



United Nations  
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# Secondary Education Regional Information Base: Country Profile

## Mongolia





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# Secondary Education Regional Information Base: Country Profile

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The project receives a generous financial contribution from the Government of Japan.

# Reader's Guide

The following symbols are used in the statistical tables:

...	No data available
na	Not applicable
*	National estimation
**	UIS estimation
-	Magnitude nil or negligible
+ <sup>n</sup>	Data refers to the school or financial year (or period) after the reference year (or period)
- <sup>n</sup>	Data refers to the school or financial year (or period) before the reference year (or period)

## General Notes:

The Secondary Education Information Base: Country Profile uses statistics from the UNESCO Institute for Statistics (UIS) and national sources. Although UIS statistics are used as the primary data source to facilitate comparison with other countries, nationally available statistics are used extensively where specific data is not available from UIS.

All data indicated as UIS data was retrieved from the UIS Data Centre (<http://www.uis.unesco.org>) on July 6, 2009. Please consult the database directly for the most recent data.

Statistics from national sources were collected through questionnaires, and the original sources are indicated under each table/figure.

All tables and figures have been compiled by UNESCO Bangkok.

## Definitions:

A comprehensive list of education indicators, including their definition, purpose, calculation methods, and formulas, is available from the UIS Glossary of [Education Indicators](#).

The year cited in tables and figures refers to the year in which the academic, or financial year ends. Therefore, wherever the given year is spread across two calendar years, the year is cited according to the later year (e.g. academic year 2003/04 is presented as 2004). As for the statistics retrieved from national sources, the reference year is presented as in the original source.

# Abbreviations

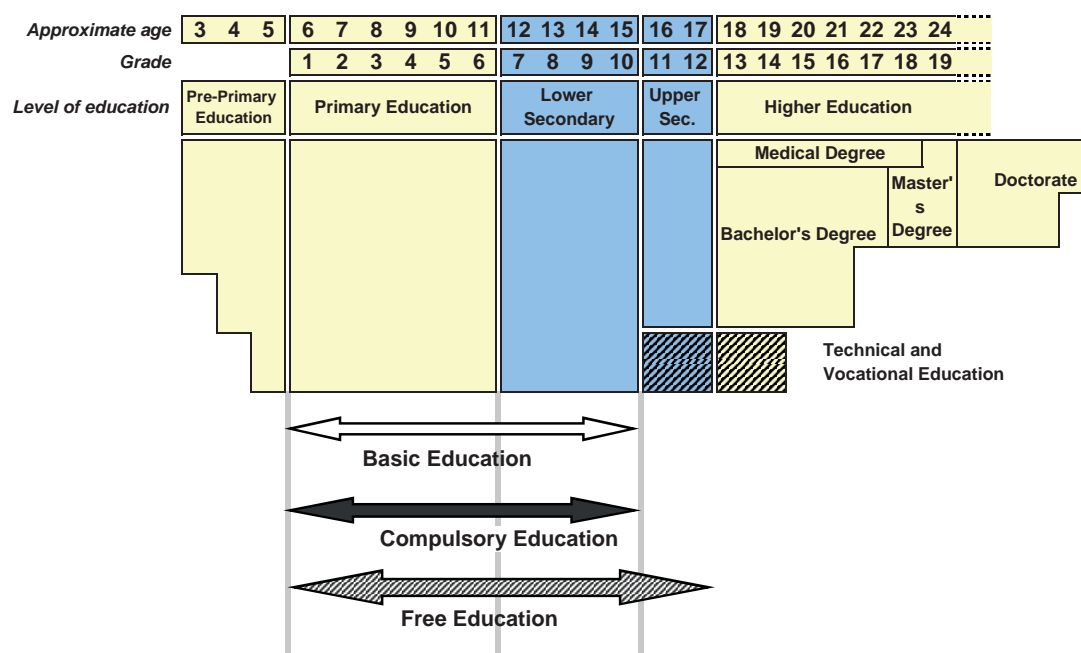
ADB	Asian Development Bank
ECC	Education and Culture Centre
EFA	Education for All
EMIS	Education Management Information System
GDP	Gross Domestic Product
GED	General Education Department
GER	Gross Enrolment Ratio
GPI	Gender Parity Index
IBE	International Bureau for Education
ICT	Information and Communication Technologies
JICA	Japan International Cooperation Agency
MECS	Ministry of Education, Culture and Science
MNT	Mongolian Tugrik (currency)
NER	Net Enrolment Ratio
PPP	Purchasing Power Parity
PTR	Pupil-teacher Ratio
TVE	Technical and Vocational Education
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute for Statistics
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
UNPD	United National Population Division
USAID	United States Agency for International Development
USD	United States Dollar (currency)
VAT	Value Added Tax
WB	World Bank



## 1 Secondary Education at a Glance

### 1.1 Education System<sup>1</sup>

Figure 1. Education Structure: Approximate Starting Age and Duration



### 1.2 Size of Schooling Sector

Table 1. School-aged Population, 2008

	School-aged population	Ave. Annual Growth Rate, 2001-2008
Primary	233,202	-0.95%
Secondary	343,764	0.90%
Lower secondary	218,646	-2.17%
Upper secondary	125,118	1.63%

Source: UNESCO Institute for Statistics. 2009.

Table 2. Enrolment, 2007

	Enrolment	Ave. Annual Growth Rate, 2001-2007
Primary	239,262	-0.07%
Secondary	328,009	4.86%
Lower secondary	216,905	2.58%
Upper secondary	111,104	10.78%

Source: UNESCO Institute for Statistics. 2009.

Table 3. Number of Teaching Staff (full and part-time), 2007

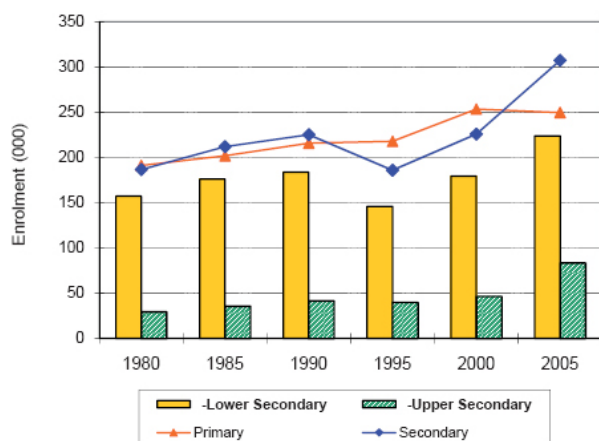
	Number of teaching staff	Ave. Annual Growth Rate, 2001-2007
Primary	7,572	-0.40%
Secondary	16,605	5.54%
Lower secondary	10,287	1.96%
Upper secondary	6,318	13.77%

Source: UNESCO Institute for Statistics. 2009.

Note: Average annual growth rate was calculated by UNESCO Bangkok on the basis of UIS statistics.

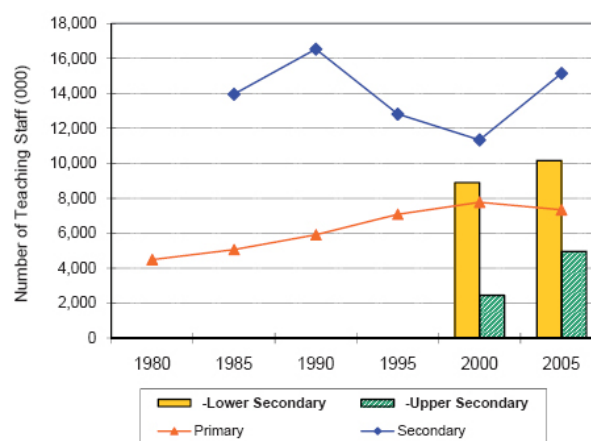
<sup>1</sup> The school system in Mongolia has recently undergone major transitions from a 10-year system to an 11-year system. Currently, the change is from the 11-year education system to a 12-year system. This figure represents the proposed 12-year schooling which would be complete in 2016.

**Figure 2. Change in Number of Enrolment, 1980-2005**



Source: MECS. 1995, 2000, and 2005.

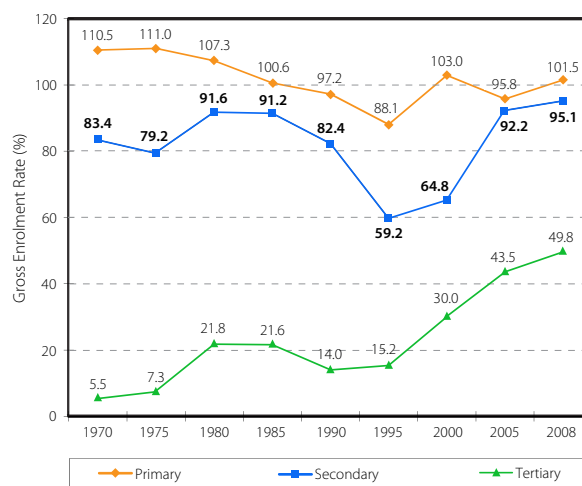
**Figure 3. Change in Number of Teaching Staff, 1980-2005**



Source: UNESCO Institute for Statistics. 2008.

### 1.3 Access and Participation

**Figure 4. Change in GER by Level, 1970-2008**



Source: UNESCO Institute for Statistics. 2009.

**Table 4. GER in Secondary Education, 2007**

	Total	Male	Female	GPI
Secondary	91.69%	87.01%	96.51%	1.11
Lower secondary	94.64%	91.32%	98.09%	1.07
Upper secondary	86.41%	79.27%	93.72%	1.18

Source: UNESCO Institute for Statistics. 2009.

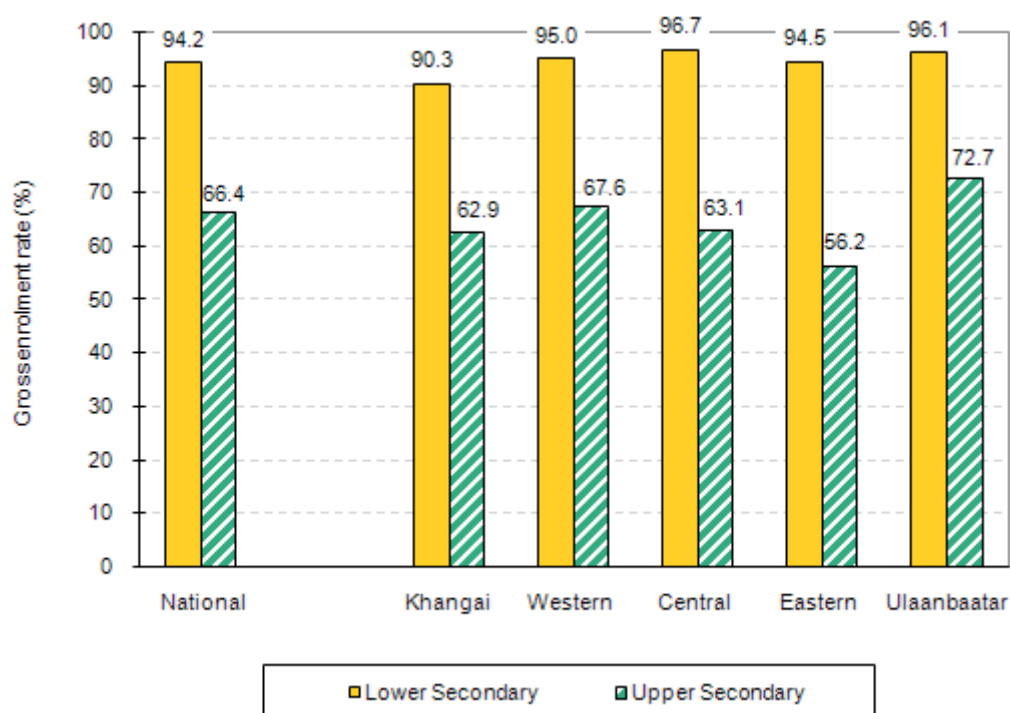
**Table 5. NER in Secondary Education, 2005**

	Total	Male	Female	GPI
Secondary	81.86%	78.08%	85.66%	1.10
Lower secondary	91.17%	88.18%	94.2%	1.07
Upper secondary	64.28%	58.77%	69.72%	1.19

Source: MECS. 2005.

## 1.4 Geographical Distribution of Access

Figure 5. GER by Region, 2005



Source: MECS. 2005.

Table 6. GER by Region and Sex, 2005

	Lower Secondary			Upper Secondary		
	Total	Male	Female	Total	Male	Female
Khangai	90.34%	86.88%	93.81%	62.86%	56.68%	69.04%
Western	94.95%	92.58%	97.31%	67.63%	61.51%	73.76%
Central	96.70%	93.58%	99.83%	63.05%	55.68%	70.41%
Eastern	94.45%	89.69%	99.21%	56.17%	49.96%	65.37%
Ulaanbaatar	96.08%	92.94%	99.22%	72.72%	64.31%	81.13%
National	94.24%	91.05%	97.48%	66.42%	59.00%	73.77%

Source: MECS. 2005.

Table 7. GER by Geographical Areas (Urban-Rural), 2005

	Lower Secondary			Upper Secondary		
	Total	Male	Female	Total	Male	Female
Urban	96.08%	92.94%	99.22%	72.72%	64.31%	81.13%
Rural	94.11%	90.68%	97.54%	62.42%	55.21%	69.64%
Byanulgii/Kazakh Province	88.93%	85.43%	92.44%	66.27%	59.98%	72.57%

Source: MECS. 2005.

## 1.5 Student Progression

**Table 8. Progression Indicators, 2007**

Gross Primary Graduation Ratio	110.1%
Transition rate from Primary to Secondary (General)	96.30% <sup>-1</sup>
Gross Enrolment Ratio in Total Secondary	91.69%
Percentage of Repeaters in Total Secondary	2.89% <sup>-2</sup>
Upper Secondary Gross Graduation Ratio (General)	...
Upper Secondary Gross Graduation Ratio (TVE)	...

Source: UNESCO Institute for Statistics. 2009.

## 1.6 Pupil-teacher Ratio and Average Class Size

**Table 9. Pupil-teacher Ratio, 2007**

Lower secondary	21.09
Upper secondary	17.59

Source: UNESCO Institute for Statistics. 2009.

**Table 10. Average Class Size, 2005**

Lower secondary	32.9
Upper secondary	33.5

Source: MECS. 2005.

## 2 Institutional Context of Secondary Education

### 2.1 Education System

In 2004, the Government of Mongolia implemented a change from a 10-year school system to an 11-year school system. Instead of starting school at the age of eight, students began school at seven. The 11-year education system consisted of five years of primary education, four years of lower secondary education, and two years of upper secondary education. From the 2008/2009 school year, the Mongolian Parliament again made an amendment to the Education Law, changing the 11-year school system to a 12-year school system. This transition will be complete by 2016.

The latest 12-year education system consists of primary education (six years), lower secondary (three years) and upper secondary education (three years). Primary education caters to children starting at age six. Lower secondary education caters to pupils from 12 to 14 years old and upper secondary pupils from 15 to 18 years old.

Basic education includes primary and lower secondary education. Yet, provision of free education covers basic education as well as upper secondary education. In Mongolia, schools for the primary, lower and upper secondary levels generally exist together in a single institution. Technical and vocational training schools, which offer combined occupational and general upper secondary education, are also an option for students who have graduated from lower secondary schools. A high school diploma can be obtained after completion which allows students to enter university.

At the higher education level, bachelor programmes usually last four to five years and six years for medical programmes. Masters programmes usually require one to two years and doctorate programmes require three to four years to complete.

(See *Figure 1 Education Structure: Approximate Starting Age and Duration* on page 1.)

## 2.2 Legislative Framework and Key Policy Documents

### *The Constitution of Mongolia (1992)*

The current Constitution of Mongolia was adopted in 1992. In Article 16, paragraph 7, it stipulates the state's provision of free basic general education. However, although general upper secondary level is not considered compulsory, it is still provided free of charge. The constitution also allows citizens to establish and operate private schools with the condition that state requirements are fulfilled.

### *The Primary and Secondary Education Law (1995)*

The Primary and Secondary Education Law is the fundamental legal document to regulate policies and activities of pre-primary, primary, basic, and secondary education sub-sectors. The Law consists of the following chapters: general provision, content and standards of primary and secondary education, primary and secondary education institutions, management of teaching and learning, and institutional administration. Although the Law covers pre-school education, the government developed the Pre-school Education Law separately in 2008.

### *The Education Law (2002)*

The Education Law (2002) was recently amended in 2006. The Law establishes the educational goals and principles. According to the Education Law, a citizen of Mongolia has a duty to obtain basic compulsory education and has a right to access general secondary education free of charge. The goal of education as defined by the Law is: "to provide the citizen with appropriate intellectual, moral and physical skills, and develop respect to the principles of humanism and ability to learn, work and live independently" (IBE, 2006).

The fundamental assumptions of education stated in this law reflect the principle of equality in education: "every citizen has equal rights to his or her education, regardless of race, ethnicity, nationality, sex, religion, social status, and economic condition"; "compulsory education is provided to everyone of school age free of charge". Furthermore, "education shall be humanistic and democratic, publically accessible and continuous". These provisions state that Mongolia must gear towards a public education system grounded upon equality in educational opportunities (IBE, 2006).

The Education Law also defines the authorities of Ministry of Education, Culture and Science (MECS) and other key stakeholders.

### *The Education Master Plan for 2006-2015 (2006)*

The Education Master Plan for 2006-2015 was adopted by the Government of Mongolia to set specific long-term education sub-sector goals for educational reform. As a result, Chapter 4 of the Master Plan, "Mid-Term Action Plan for 2006-2010", serves as an equivalent to Mid-term National Plan for EFA.

The Plan defines the mission of Mongolia's education sector to:

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 (MECS, 2006a).

The Plan also stipulates three goals towards the development of both primary and secondary education in terms of access, quality, and management: 1) Reduce disparities in unequal opportunities to obtain quality education among students and support the right to study; 2) Create environment and conditions to provide quality primary and secondary education; and 3) Improve and develop policy and management to support school development. In order to improve access, some of the targets aimed to reach are 93.42 percent GER in lower secondary education, reduction of the general secondary school dropout by 75.5 percent to reach 15.5 percent, and increase enrolment in dormitories in general secondary schools by 2.1 percent. With the intention to improve quality, TPR in lower and upper secondary level will be reduced from 22.5 to 16.0 in cities (urban areas), and from 20.9 to 14.8 in rural areas.

## 2.3 Administrative Structure

Mongolia's educational administrative structure is organized with MECS as the national and central authoritative body, followed by subsequent administrative bodies, such as aimags (provinces) education boards, sums (districts) education offices, and school councils.

The main functions of MECS, as defined in the Education Law, are:

- 1) to organize and ensure nationwide implementation of legal mandates for education; 2) to develop a comprehensive and suitable system of education for all, including non-formal education; 3) to co-ordinate the activities of those organizations offering various training programmes and providing professional help; 4) to organize and provide in-service training for all educational personnel, putting forward the issues related to social benefits for teachers.

The Ministry also provides guidance and advice for the operation of local public and private educational institutions, as well as financial assistance. It defines policies with regard to education, science, and culture and it is responsible for the implementation of these policies. In addition, the Ministry publishes and approves textbooks and curricula and provides support for the supervision of local educational centres and national universities (IBE, 2006).

The social policy department and education board are found at the provincial (aimag) level. Under the administrative office of the aimag governor, the social policy department is responsible for implementing education law and policies, determining local education policies and regulations, and managing all education affairs in aimag. In other words, the department deals with administration and management of government services relating to formal and non-formal education. On the other hand, the provincial board called Education and Culture Centre (ECC), which is primarily a methodological institution, oversees in-service teacher training, curriculum development, and assessment. It is also responsible for making suggestions and recommendations concerning administering, managing and establishing kindergartens and general secondary schools, appointing or discharging school principals, financing kindergartens, primary, and secondary schools, and coordinating the implementation of nationwide education policies at the aimag and sum levels. Thus, social policy departments serve as a local educational administrative authority, whereas the ECCs serve as the local educational methodological authority.

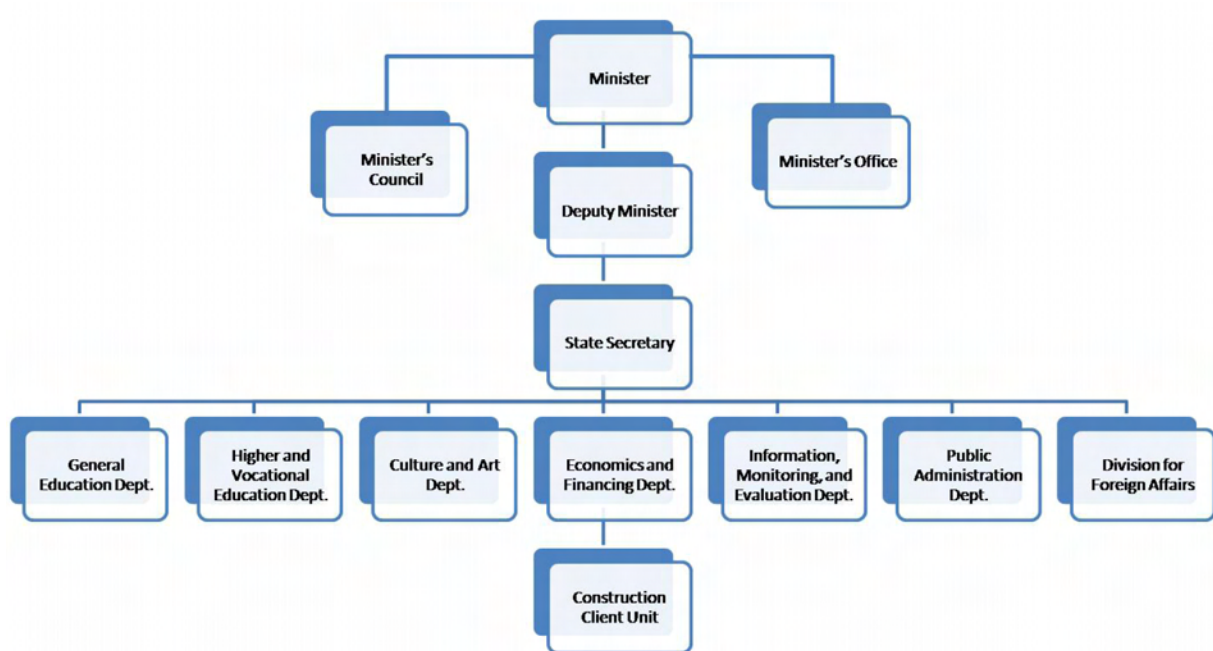
At the district level (sums), the administrative office of the sum governor is responsible for appointing directors of schools and kindergartens and overseeing school management.

At the most local level, the school council (also known as the management committee of the school) is responsible for nominating school and kindergarten directors and approving school budget and other programmes. The council consists of teachers, students, parents and representatives of the local community, and they are in charge of managing and monitoring all affairs related to the school.

The following governmental offices/departments are responsible for different functions of secondary education management:

Functions	Responsible body
General secondary education	General Education Department (GED), MECS
Vocational training at the secondary level	GED, MECS
Private education	GED, MECS
Personnel management and development	GED, MECS
Teacher development and training	GED, MECS
Curriculum development and research	GED, MECS; National Educational Research Institute
Learning assessment	GED, MECS; Educational Evaluation Center
Material/textbook distribution	GED, MECS
Planning	GED, MECS
Budgeting	Economics and Financing Department; GED, MECS
EMIS	Information, Monitoring and Evaluation Department, MECS

Figure 6. MECS Organizational Chart



## 2.4 Financing

The main educational funding source for general education, TVET, and non-formal education is the central government, although financing is also provided by local budgets and students' tuition fees. Local funding is very limited and although students' tuition fees are increasing, it is not officially reported. The Education Law stipulates that at least 20 percent of the government budget is to be allocated to education. The Law also permits education delivery through both for-profit and not-for-profit institutions.

The government's educational financing mechanism is the application of per-student based allocation and funding formula. The funding formula separates variable costs and fixed costs. Variable costs include salaries, supplements, bonuses, insurances, taxes and pension plans. Fixed costs include heating, water, electricity and sewage which are estimated from past expenses.

In Mongolia, resource allocation also reflects the country's particularity as well. Mongolia's long and cold winter inevitably brings higher expenditure for fuel costs, and the remote location of schools in addition to low population density require many schools to invest in school dormitories, which increases the cost for food and administration. Whereas at the kindergarten level, the funding is used more for meals, staff salaries and administrative costs, at the primary and secondary levels, funding is spent more on students' scholarships and heating (IBE, 2006).

Fiscal year is January 1 – December 31.

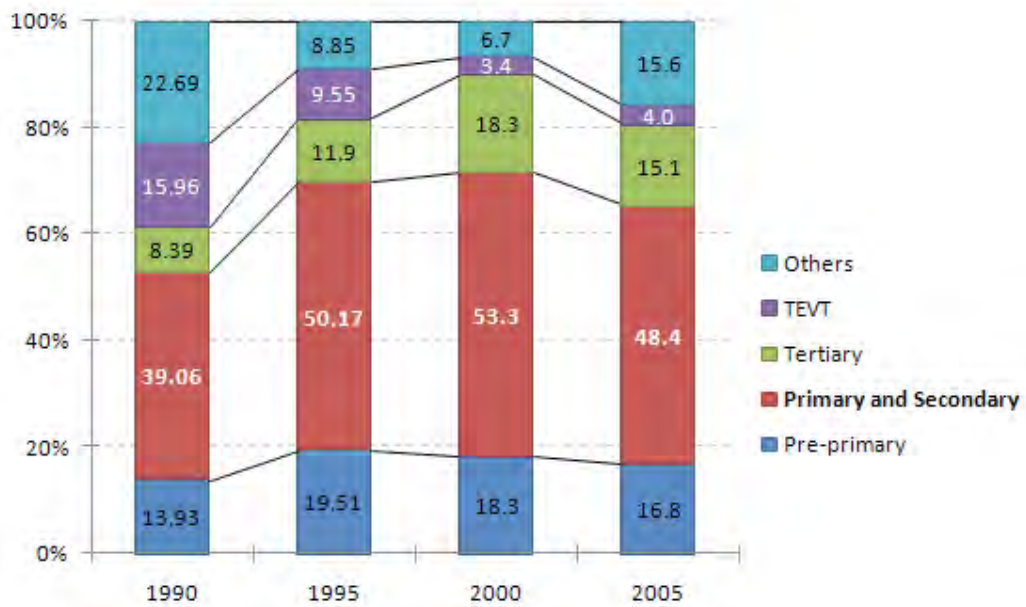
School year is September 1 – August 31.

Table 11. Public Expenditure on Education, 2007

As % of GDP <sup>(1)</sup>	5.10%
As % of total govt. expenditure <sup>(2)</sup>	18.9% <sup>-2</sup>
Per pupil as % of GDP per capita <sup>(1)</sup>	
Primary education	14.88%
Secondary education	14.84%
Tertiary education	20.23% <sup>-3</sup>

Source: <sup>(1)</sup> UNESCO Institute for Statistics. 2009. <sup>(2)</sup> MECS. 2005.

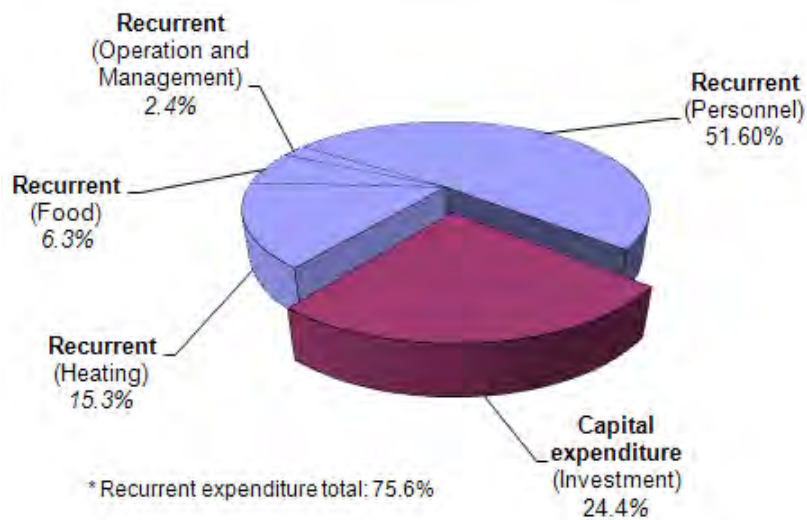
Figure 7. Resource Allocation by Level as a Percentage of Total Education Expenditure, 1990-2005



Source: MECS. 1995, 2000, and 2005.

Note: Primary and secondary education budget is allocated together.

Figure 8. Educational Expenditure by Nature of Spending as a Percentage of Total Educational Expenditure on Public Institutions, 2005



Source: MECS. 2005.



## 3 General Secondary Education

### 3.1 Types of Schools

Traditionally, Mongolian general secondary education system consists of combined schools such as combined primary and lower secondary, combined primary, lower secondary, and upper secondary, and combined upper secondary and TVE. The biggest sums have combined primary, lower secondary and upper secondary, while the rest have combined primary and lower secondary due to the population size.

**Table 12. Types of Secondary Schools and Administrative Authority, 2005**

	Grade							Administrative Authority	Number of Institutions
	≤6	7	8	9	10	11	12		
Combined PE and LS								Aimag	252
Combined PE, LS, and US								Aimag	329

Source: MECS. 2006b.

### 3.2 Admission Requirements

Admission to the lower secondary level requires graduation from primary education. Similarly, admission to the upper secondary level requires completed lower secondary education. At the end of both levels, students take state examinations. Public examinations are administered at the end of Grades 6, 9 and 12 and the exams are given in Mongolian language and mathematics. Only upper secondary level students sit for an exam to receive the gerchilgee (school leaving certificate).

In principle, student admission is based on residency as well as school authorities' decisions. However, in densely populated areas, such as Ulaanbaatar, Darkhan, and Erdenet cities, ECCs also take part in the admission decision. Furthermore, ECCs can determine the limitation of enrolment on certain occasions.

### 3.3 Student Assessment and Promotion

#### *Annual Promotion*

Students are annually assessed and promoted by taking tests, in which students must receive grade 'C' or above 60 percent out of the total score. Provincial ECCs are responsible for developing the tests which are administered by the schools, approving, and reporting final results of the tests.

**Table 13. Percentage of Repeaters by Grade and Sex, 2005**

	Lower Secondary			Upper Secondary		
	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Both sexes	1.35%	1.13%	1.40%	3.18%	4.20%	7.98%
Male	1.54%	1.22%	1.45%	3.81%	4.85%	8.84%
Female	1.17%	1.04%	1.35%	2.61%	3.68%	7.30%

Source: UNESCO Institute for Statistics. 2008.

## Graduation

In Mongolia, the only national examination that tests students' learning is conducted at the end of the upper secondary level, which is also the test for admission to higher educational institutions. In principle, ECCs are responsible for lower and upper secondary graduation examinations. The examination content reflects the national education standards and covers three to four subjects. Students' performance and grades for the academic year are also taken into account. The Education Evaluation Centre administers the test.

Graduation procedure is the same for the upper secondary level and the lower secondary level.

**Table 14. Progression of Graduates (Lower Secondary), 2005**

Upper Secondary School	74.6%
Technical and Vocational School	18.8%

Source: MECS. 2005.

**Table 15. Progression of Graduates (Upper Secondary), 2005**

Technical and Vocational School	0.6%
Universities and Colleges	67.8%

Source: MECS. 2005.

## 3.4 Tuition

In Mongolia, both lower and upper secondary education is legally free. Although the government provides funding sources of general education based on per-student basis to private secondary schools as well, private secondary schools still charge extra fees on top of tuition. In addition, parents are often responsible for the cost of textbooks and school uniforms.

## Support Programmes

The central government provides three financial support programmes for disadvantaged students: 1) the school snack and tea programme, 2) the school bag and stationary supply programme, and 3) the textbook funding support programme. The first programme only covers the primary level, yet the latter two programmes cover primary, lower secondary, and upper secondary levels. In the Mongolian context, "disadvantaged" students refer to those who live under the poverty level, and orphans.

## 3.5 Curriculum

The current national curriculum standard took effect in 2003, and both public and private institutions must comply with them. The central government provides school textbooks and curriculum materials for schools throughout the country. There are 107 types of textbooks used in primary and secondary schools and every year the government allocates around 100 million Mongolian Tugrik (MNT) for textbooks. However, at the same time, textbooks are prepared by subject matter specialists from the National Institute of Educational Research, universities, the Academy of Sciences and experienced teachers contracted by MECS.

Due to the current on-going process of transitioning from an 11-year educational system to a 12-year educational system, the new system needs to be supported by curriculum reform and the development of agreed education standards for each subject and grade level. The focus of the new system is on shifting from academic-oriented instruction to a life-oriented one, and the overall curriculum aims to develop students' competencies in learning and living in the global world.

**Table 16. Statutory School-opening Days and Teaching Weeks per Year, and Teaching Hours per Week**

	School opening days per year	Teaching weeks per year	Teaching hours per week
Lower Secondary	175 days	35 weeks	19 hours
Upper Secondary	175 days	35 weeks	19 hours

Source: MECS. 2007a. MECS. 2007b.

A more comprehensive and detailed description of the curriculum is available from IBE's World Data on Education database at: <http://www.ibe.unesco.org/Countries/WDE/2006/index.html>

## 4 Private Education

According to the Constitution of Mongolia, citizens may establish and operate private schools if these meet the requirements of the State. Furthermore, in the Education Law, it states that private schools can provide all levels and all types of education. The Government encourages the provision of education through private institutions by the Value Added Tax (VAT) Law, which states that the sale of educational services is exempted from VAT.

In Mongolia, many private secondary schools are government-subsidized and very few are fully-independent. Most private schools are concentrated in urban areas and these schools tend to offer better curriculum and provide quality instruction when compared with those of public schools.

Private secondary schools must comply with the national curriculum standards, approved by the Ministry of Education, as well as other environmental, financial, and human resource requirements. Therefore, all secondary schools use the same textbooks except the subject of English.

Lastly, similar to public institutions, private secondary schools also combine primary, lower secondary, and upper secondary schools.

**Table 17. Percentage of Enrolment in Private Institutions, 2000 and 2007**

	2000			2007		
	All	General	TVE	All	General	TVE
Secondary education	0.29%	0.20%	2.42%	5.55%	5.58%	5.27%
Lower secondary	0.21%	0.21%	...	4.71%	4.71%	...
Upper secondary	0.62%	0.17%	2.42%	7.20%	7.76%	5.27%

Source: UNESCO Institute for Statistics. 2009.

## 5 Secondary-Level Technical and Vocational Education and Training

In TVET institutions, aside from getting vocational and technical training, students also study general secondary courses. There are only 35 such combined TVE and upper secondary institutions in Mongolia. According to the Statistical Yearbook published in 2007, the enrolment in these schools totals approximately 30,000 students (MECS, 2007c).

The Ministry of Education, Culture and Science is responsible for TVE programmes at the secondary education level. Students graduating from the combined TVE and upper secondary school receive both a vocational certificate and an upper secondary certificate. Therefore, graduates from these schools can transfer to universities and colleges.

The Primary and Secondary Education Law is the fundamental legal document that regulates policies and activities for technical and vocational education. The Education Master Plan for 2006-2015 aims to increase enrolment in combined TVE and upper secondary schools by 56.1 percent and support the establishment of private TVET schools.

**Table 18. Enrolment in TVET Institutions, 2000 and 2007**

	2000			2007		
	All	General	TVE	All	General	TVE
Secondary education	0.29%	0.20%	2.42%	3.66%	3.70%	3.07%
Lower secondary	0.21%	0.21%	...	2.96%	2.96%	...
Upper secondary	0.62%	0.17%	2.42%	5.23%	5.75%	3.07%

Source: UNESCO Institute for Statistics. 2009.

## 6 Teachers in General Secondary Education

**Table 19. Number of Teachers and Key Indicators, 2007**

	General			All Programmes			
	Number of teachers	% of female teachers	Pupil-teacher ratio	Number of teachers	% of female teachers	Pupil-teacher ratio	% of trained teachers
Secondary	15,319	74.7%	19.8	16,605	73.7%	19.8	98.6%
Lower secondary	10,287	74.6%	21.1	10,287	74.6%	21.1	...
Upper secondary	5,032	74.8%	17.2	6,318	72.3%	17.6	...

Source: UNESCO Institute for Statistics. 2009.

**Table 20. Minimum and Maximum Salary for Teachers**

	Minimum salary		Maximum salary	
	Amount per year	% to GDP per capita	Amount per year	% to GDP per capita
Lower secondary	2,504,292 MNT	173.8%	2,938,380 MNT	203.9%
Upper secondary	2,504,292 MNT	173.8%	2,938,380 MNT	203.9%

Source: MECS. 2007b.

Note: Minimum and maximum salary in the table refer to the amount at the lowest and highest ends of the official salary scale.

**Table 21. Average Salary for Teachers**

	Average starting salary		After 15 years of service		Average ending salary	
	Amount for a year	% to GDP per capita	Amount for a year	% to GDP per capita	Amount for a year	% to GDP per capita
Lower secondary	2,504,292 MNT	173.8%	2,756,664 MNT	191.3%	2,938,380 MNT	203.9%
Upper secondary	2,504,292 MNT	173.8%	2,756,664 MNT	191.3%	2,938,380 MNT	203.9%

Source: MECS. 2007b.

Note: Other types of remuneration besides the basic salary included in the above figure are year-end bonuses, cash gifts, cash allowances, personal emergency relief allowances, additional compensation allowances, new additional compensation allowances, productivity incentive bonuses, and clothing allowances.

## 6.1 Teacher Management

Teacher recruitment, deployment, management, remuneration, and assessment are mainly the responsibilities of the school. While school principals are responsible for teacher recruitment, ECCs take care of teacher assessment and certification. The salary scales, and the types and amounts of allowances for teachers are determined by the Salary Scheme for Governmental Service Servants. Salaries for private school teachers are determined by the school owners. Besides the main salary, teachers get rewards or additional pay according to their performance. Benefits for teachers include medical care, illness allowance and annual leave (48 days). On retirement, teachers who have worked for 25 years have an additional pay equivalent to their one-year salary figure (IBE, 2006).

## 6.2 Qualifications and Pre-service Training

In order to practice teaching, certification is required. Pre-service training is a four-year programme including four weeks of practical training (practicum). Mongolian State University of Education is the largest university offering teacher training with 14 specializations. Each school year is divided into two semesters. Prospective teachers are required to take three examinations and five tests at the end of each semester. The passing of two or three state examinations at the end of the fourth year is also a prerequisite for their graduation. Secondary school teachers select a specialty to teach and must study main subjects related to the field and required subjects for the teaching profession, such as history, foreign language, law, political science, physical education, and pedagogy (IBE, 2006). There are also a few local teacher training colleges which offer the four-year pre-service training.

## 6.3 In-service Training

In-service teacher training is funded by the State budget and offered at the National University of Mongolia, State University on Education, local teacher training colleges, and provincial education centers. The curriculum for in-service training is developed by the Mongolian State University of Education and National Institute for Educational Research.

Training is delivered through a voucher or credit system of which content calculation is based on hours. ECCs distribute vouchers to schools based on a needs analysis, and teachers can use the vouchers to attend various programmes offered. Although participation in the training is voluntary, it is taken into consideration for teachers' career development.

# 7 Recent Reforms

## General Secondary Education, 2008/09

The Government of Mongolia started the process of extending the general education system from an 11-year system to a 12-year system in 2008/09. The Master Plan gives high priority to the expansion of the school system, which will be in accordance with the common practice of general secondary education in the world. In this regard, the measures to continue renewal of content and environmental standards and curricula, renewal of textbooks, increase of supplies of instructional materials, techniques, and equipments, introduction of Internet services, computer technologies, and ICT-based training, re-training teachers and implementing issues of lunch and meals for children need to be undertaken.

## 8 Involvement of Development Agencies

Below is a list of major secondary education-related projects (recently completed or on-going) that receive support from external development agencies (as of December 2008):

Project Title	Agency (type of assistance)	Level of Education	Implementation Period	Links
Second Education Development Project (SEDP)	ADB (Loan)	Preschool+PE+LS	2003-2008	<a href="#">Project website</a>
ICT for Innovating Rural Education in Mongolia (IIREM)	ADB (Grant)	PE+LS	2004-2006	<a href="#">Project website</a>
Teaching Methods Improvement Project	JICA (Grant)	PE+LS+US	2005-2008	...
Child Friendly Schools Project	UNICEF (Grant)	PE+LS	2006-2008	<a href="#">Project website</a>
Rural Education and Development (READ)	WB (Grant)	PE	2006-2008	<a href="#">Project website</a>
Rural Education Improvement Project	UNESCO (Grant)	PE+LS	2006-2008	...
Quality Basic Education Project	Save the Children UK (Grant)	Preschool+PE+LS	2006-2009	<a href="#">Project website</a>
Education for All Fast Track Initiative Catalytic Trust Fund (EFA FTI)	WB (Grant)	PE	2007-2009	<a href="#">Project website</a>
Third Education Development Project (TEDP)	ADB (TA/Loan)	PE+SE+VE	2007-2012	<a href="#">Project website</a>
Education Sector Reform Project (ESRP)	ADB (Grant/TA)	PE+SE	2008	<a href="#">Project website</a>
Millennium Challenge Account (MCA) Project; Vocational Education Project	USAID (Grant)	TVET	2009-2012	<a href="#">Project website</a>

PE = Primary education; SE = Secondary education; LS=Lower Secondary; US=Upper Secondary; VE=Vocational Education

Note: For ADB and WB projects, the implementation period refers to the period between the year of project approval and the [estimated] project completion year as stipulated on each project website. For other projects, it is based on the data/information provided by D. Munkhjargal.

## 9 Relevant Documents and Additional Resources

Listed below are documents and websites that provide country-specific information on education or the secondary education sub-sector.

### Publications

Khishigbyuyan, D. and Bandii, R. 1996. *School Drop-Outs in Mongolia. Mid-Decade Review of Process towards Education for All*. Paris: UNESCO. (PDF; 694kb)

Nanzaddorj, B. 2001. *Educational Financing and Budgeting in Mongolia. Financial Management of Education Systems*. Paris: UNESCO. (PDF; 465kb)

Niigëm, F. 2004. *Case Study on Educational Reform, Restructuring, and Privatization*. Ulaanbaatar: Open Society Forum. (PDF; 1Mb)

Prokhoroff, G., and Timmermann, D. 1997. *Five Years Later: Reforming Technical and Vocational Education and Training in Central Asia and Mongolia*. Paris: International Institute for Educational Planning.

Weidman, J.C. 2002. Developing the Mongolia education sector strategy 2000-2005: Reflections of a consultant for the Asian Development Bank. *Current Issues in Comparative Education*, Vol. 3, No. 2, pp. 99-108. (PDF; 276kb)

### Documents

The Government of Mongolia

The Constitution of Mongolia, 1992.

[www.mongolianembassy.us/eng\\_foreign\\_policy/the\\_constitution\\_of\\_mongolia.php](http://www.mongolianembassy.us/eng_foreign_policy/the_constitution_of_mongolia.php)

### Websites

Asian Development Bank: [www.adb.org](http://www.adb.org) (English)

[Key Indicators](#)

[Reports and Recommendations of the President: Mongolia](#)

International Bureau of Education: [www.ibe.unesco.org](http://www.ibe.unesco.org) (English)

[World Data on Education](#)

[Country-specific website](#)

JICA Mongolia: [www.jica.go.jp/mongolia/english/index.html](http://www.jica.go.jp/mongolia/english/index.html) (English)

Ministry of Education, Culture and Science: [www.mecs.gov.mn/](http://www.mecs.gov.mn/) (Mongolian)

Save the Children Mongolia: [www.savethechildren.mn/face/index\\_e.php](http://www.savethechildren.mn/face/index_e.php) (English)

UNESCO Institute for Statistics: [www.uis.unesco.org](http://www.uis.unesco.org) (English)

[Data Centre](#)

[Country/Regional Profiles](#)

UNICEF Mongolia: [www.unicef.org/mongolia/](http://www.unicef.org/mongolia/) (English)

USAID Mongolia: [www.usaid.gov/mn/](http://www.usaid.gov/mn/) (English)

World Bank: [www.worldbank.org/](http://www.worldbank.org/) (English)

[Country website](#)

[Data and Statistics](#)

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[http://www.ibe.unesco.org/Countries/WDE/2006/ASIA\\_and\\_the\\_PACIFIC/Mongolia/Mongolia.pdf](http://www.ibe.unesco.org/Countries/WDE/2006/ASIA_and_the_PACIFIC/Mongolia/Mongolia.pdf)  
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----- . 2007b. *Regulation on Kindergarten and School Teacher's Working Load and Wage*.  
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<http://hdr.undp.org/en/reports/global/hdr2007-2008/> (Accessed 7 November 2008)
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<http://unesdoc.unesco.org/images/0015/001599/159959eo.pdf> (Accessed 29 June, 2009)
- UNESCO Institute for Statistics (UIS). 2008. *Data Centre*.  
<http://stats.uis.unesco.org/ReportFolders/reportfolders.aspx> (Accessed 3 June, 2008)
- UNESCO Institute for Statistics (UIS). 2009. *Data Centre*.  
<http://stats.uis.unesco.org/ReportFolders/reportfolders.aspx> (Accessed 6 July, 2009)
- UNPD. 2009. *World Population Prospects: The 2008 Revision*. <http://esa.un.org/unpp/> (Accessed 29 June, 2009)



# Background Statistics: Development Indicators

## Geography

1	Area	1,554,731 km <sup>2</sup> (land)
		9,385 km <sup>2</sup> (water)

Source: Central Intelligence Agency. 2008.

## Demography

2	Total population, 2005	2.55 million
3	Population growth rate, 2000-2005	1.30 %
4	Life expectancy at birth, 2000-2005	64.7 years (total)
		61.7 years (male)
		67.7 years (female)
5	Total fertility rate, 2000-2005	2.06

Source: UNPD. 2009.

## Social and Economic Indicators

6	Population below the national poverty line, 1990-2004	36.1%
7	Population below the absolute poverty line, 1990-2005	10.8%
8	GDP, 2005	USD 1.9 billion
		USD 5.4 billion (PPP)
9	GDP per capita, 2005	USD 736
		USD 2,107 (PPP)
10	GDP per capita annual growth rate, 1990-2005	2.2%
11	Human Development Index, 2005	0.700

Source: UNDP. 2007.

## Education Indicators

12	Adult literacy rate (ages 15 and above), 2007 <sup>(1)</sup>	97.3%**
13	Youth literacy rate (ages 15-24), 2007 <sup>(1)</sup>	95.4%**
14	School life expectancy, 2006 <sup>(1)</sup>	12.9 years (total)**
		12.0 years (male)**
		13.8 years (female)**
15	EFA Development Index, 2006	0.952

Source: (1) UNESCO Institute for Statistics. 2008. (2) UNESCO. 2008.

Country profiles are updated on a regular basis. Visit the *Secondary Education Regional Information Base* website to access the latest version or to check the status of updates. Other country profiles are also available from the website (<http://www.unescobkk.org/education/epr/sepra/infobase>).



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- Tel: (66-2) 391 0577
- Email: [epr@unescobkk.org](mailto:epr@unescobkk.org)
- <http://www.unesco.org/bangkok>