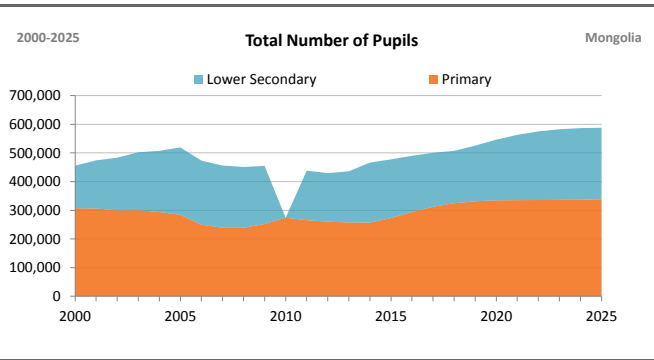
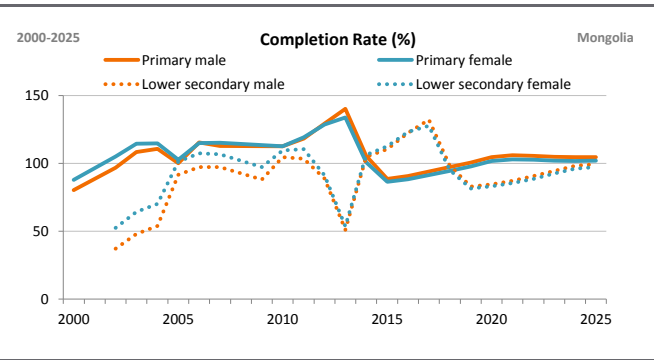
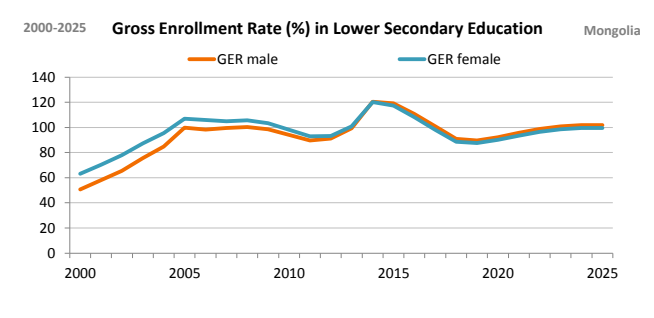
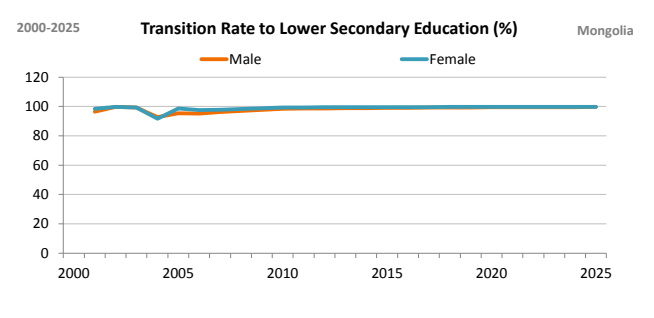
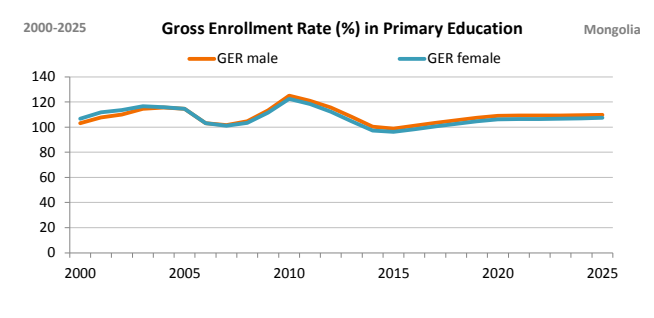
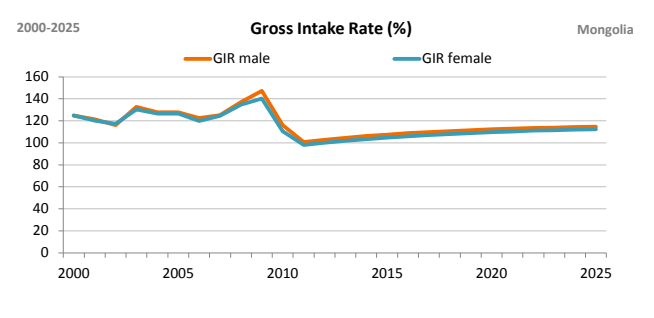


EPDC EDUCATION TRENDS AND PROJECTIONS 2000-2025

Mongolia



DEFINITIONS

Source: UNESCO Institute for Statistics (UIS)

Gross Intake Ratio (GIR) Total number of new entrants in first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.

Gross Enrollment Rate (GER) Total enrollment in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school-year. Often higher than 100% because of repetition and overage students.

Transition Rate The number of pupils admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils enrolled in the first grade of the lower level of education in the previous year.

Completion Rate The total number of students completing (or graduating from) the final year of primary or secondary education, regardless of age, expressed as a percentage of the population of the official primary or secondary graduation age.

Primary Education At the primary education level, the program of study is normally designed on a unit or project basis to give pupils a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. Religious instruction may also be featured. The average duration of primary education is six years but cycles vary by country, ranging from a minimum of three years to a maximum of eight years. Please note that these profiles take definitions of the entry age and duration of primary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at www.epdc.org.

Lower Secondary Education At the lower secondary education level, the program of study is typically designed to complete the development of basic skills and knowledge which began at the primary level. In many countries, the educational aim is to lay the foundation for lifelong learning and individual development. The duration of lower secondary education varies by country but averages three years internationally. Please note that these profiles take definitions of the entry age and duration of lower secondary education from the UIS Data Centre and these definitions may differ from national ones in select instances. Country specific information on education systems is available on the EPDC country pages at www.epdc.org.

These profiles were produced by the Education Policy and Data Center (EPDC) in August 2013.

PRIMARY	Number of Pupils	Gross Intake Rate into Primary (GIR, %)		Primary Gross Enrollment Rate (GER, %)		Primary Completion Rate (%)	
	TOTAL, Both Genders	Male GIR	Female GIR	Male GER	Female GER	Male %	Female %
2000	306,965	125	125	103	107	80	88
2001	306,412	121	120	108	112	#N/A	#N/A
2002	299,900	116	117	110	114	97	105
2003	300,601	133	130	115	116	108	114
2004	293,829	128	127	116	116	111	115
2005	284,424	128	127	115	115	100	103
2006	249,622	123	120	103	103	115	115
2007	239,262	125	125	102	101	113	115
2008	238,978	137	135	105	103	#N/A	#N/A
2009	252,191	147	140	113	111	#N/A	#N/A
2010	273,966	116	110	125	122	113	113
2011	265,639	101	98	121	118	118	119
2012	260,437	103	100	116	112	129	129
2013	257,650	105	102	108	105	140	134
2014	257,160	106	103	100	97	105	101
2015	272,940	107	105	99	96	89	86
2016	294,454	109	106	101	98	91	88
2017	312,279	110	107	103	101	94	91
2018	324,681	111	108	105	103	97	94
2019	331,534	111	109	107	105	101	98
2020	334,611	112	110	109	106	105	102
2021	335,540	113	110	109	106	106	103
2022	335,826	113	111	109	106	106	103
2023	336,371	114	112	109	107	105	102
2024	337,376	114	112	109	107	105	102
2025	338,068	115	112	110	107	105	102

LOWER SECONDARY	Number of Pupils	Transition to Lower Secondary (%)		Lower Secondary Gross Enrollment Rate (GER, %)		Lower Secondary Completion Rate (%)	
	TOTAL, Both Genders	Male %	Female %	Male GER	Female GER	Male %	Female %
2000	148,758	#N/A	#N/A	51	63	#N/A	#N/A
2001	167,925	96	98	58	70	#N/A	#N/A
2002	183,639	100	100	66	78	37	52
2003	201,883	99	99	76	87	48	64
2004	213,699	93	92	85	96	54	70
2005	234,942	95	99	100	107	92	101
2006	223,763	95	97	98	106	97	107
2007	216,905	96	98	99	105	97	107
2008	212,243	#N/A	#N/A	100	106	#N/A	#N/A
2009	202,857	#N/A	#N/A	98	103	88	97
2010	#N/A	98	99	#N/A	#N/A	105	109
2011	172,847	99	99	90	93	103	110
2012	169,233	99	99	91	93	89	91
2013	178,423	99	99	99	101	51	54
2014	209,372	99	100	121	120	105	106
2015	204,782	99	100	119	117	110	113
2016	195,721	99	100	111	108	122	123
2017	188,189	99	100	101	98	132	128
2018	182,894	99	100	91	89	98	95
2019	194,045	99	100	90	88	83	82
2020	211,847	99	100	92	90	85	83
2021	227,680	99	100	96	93	87	85
2022	239,408	100	100	99	96	91	89
2023	246,341	100	100	101	99	94	92
2024	249,315	100	100	102	100	98	96
2025	249,970	100	100	102	100	99	97

EPDC PROJECTION METHODOLOGY

EPDC education projections were developed using a progress-based methodology, based on trends from 2000-2010 across the group of low-income countries included in this exercise, and using past trends to set expectations for the future. Enrollments are projected using a cohort method, where student cohorts calculated based on UN population estimates are followed throughout the education system. Therefore, sudden spikes in primary intake in a given historical year can be expected to produce spikes in primary and, a few years later, lower secondary enrollment projections. Assumptions imposed on gross intake, dropout, repetition, and transition rates are used to drive the calculations for the rest of the indicators, including estimates of pupil enrollments, and - with the relevant population as a denominator - the gross and net enrollment rates by gender and school level. The projection assumptions set countries on a gradual rate of improvement across all key driver indicators, and countries that experienced negative trends in the most recent historical period are set to improve according to average trend across all countries. The full methodology for the projections is available upon request: email epdc@fhi360.org.

DISCLAIMER: EPDC education projections are a result of statistical modeling and contain a degree of prediction error. In some cases, trends do not follow the country specific trajectory, but are in line with the trends observed across the group of low-income countries as a whole. For these reasons, EPDC projections can only be used as a guide for research and policy, with the understanding that the actual levels of progress can only be known for present and past periods of time. FHI 360 bears no responsibility for incorrect predictions. Projection assumptions do not take into account crises, natural disasters, sudden population shifts, and other extraordinary circumstances.



Education Policy and Data Center (EPDC) is a research unit within the FHI 360 Global Learning Group. EPDC serves as a resource for education data, profiles and data reports on education status at the country level, research on issues and challenges in education around the world, as well as medium-term education projections. The FHI 360 Global Learning Group portfolio encompasses a wide range of programs and interventions in educational development. Visit us at www.fhi360.org and www.epdc.org.

EDUCATION POLICY AND DATA CENTER
Making sense of data to improve education for development