } \\ \text { of } \\ \text { years } \end{gathered}$ | Annual increase rate | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Intake rate at Grade 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children of school intake age |  |  |  | 52,172 | 49,368 | 48,257 | 46,366 | 43,029 | 40,154 | 39,899 | 40,471 | 41,036 | 41,611 | 42,195 | 42,787 |
| Male |  |  |  | 26,543 | 24,876 | 24,430 | 23,345 | 21,799 | 20,168 | 20,230 | 20,520 | 20,806 | 21,098 | 21,393 | 21,694 |
| Female |  |  |  | 25,629 | 24,492 | 23,827 | 23,021 | 21,230 | 19,986 | 19,669 | 19,951 | 20,230 | 20,513 | 20,802 | 21,093 |
| Intakes at Grade 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 | 20679 | 18047 | 17440 | 18093 | 13451 | 13323 | 13229 | 13188 | 13183 | 13206 | 13253 |
| Female |  |  |  | 21,950 | 20441 | 17787 | 17412 | 17831 | 13378 | 13008 | 12904 | 12849 | 12836 | 12851 | 12886 |
| 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 |  | 41,972 | 41,369 | 40,900 | 40,520 |  |
| 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 | 689 | 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 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Gross intake rate |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 148\% | 143\% | 126\% | 126\% | 138\% | 110\% | 107\% | 104\% | 101\% | 98\% | 96\% | 94\% |
| 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\% |
| Gross enrolment ratios | 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 <br> School age population | 114.7\% | 101.2\% | 105.2\% | 108.2\% | 97.0\% | 110.0\% | 103.1\% | 99.4\% | 114.4\% | 104.7\% | 104.9\% | 99.6\% |
| (Primary) | 216,035 | 259,972 | 252,592 | 244,781 | 280,313 | 271,812 | 262,339 | 254,551 | 204,557 | 203,140 | 205,181 | 208,069 |
| 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 |
| Student enrolments | 247,689 | 262,301 | 263,018 | 262,060 | 269,690 | 285,272 | 259,986 | 242,832 | 226,851 | 209,180 | 205,790 | 203,538 |
| 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

|  | Hypotheses (Decision) | Target number of years | Annual increase rate | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| enrolm |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Rural |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Students enrolments |  |  |  | 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 |
| Grade 1 |  |  |  | 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 2 |  |  |  | 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 3 |  |  |  | 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 4 |  |  |  | 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 5 |  |  |  |  | 10,888 | 10,456 | 8,868 | 4,554 | 9,857 | 8,817 | 8,540 | 9,379 | 7,334 | 6,071 | 6,877 |
| 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 |
| Grade 1 |  |  |  | 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 2 |  |  |  | 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 3 |  |  |  | 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 4 |  |  |  | 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 5 |  |  |  |  | 10,989 | 11,014 | 9,624 | 5,220 | 14,651 | 12,367 | 11,924 | 11,391 | 8,0 | 8,779 |  |



 $\begin{array}{llllllllllll}30,083 & 25,610 & 13,472 & 34,454 & 29,920 & 29,064 & 29,699 & 22,172 & 21,503 & 21,077 & 20,792 & 20,607\end{array}$ $\begin{array}{llllllllllll}25,931 & 28,565 & 24,743 & 13,096 & 33,258 & 28,943 & 28,163 & 28,810 & 21,551 & 20,919 & 20,526 & 20,275\end{array}$ $\begin{array}{rrrrrrrrr}28,803 & 27,864 & 23,808 & 12,317 & 26,862 & 24,212 & 23,635 & 26,159 & 20,618 \\ 17,205 & 19,648 \\ 122,725 & 130,291 & 131,394 & 130,946 & 134,832 & 148,363 & 134,113 & 125,450 & 115,569 \\ 105,014 & 106,104 & 102,149\end{array}$

 $\begin{array}{llllllllllll}29,419 & 25,044 & 13,174 & 33,693 & 29,260 & 28,423 & 29,043 & 21,682 & 21,029 & 20,612 & 20,334 & 20,152 \\ 26,226 & 28,890 & 25,025 & 1,, 245 & 33,636 & 29,272 & 28,483 & 29,138 & 21,796 & 21,157 & 20,760 & 20,505\end{array}$
 233,980 252,560 262,540 262,699 264,603 274,884 276,843 254,,268 237,505 220,961 208,050 205,039

 $\% 0^{\circ} \downarrow \varepsilon$


$\begin{array}{lllllllll}102,464 & 105,080 & 104,542 & 102,974 & 104,739 & 108,593 & 97,636 & 89,960 & 82,898 \\ 75,435 & 73,128 & 71,238\end{array}$ $\begin{array}{llllllllllll}51,738 & 52,927 & 52,391 & 51,531 & 52,422 & 52,203 & 47,323 & 43,535 & 40,688 & 37,573 & 35,435 & 35,485\end{array}$
 $\begin{array}{lllllllllll}12,416 & 5,433 & 14,144 & 12,064 & 11,483 & 11,539 & 8,433 & 8,047 & 7,760 & 7,518 & 7,308 \\ 7,114\end{array}$ $7,591 \quad 7,383 \quad 7,212$ 7,096 N 688'9 N $\begin{array}{rrrrrrrrrrrr}10,442 & 11,377 & 9,748 & 5,103 & 12,814 & 11,025 & 10,604 & 10,719 & 7,922 & 7,595 & 7,360 & 7,177 \\ & 10,989 & 11,014 & 9,624 & 5,220 & 14,651 & 12,367 & 11,924 & 11,391 & 8,092 & 8,779 & 7,576\end{array}$ . -


Rural
Male
əฺயш」
PRIMARY EDUCATION $\quad$ B. Teaching and other Staff

PRIMARY EDUCATION B. Teaching and other Staff

| Rural | Hypotheses (Decision) | Target number of years | Annual increase rate | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Some indicators |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Student/teacher ratio | 24.7 | 1 | -2.0\% | 30.9 | 30.3 | 29.7 | 29.1 | 28.5 | 27.9 | 27.3 | 26.8 | 26.3 | 25.7 | 25.2 | 24.7 |
|  | Student | Teacher |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Nb of sections (classes) | 25 | 19 | <= Weekly mandatory | 3,321 | 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 | 1 | hours $-0.3 \%$ | 30.9 | 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 |  |  |  | 136\% | 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 | 57 | 64 | 70 | 80 | 93 | 93 | 96 | 99 | 101 | 109 | 119 |
| $\%$ of multigrade sections (classes) | 5\% | 1 | 11.5\% | 1.5\% | 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\% | $<=$ Attrit | ion rate | 0 | 322 | 124 | 89 | 208 | 292 | 0 | 0 | 0 | 0 | 27 | 41 |
| Total teacher requirements |  |  |  | 3,218 | 3,471 | 3,524 | 3,542 | 3,677 | 3,891 | 3,570 | 3,357 | 3,157 | 2,932 | 2,901 | 2,884 |
| Category 1 |  |  |  | 3,218 | 3,471 | 3,524 | 3,542 | 3,677 | 3,891 | 3,570 | 3,357 | 3,157 | 2,932 | 2,901 | 2,884 |
| Ratio Category 1 | 100.0\% | 1 | 0.0\% | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% | 100\% |
| New non-teaching staff requirements | 1\% | $<=$ Attrit | ion rate | 0 | 25 | 0 | 0 | 24 | 24 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total non-teaching staff requirements |  |  | -1.0\% | 2,478 | 2,478 | 2,453 | 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\% | 38.4\% | 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 | 3,608 | 3,292 | 3,199 | 3,124 |
| Total teacher requirements /Actual/ |  |  |  | 3,218 | 3,209 | 3,201 | 3,183 | 3,178 | 3,170 | 3,132 | 3,125 | 3,137 | 3,135 | 3,136 | 3,124 |
| Teacher utilization rate /coordinated/ |  |  | -1.0\% | 136\% | 140\% | 140\% | 139\% | 142.0\% | 148\% | 135\% | 125\% | 115\% | 105\% | 102\% | 100\% |
| Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Nb of sections (classes) |  |  |  | 7,508 | 7,932 | 7,944 | 7,903 | 8,121 | 8,573 | 7,800 | 7,273 | 6,782 | 6,242 | 6,129 | 6,050 |
| Nb of multigrade sections (classes) |  |  |  | 51 | 59 | 66 | 73 | 84 | 99 | 102 | 107 | 113 | 120 | 135 | 155 |
| New teacher requirements |  |  |  | 0 | 1,035 | 300 | 249 | 542 | 831 | 0 | 0 | 0 | 0 | 122 | 164 |
| Total teacher requirements |  |  |  | 7,333 | 8,250 | 8,431 | 8,559 | 8,974 | 9,669 | 8,978 | 8,543 | 8,131 | 7,638 | 7,655 | 7,713 |
| Category 1 |  |  |  | 7,333 | 8,250 | 8,431 | 8,559 | 8,974 | 9,669 | 8,978 | 8,543 | 8,131 | 7,638 | 7,655 | 7,713 |
| New non-teaching staff requirements |  |  |  | 0 | 42 | 17 | 17 | 42 | 42 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total non-teaching 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 |
| Total teacher requirements /Actual/ |  |  |  | 7,333 | 7,694 | 7,751 | 7,782 | 7,872 | 7,945 | 7,884 | 7,925 | 7,969 | 7,960 | 7,953 | 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\% |

PRIMARY EDUCATION B. Teaching and other Staff

|  | Hypotheses (Decision) | $\begin{gathered} \text { Target } \\ \text { number } \\ \text { of } \\ \text { years } \end{gathered}$ | Annual increase rate | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 \% | 10.0\% | 4 | 19.2\% | 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 \% | 10.0\% | 4 | 19.2\% | 5.0\% | 5.9\% | 7.0\% | 8.4\% | 10.0\% | 10.0\% | 10.0\% | 10.0\% | 10.0\% | 10.0\% | 10.0\% | 10.0\% |

C1. A textbook per subject per student; a teaching guide per subject per teacher C1. A
Total
Textbooks
Grade $1 \quad 6 \quad \begin{aligned} & \text { <= number o } \\ & \text { books }\end{aligned}$




For library Textbooks
Grade 1
Grade 2
$\stackrel{+}{\circ}$
Grade 5



SECONDARY EDUCATION I A. Student enrolments

|  | Hypothese (Decision) | number of years | increase rate | 2004-2005 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Correspon | lation (Seco | dary I) |  | 247,296 | 238,024 | 229,605 | 222,265 | 215,966 | 210,538 | 204,274 | 198,357 | 237,215 | 231,590 | 222,375 | 214,016 |
| Male |  |  |  | 124,537 | 119,823 | 115,695 | 112,077 | 109,014 | 106,351 | 103,214 | 100,342 | 119,463 | 116,698 | 111,991 | 107,791 |
| Female |  |  |  | 122,759 | 118,201 | 113,910 | 110,188 | 106,952 | 104,187 | 101,060 | 98,015 | 117,752 | 114,892 | 110,384 | 106,225 |
| Secondary I (total) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 |
| Grade 1 |  |  |  | 17,135 | 16,169 | 17,990 | 17,856 | 15,577 | 8,379 | 21,072 | 18,452 | 18,074 | 18,589 | 13,998 | 13,655 |
| Grade 2 |  |  |  | 18,513 | 17,241 | 16,310 | 18,060 | 17,861 | 15,547 | 8,372 | 20,869 | 18,229 | 17,824 | 18,288 | 13,744 |
| Grade 3 |  |  |  | 18,840 | 18,381 | 17,170 | 16,230 | 17,918 | 17,706 | 15,420 | 8,333 | 20,657 | 18,051 | 17,668 | 18,137 |
| Grade 4 |  |  |  | 17,703 | 14,539 | 18,229 | 17,032 | 16,111 | 17,761 | 17,545 | 15,300 | 8,332 | 20,393 | 17,830 | 17,484 |
| Grade 1 \% | 65\% | 11 | 0.4\% | 62.2\% | 62.4\% | 62.7\% | 63.0\% | 63.2\% | 63.5\% | 63.7\% | 64.0\% | 64.2\% | 64.5\% | 64.7\% | 65.0\% |
| Grade 2 \% | 65\% | 11 | 0.1\% | 64.5\% | 64.5\% | 64.6\% | 64.6\% | 64.7\% | 64.7\% | 64.8\% | 64.8\% | 64.9\% | 64.9\% | 65.0\% | 65.0\% |
| Grade 3 \% | 65\% | 11 | 0.0\% | 64.8\% | 64.8\% | 64.8\% | 64.9\% | 64.9\% | 64.9\% | 64.9\% | 64.9\% | 64.9\% | 65.0\% | 65.0\% | 65.0\% |
| Grade 4 \% | 65\% | 11 | -0.1\% | 65.8\% | 65.7\% | 65.7\% | 65.6\% | 65.5\% | 65.4\% | 65.4\% | 65.3\% | 65.2\% | 65.1\% | 65.1\% | 65.0\% |
| 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 |
| Grade 1 |  |  |  | 17,149 | 16,186 | 18,014 | 17,886 | 15,607 | 8,397 | 21,125 | 18,505 | 18,130 | 18,652 | 14,050 | 13,709 |
| Grade 2 |  |  |  | 19,448 | 18,111 | 17,134 | 18,972 | 18,763 | 16,333 | 8,795 | 21,922 | 19,149 | 18,724 | 19,211 | 14,438 |
| Grade 3 |  |  |  | 20,212 | 19,715 | 18,410 | 17,397 | 19,202 | 18,969 | 16,516 | 8,923 | 22,111 | 19,316 | 18,902 | 19,398 |
| Grade 4 |  |  |  | 19587 | 16,086 | 20,169 | 18,845 | 17,827 | 19,651 | 19,413 | 16,929 | 9,219 | 22,564 | 19,728 | 19,345 |
| Grade 1 \% | 65\% | 11 | 0.4\% | 62.0\% | 62.3\% | 62.5\% | 62.8\% | 63.1\% | 63.3\% | 63.6\% | 63.9\% | 64.2\% | 64.4\% | 64.7\% | 65.0\% |
| Grade 2 \% | 65\% | 11 | 0.1\% | 64.5\% | 64.5\% | 64.6\% | 64.6\% | 64.7\% | 64.7\% | 64.8\% | 64.8\% | 64.9\% | 64.9\% | 65.0\% | 65.0\% |
| Grade 3 \% | 65\% | 11 | 0.0\% | 65.0\% | 65.0\% | 65.0\% | 65.0\% | 65.0\% | 65.0\% | 65.0\% | 65.0\% | 65.0\% | 65.0\% | 65.0\% | 65.0\% |
| Grade 4 \% | 65\% | 11 | -0.1\% | 65.8\% | 65.7\% | 65.7\% | 65.6\% | 65.5\% | 65.4\% | 65.4\% | 65.3\% | 65.2\% | 65.1\% | 65.1\% | 65.0\% |
| 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 |
| Grade 1 |  |  |  | 10,414 | 9,723 | 10,702 | 10,509 | 9,068 | 4,825 | 12,002 | 10,394 | 10,068 | 10,239 | 7,624 | 7,353 |
| Grade 2 |  |  |  | 10,190 | 9,471 | 8,942 | 9,881 | 9,753 | 8,473 | 4,553 | 11,327 | 9,875 | 9,636 | 9,867 | 7,401 |
| Grade 3 |  |  |  | 10,234 | 9,977 | 9,312 | 8,795 | 9,703 | 9,580 | 8,337 | 4,502 | 11,150 | 9,735 | 9,521 | 9,766 |
| Grade 4 |  |  |  | 9,201 | 7,581 | 9,536 | 8,939 | 8,483 | 9,382 | 9,297 | 8,134 | 4,444 | 10,911 | 9,571 | 9,414 |
| 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 |
| Grade 1 |  |  |  | 10,510 | 9,809 | 10,792 | 10,593 | 9,137 | 4,859 | 12,081 | 10,457 | 10,124 | 10,291 | 7,658 | 7,382 |
| Grade 2 |  |  |  | 10,704 | 9,949 | 9,393 | 10,380 | 10,246 | 8,900 | 4,783 | 11,899 | 10,373 | 10,122 | 10,365 | 7,775 |
| Grade 3 |  |  |  | 10,883 | 10,615 | 9,913 | 9,368 | 10,340 | 10,214 | 8,893 | 4,805 | 11,906 | 10,401 | 10,178 | 10,445 |
| Grade 4 |  |  |  | 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

SECONDARY EDUCATION II A. Student enrolments of General 2C

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 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 |
| 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\% |
| 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 |
| 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\% |
| 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 |
| 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 |
| Female |  |  |  | 636 | 626 | 538 | 682 | 826 | 855 | 880 | 890 | 851 | 707 | 858 | 933 |
| 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 |
| S/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 |
| 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 |
| 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 |
| 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 |
| Vocational enrolment /by |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| fiscal year/ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 |
| Private \% | 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\% |
| Dormitory student |  |  |  | 3,102 | 3,349 |  | $4,001$ | $4,744$ | 5,466 | 6,114 | 6,791 | 7,374 | 7,494 | 7,657 | 9,071 |
| Dormitory student \% | 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\% |


|  | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| Male | 43,655 | 46,663 | 47,003 | 51,415 | 54,222 | 51,848 | 53,585 | 55,850 | 52,976 | 40,523 | 48,001 | 59,683 |
| Female <br> Corresponding school age population | 53,361 | 56,506 | 53,889 | 60,713 | 67,344 | 64,380 | 65,856 | 68,367 | 64,097 | 47,926 | 58,434 | 74,298 |
| (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 |
| 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 enrolment II /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 |

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

|  | Hypotheses (Decision) | Target number of years | Annual increase rate | $\begin{array}{r} 2004 \\ 2005 \\ \hline \end{array}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{array}{r} 2006 \\ 2007 \\ \hline \end{array}$ | $\begin{array}{r} 2007 \\ 2008 \\ \hline \end{array}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2009 \\ & 2010 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{array}{r} 2011 \\ 2012 \\ \hline \end{array}$ | $\begin{array}{r} 2012 \\ 2013 \\ \hline \end{array}$ | $\begin{array}{r} 2013 \\ 2014 \\ \hline \end{array}$ | $\begin{array}{r} 2014 \\ 2015 \\ \hline \end{array}$ | $\begin{array}{r} 2015 \\ 2016 \\ \hline \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Urban |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Some indicators |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Studentteacher ratio | 16.9 | 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 |
|  | Student | Teacher |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | <= Weekly mandatory hours |  |  |  |  |  |  |  |  |  |  |  |  |
| Nb of sections | 36 | 19 |  | 5,980 | 5,789 | 5,975 | $6,168$ | $\begin{array}{r} 6,250 \\ 33,6 \end{array}$ | $\begin{array}{r} 5,672 \\ 334 \end{array}$ | $\begin{array}{r} 5,912 \\ 33.1 \end{array}$ | $\begin{array}{r} 6,060 \\ 32.9 \end{array}$ | $\begin{array}{r} 6,086 \\ 32.7 \end{array}$ | $\begin{array}{r} 6,184 \\ 32.4 \end{array}$ | $\begin{array}{r} 6,078 \\ 32.2 \end{array}$ | 6,38832.0 |
| Student/section ratio | 32 | 11 | -0.7\% | 34.5 |  |  |  |  |  |  |  |  |  |  |  |
| Teacher utilization rate |  |  |  | 123.6\% | 121.3\% | 119.0\% | 116.7\% | 114.5\% | 112.3\% | 110.2\% | 108.1\% | 106.0\% | 104.0\% | 102.0\% | 100.1\% |
| New teacher requirements | 1\% | <= Attritio | rate | 0 | 0 | 567 | 598 | 433 | 0 | 700 | 563 | 362 | 503 | 135 | 927 |
| Total teacher requirements Category 1 |  |  |  | $\begin{aligned} & 9,165 \\ & 9,165 \end{aligned}$ | $\begin{aligned} & 9,044 \\ & 9,044 \\ & 100 \% \end{aligned}$ | $\begin{aligned} & 9,516 \\ & 9,516 \\ & 100 \% \end{aligned}$ | $\begin{aligned} & 10,014 \\ & 10,014 \\ & 100 \% \end{aligned}$ | $\begin{aligned} & 10,344 \\ & 10,344 \\ & 100 \% \end{aligned}$ | $\begin{aligned} & 9,570 \\ & 9,570 \\ & 100 \% \end{aligned}$ | $\begin{aligned} & 10,168 \\ & 10,168 \\ & 100 \% \end{aligned}$ | $\begin{aligned} & 10,625 \\ & 10,625 \\ & 100 \% \end{aligned}$ | $\begin{aligned} & 10,878 \\ & 10,878 \end{aligned}$ | $\begin{aligned} & 11,268 \\ & 11,268 \end{aligned}$ | 11,290 | $\begin{aligned} & 12,096 \\ & 12,096 \\ & 100 \% \end{aligned}$ |
|  |  |  |  | 11,290 |  |  |  |  |  |  |  |  |  |  |  |
| Ratio Category 1 | 100.0\% | 11 0.0\% |  |  |  |  |  |  |  |  |  |  |  | 100\% |  | 100\% |
| New non-teaching staff |  | <= Attritio | rate | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total non-teaching staff requirements $\quad-1.0 \%$ |  |  |  | 3,860 | $\begin{aligned} & 3.821 \\ & 29.7 \% \end{aligned}$ | $\begin{array}{r} 3,783 \\ 28.4 \% \end{array}$ | $\begin{array}{r} 3,745 \\ 27.2 \% \end{array}$ | $\begin{array}{r} 3,708 \\ 26.4 \% \end{array}$ | $\begin{aligned} & 3,671 \\ & 27.7 \% \end{aligned}$ | $\begin{array}{r} 3,634 \\ 26.3 \% \end{array}$ | $\begin{array}{r} 3,598 \\ 25.3 \% \end{array}$ | $\begin{array}{r} 3,562 \\ 24.7 \% \end{array}$ | $\begin{array}{r} 3,526 \\ 23.8 \% \end{array}$ | $\begin{array}{r} 3,491 \\ 23.6 \% \end{array}$ | $\begin{array}{r} 3,456 \\ 22.2 \% \end{array}$ |
| Ratio of Non teaching staff |  |  |  | $\begin{aligned} & 29.7 \% \\ & 11,331 \end{aligned}$ |  |  |  |  |  |  |  |  |  |  |  |
| Total teacher requirements /Ideal/ |  |  |  |  | 10,969 | 11,321 | 11,687 | 11,842 | 10,747 | 11,202 | 11,482 | 11,531 | 11,717 | 11,516 | 12,104 |
| Total teacher requirements /A | val/ |  |  | $\begin{array}{r} 9,165 \\ 123.6 \% \end{array}$ | $\begin{array}{r} 9,218 \\ 119.0 \% \end{array}$ | $\begin{array}{r} 9,395 \\ 120.5 \% \end{array}$ | $\begin{array}{r} 9,580 \\ 122.0 \% \end{array}$ | $\begin{array}{r} 9,628 \\ 123.0 \% \end{array}$ | $\begin{array}{r} 9,613 \\ 111.8 \% \end{array}$ | -9,699 | 19,731 | 118.0\% | 9,846 | 9,843 | -9,921 |
| Teacher utilization rate/coor Rural | nated/ |  |  |  |  |  |  |  |  |  |  |  | 119.0\% | 117.0\% |  |
| Some indicators |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Studentteacher ratio | 14.8 | 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 |
|  | Student | Teacher |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | <= Weekly mandatory hours | 3,330 |  |  |  |  |  |  |  |  |  |  |  |
| Nb of sections | 36 | 19 |  |  | $\begin{array}{r} 3,177 \\ 30.7 \end{array}$ | $\begin{array}{r} 3,303 \\ 30.4 \end{array}$ | $\begin{array}{r} 3,376 \\ 30.1 \end{array}$ | $\begin{array}{r} 3,383 \\ 29.9 \end{array}$ | $\begin{array}{r} 3,033 \\ 29.6 \end{array}$ | $\begin{array}{r} 3,192 \\ 29.3 \end{array}$ | 3,25629.1 | $\begin{array}{r} 3,300 \\ 28.8 \end{array}$ | 3,47728.5 | 3,33428.3 | 3,38528.0 |
| Studentsection ratio | 28 | 11 | -0.9\% | 31.0 |  |  |  |  |  |  |  |  |  |  |  |
| Teacher utilization rate |  |  |  | 127.6\% | $\begin{array}{r} 124.9 \% \\ 0 \end{array}$ | $\begin{array}{r} 122.1 \% \\ 405 \end{array}$ | $\begin{array}{r} 119.5 \% \\ 337 \end{array}$ | $\begin{array}{r} 116.9 \% \\ 241 \end{array}$ | $\begin{array}{r} 114.3 \% \\ 0 \end{array}$ | $\begin{array}{r} 111.8 \% \\ 489 \end{array}$ | $\begin{array}{r} 109.4 \% \\ 345 \end{array}$ | $\begin{array}{r} 107.0 \% \\ 321 \end{array}$ | $104.7 \%$576 | $\begin{array}{r} 102.4 \% \\ 0 \end{array}$ | $100.2 \%$362 |
| New teacher requirements | 2\% | <= Attritio |  | $\begin{aligned} & 4,943 \\ & 4,943 \\ & 100 \% \end{aligned}$ |  |  |  |  |  |  |  |  |  |  |  |
| Total teacher requirements Category 1 |  |  |  |  | $\begin{aligned} & 4,821 \\ & 4,821 \\ & 100 \% \end{aligned}$ | $\begin{aligned} & 5,124 \\ & 5,124 \\ & 100 \% \end{aligned}$ | $\begin{aligned} & 5,354 \\ & 5,354 \\ & 100 \% \end{aligned}$ | $\begin{aligned} & 5,485 \\ & 5,485 \\ & 100 \% \end{aligned}$ | $\begin{aligned} & 5,027 \\ & 5,027 \\ & 100 \% \end{aligned}$ | $\begin{aligned} & 5,408 \\ & 5,408 \\ & 100 \% \end{aligned}$ | $\begin{aligned} & 5,640 \\ & 5,640 \\ & 100 \% \end{aligned}$ | $\begin{aligned} & 5,844 \\ & 5,844 \\ & 100 \% \end{aligned}$ | $\begin{aligned} & 6,294 \\ & 6,294 \\ & 100 \% \end{aligned}$ | $\begin{aligned} & 6,170 \\ & 6,170 \\ & 100 \% \end{aligned}$ | $\begin{aligned} & 6,404 \\ & 6,404 \\ & 100 \% \end{aligned}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Ratio Category 1 | 100.0\% | 11 | 0.0\% |  |  |  |  |  |  |  |  |  |  |  |  |
| New non-teaching staff requirements | 2\% | <= Attrition rate |  | 0 | 37 | 37 | 37 | 36 | 35 | 36 | 35 | 35 | 35 | 34 | 34 |
| Total non-teaching staff requirementsRatio of Non teaching staff |  |  |  | 3,806$43.5 \%$ | $\begin{aligned} & 3,768 \\ & 43.9 \% \end{aligned}$ | $\begin{array}{r} 3.730 \\ 42.1 \% \end{array}$ | $\begin{array}{r} 3,693 \\ 40.8 \% \end{array}$ | $\begin{array}{r} 3,656 \\ 40.0 \% \end{array}$ | $\begin{array}{r} 3,619 \\ 41.9 \% \end{array}$ | $\begin{aligned} & 3,583 \\ & 39.9 \% \end{aligned}$ | $\begin{aligned} & 3,547 \\ & 38.6 \% \end{aligned}$ | $\begin{array}{r} 3,512 \\ 37.5 \% \end{array}$ | $\begin{aligned} & 3,477 \\ & 35.6 \% \end{aligned}$ | $\begin{array}{r} 3,442 \\ 35.8 \% \end{array}$ | $\begin{aligned} & 3,408 \\ & 34.7 \% \end{aligned}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total teacher requirements /ldeal/ Total teacher requirements/Actual/ Teacher utilization rate /coordinated/ |  |  |  | $\begin{array}{r} 6,309 \\ 4,943 \\ 127.6 \% \end{array}$ | 6,020 | 6,258 | 6,397 | 6,410 | 5,747 | 6,048 | 6,169 | 6,253 | 6,588 | 6,317 | 6,414 |
|  |  |  |  |  | $\begin{array}{r} 5,059 \\ 119.0 \% \end{array}$ | 5,303 | 5,468 | 516.526 | $\begin{array}{r} 5,580 \\ 103.0 \% \end{array}$ | $\begin{array}{r} 5,760 \\ 105.0 \% \end{array}$ | $5,875$ | 5,955 | 6,044 | 6,016 | 6,051 |
|  |  |  |  |  |  | 118.0\% | 117.0\% |  |  |  |  | 105.0\% | 109.0\% | 105.0\% | 106.0\% |

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

|  | Hypotheses (Decision) | Target number of years | Annual increase rate | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| S/Total |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Some indicators |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 |
| New teacher requirements |  |  |  | 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 |
| New non-teaching staff requirements |  |  |  | 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 |
| 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 |
| Total teacher requirements /Actual/ |  |  |  | 14,108 | 14,277 | 14,698 | 15,048 | 15,154 | 15,193 | 15,459 | 15,606 | 15,727 | 15,890 | 15,859 | 15,972 |
| 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 /ideal, by fiscal year/ |  |  |  | 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\% |
| Non Teaching staff/by fiscal year/ |  |  |  | 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 <br> (Decision) | Target number of years | Annual increase <br> rate $\qquad$ | $\begin{aligned} & 2004 \\ & 2005 \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2006 \\ & 2007 \end{aligned}$ | $\begin{aligned} & 2007 \\ & 2008 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2009 \\ & 2010 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2011 \\ & 2012 \end{aligned}$ | $\begin{aligned} & 2012 \\ & 2013 \end{aligned}$ | $\begin{aligned} & 2013 \\ & 2014 \end{aligned}$ | $\begin{aligned} & 2014 \\ & 2015 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Urban |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| New teacher requirements 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 | 11 | -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 |
| 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 |
| Ratio of Non teaching staff 30.0\% | 6 | -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\% |
| 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/ Rural |  |  | 127.4\% | 124.6\% | 121.9\% | 119.2\% | 116.6\% | 114.1\% | 111.6\% | 109.2\% | 106.8\% | 104.5\% | 102.2\% | 100.0\% |
| New teacher requirements $2 \%$ | <=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 | 11 | -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 |
| New other staff requirements |  |  | 0 | 0 | 0 | 7 | 4 | , | 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\% | 11 | -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\% |
| Total teacher requirements /Ideal/ |  |  | 101 | 102 | 101 | 114 | 123 | 125 | 128 | 131 | 127 | 109 | 123 | 126 |
| Teacher utilization rate /coordinated/ S/Total |  |  | 117.4\% | 115.9\% | 114.8\% | 112.9\% | 110.8\% | 109.6\% | 107.6\% | 106.5\% | 105.0\% | 102.8\% | 101.7\% | 100.0\% |
| New teacher requirements 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 |
| New other staff requirements |  |  | 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 |
| 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/ |  |  | 1,119 | 1,486 | 1,525 | 1,603 | 1,807 | 1,979 | 2,103 | 2,220 | 2,291 | 2,213 | 2,149 | 2,419 |
| Public |  |  | 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 |
| Private \% 10.0\% | 4 | 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\% |
| 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\% | 4 | 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

|  |  | Target | Annual |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Hypotheses (Decision) | number <br> of years | increase rate | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| C1. A textbook per subject per student; a teaching guide per subject per teacher |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| General 2 C |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 | -16.7\% | 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 | 15\% | < D Deteri | ation rate | 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 |  |  |  | 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 ratio /primary |  |  |  |  | 1,080 | 933 | 806 | 696 | 601 | 520 | 449 | 388 | 335 | 289 | 250 |
| education/ | 250 | 11 | -13.6\% | 1,250 |  |  |  |  |  |  |  |  |  |  |  |
| Student/computer ratio /Secondary |  |  |  |  | 216 | 187 | 161 | 139 | 120 | 104 | 90 | 78 | 67 | 58 | 50 |
| 1C/ | 50 | 11 | -13.6\% | 250 |  |  |  |  |  |  |  |  |  |  |  |
| Student/computer ratio /Secondary |  |  |  |  | 22 | 19 | 16 | 14 | 12 | 10 | 9 | 8 | 7 | 6 | 5 |
| 2C/ | 5 | 11 | -13.6\% | 25 |  |  |  |  |  |  |  |  |  |  |  |
| Unit cost per computer | 200.0 | 11 | -6.8\% | 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 <br> (Decision) | Target <br> number <br> of years | Annual increase <br> rate | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| LITERACY |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Enrolments |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Literacy rates | 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\% |
| Male | 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\% |
| Literate population |  |  |  | 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 |
| Male |  |  |  | 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 |
| Illiterate population |  |  |  | 39,437 | 34,832 | 29,885 | 24,603 | 19,019 | 19,367 | 19,737 | 20,129 | 20,542 | 20,958 | 21,391 | 21,837 |
| Male |  |  |  | 16,807 | 15,113 | 13,264 | 11,285 | 9,180 | 9,351 | 9,532 | 9,724 | 9,926 | 10,130 | 10,342 | 10,557 |
| Female <br> Adults to enroll at literacy |  |  |  | 22,630 | 19,719 | 16,621 | 13,318 | 9,839 | 10,016 | 10,205 | 10,405 | 10,616 | 10,828 | 11,049 | 11,280 |
| centres |  |  |  | 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 |  | 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. Teaching and other Staff Some indicators |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Studentteacher ratio | 25 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Needs in new teaching posts | 2\% | rate |  | 0 | 2 | 0 | 0 | 0 | 54 | 63 | 70 | 82 | 92 | 104 | 120 |
| Total teacher requirements |  |  |  | 489 | 481 | 459 | 421 | 364 | 410 | 464 | 524 | 594 | 673 | 762 | 865 |
| New other staff requirements | 1\% | <=Attrition |  | 0 | 0 | 0 | 0 | 0 | 7 | 8 | 9 | 10 | 11 | 12 | 14 |
| Total other staff requirements |  |  |  | 98 | 94 | 87 | 78 | 66 | 72 | 79 | 87 | 96 | 106 | 117 | 130 |
| Ratio of Non teaching staff | 15.0\% | 11 | -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\% |
| C. Teaching guides |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Learning materials | 3 | per each |  | 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

|  |  | Target | Annual | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | (Decision) | of years | rate | 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 |
|  |  |  |  | 100.0\% | 98.0\% | 104.9\% | 104.1\% | 105.5\% | 112.1\% | 116.6\% | 120.1\% | 120.3\% | 122.1\% | 120.6\% | 108.6\% |
| Social \& Human Sciences |  |  |  | 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 |
|  |  |  |  | 100.0\% | 96.3\% | 101.3\% | 98.8\% | 98.3\% | 102.6\% | 104.9\% | 106.2\% | 104.5\% | 104.2\% | 101.1\% | 89.5\% |
| 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

|  |  | Target | Annual | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | (Decision) | of years | rate | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Enrolment/by fiscal year/ |  |  |  | 113,453 | 123,016 | 124,241 | 129,601 | 129,519 | 133,351 | 140,650 | 145,865 | 148,815 | 149,749 | 150,615 | 144,403 |
| Public |  |  |  | 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 |  |  |  | 36,017 | 38,214 | 37,765 | 38,548 | 37,696 | 37,978 | 39,196 | 39,776 | 39,708 | 39,099 | 38,480 | 36,101 |
| Private \% | 25.0\% | 11 | -2.1\% | 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 | 95 |
| 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\% |  | 8.8 |  | 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

RECAPITULATION: PRIMARY, SECONDARY \& HIGHER EDUCATION

|  | $2004$ $2005$ | $2005$ $2006$ | $2006$ $2007$ | $2007$ $2008$ | $2008$ $2009$ | $\begin{array}{r} 2009 \\ 2010 \\ \hline \end{array}$ | $\begin{array}{r} 2010 \\ 2011 \\ \hline \end{array}$ | $\begin{array}{r} 2011 \\ 2012 \\ \hline \end{array}$ | $\begin{array}{r} 2012 \\ 2013 \\ \hline \end{array}$ | $\begin{array}{r} 2013 \\ 2014 \\ \hline \end{array}$ |  | 2015 2016 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Secondary I |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 | 93.4\% | 89.0\% | 96.9\% | 99.3\% | 99.5\% | 89.9\% | 97.2\% | 100.7\% | 87.2\% | 102.6\% | 96.7\% | 93.4\% |
| 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\% |
| Secondary I enrolment /by fiscal year/ | 231,621 | 224,583 | 215,483 | 221,922 | 218,749 | 206,440 | 192,402 | 198,911 | 202,087 | 217,012 | 230,029 | 209,986 |
| Public | 225,398 | 216,202 | 204,314 | 205,945 | 196,874 | 185,796 | 173,162 | 179,020 | 181,878 | 195,311 | 207,026 | 188,987 |
| Private | 6,223 | 8,381 | 11,169 | 15,977 | 21,875 | 20,644 | 19,240 | 19,891 | 20,209 | 21,701 | 23,003 | 20,999 |
| Secondary II (General 2C) |  |  |  |  |  |  |  |  |  |  |  |  |
| 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/ | 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 |

RECAPITULATION: PRIMARY, SECONDARY \& HIGHER EDUCATION

|  | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Secondary II (Vocational 2C) |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 |
| Secondary II |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Tertiary |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 | 22,903 | 21,234 | 21,489 | 20,169 | 19,323 | 19,406 | 19,102 | 18,599 | 17,621 | 16,913 | 15,795 | 13,448 |
| Law | 7,195 | 6,819 | 7,054 | 6,768 | 6,628 | 6,804 | 6,846 | 6,814 | 6,599 | 6,475 | 6,181 | 5,379 |
| Natural Sciences | 3,583 | 3,618 | 3,987 | 4,076 | 4,253 | 4,652 | 4,987 | 5,288 | 5,456 | 5,704 | 5,801 | 5,379 |
| Teacher Training | 12,126 | 12,110 | 13,202 | 13,348 | 13,776 | 14,904 | 15,803 | 16,575 | 16,916 | 17,490 | 17,595 | 16,138 |
| Engineering | 16,468 | 17,099 | 19,380 | 20,372 | 21,858 | 24,586 | 27,104 | 29,555 | 31,360 | 33,711 | 35,259 | 33,621 |
| Medical Sciences | 9,585 | 9,425 | 10,118 | 10,072 | 10,235 | 10,903 | 11,383 | 11,756 | 11,814 | 12,027 | 11,913 | 10,759 |
| Agriculture | 3,854 | 3,945 | 4,408 | 4,568 | 4,831 | 5,357 | 5,822 | 6,259 | 6,547 | 6,938 | 7,153 | 6,724 |
| 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 |
| Gross Enrolment Ratios | 46.3\% | 43.5\% | 44.7\% | 43.1\% | 42.5\% | 44.7\% | 46.7\% | 49.4\% | 50.8\% | 53.3\% | 54.5\% | 50.9\% |
| Tertiary enrolment/by fiscal year/ | 113,453 | 123,016 | 124,241 | 129,601 | 129,519 | 133,351 | 140,650 | 145,865 | 148,815 | 149,749 | 150,615 | 144,403 |
| Public | 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 | 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/

|  | $\begin{aligned} & 2004 \\ & 2005 \end{aligned}$ | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2006 \\ & 2007 \end{aligned}$ | $2007$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2009 \\ & 2010 \end{aligned}$ | $2010$ | $\begin{aligned} & 2011 \\ & 2012 \end{aligned}$ | $\begin{aligned} & \hline 2012 \\ & 2013 \end{aligned}$ | $\begin{aligned} & \hline 2013 \\ & 2014 \end{aligned}$ | $2014$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| B0. ECCE |  |  |  |  |  |  |  |  |  |  |  |  |
| New teacher $/ 1 \mathrm{a}+1 \mathrm{~b}+1 \mathrm{c} /$ requirements | 0 | 225 | 221 | 489 | 254 | 135 | 53 | 163 | 161 | 159 | 159 | 159 |
| Total teacher $/ 1 \mathrm{a}+1 \mathrm{~b}+1 \mathrm{c} /$ requirements | 4,237 | 4,418 | 4,593 | 5,032 | 5,234 | 5,316 | 5,316 | 5,425 | 5,531 | 5,634 | 5,736 | 5,837 |
| $\begin{aligned} & \text { (coordinated) } \\ & \text { Teachers } 1 \mathrm{a}+1 \mathrm{~b}+1 \mathrm{c} \end{aligned}$ | 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 /1a/ | 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 |
| New assistant teacher requirements | 0 | 126 | 122 | 225 | 0 | 0 | 30 | 118 | 118 | 118 | 119 | 121 |
| Total assistant teacher requirements (coordinated) | 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 |
| New non-teaching staff requirements | 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 |
| Teachers $1 \mathrm{a}+1 \mathrm{~b}+1 \mathrm{c} / \mathrm{by}$ fiscal year/ | 3,768 | 4,297 | 4,476 | 4,739 | 5,099 | 5,261 | 5,316 | 5,352 | 5,460 | 5,565 | 5,668 | 5,770 |
| Public | 3,583 | 4,072 | 4,226 | 4,457 | 4,775 | 4,915 | 4,954 | 4,939 | 5,010 | 5,077 | 5,136 | 5,193 |
| Private | 185 | 225 | 250 | 282 | 324 | 346 | 362 | 413 | 450 | 488 | 532 | 577 |
| Assistant teachers /by fiscal year/ | 2,783 | 2,888 | 2,983 | 3,108 | 3,219 | 3,133 | 3,036 | 3,065 | 3,152 | 3,237 | 3,322 | 3,408 |
| Public | 2,647 | 2,737 | 2,817 | 2,924 | 3,016 | 2,929 | 2,834 | 2,832 | 2,896 | 2,956 | 3,012 | 3,067 |
| Private | 136 | 151 | 166 | 184 | 203 | 204 | 202 | 233 | 256 | 281 | 310 | 341 |
| Non Teaching staff/by fiscal year/ | 4,535 | 4,669 | 4,674 | 4,680 | 4,673 | 4,638 | 4,617 | 4,629 | 4,639 | 4,649 | 4,659 | 4,670 |
| Public | 4,313 | 4,425 | 4,414 | 4,402 | 4,378 | 4,325 | 4,285 | 4,274 | 4,259 | 4,242 | 4,223 | 4,202 |
| Private | 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/

| B1. Primary education |  |  | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Urban |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| New teacher requirements | 1\% | <= Attrition rate | 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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| New teacher requirements | 2\% | <= Attrition rate | 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 \% | 10.0\% |  | 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 \% | 10.0\% |  | 5.0\% | 5.9\% | 7.0\% | 8.4\% | 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 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 2 C |  |  | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|  |  |  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 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 | 2\% |  | 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 | 2\% |  | 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/ |  |  | 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 \% | 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/ |  |  | 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\% |  | 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 | 2005 2006 | $2006$ | $\begin{array}{r} 2007 \\ 2008 \\ \hline \end{array}$ | $\begin{array}{r} 2008 \\ 2009 \\ \hline \end{array}$ | $\begin{array}{r} 2009 \\ 2010 \\ \hline \end{array}$ | $\begin{array}{r} 2010 \\ 2011 \\ \hline \end{array}$ | $\begin{array}{r} 2011 \\ 2012 \\ \hline \end{array}$ | $\begin{array}{r} 2012 \\ 2013 \\ \hline \end{array}$ |  | $\begin{array}{r} 2014 \\ 2015 \\ \hline \end{array}$ | $\begin{aligned} & 2015 \\ & 2016 \\ & \hline \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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/ Rural |  | 127.4\% | 124.6\% | 121.9\% | 119.2\% | 116.6\% | 114.1\% | 111.6\% | 109.2\% | 106.8\% | 104.5\% | 102.2\% | 100.0\% |
| 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/ S/Total |  | 117.4\% | 115.9\% | 114.8\% | 112.9\% | 110.8\% | 109.6\% | 107.6\% | 106.5\% | 105.0\% | 102.8\% | 101.7\% | 100.0\% |
| 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/ |  | 1,119 | 1,486 | 1,525 | 1,603 | 1,807 | 1,979 | 2,103 | 2,220 | 2,291 | 2,213 | 2,149 | 2,419 |
| Public |  | 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 |
| Private \% | 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/ |  | 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\% | 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 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 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 | 122,855 | 171,788 | 170,658 | 192,375 | 212,058 | 210,393 | 220,552 | 232,272 | 225,78 | 182.179 | 219,80 | 264,496 |

Dropout children /Primary \& General Secondary/













RESULTS OF FINANCIAL FORECASTS

|  | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| TOTAL EDUCATION COSTS ('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\% | 10.6\% | 5.1\% | 10.2\% | 11.5\% | 11.7\% | 11.4\% | 11.6\% | 11.8\% | 12.9\% |
| FORMAL EDUCATION ('000 tug) | 114,940,571 | 131,617,150 | 158,822,755 | 176,482,395 | 196,282,629 | 216,968,556 | 240,475,726 | 267,800,367 | 298,203,894 | 330,425,771 | 366,826,335 | 412,762,316 |
| Preschool education <br> 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 FORMAL EDUCATION | 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 Other educational | 15.1\% | 10.7\% | 11.9\% | 11.9\% | 12.4\% | 12.4\% | 12.2\% | 12.0\% | 11.9\% | 11.7\% | 11.5\% | 11.2\% |
| 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

|  |  | Proportion/ Target | Annual increment | Baseline <br> 2004 <br> 2005 | 2005 2006 | 2006 2007 | 2007 2008 | 2008 2009 | 2009 2010 | 2010 2011 | 2011 2012 | 2012 2013 | 2013 2014 | 2014 2015 | 2015 2016 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| GDP per capita ('000 tug) |  | 2 A | 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 |
| BUDGET FRAMEWORK |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| GDP ('000000 tug) |  |  |  | 1,514,500 | 1,634,040 | 1,763,122 | 1,901,723 | 2,051,410 | 2,213,501 | 2,392,164 | 2,589,792 | 2,809,669 | 3,048,087 | 3,310,110 | 3,598,738 |
| Total government expenditure Value ('000000) | 47.1\% | 11 | 0.0\% | 47.1\% | $47.1 \%$ 769.633 | $47.1 \%$ 830.431 | $47.1 \%$ 895711 | 47.1\% | $47.1 \%$ 1,042559 | 47.1\% | 47.1\% | 47.1\% | 47.1\% | 47.1\% | 47\% |
| Public expenditure on education as a total |  |  | 0.2\% |  |  | 830,431 |  | 966,214 | 1,042,559 |  | 1,219,792 | 1,323,354 | , 35,649 | 559,062 |  |
| government budget | 20.0\% | 4 |  | 19.1\% | 19.0\% | 20.2\% | 19.8\% | 20.0\% | 20.0\% | 20.0\% | 20.0\% | 20.0\% | 20.0\% | 20.0\% | 20\% |
| Value ('000000) |  |  |  | 136,609 | 146,494 | 167,882 | 177,127 | 193,243 | 208,512 | 225,342 | 243,958 | 264,671 | 287,130 | 311,812 | 339,001 |
| 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\% |
| Value ('000000) |  |  |  | 114,941 | 121,847 | 141,059 | 149,761 | 163,677 | 176,922 | 191,541 | 207,365 | 224,970 | 244,060 | 265,041 | 288,151 |
| 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\% | 18\% |
| Value ('000000) Of which Primary and General Secondary Value ('000000) |  |  | 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\% | 6 |  | 48.3\% | 49.8\% | 48.1\% | 49.9\% | 50.4\% | 51.0\% | 51.5\% | 51.5\% | 51.5\% | 51.5\% | 51.5\% | 51.5\% |
|  |  |  |  | 65,979 | 72,905 | 80,763 | 88,386 | 97,459 | 106,272 | 116,051 | 125,639 | 136,305 | 147,872 | 160,583 | 174,586 |
| 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\% |
| Value ('000000) |  |  |  | 6,388 | 6,988 | 7,881 | 9,033 | 10,113 | 11,190 | 12,394 | 13,418 | 14,557 | 15,792 | 17,150 | 18,645 |
| 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\% |
| Value ('000000) |  |  | -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 |
| Cross cutting and other educational budget Value ('000000) | 15.0\% | 6 |  | 15.9\% | 16.8\% | 16.0\% | 15.5\% | 15.3\% | 15.2\% | 15.0\% | 15.0\% | 15.0\% | 15.0\% | 15.0\% | 15.0\% |
|  | 100\% | 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 |
| DONOR ASSISTANCE |  |  |  | 20,183,082 | 31,750,378 | 32,871,896 | 20,250,505 | 4,185,810 | 3,311,035 |  |  |  |  |  |  |
| Total ('000000 tug) |  |  |  | 20,183 | 31,750 | 32,872 | 20,251 | 4,186 | 3,311 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL EXPENDITURE |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ON EDUCATION <br> Domestic expenditure on education as percentage of a total education expenditure by 2 A version |  |  |  | 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 |
|  |  |  |  | 87.1\% | 91.5\% | 79.6\% | 75.9\% | 78.8\% | 77.1\% | 74.8\% | 72.5\% | 70.6\% | 68.6\% | 66.7\% | 64.2\% |

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 min. USD 2A version |  | 11.1 | 35.3 | 46.1 | 42.6 | 50.7 | 62.3 | 75.9 | 90.4 | 107.5 | 127.7 | 154.8 |

RESULTS OF FINANCIAL FORECASTS 2B version

|  | Unit Cost/ Hypothesis | $\begin{aligned} & \text { Propor- } \\ & \text { tion } \\ & \text { Target } \end{aligned}$ | Annual increment |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|  |  |  |  | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| GDP per capita ('000 tug) |  | 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 |
| BUDGET FRAMEWORK |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| GDP ('000000 tug) |  |  |  | 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\% |
| 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 |  |  | 0.2\% |  |  |  |  |  |  |  |  |  |  |  |  |
| government budget | 20.0\% | 4 |  | 19.1\% | 18.8\% | 19.7\% | 19.8\% | 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\% |
| 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\% | 18\% |
| Value ('000000) Of which Primary and General |  |  |  | 22,917 | 24,813 | 27,271 | 31,951 | 35,688 | 39,423 | 43,610 | 47,873 | 52,666 | 57,937 | 63,795 | 70,329 |
| 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\% |
| 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\% |
| 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\% |
| 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 |
| Cross 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\% |
| 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 |
| DONOR ASSISTANCE |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total ('000000 tug) |  |  |  | 20,183 | 31,750 | 32,872 | 20,251 | 4,186 | 3,311 | 0 | 0 | 0 | 0 | 0 | 0 |
| total expenditure on |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| EdUCATION |  |  |  | 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 educat expenditure by $2 B$ version | as percentag | ge of a total ed | ducation | 87.1\% | 915\% | 79.6\% | 79.1\% | 833\% | 827\% | 813\% | 799\% | 78.9\% | 778\% | \% | 74.9\% |

BALANCE: BUDGET vs SIMULATION 2B version

|  | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 min. USD 2 B version |  | 11.1 | 35.3 | 39.9 | 33.5 | 38.3 | 46.2 | 55.4 | 64.8 | 76.1 | 89.5 | 108.8 |

RESULTS OF FINANCIAL FORECASTS 2C version

|  |  | Proportion/ Target | Annual increment | 2004 2005 | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{array}{r} 2006 \\ 2007 \\ \hline \end{array}$ | 2007 2008 | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | 2009 2010 | 2010 2011 | $\begin{aligned} & 2011 \\ & 2012 \end{aligned}$ | 2012 2013 | 2013 2014 | 2014 2015 | 2015 2016 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| GDP per capita ('000 tug) |  | 2 C | 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 |
| BUDGET FRAMEWORK GDP ('000000 tug) |  |  |  | 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 |
| 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\% |
| Value ('000000) |  |  |  | 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 |
| Public expenditure on education as a total government budget <br> Vaue ('000000) | 20.0\% | 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\% |
| Value ('000000) |  |  |  | 136,609 | 146,494 | 167,882 | 194,545 | 219,005 | 243,842 | 271,911 | 303,722 | 339,978 | 380,539 | 426,365 | 478,264 |
| 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\% |
| Value ('000000) |  |  |  | 114,941 | 121,847 | 141,059 | 164,488 | 185,497 | 206,900 | 231,124 | 258,164 | 288,981 | 323,459 | 362,410 | 406,524 |
| 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\% | 18\% |
| Value ('000000) Of which Primary and General |  |  |  | 22,917 | 24,813 | 27,271 | 33,656 | 38,253 | 42,997 | 48,400 | 54,063 | 60,516 | 67,736 | 75,893 | 85,131 |
| Secondary Value ('000000) | 51.5\% | 6 | 0.5\% | 48.3\% | 49.8\% | 48.1\% | 49.9\% | 50.4\% | 51.0\% 124,278 | $51.5 \%$ 140,034 | 51.5\% | 51.5\% 175,089 | $51.5 \%$ 195.978 | 51.5\% 219578 | 51.5\% |
| Of which Vocational 2 | 5.5\% | 6 | 0.1\% | 65,979 $4.7 \%$ | 72,905 $4.8 \%$ | 80,763 $4.7 \%$ | 97,078 5.1\% | 110,452 $5.2 \%$ | 124,278 $5.4 \%$ | 140,034 $5.5 \%$ | 156,417 | 175,089 $5.5 \%$ | 195,978 $5.5 \%$ | 219,578 $5.5 \%$ | 246,306 $5.5 \%$ |
| Value ('000000) |  |  |  | 6,388 | 6,988 | 7,881 | 9,922 | 11,461 | 13,086 | 14,955 | 16,705 | 18,699 | 20,930 | 23,450 | 26,305 |
| 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\% |
| Value ('000000) |  |  |  | 19,657 | 17,141 | 25,144 | 23,832 | 25,332 | 26,538 | 27,735 | 30,980 | 34,678 | 38,815 | 43,489 | 48,783 |
| Cross 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\% |
| Value ('000000) | 100\% | 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 |
| DONOR ASSISTANCE <br> Total ('000000 tug) |  |  |  | 20,183 | 31,750 | 32,872 | 20,251 | 4,186 | 3,311 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL EXPENDITURE ON EDUCATION |  |  |  | 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 expenditure by 2 C version | percentage | fa total ed |  | 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 | 2005 | 2006 2007 | 2007 | 2008 2009 | 2009 2010 | 2010 | $\begin{aligned} & 2011 \\ & 2012 \\ & \hline \end{aligned}$ | 2012 2013 | 2013 | 2014 2015 | 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 min. 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 |


|  | Unit | Propor- | Annual | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Hypothesis | Target | ment | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| 1.1.Recurrent costs <br> 1.1.1. Teachers (Basic salaries, |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Teachers |  |  |  | 3,364,536 | 4,626,229 | 5,521,672 | 98,630 | 8,258,535 | 9,763,490 | 11,304,217 | 13,040,384 | 15,243,534 | 780233 | 20,775,925 | 24,234,000 |
| Monfhtly wage /Teacher/ | 350.0 | 11 | 14.6\% | 78.3 | 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\% |
| Assistant teachers |  |  |  | 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 | 6,297,058162.1 | $\begin{array}{r} 7,177,988 \\ 180.1 \end{array}$ | 8,179,200 |
| Monfhtly wage /Teacher/ | 200.0 | 11 | 11.1\% | $\begin{array}{r} 63.0 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 70.0 \\ 111.1 \% \end{array}$ | 77.7 |  |  | 106.5 | 118.3 | 131.4 | 146.0 |  |  |  |
|  |  |  |  |  |  | 123.4\% | 137.0\% | 152.2\% | 169.1\% | 187.8\% | 208.6\% | 231.7\% | 257.3\% | 285.8\% | 317.5\% |
| 1.1.2. Other Staff (Wage,etc.) 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 |
|  |  |  |  | 2,643,564 | $3,210,257$ 57.3 | $\begin{array}{r} 3,603,449 \\ 64.2 \end{array}$ | $\begin{array}{r} 4,045,660 \\ 72.0 \end{array}$ | $\begin{array}{r} 4,529,529 \\ 80.8 \end{array}$ | $\begin{array}{r} 5,040,827 \\ 90.6 \end{array}$ | $\begin{array}{r} 5,626,583 \\ 101.6 \end{array}$ | $\begin{array}{r} 6,325,368 \\ 113.9 \end{array}$ | $\begin{array}{r} 7,107,826 \\ 127.7 \end{array}$ | $\begin{array}{r} 7,987,038 \\ 143.2 \end{array}$ | $\begin{array}{r} 8,974,963 \\ 160.5 \end{array}$ | $\begin{array}{r} 10,087,200 \\ 180.0 \end{array}$ |
| 1.1.3. Social Insurance |  |  |  | 2,143,023 | 2,709,055 | 3,143,538 | 3,686,516 | 4,353,915 | 4,965,466 | 5,607,558 | 6,388,448 | 7,358,153 | 8,470,817 | 9,749,223 | 11,220,106 |
| 1.1.4.Reconstruction | 5.110 |  | 8.0\% | 430,496.7 | 434,859 | 463,700 | 509,067 | 514,824 | 469,665 | 559,062 | 614,331 | 673,588 | 737,588 | 806,480 | 880,518 |
| 1.1.5.Food 8.0\% |  |  |  | 5,225,422.3 | $\begin{array}{r} 6,614,849 \\ 83.9 \end{array}$ | $\begin{array}{r} 9,024,568 \\ 116.0 \end{array}$ | $\begin{array}{r} 9,173,628 \\ 116.0 \end{array}$ | $\begin{array}{r} 8,590,148 \\ 116.0 \end{array}$ | $\begin{array}{r} 7,836,640 \\ 125.3 \end{array}$ | $\begin{array}{r} 9,328,289 \\ 135.3 \end{array}$ | $\begin{array}{r} 10,250,488 \\ 146.1 \end{array}$ | $\begin{array}{r} 11,239,233 \\ 157.8 \end{array}$ | $\begin{array}{r} 12,307,110 \\ 170.4 \end{array}$ | $\begin{array}{r} 13,456,612 \\ 184.1 \end{array}$ | $\begin{array}{r} 14,691,985 \\ 198.8 \end{array}$ |
|  | 116.0 | 2 | 38.2\% | 60.8 |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.6. Other varieble costs 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$22.7 | $\begin{array}{r} 2,329,782 \\ 24.5 \end{array}$ | $\begin{array}{r} 2,648,571 \\ 26.4 \end{array}$ | $\begin{array}{r} 2,813,542 \\ 28.6 \end{array}$ | $\begin{array}{r} 2,702,487 \\ 30.8 \end{array}$ | $\begin{array}{r} 3,235,521 \\ 33.3 \end{array}$ | $\begin{array}{r} 3,578,028 \\ 36.0 \end{array}$ | $\begin{array}{r} 3,950,551 \\ 38.8 \end{array}$ | $\begin{array}{r} 4,359,190 \\ 42.0 \end{array}$ | $\begin{array}{r} 4,806,704 \\ 45.3 \end{array}$ | $\begin{array}{r} 5,296,895 \\ 48.9 \end{array}$ |
| Other variable cost per kid |  |  | 8.0\% | 21.0 |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.7. Fixed costs |  |  |  | 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 | 9,116,943 | 9,846,299 | 10,634,002 | 11,484,723 |
| Water \& electricity |  |  | 8.0\% | 3,520,830.3 | $\begin{aligned} & 3,802,497 \\ & 1,413,020 \end{aligned}$ | 4,106,696 | $\begin{aligned} & 4,435,232 \\ & 1,648,146 \end{aligned}$ | 4,790,051 | 5,173,255 | 5,587,115 | 6,034,084 | 6,516,811 | 7,038,156 | 7,601,209 | 8,209,305 |
|  |  |  | 8.0\% | 1,308,351.5 |  | 1,526,061 |  | $1,779,998$131,177 | $\begin{array}{r} 1,922,398 \\ 141,671 \end{array}$ | $\begin{array}{r} 2,076,189 \\ 153,005 \end{array}$ | $\begin{array}{r} 2,242,285 \\ 165,245 \end{array}$ | $\begin{array}{r} 2,421,667 \\ 178,465 \end{array}$ | $\begin{array}{r} 2,615,401 \\ 192,742 \end{array}$ | 2,824,633 | 3,050,603 |
| Transportation |  |  | 8.0\% | 96,418.9 | $\begin{aligned} & 104,132 \\ & 124,725 \end{aligned}$ | 112,463 | $\begin{aligned} & 14,460 \\ & 145.479 \end{aligned}$ |  |  |  |  |  |  | 208,161 | 224,814 |
| 1.1.8. Subsidies and transfers 1.1. RECURRENT TOTAL |  |  | \% | 115,486 |  | 134,703 |  | 157,118 | 169,687 | 183,262 | 197,923 | 213,757 | 230,858 | 249,326 | 269,272 |
|  |  |  |  | 22,621,361 | $\begin{array}{r} 27,609,743 \\ 22.1 \% \end{array}$ | $\begin{array}{r} 32,748,852 \\ 18.6 \% \end{array}$ | $\begin{array}{r} 36,332,177 \\ 10.9 \% \end{array}$ | $\begin{array}{r} 39,622,873 \\ 9.1 \% \end{array}$ | $\begin{array}{r} 42,189,850 \\ 6.5 \% \end{array}$ | $\begin{array}{r} 47,970,752 \\ 13.7 \% \end{array}$ | $\begin{array}{r} 53,669,500 \\ 11.9 \% \end{array}$ | $\begin{array}{r} 60,424,017 \\ 12.6 \% \end{array}$ | $\begin{array}{r} 68,038,291 \\ 12.6 \% \end{array}$ | $\begin{array}{r} 76,631,225 \\ 12.6 \% \end{array}$ | $\begin{array}{r} 86,343,899 \\ 12.7 \% \end{array}$ |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.2.Capital expenditure |  |  | 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 |
| 1.1.1. Teachers Basic salaries, <br> Distribution as a total cost |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| supplementary salaries) <br> 1.1.2. Other Staff (Wage,etc.) |  |  |  | 23.4\% | $\begin{aligned} & 25.2 \% \\ & 11.5 \% \end{aligned}$ | $\begin{aligned} & 25.1 \% \\ & 10.9 \% \end{aligned}$ | $\begin{aligned} & \text { 27.0\% } \\ & \text { 11.0\% } \end{aligned}$ | $\begin{aligned} & \text { 29.9\% } \\ & 11.3 \% \end{aligned}$ | $\begin{aligned} & 32.3 \% \\ & 11.8 \% \end{aligned}$ | $\begin{aligned} & 32.2 \% \\ & 11.6 \% \end{aligned}$ | $\begin{aligned} & 33.0 \% \\ & 11.7 \% \end{aligned}$ | $\begin{aligned} & 34.1 \% \\ & 11.7 \% \end{aligned}$ | $\begin{aligned} & 35.1 \% \\ & 11.6 \% \end{aligned}$ | 36.2\%11.6\% | 37.2\%11.6\% |
|  |  |  |  | 11.5\% |  |  |  |  |  |  |  |  |  |  |  |
| 1.1.3. Social Insurance 1.1.4.Reconstruction |  |  |  | 9.4\% | 9.7\% | 9.5\% | 10.0\% | 10.9\% | 11.6\% | 11.6\% | 11.8\% | 12.1\% | 12.3\% | 12.6\% | 12.9\% |
|  |  |  |  | 1.9\% | 1.6\% | 1.4\% | 1.4\% | 1.3\% | 1.1\% | 1.2\% | 1.1\% | 1.1\% | 1.1\% | 1.0\% | 1.0\% |
| 1.1.5.Food |  |  |  | 22.8\% | 23.7\% | 27.3\% | 25.0\% | 21.5\% | 18.4\% | 19.3\% | 18.9\% | 18.4\% | 17.9\% | 17.4\% | 16.9\% |
| 1.1.6. Other varieble costs |  |  |  | 7.7\% | 7.7\% | 7.0\% | 7.2\% | 7.0\% | 6.3\% | 6.7\% | 6.6\% | 6.5\% | 6.4\% | 6.2\% | 6.1\% |
| 1.1.7. Fixed costs |  |  |  | 21.5\% | 19.0\% | 17.4\% | 16.9\% | 16.7\% | 17.0\% | 16.1\% | 15.6\% | 15.0\% | 14.3\% | 13.8\% | 13.2\% |
| 1.1.8. Subsidies and transfers |  |  |  | 0.5\% | 0.4\% | 0.4\% | 0.4\% | 0.4\% | 0.4\% | 0.4\% | 0.4\% | 0.4\% | 0.3\% | 0.3\% | 0.3\% |
| 1.2.Capital expenditure |  |  |  | 22,917,455.1 | 1.1\% | 1.0\% | 1.0\% | 1.0\% | 1.0\% | 1.0\% | 0.9\% | 0.9\% |  | 0.8\% | 0.8\% |
| 1. TOTAL PRESCHOOL EDUCATION |  |  |  |  | $27,929,525$ | $33,094,216$ | 36,705,170 | $40,025,706$ | $42,624,910$ | $48,440,616$ $13.6 \%$ | $54,176,953$ | $60,972,067$ | 68,630,185 | 77,270,470 87,034,283 |  |

2 Primary and General secondary education

3 Vocational education

|  | Unit <br> Cost/ <br> Hypothesis | Propor- <br> tion/ <br> Target | Annual <br> incre- <br> ment | Baseline 2004 2005 | $\begin{aligned} & 2005 \\ & 2006 \end{aligned}$ | $\begin{aligned} & 2006 \\ & 2007 \end{aligned}$ | $\begin{aligned} & 2007 \\ & 2008 \end{aligned}$ | $\begin{aligned} & 2008 \\ & 2009 \end{aligned}$ | $\begin{aligned} & 2009 \\ & 2010 \end{aligned}$ | $\begin{aligned} & 2010 \\ & 2011 \end{aligned}$ | $\begin{aligned} & 2011 \\ & 2012 \end{aligned}$ | $\begin{aligned} & 2012 \\ & 2013 \end{aligned}$ | 2013 2014 | $\begin{aligned} & 2014 \\ & 2015 \end{aligned}$ | $\begin{aligned} & 2015 \\ & 2016 \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 3.1.Recurrent costs 3.1.1. Teachers (Basic salaries, supplementary salaries) |  |  |  | 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 |
| 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 |
| Monfhtly wage /Teacher/ | 400.0 | 11 | 16.1\% | $\begin{array}{r} 77.2 \\ 100.0 \% \end{array}$ | $\begin{array}{r} 89.7 \\ 116.1 \% \end{array}$ | $\begin{array}{r} 104.1 \\ 134.9 \% \end{array}$ | $\begin{array}{r} 120.9 \\ 156.6 \% \end{array}$ | 140.4 $181.9 \%$ | $\begin{array}{r} 163.1 \\ 211.2 \% \end{array}$ | 189.4 $245.3 \%$ | 219.9 $284.9 \%$ | 255.4 $330.8 \%$ | 296.6 $384.2 \%$ | 344.4 $446.2 \%$ | 400.0 $518.2 \%$ |
| 3.1.2. Other Staff (Wage,etc.) |  |  |  | 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 |
| Non-teaching staff | 220.0 | 11 | 11.2\% | 732,759 68.2 | $\begin{array}{r} 803,213 \\ 75.9 \end{array}$ | $\begin{array}{r} 846,823 \\ 84.4 \end{array}$ | $\begin{array}{r} 917,139 \\ 93.9 \end{array}$ | $\begin{array}{r} 1,070,268 \\ 104.4 \end{array}$ | $\begin{array}{r} 1,218,345 \\ 116.2 \end{array}$ | $\begin{array}{r} 1,347,420 \\ 129.2 \end{array}$ | $\begin{array}{r} 1,524,613 \\ 143.7 \end{array}$ | $\begin{array}{r} 1,782,162 \\ 159.9 \end{array}$ | $\begin{array}{r} 1,948,168 \\ 177.8 \end{array}$ | $\begin{array}{r} 2,145,597 \\ 197.8 \end{array}$ | $\begin{array}{r} 2,737,680 \\ 220.0 \end{array}$ |
| 3.1.3. Social Insurance | 220.0 | 11 | 11.2\% | 68.2 585,541 | 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 |
| 3.1.4. Other varieble costs |  |  |  | 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 |
| Other |  |  |  | 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 |
| Other variable cost per student <br> 3.1.5. Varieble cost for dormitory <br> students |  |  | 10.0\% | 71.6 398,606 | 78.7 436,629 | 86.6 509,436 | 95.3 608,434 | 104.8 779,136 | 115.3 969,531 | 126.8 1,171,228 | 139.5 $1,404,991$ | 153.4 $1,647,656$ | 168.8 $1,808,427$ | 185.6 $1,995,582$ |  |
| Dormitory |  |  |  | 398,606 | 436,629 | 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 |
| Variable cost per dormitory student |  |  | 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 |
| 3.1.6. Fixed costs |  |  |  | 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 |
| Heating |  |  |  | 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 |
| Water \& electricity |  |  |  | 400,572 | 389,657 | 430,506 | 486,344 | 588,379 | 690,498 | 784,817 | 883,317 | 968,125 | 988,054 | 1,007,028 | 1,179,035 |
| Transportation |  |  |  | 82,335 | 80,091 | 88,487 | 99,964 | 120,937 | 141,927 | 161,313 | 181,559 | 198,991 | 203,087 | 206,987 | 242,342 |
| Fixed cost per student |  |  | 8.0\% | 62.4 | 67.4 | 72.8 | 78.7 | 84.9 | 91.7 | 99.1 | 107.0 | 115.6 | 124.8 | 134.8 | 145.6 |
| 3.1.RECURRENT TOTAL |  |  |  | 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 |
|  |  |  |  |  | 5.1\% | 13.4\% | 16.3\% | 25.0\% | 21.6\% | 18.2\% | 17.9\% | 15.9\% | 8.5\% | 9.2\% | 26.5\% |
| 3.2.Capital expenditure Distribution as a total current cost 3.1.1. Teachers (Basic salaries, |  |  | 8\% |  | 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 |
| supplementary salaries) <br> 3.1.2. Other Staff (Wage,etc.) |  |  |  | 21.3\% | 20.7\% | 21.9\% | 23.2\% | 24.7\% | 26.1\% | 27.5\% | 28.8\% | 29.9\% | 31.0\% | 32.0\% | 33.4\% |
| 3.1.2. Other Staff (Wage,etc.) 3.1.3. Social Insurance |  |  |  | 11.5\% | 10.4\% | 9.7\% | 9.2\% | 8.7\% | 8.2\% | 7.8\% | 7.5\% | 7.6\% | 7.7\% | 7.7\% | 7.9\% |
| 3.1.4. Other varieble costs |  |  |  | 9.2\% | 8.2\% | 8.4\% | 8.5\% | 8.8\% | 9.1\% | 9.3\% | 9.6\% | 9.9\% | 10.2\% | 10.5\% | 10.9\% |
| 3.1.4. Other varieble costs <br> 3.1.5. Varieble cost for dormitory |  |  |  | 27.9\% | 22.8\% | 22.8\% | 22.9\% | 23.1\% | 23.1\% | 23.0\% | 22.8\% | 22.5\% | 22.0\% | 21.6\% | 21.3\% |
| 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\% |
| 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\% |
| 3.2.Capital expenditure |  |  |  | $\begin{array}{r} 0.0 \% \\ 100.0 \% \end{array}$ | $\begin{aligned} & 13.0 \% \\ & 87.0 \% \end{aligned}$ | $\begin{aligned} & 12.4 \% \\ & 87.6 \% \end{aligned}$ | $\begin{aligned} & 11.6 \% \\ & 88.4 \% \end{aligned}$ | $\begin{aligned} & 10.2 \% \\ & 89.8 \% \end{aligned}$ | $\begin{array}{r} 9.2 \% \\ 90.8 \% \end{array}$ | $\begin{array}{r} 8.5 \% \\ 91.5 \% \end{array}$ | $\begin{array}{r} 7.8 \% \\ 92.2 \% \end{array}$ | $\begin{array}{r} 7.3 \% \\ 92.7 \% \end{array}$ | $\begin{array}{r} 7.3 \% \\ 92.7 \% \end{array}$ | $\begin{gathered} 7.2 \% \\ 92.8 \% \end{gathered}$ | $\begin{aligned} & 6.2 \% \\ & 93.8 \% \end{aligned}$ |
| 3. TOTAL VOCATIONAL |  |  |  | 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 |
|  |  |  |  |  | 20.7\% | 12.7\% | 15.3\% | 23.0\% | 20.2\% | 17.3\% | 17.0\% | 15.3\% | 8.5\% | 9.1\% | 25.2\% |

4. Higher education (Public)

|  | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | $2015$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 4.1.Recurrent costs |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.1.1. Wages, supplementary salaries) | 49,173 |  |  |  |  |  |  |  |  |  |  |  |
| 4.1.3. Social Insurance | 14,260 |  |  |  |  |  |  |  |  |  |  |  |
| 4.1.5. Other recurrent costs | 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 |
| 4.1.RECURRENT TOTAL | 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\% |
| 4.2.Construction \& other investments | 380,050 |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Distribution as a total current cost 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\% |
| 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\% |
| 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\% |
|  | 1.9\% | 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\% |
| 4 TOTAL PUBLIC |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 |
|  |  | -12.8\% | 46.7\% | 10.0\% | 10.0\% | 10.0\% | 10.0\% | 10.0\% | 10.0\% | 10.0\% | 10.0\% | 10.0\% |

5. Cross cutting \& Other educational expenditures

|  |  | Propor- |  | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Hypothesis | Target | ment | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| 5.1. Capital investment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| from the State budget |  |  |  | 4,499,265 | 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 |
| 5.1.1. Construction |  |  |  | 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 |
| Preschool | 2965.2 |  | 8.0\% | 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 |
| New required seats |  |  |  |  | 150 | 1,010 | 1,030 | 730 | 730 | 730 | 730 | 730 | 730 | 730 | 730 |
| Primary \& General 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 | 2,957,889 | 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 | 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 | 400 | 400 | 400 | 200 | 200 | 200 | 200 |
| Higher education | 0.0 |  | 8.0\% |  | 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 |
| 5.1.2. Equipment |  |  |  | 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/toys/ |  |  | 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 |
| Preschool/other/ |  |  | 8.0\% | 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 |
| Primary \& General |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| secondary /computer/ Primary \& General |  |  |  | 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 |
| 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 |
| 5.2. In service teacher training in Mongolia |  |  |  | 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 |
| Preschool | 14.6 |  | 8.0\% | 48,442 | 294,195 | 302,664 | 313,617 | 327,722 | 335,996 | 342,444 | 360,357 | 374,016 | 388,857 | 405,097 | 422,828 |
| Primary \& General | 12.3 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 | 24.7 |  | 8.0\% | 22,023 | 366,307 | 370,602 | 376,544 | 387,389 | 398,489 | 409,095 | 420,643 | 431,407 | 435,934 | 441,263 | 465,980 |
| Higher education |  |  | 8.0\% |  | 30,000 | 32,400 | 34,992 | 37,791 | 40,815 | 44,080 | 47,606 | 51,415 | 55,528 | 59,970 | 64,768 |
| 5.3. In service teacher training in abroad |  |  |  | 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 |
| Preschool | 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 |
| Primary \& General |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 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 |
| 5.4. Teaching/learning material for library |  |  |  | 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 |
| Primary \& General | 2.8 |  |  |  | 2,48,94 | 2,14, 18 | 2,75,732 | 2,18,60 | 2,129,177 | 2,087,308 | 2,057,046 | 2,010,061 | 1,94, 95 | 1,330,357 | , 7 |
| secondary |  |  |  | 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 |
| 5.5. State grants and 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 |
| 5.6. Non formal education |  |  |  | 356,000 | 481,280 | 463,028 | 429,602 | 377,690 | 424,561 | 477,812 | 538,441 | 607,490 | 685,582 | 774,403 | 875,451 |
| NFDE center |  |  | 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 |
| Literacy centres | 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 |
| 5.7. Others |  |  | 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 |
| 5. Cross cutting \& Other educational expenditures |  |  |  | 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 |


[^0]:    ${ }^{1}$ 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.

[^1]:    2 "Mongolian Statistical Book ",NSO, 2005
    ${ }^{3}$ Mongolian Statistical book ", NSO, 2005
    "Economic and environmental vulnerability and security in Monggolia", UNDP, 2005
    ${ }^{4}$ Statistical Book of MECS, MECS, 1996-2005
    "Report on research of educational sector" MECS, 2005
    "Report on environmental evaluation of universal education", MECS, 2005

[^2]:    5 "Participatory Poverty assessment and monitoring" ADB, 2005
    6 "Study on household income, expenditure and livelihood", NSO, 2004
    7 "Report on environmental evaluation of universal education", MECS, 2005
    8 "Migration and education", SCUK, 2005
    9 "Migration and education", SCUK, 2005
    10 "Mongolian Statistical book", NSO, 2005

[^3]:    11 "Report on studies of educational sector" MECS, 2005
    12 "Study on household income, expenditure and livelihood", NSO, 2004
    13 "Report on study of educational sector" MECS, 2005
    14 "Study on household income, expenditure and livelihood", NSO, 2004

[^4]:    Management
    4. Management and coordination of higher education is weak.
    5. Current system to issue loans and grants to students does not ensure efficient re-payment.

[^5]:    ${ }^{1}$ As of 2006, 32.9 billion MNT in 2006, 20.2 billion MNT in 20007, 4.2 billion MNT in 2008 and 3.3 billion MNT in 2009 are potential to come from donors.

[^6]:    ${ }^{2}$ 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.

